

# **PHYSICAL EDUCATION CURRICULUM**

**Grades 9-12**



**State Mandated Revisions and Curriculum Updates**

**GRADES 9-12 \***

**Draft 2012**

# **PHYSICAL EDUCATION**

## **GRADE 9**

### **Course Description**

The majority of high school students are predominately kinesthetic learners. Movement is the key to the learning process which helps individuals retain information more effectively and efficiently.

Physical activity prepares the brain for learning, provides a healthier body, and offers social interaction. All things being equal, healthy, active students become better learners. The following programs, offer the concepts of action base learning, linking movement and fitness activities to increase performance.

#### **Grade 9-**

The program offers the refinement of: specialized skills in sports and fitness activities; knowledge of rules, game strategies, movement concepts and principles through participation in a wide variety of activities; actively pursuing lifelong physical activity and individual fitness goals. Through participation in a variety of activities, students will respect and participate cooperatively in lifelong/fitness activities with persons of diverse characteristics and backgrounds.

<b>STANDARD 2.5 (MOTOR SKILL DEVELOPMENT) A STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.</b>
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**Descriptive Statement:** This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. In order to meet this standard, students' must participate in a wide range of developmentally-appropriate games, sports, dance, and leisure activities that will help students develop and maintain a healthy, active lifestyle.

**Cumulative Progress Indicators**

By the end of **Grade 9:**

**Goal: 1**

**The student will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

**Performance Objectives:**

- Demonstrate the principles contributing to the development of a variety of motor skills.
- Recognize the importance of individual and dual activities.
- Explain the transition of motor skills needed from isolated settings into applied settings.
- Apply movement concepts appropriate to the given situation (e.g.; force, effort, time, direction, and relationship) while participating in individual /dual/team sports.
- Identify the characteristics of highly skilled performance in a few movement forms.
- Recognize lifelong experiences acquired through physical activities.

**Goal: 2**

**The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**

**Performance Objectives:**

- Identify principals of practice and conditioning that enhance movement performance.
- Understand the concept of range of motion.
- .Demonstrate movement patterns as they relate to activities.
- Apply concepts and principles that improve performance.
- Understand and apply advanced movement and game strategies.
- Identify the critical elements of advanced movement skills.

### **Goal: 3**

**The student will participate regularly in physical activity.**

#### **Performance Objective:**

- Participate regularly in health-enhancing leisure activities and describe the critical aspects of a healthy lifestyle.
- Identify and interpret specific forms of unstructured leisure activities (e.g.; walking, bicycling, and gardening)
- List and participate in a leisure activity and explain how it contributes to a healthy lifestyle.
- Describe your participation in a leisure activity.
- Explain the physiological and psychological benefits of activities.(e.g.; individual, dual, and team)
- Participate regularly in a moderate- to-vigorous physical activity program.

### **Goal: 4**

**The student will exhibit responsible personal and social behavior that respects self and others.**

#### **Performance Objectives:**

- Describe and demonstrate the application of appropriate rules, strategies, and sportsmanship behaviors required as a participant and a spectator.
- Demonstrate self-control and sportsmanship while participating in activities.
- Coordinate movement with teammates to achieve the goal.
- Analyze individual and team effectiveness in achieving a goal, and make recommendations for improvement.
- Identify the roles and responsibility of the individuals within the team.
- Understand and respect the differences among individuals according to performance levels.
- Recognize various cultural differences.

### **Goal: 5**

**The student will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

#### **Performance Objectives:**

- Engage in various leisure activities.
- Analyze the benefits resulting from participation in different forms of physical activity.
- Demonstrate an appreciation of being physically active.
- Recognize lifelong experiences acquired through physical activities,
- Describe the relationship between a healthy lifestyle and “feeling good”.
- Seek personally challenging experiences in physical activities.

## **Grade 9 – Instructional Strategies**

### **A. Movement**

#### **Skills/Concepts**

- vocabulary associated with movement
- elements of advanced movement skills
- specific types of motor activities
- relevant movement patterns
- movement challenges and range of motion
- body mechanics
- directionality/continuation/completion/follow through
- impact of: force, motion gravity base of support
- manipulative/coordination
- verbal/visual response
- rhythm/time/coordination/tempo/dance

### **B. Strategy**

- personal organizational skills (e.g., competitive and cooperative)
- strategy interaction/use
- personal choices in activities
- importance of group and team participation
- appropriate behavior associated with activities
- offense, defense, and cooperative strategies
- mental attitudes affect performance
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### **C. Sportsmanship, Rules and Safety**

- self-initiated behaviors
- conflict resolution
- rules and etiquette (e.g., participating and observing activities)
- current impact of cultural diversity
- equipment safety guidelines
- risk factors and accident prevention
- T.E.A.M. vs TIAM \*philosophy

## **SAMPLE LESSON PLAN**

### **Standard 2.5 Movement**

#### **GRADE 9**

##### **ACTIVITY: WINDOW SOCCER**

**Purpose of Activity:** Students practice moving to open space and passing a soccer ball to open players.

**Prerequisites:** Soccer dribbling and passing to a moving target.

**Suggested Grade Level:** 9

**Materials Needed:** Soccer ball and two large cones for each group.

**Organization:** Groups of 4 or 6 (two teams of 2 or 3)

#### **Description of Idea**

Two cones are set up for the goal [window]. The distance the cones are apart is up to the instructor and the tighter the cones the less the scoring. There are no out of bounds except for obvious unsafe areas. One team scores through the cones one way [ie. north] while the other team scores through the other [ie. south]. The teams must only be able to score from their own direction. Anyone can block the shot, but no one can use their hands. The play does not stop when a goal is scored and the team can immediately score after the ball goes through the goal. Goals can only be scored from the knees down. The goals can be scored fast when everyone is around the goal kicking the ball in. All soccer rules are reinforced including free kicks.

##### **Variations:**

Make the "window" larger or smaller. Use uneven teams, i.e. 2 vs. 3. Add a safety circle around the "window" where no players are allowed to go. Add a "3 step then pass" rule. Require both groups to play a zone defense when they don't have the ball.

##### **Assessment Ideas:**

Students are successful when they pass the ball around instead of dribbling.

Have students count how many successful passes they make before a shot on goal.

All team members pass two times before a shot on goal while you are watching.

**Materials Needed:** 1 solid sponge type nerf ball (about 22" round) for each team (4 - 8 members per team); Jerseys to differentiate between two teams; A field or fields (basketball courts can be used for indoors) approximately 50 yds. long, and 30 - 40 yds. wide (cones can be used to divide a football field into 3 separate fields); Whistle to stop and start games; Stop Watch to take EHR's (Exercise Heart Rates)

##### **Adaptations for Students with Disabilities:**

For a visually impaired student, use a beeper ball or have them work with a peer. The peer catches the ball, gives the ball to the visually impaired student, who will then throw the ball to his/her teammates.

The teammates will have bells on their wrists, shaking them when the visually impaired student gets ready to throw.

- ☒ Have defenders be three or more arm lengths away from a student with a disability.
- ☒ For students using wheelchairs, defenders must count to five after the throw before they can try to take the ball away. If person has full use of their upper body, then they should catch the ball themselves. If a person does not, they should have a peer educator helping them catch and move along the playing area.

## SAMPLE LESSON PLAN

### Standard 2.5 Movement

### Grade 9

#### ACTIVITY: INDOOR SOCCER

**Purpose of Activity:** This activity is designed to give students a variation on indoor soccer. It combines aspects of indoor soccer and basketball and allows learners that are not well practiced in either sport to be successful.

**Prerequisites:** Students should have minimal knowledge of the rules of soccer and basketball. They should also know the concepts of catching (trapping), passing and shooting both a soccer ball and a basketball.

**Suggested Grade Level:** 9

**Materials Needed:**

1. Two portable indoor soccer goals or tape to make a 4'-5' x 2'-3' goal on a wall or mat.
2. Two basketball goals on opposing sides of the court.
3. A regular or indoor soccer ball.

### Description of Idea

Prior to beginning play, teams (for maximum participation, 3-4 mini games can go on side by side) should be organized equally in regard to size and athletic ability. In a small gym (regular size with walls on the sides of the court) teams of 7-10 players is acceptable. In larger gyms (full-sized with pull out bleachers) teams can be divided into groups of 12-15. One soccer goal should be placed underneath each basketball goal, preferably 4-5 feet behind it (against a wall works well). Each team will occupy the side of the court facing the goal they intend to score on. The teacher or designated referee will begin play by placing the ball at center court (much like soccer). The offensive team (determined by any random means) will start the game by kicking it backwards to a teammate. The teams will then start playing indoor soccer, trying to score in the goals on their opponents' side. Each team should

designate a goalie that is restricted to the three point arch. The teams will play indoor soccer until the ball is kicked in the air.

If the ball is caught before it hits the ground, then the catching team begins trying to score in the basketball goal. A player may pass the ball to a teammate, who may also catch it with his/her hands, and proceed toward their team's goal. Players are not allowed to kick the ball up to themselves, but may kick or head the ball to a teammate directly or off the wall/bleachers. Like basketball, players may only take two steps while carrying the ball. Unlike basketball, however, players are not allowed to dribble. The players will shoot at their basket until scoring or turning the ball over. If a player is fouled in the act of shooting he/she will get a free throw from the foul line, with each time lining up outside the lane. If the shot is missed, live play resumes. If the opposing team intercepts, steals or rebounds a missed attempt, they then switch direction and go toward their goal on the opposite end.

While in either discipline (soccer or basketball) teams may only score on the appropriate goal for that sport. If the ball hits the ground for any reason, the game automatically reverts back to indoor soccer. Players may also drop the ball intentionally to go back to soccer, but may only do so outside of the three point arch their intended goal is located in. If the goalie receives the ball for any reason he/she may pick it up and travel anywhere within his/her three point arch with no limit on steps. The goalie is allowed to pass the ball to any teammate, but cannot throw or kick it in the air past half court. Doing so results in an automatic turnover, with the opposing goalie receiving possession of the ball.

Any type of goal gives the scoring team one point. After a goal the ball is returned to half court, where the opposing team takes over possession. A set time limit can be utilized, or teams can play first to any set number of goals.

**Variations:** If teams contain both boys and girls the teacher can place a restriction that boys must pass to girls and vice versa. Teachers can also require that each player must pass to a teammate that he/she did not receive the ball from. Additional restrictions or penalty minutes may be given to protect other players, scoreboards and/or lighting (i.e. 2 minutes in a penalty box for kicking a ball that hits the ceiling or for rough play).

For students with disabilities the goals can be widened or a goal may be awarded for hitting the backboard, rather than scoring in the hoop.

**Assessment Ideas:** After completion the teacher may ask different students to demonstrate the different parts of each game (passing, catching/trapping, shooting, etc.). The teacher may also test verbally or in written form which aspects of the game of Indoor Boccer relate to the separate games of soccer and basketball.



## ACTIVITY: SOCCER SHOOTING SKILLS

**Purpose of Event:** To assess the skills of shooting a soccer ball.

**Suggested Grade Level:** 9

**Materials Needed:** Soccer rubric and handout (provided below), soccer balls, soccer field, soccer goal, cones.

### Description of Idea

Students will perform 5 shots on the goal without a goalkeeper for this assessment. The assessment will take place on the soccer field or another appropriate and safe area. Cones will be placed directly outside the 18yd. Box (Penalty Area), where the soccer ball will be positioned for shooting (as shown below).

The students will be assessed using the rubric below. The rubric and the proper technique illustration handout will be given out to students a week prior to their assessment. Students will be expected to study the techniques and practice before the assessment.

*This lesson idea is from PE Central ([pecentral.org](http://pecentral.org)), the premier Web site for Physical Education Teachers. Sponsored by S&S Worldwide ([sswww.com](http://sswww.com)).*

### **Soccer Rubric**

#### **Level Earned Performance**

Level 3: College Soccer Player

Level 2: High School Soccer Player

Student's shooting foot is extended at the ankle.

Student's planting foot is parallel to soccer ball

Student keeps the shooting knee over the ball and head up

Student does not strike the ball with the laces and does not follow through

**Name of Activity:** Soccer shooting skills.

**Purpose of Activity:** To assess the skills of shooting a soccer ball.

**Suggested Grade Level:** 9

**Materials Needed:** Soccer rubric, soccer handout, soccer balls, soccer field, soccer goal, cones.

#### **Assessment:**

Students will perform 5 shots on the goal without a goalkeeper for this assessment. The assessment will take place on the soccer field. Cones will be placed directly outside the 18yd. Box (Penalty Area), where the soccer ball will be positioned for shooting (as shown below). The students will be assessed using the rubric above. The rubric and the proper

technique illustration handout will be giving out to students a week prior to the assessment. Students will be expected to study the techniques and practice before the assessment.

### **Proper technique:**

**1.**

Strike the ball with laces  
Head is down

**2.**

Shooting knee over the ball  
Shooting foot extended at the ankle  
Planting foot parallel to soccer ball

**3.**

Shooting leg follows through after shot is taken

## SCOPE AND SEQUENCE PHYSICAL EDUCATION GRADE 9

2.5.9. A. Movement Skills/Concepts	
By the end of Grade 9, students will:	9 <sup>th</sup>
1. Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.	R
2. Demonstrate principles contributing to the development of a variety of motor skills.	R
3. Apply the impact of various applications of force and motion during physical activity.	R
4. Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.	R
5. Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.	R
6. Describe how equilibrium, rotation, and range of motion impact performance.	R
7. Analyze the application of balance and counterbalance.	R
8. Discuss the importance of practice.	
9. Describe the influence of history and culture on activities.	R

2.5.9 B. Strategy	
By the end of Grade 9, students will:	9 <sup>th</sup>
1. Apply advanced movement and game strategies.	R
2. Compare and contrast offensive, defensive, and cooperative strategies and use them effectively.	R
3. Execute individual and team strategies in games, sports, and other activities.	

2.5.9 C. Sportsmanship, Rules, and Safety	
By the end of Grade 9, students will:	9 <sup>th</sup>
1. Demonstrate self-control and sportsmanship while participating in activities.	R
2. Demonstrate appropriate sportsmanship and conduct as a spectator.	R
3. Understand the role and responsibility of a participant/observer during events, toward staff.	R

**KEY:      I= INTRODUCED          R= REINFORCED  
                 M=MASTERED**

<b>STANDARD 2.6 (FITNESS) A STUDENTS WILL APPLY HEALTH-RELATED AND SKILL RELATED FITNESS CONCEPTS AND SKILLS TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.</b>
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**Descriptive Statement:** This standard enables students to understand the components of health-related fitness (cardio respiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill related fitness (speed, agility, reaction time, coordination, and power). Students learn how each component is developed and measured. Students will design and implement a personal fitness plan that supports a healthy, active lifestyle.

### **Cumulative Progress Indicators**

By the end of **Grade 9**, students will

#### **Goal: 1**

**The student will exhibit a physically active lifestyle.**

##### **Performance Objectives:**

- Explain the characteristics of a physically fit person.
- Determine how one can achieve a healthy body composition.
- Apply principles of practice and conditioning to enhance performance.
- Describe the healthful benefits derived from regular physical activity to accomplish personal fitness goals.
- Compare the impact on wellness associated with physical inactivity.
- Describe the effects of aerobic exercise on the heart and overall health.
- Describe the total effects exercise has on muscular strength and endurance.
- Describe how physical activity acts as a positive stress management tool.

#### **Goal: 2**

**The student will achieve and maintain personal fitness through health-enhancing activities.**

##### **Performance Objectives:**

- Describe the components of fitness (e.g.; flexibility, cardiovascular fitness, muscular strength and muscular endurance.)
- Describe the short-and-long-term benefits of physical activities.
- Self-evaluate effort/participation/skill performance.
- Identify common exercise-related injuries (sprain, strain, blisters) and explain the appropriate treatment.
- Compare and contrast aerobic and anaerobic activities’.
- Apply the components of F.I.T.T. (e.g.; frequency, intensity, time, and type) and illustrate its use in the improvement of the health-related component of fitness.

- Determine how advanced technology has influenced personal fitness.
- Discuss the biomechanical principles that impact the quality of movement (Newton's Laws of Motion, spin, rotation, and torque).
- Discuss how genetics, gender, age, activity levels influence body composition.
- Determine the use of performance -enhancing substances. (**anabolic steroids**)

## **Grade 9 - Instructional strategies**

### **A. Fitness/Activity Skills**

- cardio endurance and conditioning
- cross training(speed/power, force/effort)
- circuit training
- aerobic conditioning
- flexibility/agility
- vocabulary associated with physical activities (F.I.T.T. and R.I.C.E.)
- muscular performance/endurance/ strength
- Principles of Fitness
- Laws of Motion

### **B. Training**

- benefits of warm up/cool down
- benefits of flexibility and agility
- types of heart rates
- target heart rates
- sustained activity
- warning signs of exertion/heat exhaustion/dehydration
- performance enhancements
- nutritional supplements
- body maintenance

### **C. Achieving and Assessing Fitness**

- self-motivational tactics
- personal fitness goals
- design and participate in a fitness plan
- personal fitness assessments
- increase personal health fitness and activities
- personal responsibility to develop and maintain physical activities

# PRINCIPLES OF FITNESS

## F.I.T.T.

The FIT principle is a formula that gives individuals guidelines to follow to build a good fitness program.

**F:** stands for frequency, how often a person exercises,

**I:** stands for intensity, how hard a person exercises,

**T:** stands for time, how long a person exercises.

**T:** stands for type of exercise.

## R.I.C.E.

REST

ICE

COMPRESSION

ELEVATION

# LAWS OF MOTION

## Newton's 1st law of Motion

Every object or body continues to be in its state of rest or of motion unless acted upon by an external unbalanced force. This is taken as the definition of inertia. If there is no net force resulting from unbalanced forces acting on an object (if the external forces cancel each other out), then the object will maintain a constant velocity. If that velocity is zero, then the object will remain at rest. If an additional external force is applied, the velocity will change because of the force.

## Newton's 2nd law of Motion

The rate of change of momentum of a body is equal to the force applied to that body and in the direction of the force. The acceleration of an object is directly proportional to the force applied to that object, in the direction of the force. This law is expressed by the equation,  $F = ma$ , where  $F$  is the net force acting on an object of mass  $m$  with acceleration  $a$ . If an object of mass  $m$  has acceleration  $a$  (change in velocity with time) then the net force  $F$  acting upon that object is the product of its mass and acceleration. It also accelerates as it is moving.

## Newton's 3rd law of Motion

Every action has an equal and opposite reaction.

It means that if a force is applied by an object  $X$  upon another object  $Y$ , then object  $Y$  will also exert an equal and opposite force on object  $X$ .

**SAMPLE LESSON PLAN**  
**Standard 2.6 Fitness**  
**Grade: 9**

**ACTIVITY: FITNESS DISC GOLF**

**Purpose of Activity:** This activity was designed to provide an enjoyable format for fitness activities.

**Prerequisites:** Students should be able to demonstrate ability to accurately throw a frisbee.

When done with heart rate monitors or pedometers, it is important for students to have previously learned step counting, monitoring their heart rate, and know their target heart rate zone.

**Suggested Grade Level:** 9-12

**Materials Needed:** 3-5 different colored cones, 16 in all-one cone for each hole; flying discs for each student; 1 flag for each cone which clearly states the cone number and the fitness task for that hole; pencils, score cards; heart rate monitors/pedometers(optional)

**Description of Idea**

This game can be played indoors, but is best for a large outdoor area such as a soccer field or football field.

The course is arranged with numbered cones representing each hole. On a cluttered field of cones, it may be helpful to have colors assigned to specific hole numbers (i.e. holes 1-4 are tall orange cones, holes 5-10 are purple cones, 11-16 red; or each hole has its own color).

The course can be arranged so that students start on the outside edge of the field and follow a spiral path to finish in the center; or cones can be placed in parallel lines to lead students back and forth across the length of the area; or the course can weave or zigzag from one side to the other and wrap back close to the beginning hole.

Each cone should include a flag with the hole number and a specific fitness task, which is completed by the students following each disc throw towards the next hole.

A score card with a list of holes and their individual fitness task is given to each student to tally their strokes (or one given to each group). Students are to complete the course in pairs (or foursomes). Assign each group a beginning hole, and they must follow the course in chronological order after the start. If a student begins on hole 4, they move to hole 5, continue through the last hole and then do holes 1-3 to complete the entire course.

If the fitness task for the hole where the pair is beginning is “5 pushups,” both students will throw their Frisbee, jog to where it landed, then each student performs their 5 pushups. Once the fitness task is completed, they make their next throw towards the target cone. The fitness task is to be repeated with each toss/throw, until the student hits the cone.

**Variations:**

Play in foursome rather than pairs. Play as partners not single players.

Move to a rollable surface for wheelchairs; modify tasks for students' needs; shorten hole distances; substitute disc for a ball or any easier to throw object; use larger targets for holes; work with a partner.

**Assessment Ideas:**

Questions following the activity:

How much time did you spend in your target heart rate?

What happened to your heart rate when you did pushups vs. jogged to your disc? Why?

Students can record steps/heart rates for each hole and use their numbers as a guiding motivation.

**Teaching Suggestions:**

Students who complete the course before their classmates should be instructed to try and improve their score by redoing select holes. Pedometers and/or heart rate monitors add a great deal to this activity.

It's great to encourage the best (lowest) course score, but it is also important to recognize things like students who recorded the most steps and students who spent the most time in their target heart rate zone.

**SAMPLE LESSON PLAN**  
**Standard 2.6 Fitness**  
**Grade 9**

**ACTIVITY: STRAIGHTS AND CURVES**

**Purpose of Activity:** Students will improve aerobic fitness through running and walking.

**Suggested Grade Level:** 9-12

**Materials Needed:** Performed on a track or other outdoor or indoor area.

**Description of Idea**

Once students have completed a proper warm up of movement and stretching, they will be prepared to perform "Straights and Curves". Have students spread out around track before beginning the activity. On a 400 meter track, students will stride the straights and walk the curves. Describe the strides as running 70-80% of full speed. Completing four laps is a good beginning early in the school year, or at the beginning of a fitness unit. It allows students to complete one mile in a self-paced activity. The work-active rest (stride-walk) model helps the less fit student to successfully complete the task of four laps.

**Variations:**



The distance of the "straights and curves" may vary with an indoor or outdoor area.

More fit classes may use this as a speed developing activity by sprinting the straights and walking the curves. Less physically fit individuals may jog the straights.

To make straights and curves longer or shorter, use cones with signs designating "stride" or "walk".

### **Assessment Ideas:**

Students take their pulse prior to beginning the activity. After each stride and walk, they re-check heart rate. Compare the rate of recovery after each interval.

Record the amount of time it takes students to complete 4 laps. Compare to previous 1 mile times.

Record distance covered for a specified time of performing straights and curves. Example: # of laps for 10 minutes. This can be a good lead-up to the 12 minute run.

## **Sample Lesson Plan Standard 2.6 Fitness GRADE: 9**

### **ACTIVITY: INTERVAL WORKOUT**

**Purpose of Activity:** To learn how interval training works by having students perform activities that involve alternating short bursts of high intensity with lower intensity activities.

**Suggested Grade Level:** 9-12

**Materials Needed:** To learn how interval training works by having students perform activities that involve alternating short bursts of high intensity with lower intensity activities.

#### **Description of Idea**

After warming up your class adequately (move them first to get muscles warm, then lead through appropriate exercise), lead your students through the interval workout. The number of seconds for each activity may be varied depending on the fitness level of the group. After students complete the activity make a task card for them so they can work with a partner of similar fitness level and work independently. This will help develop student self-responsibility. The workout proceeds as follows:

1. Sprint 30 seconds, Walk briskly 60 secs. to recover
2. Tuck Jumps for height for 30 seconds (tuck knees to chest, land with bend in knees), Walk briskly 60 secs. to recover
3. Push-ups for 30 seconds, Walk briskly 60 secs.
4. High Knee Sprint for 30 seconds, Walk briskly 60 secs.
5. Wall Push-up 30 seconds (bend elbows, keep body straight), Walk briskly 60 secs.
6. Sprint 30 seconds, Walk briskly 60 secs. to recover

7. Grapevine sprint 30 seconds (keep shoulder pointing forward), Walk briskly 60 secs.
8. Alternating Lunges 30 seconds (make sure knees do not go past toes), Walk briskly 60 secs.
9. High Knee Skipping 30 seconds, Walk briskly 60 secs.
10. Crunches for 30 seconds, **WALK to cool down**
11. Stretch all muscle groups

**Variations:** If you have some students who are injured or who are unable to do some of these due to previous injuries you may consider having a station for jump roping.

#### SAMPLE RUBRIC SMALL/LARGE SIDED GAMES ASSESSMENT

**Purpose of Event:** For students to understand that small sided games will help each student improve their skills and endurance. This is because each student will get the ball more often and be more involved in the action.

**Prerequisites:** Soccer skills including dribbling, passing, trapping, and shooting are helpful, although not necessary.

**Suggested Grade Level:** 9

**Materials Needed:** Assessment forms, pencils, soccer balls (1 for every 4 students), cones for goals, large field.

#### **Description of Idea**

Begin class with a large soccer game and let the students play for 5-10 minutes. Stop the class and set up several 2v2 or 3v3 games and let them play for 5-10 minutes.

Stop the class and have a discussion about the games. Ask leading questions so the students will state that there is more action for each player, more opportunities for each player, and more running for each player when it was 2v2 or 3v3. Also, lead them to discover that players who are involved in small sided games will have a greater chance of improving their skills and their endurance, and that it is easier to participate in small sided games on their own because they require fewer people.

Make an assessment that looks something like this and have the students complete it.

### **Small/Large Sided Games Assessment**

Name \_\_\_\_\_ Grade \_\_\_\_\_

If you could decide whether to play large sided or small sided activities this semester, which would you choose?

\_\_\_\_\_

Please explain how your selection will give you the best possible opportunity to improve your soccer skills and your cardiovascular endurance.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Would your heart rate be higher in a large or small sided activity?

\_\_\_\_\_

After school, would a large or small sided activity be easier to participate in?

\_\_\_\_\_

**Variations:** Have students compare their heart rate using heart rate monitors or by checking their pulse periodically during each activity.

Use pedometers to compare the number of steps taken during each activity.

After completing the activity and discussing small vs. large sided games, have students choose their own groups and design their own activities that would result in high participation for all group members.

**Assessment Ideas:** Collect assessment sheets.

Include heart rate/pedometer readings on assessment sheet.

Have students describe a game they come up with as a group, including statements why this particular game/activity would lead to high participation and activity for all involved.

**Teaching Suggestions:** Write out leading questions before class.

Be prepared because some students may argue that the large sided game is "more fun". However, your questions must lead them to consider how much standing around occurs during large activities compared to small activities.

This can be done with many activities like basketball, volleyball, team handball, etc.

# **SAMPLE POINT RUBRIC**

## **FitnessGram**

Name \_\_\_\_\_ Grade \_\_\_\_\_ Base Teacher \_\_\_\_\_  
Student Number \_\_\_\_\_

Check to indicate which of the tasks are complete.

### **Fitness Testing (20points)**

	<b>Pre-Test</b>	<b>Post-Test</b>
1. Sit-ups in one minute (2points)	_____	_____
2. Mile run ( 4 points)	_____	_____
3. Flexed arm hang/pull-ups (2 points )	_____	_____
4. Sit and Reach (2 points)	_____	_____
5. Shuttle run ( 2 points)	_____	_____
6. Push-ups ( 2 points)	_____	_____
7. Pacer (4 points)	_____	_____
8. Pull-ups (2 points)	_____	_____

Teacher comments:

### **Rubric: Personal Workout Program**

<b>Personal Workout Program</b> Student designs and implements a personal workout program for the semester.				
	<b>Poor 1 pts</b>	<b>Fair 2pts</b>	<b>Good 3 pts</b>	<b>Exceptional 4 pts</b>
<b>Goal Setting</b>				
<b>Components of Health Related Fitness</b>				
<b>Planning</b>				
<b>Implementation</b>				
<b>Organization</b>				

<b>Class</b> _____	<b>Student:</b> _____
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<b>Components of Health Related Fitness</b> Four components of health are represented in the program. -cardio respiratory -Muscular strength -Muscular endurance -Flexibility	-Poor -One component is represented in the program.	-Fair -Two components are represented in the program.	-Good -Three components are represented in the program.	-Exceptional -A components are represented in the program.
<b>Planning</b> Development of the actual workout program	-Poor -Plan addresses some (25%) of the stated goals. -Activities do not address the training principle of FITT. -Activities are irrelevant or are not sequenced properly.	-Fair -Plan addresses most (50%) of the stated goals. -Some (25%) activities address the training principle of FITT. -Some (25%) activities are irrelevant and are sequenced properly.	-Good -Plan addresses a of the stated goals. -Most (50%) activities address the training principle of FITT. -Most (50%) activities are relevant and are sequenced properly.	-Exceptional -Plan addresses a of the stated goals. -A activities address the training principle of FITT. -A activities are relevant and are sequenced properly.
<b>Implementation</b> Journal is filled out program is implementing throughout the semester.	-Poor -Insufficient evidence of implementation of program. -Program not recorded on daily log sheets. -FITT information not present or confusing to reader.	-Fair -Implemented some (25%) of planned activities. -Program logs are incomplete. -FITT information provided for some (25%) of the activities.	-Good -Implemented most (50%) of planned activities. -Program logs are complete. -FITT information provided for a activities.	-Exceptional -Implemented a of planned activities. -Program logs are incomplete. -FITT information provided for a activities.
<b>Organization</b> Organization of the program	-Poor -The program's format and organization is confusing to the reader.	-Fair -The program is well-formatted and well-organized	-Good -The program's format is attractive and well-organized.	-Exceptional -The program's format is attractive and well-organized

## SCOPE AND SEQUENCE PHYSICAL EDUCATION GRADE 9

2.6.9. A. Fitness and Physical Activity	
By the end of Grade 9, students will:	9 <sup>th</sup>
1. Summarize the potential short-and long-term physical, social, and emotional benefits of regular physical activity	M
2. Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.	R
3. Predict how factors such as health status, interests, environmental conditions, and time impact personal fitness.	R
4. Analyze the positive and negative impacts of technological advances on exercise, health, and fitness.	R
5. Describe ways to achieve a healthy body composition through healthy eating and physical activity.	M
6. Distinguish between facts and fiction regarding the marketing of fitness products, equipment, services, information and supplements.	R

2.6.9. B. Training	
By the end of Grade , students will:	9 <sup>th</sup>
1. Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.	R
2. Describe and demonstrate various training methods.	R
3. Summarize the benefits of regular physical activity.	R
4. Investigate the consequences of anabolic steroids and other performance enhancing substances.	R

2.6.9. C. Achieving and Assessing Fitness	
By the end of Grade 9, students will:	9 <sup>th</sup>
1. Incorporate the five major components of fitness related to improved health.	M
2. Monitor physiological responses before, during and after exercise and compare changes.	M
3. Use health data and information to develop a personal fitness plan, using technology to evaluate the implementation and outcomes of the plan.	M

**KEY: I= INTRODUCED                      R=REINFORCED**  
**M=MASTERED**

# TEACHER ASSESSMENT TOOLS

## Key for Assessing Students Progress

1. Attendance
2. Communication
3. Demonstration tests
4. Observation
5. Participation
6. Personal program
7. Poster presentation
8. Preparation
9. FitnessGram Testing
10. Questionnaire
11. Reflection tasks
12. Role play
13. Rubric
14. Self-assessment project
15. Skill test
16. Student interviews
17. Teacher made test

Other:

\*Key for Assessing Students Progress



**Physical Education Curriculum**  
**Available Pupil Progress Indicators**  
**Grades 9-12**

<b>New Jersey Standards</b>	<b>Teacher Assessment Tools</b>	<b>Student Assessment</b>
2.5	2, 3, 4, 6, 7, 10, 11, 17,18,20,22	1,16,21
2.6	1,2, 3, 4, 5,6, 7,8,9, 11, 12, 17, 18,22	1,16,21
<b>National Standards</b>		
1	5,6,7,22	1,16,21
2	5,6,7,8,17	1,16,21
3	4,9,15,17	1,16,21
4	8,9,12,17	1,16,21
5	7,8,12,17,21	1,16,21
6	3,5,7,14,19,20,21	1,16,21
7	3,7,11,13,19,21	1,16,21
<b>Suggested Evaluation Resources:</b>		

# **PHYSICAL EDUCATION**

## **GRADE 10**

### **Course Description**

The majority of high school students are predominately kinesthetic learners. This criteria; movement in the learning process helps many children retain information more efficiently. Physical activity prepares the brain for learning by providing a healthier body and brain that works more efficiently. All things being equal, healthy, active students become better performers. The following programs, offer the concepts of action base learning, linking movement and physical activity to increase performance.

#### **Grade 10-**

The program offers specialized skills in sports and fitness activities; knowledge of rules, game strategies, movement concepts and principles through participation in a wide variety of activities; actively pursuing lifelong physical activity and individual fitness goals. Through participation in a variety of activities, students will respect and participate cooperatively in lifelong/fitness activities with persons of diverse characteristics and backgrounds.

STANDARD 2.5 (MOTOR SKILL DEVELOPMENT) A STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.
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**Descriptive Statement:** This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. In order to meet this standard, students' must participate in a wide range of developmentally-appropriate games, sports, dance, and leisure activities that will help students develop and maintain a healthy, active lifestyle.

### **Cumulative Progress Indicators**

By the end of **Grade 10:**

#### **Goal: 1**

**The student will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

##### **Performance Objectives:**

- Demonstrate the principles contributing to the development of a variety of motor skills.
- Recognize the importance of individual and dual activities.
- Explain the transition of motor skills needed from isolated settings into applied settings.
- Apply movement concepts appropriate to the given situation (e.g.; force, effort, time, direction, and relationship) while participating in individual /dual/team sports.
- Identify the characteristics of highly skilled performance in a few movement forms.
- Recognize lifelong experiences acquired through physical activities.

#### **Goal: 2**

**The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**

##### **Performance Objectives:**

- Identify principals of practice and conditioning that enhance movement performance.
- Understand the concept of range of motion.
- Demonstrate movement patterns as they relate to activities.
- Apply concepts and principles that improve performance.
- Understand and apply advanced movement and game strategies.
- Identify the critical elements of advanced movement skills.

### **Goal: 3**

**The student will participate regularly in physical activity.**

#### **Performance Objective:**

- Participate regularly in health-enhancing leisure activities and describe the critical aspects of a healthy lifestyle.
- Identify and interpret specific forms of unstructured leisure activities (e.g.; walking, bicycling, and gardening)
- List and participate in a leisure activity and explain how it contributes to a healthy lifestyle.
- Describe your participation in a leisure activity.
- Explain the physiological and psychological benefits of activities.(e.g.; individual, duel, and team)
- Participate regularly in a moderate- to-vigorous physical activity program.

### **Goal: 4**

**The student will exhibit responsible personal and social behavior that respects self and others.**

#### **Performance Objectives:**

- Describe and demonstrate the application of appropriate rules, strategies, and sportsmanship behaviors required as a participant and a spectator.
- Demonstrate self-control and sportsmanship while participating in activities.
- Coordinate movement with teammates to achieve the goal.
- Analyze individual and team effectiveness in achieving a goal, and make recommendations for improvement.
- Identify the roles and responsibility of the individuals within the team.
- Understand and respect the differences among individuals according to performance levels.
- Recognize various cultural differences.

### **Goal: 5**

**The student will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

#### **Performance Objectives:**

- Engage in various leisure activities.
- Analyze the benefits resulting from participation in different forms of physical activity.
- Demonstrate an appreciation of being physically active.
- Recognize lifelong experiences acquired through physical activities,
- Describe the relationship between a healthy lifestyle and “feeling good”.
- Seek personally challenging experiences in physical activities.

## **Grade 10 – Instructional Strategies**

### **A. Movement**

#### **Skills/Concepts**

- vocabulary associated with movement
- elements of advanced movement skills
- specific types of motor activities
- relevant movement patterns
- movement challenges and range of motion
- body mechanics
- directionality/continuation/completion/follow through
- impact of: force, motion gravity base of support
- manipulative/coordination
- verbal/visual response

### **B. Strategy**

- personal organizational skills (e.g., competitive and cooperative)
- strategy interaction/use
- personal choices in activities
- importance of group and team participation
- appropriate behavior associated with activities
- offense, defense, and cooperative strategies
- mental attitudes affect performance

### **C. Sportsmanship, Rules, and Safety**

- self-initiated behaviors
- conflict resolution
- rules and etiquette (e.g., participating and observing activities)
- current impact of cultural diversity
- equipment safety guidelines
- risk factors and accident prevention
-

## SAMPLE LESSON PLAN

### Standard 2.5 Movement

### GRADE 10

#### ACTIVITY: SOFTBALL SKILLS ASSESSMENT

**Purpose of Activity:** To assess students proper throwing and catching techniques as applied to the game of softball.

**Suggested Grade Level:** 10

**Materials Needed:** Softballs, cones, stopwatch, gloves, assessment sheet located below.

#### Description of Idea

Students get into groups of threes. One person per group will assess ONE of the other students participating in throwing and catching both regular pitches and grounders during a three minute assessment period at a distance of approximately 20 yards. **Softball Throwing/Catching Assessment Sheet**

**Directions:** In a group of three check your partners off indicating YES or NO as partner performs the skill.

<b>Throwing the Softball:</b>		
Weight on back foot at beginning of throw?	Yes	No
Elbow at 90 degrees, elbow abducted from trunk, as arm circumducts in shoulder joint?	Yes	No
Weight shifts to front foot as ball is released?	Yes	No
Follow through is observed?	Yes	No
<b>Catching the Softball:</b>		
Feet shoulder width apart?	Yes	No
Glove in appropriate catching technique (webbing up for thrown balls above midrift) (webbing down for thrown balls below midrift)?	Yes	No
Glove hand gives as ball enters into the glove.	Yes	No
Dominant hand follows ball into glove to ensure catch?	Yes	No
<b>Fielding Ground Balls:</b>		
Ready position: There is both a bend at the knees and the waist?	Yes	No
Person moves body in front of the moving ball?	Yes	No
Ball scooped correctly and brought to the body as person ready's him/herself for proper throw?	Yes	No

## SCOPE AND SEQUENCE PHYSICAL EDUCATION GRADE 10

2.5.10. A. Movement Skills/Concepts	
By the end of Grade 10, students will:	<b>10<sup>th</sup></b>
1. Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.	R
2. Demonstrate principles contributing to the development of a variety of motor skills.	R
3. Apply the impact of various applications of force and motion during physical activity.	R
4. Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.	R
5. Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.	R
6. Describe how equilibrium, rotation, and range of motion impact performance.	R
7. Analyze the application of balance and counterbalance.	R
8. Discuss the importance of practice.	
9. Describe the influence of history and culture on activities.	R

2.5.10 B. Strategy	
By the end of Grade 10, students will:	<b>10<sup>th</sup></b>
1. Apply advanced movement and game strategies.	R
2. Compare and contrast offensive, defensive, and cooperative strategies and use them effectively.	R
3. Execute individual and team strategies in games, sports, and other activities.	

2.5.10 C. Sportsmanship, Rules, and Safety	
By the end of Grade 10, students will:	<b>10<sup>th</sup></b>
1. Demonstrate self-control and sportsmanship while participating in activities.	R
2. Demonstrate appropriate sportsmanship and conduct as a spectator.	R
3. Understand the role and responsibility of a participant/observer during events, toward staff.	R

**KEY: I= INTRODUCED**

**R=REINFORCED**

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

**Descriptive Statement:** This standard enables students to understand the components of health-related fitness (cardio respiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill related fitness (speed, agility, reaction time, coordination, and power). Students learn how each component is developed and measured. Students will design and implement a personal fitness plan that supports a healthy, active lifestyle.

**Cumulative Progress Indicators**

By the end of **Grade 10**, students will

**Goal: 1**

**The student will exhibit a physically active lifestyle.**

**Performance Objectives:**

- Explain the characteristics of a physically fit person.
- Determine how one can achieve a healthy body composition.
- Apply principles of practice and conditioning to enhance performance.
- Describe the healthful benefits derived from regular physical activity to accomplish personal fitness goals.
- Compare the impact on wellness associated with physical inactivity.
- Describe the effects of aerobic exercise on the heart and overall health.
- Describe the total effects exercise has on muscular strength and endurance.
- Describe how physical activity acts as a positive stress management tool.

**Goal: 2**

**The student will achieve and maintain personal fitness through health-enhancing activities.**

**Performance Objectives:**

- Describe the components of fitness (e.g.; flexibility, cardiovascular fitness, muscular strength and muscular endurance.)
- Describe the short-and-long-term benefits of physical activities.
- Self-evaluate effort/participation/skill performance.
- Identify common exercise-related injuries (sprain, strain, blisters) and explain the appropriate treatment.
- Compare and contrast aerobic and anaerobic activities’.
- Apply the components of F.I.T.T. (e.g.; frequency, intensity, time, and type) and illustrate its use in the improvement of the health-related component of fitness.



- Determine how advanced technology has influenced personal fitness.
- Discuss the biomechanical principles that impact the quality of movement (Newton's Laws of Motion, spin, rotation, and torque).
- Discuss how genetics, gender, age, activity levels influence body composition.
- Determine the use of performance -enhancing substances. (**anabolic steroids**)

## **Grade 10 - Instructional strategies**

### **A. Fitness/Activity Skills**

- cardio endurance and conditioning
- cross training(speed/power, force/effort)
- circuit training
- aerobic conditioning
- flexibility/agility
- vocabulary associated with physical activities (F.I.T.T. and R.I.C.E.)
- muscular performance/endurance/ strength
- Principles of Fitness
- Laws of Motion

### **B. Training**

- benefits of warm up/cool down
- benefits of flexibility and agility
- types of heart rates
- target heart rates
- sustained activity
- warning signs of exertion/heat exhaustion/dehydration
- performance enhancements
- nutritional supplements
- body maintenance

### **C. Achieving and Assessing Fitness**

- self-motivational tactics
- personal fitness goals
- design and participate in a fitness plan
- personal fitness assessments
- increase personal health fitness and activities
- personal responsibility to develop and maintain physical activities

# PRINCIPLES OF FITNESS

## F.I.T.T.

The FIT principle is a formula that gives individuals guidelines to follow to build a good fitness program.

**F:** stands for frequency, how often a person exercises,

**I:** stands for intensity, how hard a person exercises,

**T:** stands for time, how long a person exercises.

**T:** stands for type of exercise.

## R.I.C.E.

REST

ICE

COMPRESSION

ELEVATION

# LAWS OF MOTION

## Newton's 1st law of Motion

Every object or body continues to be in its state of rest or of motion unless acted upon by an external unbalanced force. This is taken as the definition of inertia. If there is no net force resulting from unbalanced forces acting on an object (if the external forces cancel each other out), then the object will maintain a constant velocity. If that velocity is zero, then the object will remain at rest. If an additional external force is applied, the velocity will change because of the force.

## Newton's 2nd law of Motion

The rate of change of momentum of a body is equal to the force applied to that body and in the direction of the force. The acceleration of an object is directly proportional to the force applied to that object, in the direction of the force. This law is expressed by the equation,  $F = ma$ , where  $F$  is the net force acting on an object of mass  $m$  with acceleration  $a$ . If an object of mass  $m$  has acceleration  $a$  (change in velocity with time) then the net force  $F$  acting upon that object is the product of its mass and acceleration. It also accelerates as it is moving.

## Newton's 3rd law of Motion

Every action has an equal and opposite reaction.

It means that if a force is applied by an object  $X$  upon another object  $Y$ , then object  $Y$  will also exert an equal and opposite force on object  $X$ .

## **SAMPLE LESSON PLAN**

### **STANDARD 2.6 FITNESS GRADE 10**

#### **TITLE: DISCOVERY PACING**

**Purpose of Event:** Students discover strategies for pacing themselves when running longer distances.

**Prerequisites:** none

**Suggested Grade Level:** 10

**Materials Needed:** 1/4 mile track and a stopwatch. Paper and pencils for each group of two students are optional.

#### **Description of Idea**

Have students run one lap as fast as they can (after a warm-up, of course). One partner times the other partner. Large clocks with second hands or a large digital timer work well. Have the partner write the time down. Students switch so that everyone has recorded their best times.

Bring the class together for a discussion. Ask the students if they can run 4 laps at that pace. They should say no. Next, ask them what they would have to do to run 4 laps as fast as they can. The discussion should be geared towards the concept of pacing and how it relates to cardiovascular endurance.

Have the students talk with their partner and come up with 1-2 strategies they can use to pace themselves. Offer suggestions such as make sure you can talk but cannot sing while running or to run a lap 10-30 seconds slower. Have them break the time down by lap. For example, if the first time they recorded was 90 seconds, have them pace themselves to run a 120 second lap. This means they should run the first corner in 30 seconds, finish the straight away by 60 seconds, next corner at 90 seconds and finish the lap at 120 seconds.

Have the students practice their pacing by running a lap 10-30 seconds slower than the first time. A second option is for students to run 4 laps and make sure each lap is 10-30 slower than the first time.

Either way, you will need to call out the time every 10 seconds, so they can work on their pace.

**Assessment Ideas:** Have the students write down their pacing strategies and turn them in after class or for homework. Use the times for goal setting as part of their individual fitness plan.

**Teaching Suggestions:** Use flags, chairs, or cones to mark every 110 yards (100 meters) around the track as a reference for pacing.

## **SAMPLE LESSON PLAN**

### **Standard 2.6 Fitness**

#### **GRADE 10**

#### **ACTIVITY: THEMED FITNESS FRIDAYS: ROCKY**

**Purpose of Event:** The purpose of the activity is to increase cardiovascular endurance using a themed activity with stations that are fun and motivational.

**Prerequisites:** Review of the different fitness stations and/or concepts.

**Suggested Grade Level:** 10

**Materials Needed:** Themed music, Paper, Medicine Balls, Jump Ropes, Floor Ladder, and Floor Mats

#### **Description of Idea**

Fitness Friday is a consistent activity that incorporates fitness into any unit. Fitness Friday consists of different fitness stations that are based around a theme. The theme can vary from a type of era to a movie. Some of the other Fitness Fridays have included Michael Jackson, Halloween, and Boot Camp. The one below is based on the movie Rocky.

The Fitness Friday for this activity was ROCKY. The stations for this Fitness Friday were based on the movie. The stations have punching combinations and a lot of the different training sequences that were used in the different movies. In addition, ROCKY theme music is played throughout the workout. Even one of our physical education teachers dressed up as a ROCKY to motivate the students during the workout. The workout lasts about 15 minutes. There were 9 stations that are based on the different ROCKY movies. The students would complete the exercises for each station during a 45 second time frame. Once the station was completed, the students would rotate to a different station.

The stations were:

1- Jump Rope; students would jump rope for 45 seconds. The technique could be both feet, 1 foot, alternating feet, double jumping.

2- Medicine Ball Sit Ups; students would lie on a mat with a medicine ball in their hands. When they sat up they would throw the medicine ball against the matted wall, catch it, and sit back down.

3- Line Drill; there is a box that is outlined with floor tap. The students must shuffle around the box forwards, sideways, backwards for 45 seconds.

4- Ladder Drill; an agility ladder is used. The students will use different combinations to go through the ladder (ex, Deon Sanders, both feet in, left foot only, right foot only).

5- Push Ups: students will perform regular pushups for 45 seconds

Fitness Boxing Stations: being that the ROCKY movies are about a boxer, students will practice different punching combinations at a designated station. These combinations need to be taught in a previous unit. **Safety Note:** Students will be performing these routines in space and not near any other student.

6- 1, 2 Combos (Jab & Cross); Students will perform a jab, cross combination for 45 seconds.

7- 3, 4 Combos (hook & upper cut); students will perform a hook and upper cut for 45 seconds.

8- 1,2,3,4 Combos; students will combine all 4 punches into a sequence, and complete that sequence for 45 seconds.

9 - Shuffle Punches; students will be in a punch position shuffling forwards, backwards, side to side for 45 seconds.

**Teaching Suggestions:**

Being that Fitness Friday is designed to keep students physically active, random pulse checks would be one form of assessments. The students target heart rates should be in the 120-180 range. This allows you to see how hard the students are working out. If you ask a student what his/her heart rate is and it is not in the range, he/she needs to be working harder.

# **SAMPLE POINT RUBRIC**

## **FitnessGram**

**Name** \_\_\_\_\_ **Grade** \_\_\_\_\_ **Base Teacher** \_\_\_\_\_  
**Student Number** \_\_\_\_\_

Check to indicate which of the tasks are complete.

### **Fitness Testing (20points)**

	<b>Pre-Test</b>	<b>Post-Test</b>
1. Sit-ups in one minute (2points)	_____	_____
2. Mile run ( 4 points)	_____	_____
3. Flexed arm hang/pull-ups (2 points )	_____	_____
4. Sit and Reach (2 points)	_____	_____
5. Shuttle run ( 2 points	_____	_____
6. Push-ups ( 2 points)	_____	_____
7. Pacer (4 points)	_____	_____
8. Pull-ups (2 points)	_____	_____

Teacher comments:

### **Rubric: Personal Workout Program**

<b>Personal Workout Program</b> Student designs and implements a personal workout program for the semester.				
	<b>Poor 1 pts</b>	<b>Fair 2pts</b>	<b>Good 3 pts</b>	<b>Exceptional 4 pts</b>
<b>Goal Setting</b>				
<b>Components of Health Related Fitness</b>				
<b>Planning</b>				
<b>Implementation</b>				
<b>Organization</b>				

<b>Class</b> _____	<b>Student:</b> _____
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<b>Goal Setting</b> Establish short-term and long term goals based on health related components and initial assessment	Poor -General goals for some health related components. -Goals are not based on initial personal assessment	Fair -General goals for at least three health related components. -Some (25%) goals are based on initial personal assessment. -Has at least one specific short-term & long-term goal.	Good -Has at least one specific short-term & long-term goal for a health related components. -Most (50%) goals are based on the evaluation of the initial assessment data.	Exceptional -Has at least one specific short-term & long-term goal for a health related components. -A goals are based on the evaluation of the initial assessment data.
<b>Components of Health Related Fitness</b> Four components of health are represented in the program. -cardio respiratory -Muscular strength -Muscular endurance -Flexibility	Poor -One component is represented in the program.	Fair -Two components are represented in the program.	Good -Three components are represented in the program.	Exceptional -A components are represented in the program.
<b>Planning</b> Development of the actual workout program	Poor -Plan addresses some (25%) of the stated goals. -Activities do not address the training principle of FITT. -Activities are irrelevant or are not sequenced properly.	Fair -Plan addresses most (50%) of the stated goals. -Some (25%) activities address the training principle of FITT. -Some (25%) activities are irrelevant and are sequenced properly.	Good -Plan addresses a of the stated goals. -Most (50%) activities address the training principle of FITT. -Most (50%) activities are relevant and are sequenced properly.	Exceptional -Plan addresses a of the stated goals. -A activities address the training principle of FITT. -A activities are relevant and are sequenced properly.
<b>Implementation</b> Journal is filled out program is implementing throughout the semester.	Poor -Insufficient evidence of implementation of program. -Program not recorded on daily log sheets. -FITT information not present or confusing to reader.	Fair -Implemented some (25%) of planned activities. -Program logs are incomplete. -FITT information provided for some (25%) of the activities.	Good -Implemented most (50%) of planned activities. -Program logs are complete. -FITT information provided for a activities.	Exceptional -Implemented a of planned activities. -Program logs are incomplete. -FITT information provided for a activities.
<b>Organization</b> Organization of the program	Poor -The program's format and organization is confusing to the reader.	Fair -The program is well-formatted and well-organized	Good -The program's format is attractive and well-organized.	Exceptional -The program's format is attractive and well-organized



## SCOPE AND SEQUENCE PHYSICAL EDUCATION GRADE 10

2.6.10. A. Fitness and Physical Activity	
By the end of Grade 10, students will:	10th
1. Summarize the potential short-and long-term physical, social, and emotional benefits of regular physical activity	M
2. Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.	R
3. Predict how factors such as health status, interests, environmental conditions, and time impact personal fitness.	R
4. Analyze the positive and negative impacts of technological advances on exercise, health, and fitness.	R
5. Describe ways to achieve a healthy body composition through healthy eating and physical activity.	M
6. Distinguish between facts and fiction regarding the marketing of fitness products, equipment, services, information and supplements.	R

2.6.10. B. Training	
By the end of Grade 10 , students will:	10th
1. Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.	R
2. Describe and demonstrate various training methods.	R
3. Summarize the benefits of regular physical activity.	R
4. Investigate the consequences of anabolic steroids and other performance enhancing substances.	R

2.6.10. C. Achieving and Assessing Fitness	
By the end of Grade 10, students will:	10th
1. Incorporate the five major components of fitness related to improved health.	R
2. Monitor physiological responses before, during and after exercise and compare changes.	R
3. Use health data and information to develop a personal fitness plan, using technology to evaluate the implementation and outcomes of the plan.	R

**KEY: I= INTRODUCED R=REINFORCED M=MASTERE**

# TEACHER ASSESSMENT TOOLS

## Key for Assessing Students Progress

1. Attendance
2. Communication
3. Demonstration tests
4. Observation
5. Participation
6. Personal program
7. Poster presentation
8. Preparation
9. FitnessGram Testing
10. Questionnaire
11. Reflection tasks
12. Role play
13. Rubric
14. Self-assessment project
15. Skill test
16. Student interviews
17. Teacher made test

Other:

\*Key for Assessing Students Progress

**Physical Education Curriculum  
Available Pupil Progress Indicators  
Grades 9-12**

<b>New Jersey Standards</b>	<b>Teacher Assessment Tools</b>	<b>Student Assessment</b>
2.5	2, 3, 4, 6, 7, 10, 11, 17,18,20,22	1,16,21
2.6	1,2, 3, 4, 5,6, 7,8,9, 11, 12, 17, 18,22	1,16,21
<b>National Standards</b>		
1	5,6,7,22	1,16,21
2	5,6,7,8,17	1,16,21
3	4,9,15,17	1,16,21
4	8,9,12,17	1,16,21
5	7,8,12,17,21	1,16,21
6	3,5,7,14,19,20,21	1,16,21
7	3,7,11,13,19,21	1,16,21
<b>Suggested Evaluation Resources:</b>		

# **PHYSICAL EDUCATION**

## **GRADE 11**

### **Course Description**

The majority of high school students are predominately kinesthetic learners. This criteria; movement in the learning process helps many children retain information more efficiently. Physical activity prepares the brain for learning by providing a healthier body and brain that works more efficiently. All things being equal, healthy, active students become better performers. The following programs, offer the concepts of action base learning, linking movement and physical activity to increase performance.

#### **Grade 11-**

The program offers performance and assessment skills in sports, and fitness activities, comprehend game strategies, rules, movement concepts and principles through participation in a wide variety of activities; actively pursuing lifelong activities and individual fitness goals. Through participation in a variety of activities, students will respect and participate cooperatively in lifelong/fitness activities with persons of diverse characteristics and backgrounds.

<b>STANDARD 2.5 (MOTOR SKILL DEVELOPMENT) A STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.</b>
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**Descriptive Statement:** This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. In order to meet this standard, students' must participate in a wide range of developmentally-appropriate games, sports, dance, and leisure activities that will help students develop and maintain a healthy, active lifestyle.

**Cumulative Progress Indicators**

By the end of **Grade 11:**

**Goal: 1**

**The student will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

**Performance Objectives:**

- Understand the principles contributing to the development of a variety of motor skills.
- Recognize the importance of individual and dual activities.
- Explain the transition of motor skills needed from isolated settings into applied settings.
- Recognize movement concepts appropriate to the given situation (e.g.; force, effort, time, direction, and relationship) while participating in individual /dual/team sports.
- Identify the characteristics of highly skilled performance in a few movement forms.
- Recognize lifelong experiences acquired through physical activities.

**Goal: 2**

**The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**

**Performance Objectives:**

- Identify principals of practice and conditioning that enhance movement performance.
- Define the concept of range of motion.
- Demonstrate movement patterns as they relate to activities.
- Understand concepts and principles that improve performance.
- Understand and apply advanced movement and game strategies.
- Identify the critical elements of advanced movement skills.

### **Goal: 3**

**The student will participate regularly in physical activity.**

#### **Performance Objective:**

- Participate regularly in health-enhancing leisure activities and describe the critical aspects of a healthy lifestyle.
- Identify specific forms of unstructured leisure activities (e.g.; walking, bicycling, and gardening)
- List and participate in a leisure activity and explain how it contributes to a healthy lifestyle.
- Recognize the physiological and psychological benefits of activities.(e.g.; individual, duel, and team)
- Participate regularly in a moderate- to-vigorous physical activity program.

### **Goal: 4**

**The student will exhibit responsible personal and social behavior that respects self and others.**

#### **Performance Objectives:**

- Describe and demonstrate the application of appropriate rules, strategies, and sportsmanship behaviors required as a participant and a spectator.
- Demonstrate self-control and sportsmanship while participating in activities.
- Coordinate movement with teammates to achieve the goal.
- Understand individual and team effectiveness in achieving a goal, and make recommendations for improvement.
- Identify the roles and responsibility of the individuals within the team.
- Understand and respect the differences among individuals according to performance levels.
- Recognize various cultural differences.

### **Goal: 5**

**The student will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

#### **Performance Objectives:**

- Engage in various leisure activities.
- Describe the benefits resulting from participation in different forms of physical activity.
- Demonstrate an appreciation of being physically active.
- Recognize lifelong experiences acquired through physical activities,
- Describe the relationship between a healthy lifestyle and “feeling good”.
- Seek personally challenging experiences in physical activities.

## **Grade 11 – Instructional Strategies**

### **A. Movement**

#### **Skills/Concepts**

- vocabulary associated with movement
- elements of advanced movement skills
- specific types of motor activities
- relevant movement patterns
- movement challenges and range of motion
- body mechanics
- directionality/continuation/completion/follow through
- impact of: force, motion gravity base of support
- manipulative/coordination
- verbal/visual response
- rhythm/time/coordination/tempo/dance

### **B. Strategy**

- personal organizational skills (e.g., competitive and cooperative)
- strategy interaction/use
- personal choices in activities
- importance of group and team participation
- appropriate behavior associated with activities
- offense, defense, and cooperative strategies
- mental attitudes affect performance

### **C. Sportsmanship, Rules, and Safety**

- self-initiated behaviors
- conflict resolution
- zero tolerance on bullying
- rules and etiquette (e.g., participating and observing activities)
- current impact of cultural diversity
- equipment safety guidelines
- risk factors and accident prevention
- T.E.A.M. vs TIAM \*philosophy

**Sample Lesson Plan**  
**Standard 2.5 Movement**  
**Grade: 11**

**ACTIVITY**

**YOGA BASIC TRAINING**

**Prep**

- Music (SPARK HS Music CD) and player • 1 yoga mat per student (or use large carpet squares) • Yoga Content Cards • 1 Basic Training Peer Checklist per student • 1 Teacher SFI Tracking Sheet • 1 foam yoga block per student (optional)

**Set**

- Use mirrored room if available. • Scatter students throughout area, each with a mat.

**Teach**

1. (This activity may take several lessons to complete.)

Yoga Blocks

2. It's believed that the practice of yoga began in India between 5000 and 1000 B.C. as a form of meditation. Today, many people participate in various forms of yoga to increase flexibility and strength while promoting relaxation.

3. Fun Salutation

- Yoga can increase both strength and flexibility. Today, we'll do that using a series of poses that flow from one to another called a salutation or salute. Salutations are often repeated several times during a yoga routine. The salutation we'll use is called the Fun Salutation or a salute to fun.

- (Fun Salutation flow is located on the Yoga Content Card. Demonstrate and describe 1 pose at a time in the order they are listed. Then, put multiple moves together in the sequence. Allow students time to practice and experiment with the poses and flow.)

- (Continue as time permits. Review and cover remaining salutation poses each session.) • Mastering the Fun Salutation is 1 of 4 requirements for earning SPARK Fitness

Instructor (SFI) Certification for Yoga. 4. Additional Poses

- Practice poses in addition to those in the Fun Salutation. (Add new poses as students master the Fun Salutation.)

5. Cues • "Breathe Deep" – Long, deep breaths help you relax, reduce stress, and focus. • "Stay Balanced" – Keep the body and mind balanced during poses. • "Stretch & Inhale" – Inhale slowly through the nostrils as you stretch or extend. • "Fold & Exhale" – Exhale slowly through the nostrils as you contract or fold.

6. Think About... • Do you feel more relaxed after completing the Fun Salutation? Why/why not?



**Sample Lesson Plan**  
**Standard 2.5 Movement**  
**Grade: 11**

GROUP FITNESS (option)  
HIGH SCHOOL  
3YOGA BASIC TRAINING

**F. I.T. T. RESET**

**Rewind**

Use fewer, simpler poses, reduce the amount of time that a pose is held, or use the yoga props (blocks, towels, pillows, etc.) while students develop strength and flexibility.

**FFwd 1**

Increase the number of poses used in a single workout, challenging students to hold the poses for longer periods of time.

**FFwd 2**

Play “follow the Yogi” having one student- leader performing poses while others follow the poses of the leader.

**NASPE**

#3, 4 Flexibility, muscular fitness

#5, 6 Personal responsibility, accepting challenges

**Your State** (Write in here)

The Sanskrit word yoga means to yoke or harness as in harnessing a horse for work. Some say that word accurately describes the meditative form of yoga in which participants try to harness

or control their minds and spirits through physical exercises. Today there are many different forms of yoga, some are used to prepare for spiritual meditation/practice and others simply for health related benefits.

- Encourage students to give yoga a chance to help them improve strength and flexibility.
- Allow students to use yoga props (blocks, towels, pillows, etc.) to increase success and motivation.
- Pay attention to head and neck placement. The head is treated as an extension of the spine.

**NOTES**

## SCOPE AND SEQUENCE PHYSICAL EDUCATION GRADE 11

2.5.11. A. Movement Skills/Concepts	
By the end of Grade 11, students will:	<b>11</b>
1. Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.	R
2. Demonstrate principles contributing to the development of a variety of motor skills.	M
3. Apply the impact of various applications of force and motion during physical activity.	M
4. Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.	M
5. Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.	M
6. Describe how equilibrium, rotation, and range of motion impact performance.	R
7. Analyze the application of balance and counterbalance.	R
8. Discuss the importance of practice.	M
9. Describe the influence of history and culture on activities.	M

2.5.11 B. Strategy	
By the end of Grade 11, students will:	<b>11</b>
1. Apply advanced movement and game strategies.	M
2. Compare and contrast offensive, defensive, and cooperative strategies and use them effectively.	M
3. Execute individual and team strategies in games, sports, and other activities.	

2.5.11 C. Sportsmanship, Rules, and Safety	
By the end of Grade 11, students will:	<b>11</b>
1. Demonstrate self-control and sportsmanship while participating in activities.	R
2. Demonstrate appropriate sportsmanship and conduct as a spectator.	M
3. Understand the role and responsibility of a participant/observer during events, toward staff.	M

**KEY: I= INTRODUCED**

**R=REINFORCED**

**M=MASTERED**

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

**Descriptive Statement:** This standard enables students to understand the components of health-related fitness (cardio respiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill related fitness (speed, agility, reaction time, coordination, and power). Students learn how each component is developed and measured. Students will design and implement a personal fitness plan that supports a healthy, active lifestyle.

**Cumulative Progress Indicators**

By the end of **Grade 11**, students will

**Goal: 1**

**The student will exhibit a physically active lifestyle.**

**Performance Objectives:**

- Demonstrate the characteristics of a physically fit person.
- Understand how to achieve a healthy body composition.
- Apply/understand principles of practice and conditioning to enhance performance.
- Describe the healthful benefits derived from regular physical activity to accomplish personal fitness goals.
- Understand the affect of physical activity on wellness.
- Describe how aerobic activity effects overall health.
- Understand/describe how exercise affects muscular strength and endurance.
- Describe benefits of utilizing physical activity as a stress management tool.

**Goal: 2**

**The student will achieve and maintain personal fitness through health-enhancing activities.**

**Performance Objectives:**

- Describe the components of fitness (e.g.; flexibility, cardiovascular fitness, muscular strength and muscular endurance.)
- Describe the short-and-long-term benefits of physical activities.
- Design and implement a personal wellness plan.
- Self-evaluate effort/participation/skill performance.
- Identify common exercise-related injuries (sprain, strain, blisters) and explain the appropriate treatment.
- Compare and contrast aerobic and anaerobic activities’.
- Apply the components of F.I.T.T. (e.g.; frequency, intensity, time, and type) and illustrate its use in the improvement of the health-related component of fitness.
- Determine how advanced technology has influenced personal fitness.

- Discuss the biomechanical principles that impact the quality of movement (Newton's Laws of Motion, spin, rotation, and torque).
- Discuss how genetics, gender, age, activity levels influence body composition.
- Determine the use of performance -enhancing substances. (**anabolic steroids**)

## **Grade 11 - Instructional strategies**

### **A. Fitness/Activity Skills**

- cardio endurance and conditioning
- cross training(speed/power, force/effort)
- circuit training
- aerobic conditioning
- flexibility/agility
- vocabulary associated with physical activities (F.I.T.T. and R.I.C.E.)
- muscular performance/endurance/ strength
- Principles of Fitness
- Laws of Motion

### **B. Training**

- benefits of warm up/cool down
- benefits of flexibility and agility
- types of heart rates
- target heart rates
- sustained activity
- warning signs of exertion/heat exhaustion/dehydration
- performance enhancements
- nutritional supplements
- body maintenance

### **C. Achieving and Assessing Fitness**

- self-motivational tactics
- personal fitness goals
- design a fitness plan
- personal fitness assessments
- increase personal health fitness
- personal responsibility to develop and maintain physical activities

# PRINCIPLES OF FITNESS

## F.I.T.T.

The FIT principle is a formula that gives individuals guidelines to follow to build a good fitness program.

**F:** stands for frequency, how often a person exercises,

**I:** stands for intensity, how hard a person exercises,

**T:** stands for time, how long a person exercises.

**T:** stands for type of exercise.

## R.I.C.E.

REST

COMPRESSION

ICE

ELEVATION

# LAWS OF MOTION

## Newton's 1st law of Motion

Every object or body continues to be in its state of rest or of motion unless acted upon by an external unbalanced force. This is taken as the definition of inertia. If there is no net force resulting from unbalanced forces acting on an object (if the external forces cancel each other out), then the object will maintain a constant velocity. If that velocity is zero, then the object will remain at rest. If an additional external force is applied, the velocity will change because of the force.

## Newton's 2nd law of Motion

The rate of change of momentum of a body is equal to the force applied to that body and in the direction of the force. The acceleration of an object is directly proportional to the force applied to that object, in the direction of the force. This law is expressed by the equation,  $F = ma$ , where  $F$  is the net force acting on an object of mass  $m$  with acceleration  $a$ . If an object of mass  $m$  has acceleration  $a$  (change in velocity with time) then the net force  $F$  acting upon that object is the product of its mass and acceleration. It also accelerates as it is moving.

## Newton's 3rd law of Motion

Every action has an equal and opposite reaction.

It means that if a force is applied by an object  $X$  upon another object  $Y$ , then object  $Y$  will also exert an equal and opposite force on object  $X$ .

## **SAMPLE LESSON PLANS**

### **STANDARD 2.6 FITNESS**

#### **GRADE 12**

#### **ON THE GREEN**

This game consists of six hitting stations, one for a wood, 3 iron, 5 iron, 7 iron, wedge, and putter. Set up five tee areas and one practice green. Group students into foursomes, and assign one group to each station. Provide one set of clubs at each station along with one plastic golf ball per student. Students hit the plastic ball for accuracy and distance at each station. Mark distances using cones, and award points for accuracy. Students play three rounds (five stations equals a round) recording their scores on a modified scorecard. Discuss when accuracy is more important than distance.

Variation: Add obstacles, sand traps, or water.

Variation: Take students to a Par 3 golf course. Divide the class into foursomes to play regulation golf. During the activity, circulate, and observe play. After all students have completed a round, review the rules and strategies associated with the game. Students write a brief reaction to their day on the links. [CCWR: 4.3/5.4]

#### **GROUP FITNESS**

#### **HIGH SCHOOL**

#### **YOGA BASIC TRAINING**

#### **F. I.T. T. RESET**

##### **Rewind**

Use fewer, simpler poses, reduce the amount of time that a pose is held, or use the yoga props (blocks, towels, pillows, etc.) while students develop strength and flexibility.

##### **FFwd 1**

Increase the number of poses used in a single workout, challenging students to hold the poses for longer periods of time.

##### **FFwd 2**

Play “follow the Yogi” having one student- leader performing poses while others follow the poses of the leader.

##### **NASPE**

#3, 4 Flexibility, muscular fitness

#5, 6 Personal responsibility, accepting challenges

##### **Your State** (Write in here)

The Sanskrit word yoga means to yoke or harness as in harnessing a horse for work. Some say that word accurately describes the meditative form of yoga in which participants try to harness

or control their minds and spirits through physical exercises. Today there are many different forms of yoga, some are used to prepare for spiritual meditation/practice and others simply for health related benefits.

- Encourage students to give yoga a chance to help them improve strength and flexibility.
- Allow students to use yoga props (blocks, towels, pillows, etc.) to increase success and motivation.
- Pay attention to head and neck placement. The head is treated as an extension of the spine.

##### **NOTES**

# **SAMPLE POINT RUBRIC**

## **FitnessGram**

**Name** \_\_\_\_\_ **Grade** \_\_\_\_\_ **Base Teacher** \_\_\_\_\_  
**Student Number** \_\_\_\_\_

Check to indicate which of the tasks are complete.

### **Fitness Testing (20points)**

	<b>Pre-Test</b>	<b>Post-Test</b>
1. Sit-ups in one minute (2points)	_____	_____
2. Mile run ( 4 points)	_____	_____
3. Flexed arm hang/pull-ups (2 points )	_____	_____
4. Sit and Reach (2 points)	_____	_____
5. Shuttle run ( 2 points)	_____	_____
6. Push-ups ( 2 points)	_____	_____
7. Pacer (4 points)	_____	_____
8. Pull-ups (2 points)	_____	_____

Teacher comments:

### **Rubric: Personal Workout Program**

<b>Personal Workout Program</b> Student designs and implements a personal workout program for the semester.				
	<b>Poor 1 pts</b>	<b>Fair 2pts</b>	<b>Good 3 pts</b>	<b>Exceptional 4 pts</b>
<b>Goal Setting</b>				
<b>Components of Health Related Fitness</b>				
<b>Planning</b>				
<b>Implementation</b>				
<b>Organization</b>				



<b>Class</b> _____	<b>Student:</b> _____
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**Rubric: Personal Workout Program**

<b>Personal Workout Program</b> Student designs and implements a personal workout program for the semester.				
	<b>Poor 1 pts</b>	<b>Fair 2 pts</b>	<b>Good 3 pts</b>	<b>Exceptional 4 pts</b>
<b>Goal Setting</b> Establish short-term and long term goals based on health related components and initial assessment	Poor -General goals for some health related components. -Goals are not based on initial personal assessment	Fair -General goals for at least three health related components. -Some (25%) goals are based on initial personal assessment. -Has at least one specific short-term & long-term goal.	Good -Has at least one specific short-term & long-term goal for a health related components. -Most (50%) goals are based on the evaluation of the initial assessment data.	Exceptional -Has at least one specific short-term & long-term goal for a health related components. -A goals are based on the evaluation of the initial assessment data.
<b>Components of Health Related Fitness</b> Four components of health are represented in the program. -cardio respiratory -Muscular strength -Muscular endurance -Flexibility	Poor -One component is represented in the program.	Fair -Two components are represented in the program.	Good -Three components are represented in the program.	Exceptional -A components are represented in the program.
<b>Planning</b> Development of the actual workout program	Poor -Plan addresses some (25%) of the stated goals. -Activities do not address the training principle of FITT. -Activities are irrelevant or are not sequenced properly.	Fair -Plan addresses most (50%) of the stated goals. -Some (25%) activities address the training principle of FITT. -Some (25%) activities are irrelevant and are sequenced properly.	Good -Plan addresses a of the stated goals. -Most (50%) activities address the training principle of FITT. -Most (50%) activities are relevant and are sequenced properly.	Exceptional -Plan addresses a of the stated goals. -A activities address the training principle of FITT. -A activities are relevant and are sequenced properly.
<b>Implementation</b> Journal is filled out program is implementing throughout the semester.	Poor -Insufficient evidence of implementation of program. -Program not recorded on daily log sheets. -FITT information not present or confusing to reader.	Fair -Implemented some (25%) of planned activities. -Program logs are incomplete. -FITT information provided for some (25%) of the activities.	Good -Implemented most (50%) of planned activities. -Program logs are complete. -FITT information provided for a activities.	Exceptional -Implemented a of planned activities. -Program logs are incomplete. -FITT information provided for a activities.
<b>Organization</b> Organization of the program	Poor -The program's format and organization is confusing to the reader.	Fair -The program is well-formatted and well-organized	Good -The program's format is attractive and well-organized.	Exceptional -The program's format is attractive and well-organized

## SCOPE AND SEQUENCE PHYSICAL EDUCATION GRADE 11

2.6.11. A. Fitness and Physical Activity	
By the end of Grade 11, students will:	11th
1. Summarize the potential short-and long-term physical, social, and emotional benefits of regular physical activity	M
2. Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.	R
3. Predict how factors such as health status, interests, environmental conditions, and time impact personal fitness.	R
4. Analyze the positive and negative impacts of technological advances on exercise, health, and fitness.	R
5. Describe ways to achieve a healthy body composition through healthy eating and physical activity.	M
6. Distinguish between facts and fiction regarding the marketing of fitness products, equipment, services, information and supplements.	R

2.6.11. B. Training	
By the end of Grade 11 , students will:	11th
1. Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.	R
2. Describe and demonstrate various training methods.	R
3. Summarize the benefits of regular physical activity.	R
4. Investigate the consequences of anabolic steroids and other performance enhancing substances.	R

2.6.11. C. Achieving and Assessing Fitness	
By the end of Grade 11, students will:	11th
1. Incorporate the five major components of fitness related to improved health.	M
2. Monitor physiological responses before, during and after exercise and compare changes.	M
3. Use health data and information to develop a personal fitness plan, using technology to evaluate the implementation and outcomes of the plan.	R

**KEY: I= INTRODUCED      R= REINFORCED  
M=MASTERED**

# TEACHER ASSESSMENT TOOLS

## Key for Assessing Students Progress

1. Attendance
2. Communication
3. Demonstration tests
4. Observation
5. Participation
6. Personal program
7. Poster presentation
8. Preparation
9. FitnessGram Testing
10. Questionnaire
11. Reflection tasks
12. Role play
13. Rubric
14. Self-assessment project
15. Skill test
16. Student interviews
17. Teacher made test

Other:

\*Key for Assessing Students Progress

**Physical Education Curriculum  
Available Pupil Progress Indicators  
Grades 9-12**

<b>New Jersey Standards</b>	<b>Teacher Assessment Tools</b>	<b>Student Assessment</b>
2.5	2, 3, 4, 6, 7, 10, 11, 17,18,20,22	1,16,21
2.6	1,2, 3, 4, 5,6, 7,8,9, 11, 12, 17, 18,22	1,16,21
<b>National Standards</b>		
1	5,6,7,22	1,16,21
2	5,6,7,8,17	1,16,21
3	4,9,15,17	1,16,21
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6	3,5,7,14,19,20,21	1,16,21
7	3,7,11,13,19,21	1,16,21
<b>Suggested Evaluation Resources:</b>		

# **PHYSICAL EDUCATION**

## **GRADE 12**

### **Course Description**

The majority of high school students are predominately kinesthetic learners. This criteria; movement in the learning process helps many children retain information more efficiently. Physical activity prepares the brain for learning by providing a healthier body and brain that works more efficiently. All things being equal, healthy, active students become better performers. The following programs, offer the concepts of action base learning, linking movement and physical activity to increase performance.

#### **Grade 12-**

The program offers specialized and applied skills in sports and fitness activities; analyze game strategies, rules, movement concepts and principles through participation in a wide variety of activities; actively pursuing lifelong activities and individual fitness goals. Through participation in a variety of activities, students will respect and participate cooperatively in lifelong/fitness activities with persons of diverse characteristics and backgrounds.

<b>STANDARD 2.5 (MOTOR SKILL DEVELOPMENT) A STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.</b>
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**Descriptive Statement:** This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. In order to meet this standard, students' must participate in a wide range of developmentally-appropriate games, sports, dance, and leisure activities that will help students develop and maintain a healthy, active lifestyle.

**Cumulative Progress Indicators**

By the end of **Grade 12:**

**Goal: 1**

**The student will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

**Performance Objectives:**

- Demonstrate the principles contributing to the development of a variety of motor skills.
- Recognize the importance of individual and dual activities.
- Explain the transition of motor skills needed from isolated settings into applied settings.
- Apply movement concepts appropriate to the given situation (e.g.; force, effort, time, direction, and relationship) while participating in individual /dual/team sports.
- Identify the characteristics of highly skilled performance in a few movement forms.
- Recognize lifelong experiences acquired through physical activities.

**Goal: 2**

**The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**

**Performance Objectives:**

- Identify principals of practice and conditioning that enhance movement performance.
- Understand the concept of range of motion.
- Demonstrate movement patterns as they relate to activities.
- Apply concepts and principles that improve performance.
- Understand and apply advanced movement and game strategies.
- Identify the critical elements of advanced movement skills.

### **Goal: 3**

**The student will participate regularly in physical activity.**

#### **Performance Objective:**

- Participate regularly in health-enhancing leisure activities and describe the critical aspects of a healthy lifestyle.
- Identify and interpret specific forms of unstructured leisure activities (e.g.; walking, bicycling, and gardening)
- List and participate in a leisure activity and explain how it contributes to a healthy lifestyle.
- Describe your participation in a leisure activity.
- Explain the physiological and psychological benefits of activities.(e.g.; individual, duel, and team)
- Participate regularly in a moderate- to-vigorous physical activity program.

### **Goal: 4**

**The student will exhibit responsible personal and social behavior that respects self and others.**

#### **Performance Objectives:**

- Describe and demonstrate the application of appropriate rules, strategies, and sportsmanship behaviors required as a participant and a spectator.
- Demonstrate self-control and sportsmanship while participating in activities.
- Coordinate movement with teammates to achieve the goal.
- Analyze individual and team effectiveness in achieving a goal, and make recommendations for improvement.
- Identify the roles and responsibility of the individuals within the team.
- Understand and respect the differences among individuals according to performance levels.
- Recognize various cultural differences.

### **Goal: 5**

**The student will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

#### **Performance Objectives:**

- Engage in various leisure activities.
- Analyze the benefits resulting from participation in different forms of physical activity.
- Demonstrate an appreciation of being physically active.
- Recognize lifelong experiences acquired through physical activities,
- Describe the relationship between a healthy lifestyle and “feeling good”.
- Seek personally challenging experiences in physical activities.
-

## **Grade 12 – Instructional Strategies**

### **A. Movement**

#### **Skills/Concepts**

- identify vocabulary associated with movement
- demonstrate advanced movement skills and patterns
- understand specific types of motor activities
- understand movement challenges and range of motion
- directionality/continuation/completion/follow through
- analyze the impact of: force, motion gravity base of support
- assess manipulative/coordination skills
- rhythm/time/coordination/tempo/dance

### **B. Strategy**

- demonstrate personal organizational skills (e.g., competitive and cooperative)
- understand tactical use of strategies
- benefits of personal choices in activities
- understand the importance of group and team participation
- appropriate behavior associated with activities
- understand offense, defense, and cooperative strategies
- identify how mental attitudes affect performance

### **C. Sportsmanship, Rules, and Safety**

- self-initiated behaviors
- conflict resolution
- zero tolerance on bullying
- rules and etiquette (e.g., participating and observing activities)
- current impact of cultural diversity
- equipment safety guidelines
- risk factors and accident prevention
- T.E.A.M. vs TIAM \*philosophy



**Sample Lesson Plan**  
**Standard 2.5 Movement**  
**Grade 12**

**ACTIVITY Prep**  
**I GOT YOUR BACK**

- 1 Badminton court or 6 spot markers (to create courts) per pair
- 1 racquet (badminton or racquetball) per student •
- 1 shuttle per 4 students •
- 1 scorecard per team (optional) •
- 1-2 Sqwhistle per team (optional)
- 1 Practice Plan (#7) per team
- Set
- Use or create 1 Badminton court per pair (15X10 paces) with a midline (net).
- Place 1 shuttle and 4 racquets per court. • Place a scorecard, practice plan, and Sqwhistle per game area. • Optional: Assign rotating support roles (coach, official, scorekeeper, etc.) for games.

**Teach.**

1. In I Got Your Back the object is to work as a doubles team to score points. Do this by using a front-to-back formation. In front-to-back, 1 player is responsible for the front court, the other for the mid- and back court. The formation is offensive because it provides opportunities to use attacking shots like the drop and smash. Communicate and recover to the center of your side to maximize success and avoid faults.
2. Game Format (Demonstrate game while explaining format, “Show & Tell.”) Doubles – Royal Court. 5 minutes per game. Rally scoring. Play begins from the R service-court using 1 of 3 methods: serve, toss over the net, or self toss and hit. In order to score, players must: 1) Remain in front-to-back formation; 2) Complete a 10-hit rally before earning points. After each point rotate positions (F and B) and rotate serve.
  - After each game the team with the most points rotates up.
3. Game Play & Practice (Practice before or after game, or both, and use Practice Plan.)
4. Team Play Cues • “Determine Team Strategy” – Are you a better attacking or defending team? • “Adjust as Partner Moves” – Change court position as your partner moves to hit.
  - “Communicate” – Call shots and court positions to avoid faults. • “Attack/Defend” – Use front-to-back to attack and side-to-side to defend as a team.
5. Target & Trajectory Cues • (Front) Drop shot – Trajectory: Low (just over net). Target: Front court (near net). • (Back) Smash – Trajectory: Steep. Target: Mid-court sideline.
6. Think About... • What is an advantage of the front-to-back formation? • When playing a team who is in front-to-back formation, where should you land your shots?

# BADMINTON HIGH SCHOOL I GOT YOUR BACK

## Rewind

Play original game, but eliminate the pre- score rally-hit requirement.

## FFwd 1

Play original game, but initiate play with the serve only and/or increase the size of the court.

## FFwd 2

Play original game, but points are scored using only a pre-determined shot (e.g., drop, drive, etc.).

## NASPE

#1, 2 Serving, clearing, hitting drop shots, smashing, offensive and defensive team strategies

#3, 4 Aerobic capacity

#5, 6 Cooperation, accepting challenges

## Your State (Write in here)

Keeping it “Official Dizzle” (non- technical term) requires a match made up of the best of 3 games, unless otherwise arranged. A game is won by the side that scores 21 points first (must win by 2), unless otherwise arranged. We’d like to arrange a match with these arrangements. Anyone?

- To use all available time for learning, remind teams to “strategize” when transitioning between games.
- Use the 80/20 Rule. Assume most students get it. Spend your time as a “plumber” and “fix” the leaks.

## NOTES

## SAMPLE LESSON PLAN STANDARD 2.5 MOVEMENT GRADE: 12

### ACTIVITY

#### Prep

- 1 pinnie per 2 students • 1 ball per 7-8 students • 1 scorecard per team (optional) • 1 -2 Sqwhistles per team (optional) • 1 Practice Plan (#6) per team

#### Set

- Use multiple half-court areas to accommodate multiple games/practices simultaneously.
- Place 1 ball per game area.
- Place a scorecard, practice plan and Sqwhistle per game area.

#### BASE LINE

- Optional: Assign rotating support roles (coach, official, scorekeeper, etc.) during game.

## Teach

1. In This is How We Roll the object is for O to score a basket off of a pick and roll. Learning the pick and roll gives your team another way to take high percentage shots.
2. Game Format (Demonstrate game while explaining format, "Show & Tell.")  
4-on-3 Success/Try Again; 5, 1-minute periods per game. Play is initiated/restarted with a pass from baseline or sideline. O can only shoot after a pick and roll. O scores 1 point for each basket resulting from a pick and roll. All fouls = 1 point for opposite team.
  - Periods 1 – 4: Stay on O for entire period. Rotate O to D after each period.
  - Period 5: O & D transition after each change of possession. Ball must be cleared beyond 3-pt arc on each change of possession.
  - After each game rotate to success or try again grids.
3. Game Play & Practice (Practice before or after game, or both, and use Practice Plan.)
4. Offensive Cues
  - "Pick" – Set a pick (screen) on a teammate's defender, your teammate moves by you.
  - "Roll" – Roll off the screen to the basket, look at ball-handler, prepare for a pass.
  - "Shoot & Follow" – If open, shoot, follow shot to basket. If not, reset.
5. Defensive Cues
  - "Match-up" – Defend a player that is similar to you in size, skill, and fitness level.
  - "Shadow" – Stay close regardless of where O-player goes on the court.
  - "Box-out-let" – On shot, face basket, keep opponent behind you, rebound and pass.
  - "Communicate" – Talk so teammates know what is going on at all times.
6. Think About...
  - Did you roll to the basket after each pick? Why/why not?
  - Did you only take shots when you were open? Why/why not?
  - What types of passes were most effective for the pick and roll? Why?

## **HIGH SCHOOL SIDE LINE THIS IS HOW WE ROLL**

### **Rewind**

Play original game but decrease the number of defensive players to be 2 less than the offense (4-on-2). Award 1 point for each successful pick and roll.

### **FFwd 1**

Play original game but increase the number of defensive players to be equal to the offense (4-on-4) and/or increase the time for each period (e.g., 2 min/period).

### **FFwd 2**

Play original game but do not allow the offense to dribble or limit the offense to only 1 type of pass.

### **NASPE**

#1, 2 Passing, offensive strategies (pick and roll), defensive strategies, shooting

#3, 4 Aerobic capacity

#5, 6 Cooperation, accepting challenges

### **Your State** (Write in here)

That's foul! An Illegal Pick or Screen is when the offensive player setting a pick moves during the pick. You'll also get called for a foul if you stick out an arm or leg while trying to block the path of a defender. To avoid a call, move quickly to your spot, stand tall and strong, and most importantly – stand still!

- Cooperation/Competition Link. Help students recognize the relationship between cooperating well and being competitive.
- Fair Play. Focus students on the characteristics of fair play by scoring 1 period based solely on playing fairly.

### **NOTES**

## SCOPE AND SEQUENCE PHYSICAL EDUCATION GRADE 12

2.5.12. A. Movement Skills/Concepts	
By the end of Grade12, students will:	12th
1. Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.	M
2. Demonstrate principles contributing to the development of a variety of motor skills.	M
3. Apply the impact of various applications of force and motion during physical activity.	M
4. Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.	M
5. Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.	M
6. Describe how equilibrium, rotation, and range of motion impact performance.	M
7. Analyze the application of balance and counterbalance.	M
8. Discuss the importance of practice.	M
9. Describe the influence of history and culture on activities.	M

<b>2.5.12 B. Strategy</b>	
By the end of Grade 12, students will:	<b>12th</b>
1. Apply advanced movement and game strategies.	<b>M</b>
2. Compare and contrast offensive, defensive, and cooperative strategies and use them effectively.	<b>M</b>
3. Execute individual and team strategies in games, sports, and other activities.	
<b>2.5.12 C. Sportsmanship, Rules, and Safety</b>	
By the end of Grade 12, students will:	<b>12</b>
1. Demonstrate self-control and sportsmanship while participating in activities.	<b>M</b>
2. Demonstrate appropriate sportsmanship and conduct as a spectator.	<b>M</b>
3. Understand the role and responsibility of a participant/observer during events, toward staff.	<b>M</b>

**KEY: I= INTRODUCED**

**R=REINFORCED**

**M=MASTERED**

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

**Descriptive Statement:** This standard enables students to understand the components of health-related fitness (cardio respiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill related fitness (speed, agility, reaction time, coordination, and power). Students learn how each component is developed and measured. Students will design and implement a personal fitness plan that supports a healthy, active lifestyle.

**Cumulative Progress Indicators**

By the end of **Grade 12**, students will

**Goal: 1**

**The student will exhibit a physically active lifestyle.**

**Performance Objectives:**

- Demonstrate the characteristics of a physically fit person.
- Understand how to achieve a healthy body composition.
- Apply/understand principles of practice and conditioning to enhance performance.
- Describe the healthful benefits derived from regular physical activity to accomplish personal fitness goals.
- Understand the affect of physical activity on wellness.
- Describe how aerobic activity effects overall health.
- Understand/describe how exercise affects muscular strength and endurance.
- Describe benefits of utilizing physical activity as a stress management tool.

**Goal: 2**

**The student will achieve and maintain personal fitness through health-enhancing activities.**

**Performance Objectives:**

- Describe the components of fitness (e.g.; flexibility, cardiovascular fitness, muscular strength and muscular endurance.)
- Describe the short-and-long-term benefits of physical activities.
- Design and implement a personal wellness plan.
- Self-evaluate effort/participation/skill performance.
- Identify common exercise-related injuries (sprain, strain, blisters) and explain the appropriate treatment.
- Compare and contrast aerobic and anaerobic activities’.
- Apply the components of F.I.T.T. (e.g.; frequency, intensity, time, and type) and illustrate its use in the improvement of the health-related component of fitness.

- Determine how advanced technology has influenced personal fitness.
- Discuss the biomechanical principles that impact the quality of movement (Newton's Laws of Motion, spin, rotation, and torque).
- Discuss how genetics, gender, age, activity levels influence body composition.
- Determine the use of performance -enhancing substances. (**anabolic steroids**)

## **Grade 12 - Instructional strategies**

### **A. Fitness/Activity Skills**

- cardio endurance and conditioning
- cross training(speed/power, force/effort)
- circuit training
- aerobic conditioning
- flexibility/agility
- vocabulary associated with physical activities (F.I.T.T. and R.I.C.E.)
- muscular performance/endurance/ strength
- Principles of Fitness
- Laws of Motion

### **B. Training**

- benefits of warm up/cool down
- benefits of flexibility and agility
- types of heart rates
- target heart rates
- sustained activity
- warning signs of exertion/heat exhaustion/dehydration
- performance enhancements
- nutritional supplements
- body maintenance

### **C. Achieving and Assessing Fitness**

- self-motivational tactics
- personal fitness goals
- design and participate in a fitness plan
- personal fitness assessments
- increase personal health fitness and activities
- personal responsibility to develop and maintain physical activities

# PRINCIPLES OF FITNESS

## F.I.T.T.

The FIT principle is a formula that gives individuals guidelines to follow to build a good fitness program.

**F:** stands for frequency, how often a person exercises,

**I:** stands for intensity, how hard a person exercises,

**T:** stands for time, how long a person exercises.

**T:** stands for type of exercise.

## R.I.C.E.

REST

ICE

COMPRESSION

ELEVATION

# LAWS OF MOTION

## Newton's 1st law of Motion

Every object or body continues to be in its state of rest or of motion unless acted upon by an external unbalanced force. This is taken as the definition of inertia. If there is no net force resulting from unbalanced forces acting on an object (if the external forces cancel each other out), then the object will maintain a constant velocity. If that velocity is zero, then the object will remain at rest. If an additional external force is applied, the velocity will change because of the force.

## Newton's 2nd law of Motion

The rate of change of momentum of a body is equal to the force applied to that body and in the direction of the force. The acceleration of an object is directly proportional to the force applied to that object, in the direction of the force. This law is expressed by the equation,  $F = ma$ , where  $F$  is the net force acting on an object of mass  $m$  with acceleration  $a$ . If an object of mass  $m$  has acceleration  $a$  (change in velocity with time) then the net force  $F$  acting upon that object is the product of its mass and acceleration. It also accelerates as it is moving.

## Newton's 3rd law of Motion

Every action has an equal and opposite reaction.

It means that if a force is applied by an object  $X$  upon another object  $Y$ , then object  $Y$  will also exert an equal and opposite force on object  $X$ .



## **SAMPLE LESSON PLANS STANDARD 2.6 FITNESS GRADE 12**

### **ON THE GREEN**

This game consists of six hitting stations, one for a wood, 3 iron, 5 iron, 7 iron, wedge, and putter. Set up five tee areas and one practice green. Group students into foursomes, and assign one group to each station. Provide one set of clubs at each station along with one plastic golf ball per student. Students hit the plastic ball for accuracy and distance at each station. Mark distances using cones, and award points for accuracy. Students play three rounds (five stations equals a round) recording their scores on a modified scorecard. Discuss when accuracy is more important than distance.

Variation: Add obstacles, sand traps, or water.

Variation: Take students to a Par 3 golf course. Divide the class into foursomes to play regulation golf. During the activity, circulate, and observe play. After all students have completed a round, review the rules and strategies associated with the game. Students write a brief reaction to their day on the links. [CCWR: 4.3/5.4]

### **ALL SHOT RALLY**

Students continue to apply badminton skills in preparation for round robin tournament play. Divide the class into partners or groups of four. Students rally using all strokes. Each player must use each shot (clear, net shot, serve, drive smash and overhand drop) a minimum of two times. In addition, each player must use a backhand at least once for each shot. [CCWR: 4.1/4.2]

### **NAME THAT SPORT**

Brainstorm a list of sport movements that require agility, coordination, and rhythm. Using music of various tempos and styles, students move to the music using the designated skill. Divide the class into small groups, and assign each group a sport. Students investigate the various movement skills used in the sport (viewing live or on tape) and combine the movements to create an aerobic routine (e.g., simulate throwing a football with kicking, running, and jumping). The group selects appropriate music and performs the routine for the class. [CCWR: 2.6/3.15]

### **LOOKING FOR A GOOD SPORT**

Students attend a community, high school, college, or professional sports activity and observe the behavior of participants and fans. Students note only the positive sportsmanship in evidence and report their observations to the class for discussion.

Variation: Divide the class into small groups. Show the class video clips from sporting events that clearly illustrate positive and negative behaviors. After each clip, groups discuss the impact of the behavior on play. Students discuss the impact as both a player and a fan.

Variation: Students clip articles from newspapers and magazines that discuss the impact of fan behavior at sporting events and develop a "Good Sportsmanship Guide" for school and community teams.

Variation: Divide the class into small groups. Give each group a scenario that describes an incident of poor or questionable behavior at a sporting event. Each group develops strategies to deal with the incident from the viewpoint of the fans, the management of the arena, and the coach and players. Student groups share the situations and strategies.

[CCWR: 1.1/3.7/4.5]

**Sample Lesson Plan**  
**Standard 2.6 Fitness**  
**Grade:12**

**ACTIVITY**

**YOGA BASIC TRAINING**

**Prep**

- Music (SPARK HS Music CD) and player
- 1 yoga mat per student (or use large carpet squares)
- Yoga Content Cards • 1 Basic Training Peer Checklist per student
- 1 Teacher SFI Tracking Sheet
- 1 foam yoga block per student (optional)

**Set**

- Use mirrored room if available. • Scatter students throughout area, each with a mat.

**Teach**

1. (This activity may take several lessons to complete.)

Yoga Blocks

2. It's believed that the practice of yoga began in India between 5000 and 1000 B.C. as a form of meditation. Today, many people participate in various forms of yoga to increase flexibility and strength while promoting relaxation.

**3. Fun Salutation**

- Yoga can increase both strength and flexibility. Today, we'll do that using a series of poses that flow from one to another called a salutation or salute. Salutations are often repeated several times during a yoga routine. The salutation we'll use is called the Fun Salutation or a salute to fun.
- (Fun Salutation flow is located on the Yoga Content Card. Demonstrate and describe 1 pose at a time in the order they are listed. Then, put multiple moves together in the sequence. Allow students time to practice and experiment with the poses and flow.)
- (Continue as time permits. Review and cover remaining salutation poses each session.) • Mastering the Fun Salutation is 1 of 4 requirements for earning SPARK Fitness

Instructor (SFI) Certification for Yoga. 4. Additional Poses

- Practice poses in addition to those in the Fun Salutation. (Add new poses as students master the Fun Salutation.)

5. Cues • "Breathe Deep" – Long, deep breaths help you relax, reduce stress, and focus. • "Stay Balanced" – Keep the body and mind balanced during poses. • "Stretch & Inhale" – Inhale slowly through the nostrils as you stretch or extend. • "Fold & Exhale" – Exhale slowly through the nostrils as you contract or fold.

6. Think About... • Do you feel more relaxed after completing the Fun Salutation? Why/why not?

# **SAMPLE POINT RUBRIC**

## **FitnessGram**

**Name** \_\_\_\_\_ **Grade** \_\_\_\_\_ **Base Teacher** \_\_\_\_\_  
**Student Number** \_\_\_\_\_

Check to indicate which of the tasks are complete.

### **Fitness Testing (20points)**

	<b>Pre-Test</b>	<b>Post-Test</b>
1. Sit-ups in one minute (2points)	_____	_____
2. Mile run ( 4 points)	_____	_____
3. Flexed arm hang/pull-ups (2 points )	_____	_____
4. Sit and Reach (2 points)	_____	_____
5. Shuttle run ( 2 points	_____	_____
6. Push-ups ( 2 points)	_____	_____
7. Pacer (4 points)	_____	_____
8. Pull-ups (2 points)	_____	_____

Teacher comments:

### **Rubric: Personal Workout Program**

<b>Personal Workout Program</b> Student designs and implements a personal workout program for the semester.				
	<b>Poor 1 pts</b>	<b>Fair 2pts</b>	<b>Good 3 pts</b>	<b>Exceptional 4 pts</b>
<b>Goal Setting</b>				
<b>Components of Health Related Fitness</b>				
<b>Planning</b>				
<b>Implementation</b>				
<b>Organization</b>				

<b>Class</b> _____	<b>Student:</b> _____
--------------------	-----------------------

**Rubric: Personal Workout Program**

<b>Personal Workout Program</b> Student designs and implements a personal workout program for the semester.				
	<b>Poor 1 pts</b>	<b>Fair 2 pts</b>	<b>Good 3 pts</b>	<b>Exceptional 4 pts</b>
<b>Goal Setting</b> Establish short-term and long term goals based on health related components and initial assessment	Poor -General goals for some health related components. -Goals are not based on initial personal assessment	Fair -General goals for at least three health related components. -Some (25%) goals are based on initial personal assessment. -Has at least one specific short-term & long-term goal.	Good -Has at least one specific short-term & long-term goal for a health related components. -Most (50%) goals are based on the evaluation of the initial assessment data.	Exceptional -Has at least one specific short-term & long-term goal for a health related components. -A goals are based on the evaluation of the initial assessment data.
<b>Components of Health Related Fitness</b> Four components of health are represented in the program. -cardio respiratory -Muscular strength -Muscular endurance -Flexibility	Poor -One component is represented in the program.	Fair -Two components are represented in the program.	Good -Three components are represented in the program.	Exceptional -A components are represented in the program.
<b>Planning</b> Development of the actual workout program	Poor -Plan addresses some (25%) of the stated goals. -Activities do not address the training principle of FITT. -Activities are irrelevant or are not sequenced properly.	Fair -Plan addresses most (50%) of the stated goals. -Some (25%) activities address the training principle of FITT. -Some (25%) activities are irrelevant and are sequenced properly.	Good -Plan addresses a of the stated goals. -Most (50%) activities address the training principle of FITT. -Most (50%) activities are relevant and are sequenced properly.	Exceptional -Plan addresses a of the stated goals. -A activities address the training principle of FITT. -A activities are relevant and are sequenced properly.
<b>Implementation</b> Journal is filled out program is implementing throughout the semester.	Poor -Insufficient evidence of implementation of program. -Program not recorded on daily log sheets. -FITT information not present or confusing to reader.	Fair -Implemented some (25%) of planned activities. -Program logs are incomplete. -FITT information provided for some (25%) of the activities.	Good -Implemented most (50%) of planned activities. -Program logs are complete. -FITT information provided for a activities.	Exceptional -Implemented a of planned activities. -Program logs are incomplete. -FITT information provided for a activities.
<b>Organization</b> Organization of the program	Poor -The program's format and organization is confusing to the reader.	Fair -The program is well-formatted and well-organized	Good -The program's format is attractive and well-organized.	Exceptional -The program's format is attractive and well-organized

## SCOPE AND SEQUENCE PHYSICAL EDUCATION GRADE 12

2.6.12. A. Fitness and Physical Activity	
By the end of Grade 12, students will:	12th
1. Summarize the potential short-and long-term physical, social, and emotional benefits of regular physical activity	M
2. Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.	M
3. Predict how factors such as health status, interests, environmental conditions, and time impact personal fitness.	M
4. Analyze the positive and negative impacts of technological advances on exercise, health, and fitness.	M
5. Describe ways to achieve a healthy body composition through healthy eating and physical activity.	M
6. Distinguish between facts and fiction regarding the marketing of fitness products, equipment, services, information and supplements.	M

2.6.12. B. Training	
By the end of Grade 12 , students will:	12th
1. Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.	M
2. Describe and demonstrate various training methods.	M
3. Summarize the benefits of regular physical activity.	M
4. Investigate the consequences of anabolic steroids and other performance enhancing substances.	M

<b>2.6.12. C. Achieving and Assessing Fitness</b>		
<b>By the end of Grade 12, students will:</b>		<b>12th</b>
1. Incorporate the five major components of fitness related to improved health.		M
2. Monitor physiological responses before, during and after exercise and compare changes.		M
3. Use health data and information to develop a personal fitness plan, using technology to evaluate the implementation and outcomes of the plan.		M

**KEY: I= INTRODUCED      R= REINFORCED**  
**M=MASTERED**

# TEACHER ASSESSMENT TOOLS

## Key for Assessing Students Progress

1. Attendance
2. Communication
3. Demonstration tests
4. Observation
5. Participation
6. Personal program
7. Poster presentation
8. Preparation
9. FitnessGram Testing
10. Questionnaire
11. Reflection tasks
12. Role play
13. Rubric
14. Self-assessment project
15. Skill test
16. Student interviews
17. Teacher made test

Other:

\*Key for Assessing Students Progress

**Physical Education Curriculum  
Available Pupil Progress Indicators  
Grades 9-12**

<b>New Jersey Standards</b>	<b>Teacher Assessment Tools</b>	<b>Student Assessment</b>
2.5	2, 3, 4, 6, 7, 10, 11, 17,18,20,22	1,16,21
2.6	1,2, 3, 4, 5,6, 7,8,9, 11, 12, 17, 18,22	1,16,21
<b>National Standards</b>		
1	5,6,7,22	1,16,21
2	5,6,7,8,17	1,16,21
3	4,9,15,17	1,16,21
4	8,9,12,17	1,16,21
5	7,8,12,17,21	1,16,21
6	3,5,7,14,19,20,21	1,16,21
7	3,7,11,13,19,21	1,16,21
<b>Suggested Evaluation Resources:</b>		



## Physical Education Web Sites

Action Based Learning  
[www.actionbasedlearning.com](http://www.actionbasedlearning.com)

American Council on Exercise  
<http://www.acsm.org/sportsmed>  
Sports medicine updates and info sports medicine

American Heart Association  
http: [www.amhrt.org](http://www.amhrt.org)  
Resources and materials

Bicycle Federation  
<http://www.bikefed.org>  
Bike safety resources

Baseball  
<http://www.totalbaseba.com/side-fra.htm>  
Official Encyclopedia of Major League Baseball

Brain Gym  
[www.braingym.org](http://www.braingym.org)

Brain Research and the importance of Movement  
[www.brainresearch.com](http://www.brainresearch.com)

Britannica Sporting Record  
HYPERLINK <http://sports.eb.com/olympic/micro/54/44.html>  
Historical information on sports such as baseball and archery

Education World  
<http://www.education-world.com>

Fitness World  
<http://www.fitnessworld.com>  
Info on diet, exercise, equipment

Fitness Zone  
<http://fitnesszone.com>  
Fitness info, resources, equipment

Fitness Link

<http://www.fitnesslink.com/links.htm>

Fitness search engine; evaluates various sites

Gameskids

[www.gamekids.com](http://www.gamekids.com)

Games created by and for kids; some physical activities

Games Kids Play

[www.corpcomm.net/~gnneiboer/gamehome.htm](http://www.corpcomm.net/~gnneiboer/gamehome.htm)

Catalog and collection of backyard games

Kidshealth

<http://Kidshealth.org>

Info for kids, parents, and professionals on growth, fitness, nutrition; includes recipes, games, toy evaluations

Lesson Planning: The Web Puts "Fizz" Into Physical Fitness

[http://www.education-world.com/a\\_lesson/lesson114.shtml](http://www.education-world.com/a_lesson/lesson114.shtml)

National Association on governor's Council on Physical Fitness and Sports

<http://www.fotnesslink.com/Govcouncil>

Resources on national and state fitness initiatives

National Council for Promotion of Physical Activity

<http://www.al.com/ncppa>

Information and resources to promote family and community fitness

PE Central

<http://pecentral.vt.edu>

PE 4 Life

[www.pe4life.org](http://www.pe4life.org)

PE 4 U

[www.pelinks4u.org](http://www.pelinks4u.org)

PE Talk

<http://www.sportime.com/petalk/>

Information, lesson ideas, and resources

President's Fitness Challenge

[www.indiana.edu/~preschal](http://www.indiana.edu/~preschal)

Information on fitness testing and materials

Chart and standards available.

Shape Up America

<http://www.shapeup.org>

BMI calculator, cyberkitchen recipes, fitness and weight management

Sport Information Resource Center

[Http://www.sportquest.com](http://www.sportquest.com)

Resources and information on sports

Sportsmedia

[www.ping.be/sportsmedia](http://www.ping.be/sportsmedia)

Coaching and teaching links

Pen Pal page for students

United States Olympic Committee (links to national governing bodies of sport)

[www.usoc.org](http://www.usoc.org)

USA gymnastics

[www.usa-gymnastics.org/toc.html](http://www.usa-gymnastics.org/toc.html)

Information on gymnastics rules and history

Simulated events

Women's Sport's Foundation (grants available)

[www.womenssportsfoundation.org](http://www.womenssportsfoundation.org)

# Atlantic City High School

## Physical Education

### Basketball Unit



Unit Title: Physical Education				Number of Days: 20			
Content Area: Basketball							
Summary of Unit: In this unit, students will understand basic skills and cognitive concepts that will enable them to participate in a Basketball activity. Physical participation as well as the development of cognitive processes will allow students to be actively involved in various forms of Basketball competition, as well as comprehend rules and strategies that are essential for participation.							
Grade Level: 9-12							
21 <sup>st</sup> Century Themes							
	Cognitive awareness of physical health through active participation		Diversity through group and team participation				
21 <sup>st</sup> Century Skills							
	Critical thinking and problem solving development		Socialization		Communication		
	Creativity and Adaptation		Lifetime participation through skill and knowledge				
Integration of Technology: Mathematics: court dimensions, scoring, timing, personal and team averages Anatomy: muscle groups required for individual skill performance							
Materials/Equipment needed:  • Basketballs • Nets and backboards • Cones • Scrimmage Vests • Courts or similar boundary markings							
Unit Resources/References Needed: (related websites, reference materials, worksheets, etc.)							
Cross-Curricular References/Projects:							

<b>Stage 1: Desired Results (Learning Targets)</b>
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## Standards (Include cross-curricular)

**Comprehensive Health and Physical Education - NJ 2004 Core: 2.2** Integrated Skills: All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle. (Grades: 9,10,11,12)

**2.2.2.2.12 E** Leadership, Advocacy, and Service (Grades: 9,10,11,12)

✓ **2.2.2.2.12 E.2** Evaluate personal participation as both a leader and follower. (Grades: 9,10,11,12)

**Comprehensive Health and Physical Education - NJ 2004 Core: 2.5** Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. (Grades: 9,10,11,12)

**2.5.2.5.12 A** Movement Skills (Grades: 9,10,11,12)

✓ **2.5.2.5.12 A.1** Demonstrate mature, mechanically correct form and control when combining and modifying movement skills in applied settings. (Grades: 9,10,11,12)

✓ **2.5.2.5.12 A.2** Use information from internal and external sources to detect, analyze, and correct errors in movement skills and patterns used in applied settings. (Grades: 9,10,11,12)

✓ **2.5.2.5.12 A.3** Apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity. (Grades: 9,10,11,12)

**Comprehensive Health and Physical Education - NJ 2004 Core: 2.6** Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. (Grades: 9,10,11,12)

**2.6.2.6.12 C** Achieving and Assessing Fitness (Grades: 9,10,11,12)

✓ **2.6.2.6.12 C.1** Engage in a variety of sustained, vigorous physical activities to enhance each component of fitness. (Grades: 9,10,11,12)

✓ **2.6.2.6.12 C.2** Perform at the intensity level needed to enhance cardiovascular fitness, monitor physiological responses before, during, and after exercise, and modify exercise appropriately in response. (Grades: 9,10,11,12)

### Enduring Understandings

- Body awareness and coordination are necessary components of a fit individual.
- Balance, coordination, and flexibility are key components of basketball concepts.
- Basketball and related activities can effect and benefit the overall health of an individual.

### Essential Questions

- What components of fitness does basketball encompass?
- What do balance, coordination, and flexibility have to do with the concepts and performance of basketball?
- How can basketball increase the fitness level of each individual?

## Stage 2: Evidence of Learning

Performance Tasks

### Performance Task 1

Other evidence of learning

- Teacher observation of participation

- Teacher observation of skills performance
- Written test/quiz
- Self-assessment
- Peer assessment
- Teacher assessment- visual
- Teacher assessment- verbal

### Stage 3: Learning Plan

#### Objectives

The Students will know:

- Rules/regulations
- History of sport
- Dribbling
- Chest pass
- Bounce Pass
- Lay up
- Foul shot
- Jump shot
- Three point shot
- Defensive posture
- Foul
- Offensive positions

The Students will be able to (TSWBAT):

- Facilitate the learning of the rules, playing regulations, and boundaries in the sport of basketball.
- Understand the different player positions on the court (ex. point guard, shooting guard, forward).
- Dribble a basketball correctly using both hands in a stationary position as well as while moving across the court with proper head and body position.
- Demonstrate the three types of passes used in basketball (ex. chest, bounce, overhead passes).
- Use proper form shooting from a stationary position.
- Demonstrate the understanding of the three basic shots in basketball (lay-up, foul shot, jump shot).
- Demonstrate the proper defensive stance and position used in a variety of defenses.
- Understand the differences between the different types of defenses used in the game of basketball (ex. zones and man to man).
- Develop the inclusion of lead up games and activities for the game of basketball.
- Develop etiquette, scoring and sportsmanship in a regulation game and tournament play.

#### Learning Activities/Instructional Strategies

##### Lesson

Lesson 1:  
Fundamental passing and catching skills.  
Inclusive of bouncing, throwing and catching techniques. Lead up games  
1 Day:

##### Timeframe

1 Day:  
Direct Instruction: Teacher demonstration and information  
Guided Practice: Skills development  
Independent Practice: Skills  
Assessment: Teacher observation

Lesson 2: Shooting techniques, including jump shot, lay-up and foul shooting. Modified game play	Direct Instruction: Teacher demonstration and information Guided Practice: Skills development Independent Practice: Game play Assessment: Teacher observation
Lesson 3: Introduction of court dimensions, individual offensive and defensive positions, scoring. Modified game play	1 Day: Direct Instruction: Teacher demonstration and information Independent Practice: Game play Assessment: Verbal Q & A
Lesson 4: Introduction of team play, Game specifications including jump balls, inbounding and fouls. Modified game play. 1 Day:	Direct Instruction: Teacher demonstration and information Guided Practice: Skills development Independent Practice: Skills Assessment: Verbal Q & A
Lesson 5: Team development, tournament play including full and or modified game play.	6 Days: Independent Practice: Game play Assessment: Final unit assessment of skills and team play through tournaments, teacher observation and written quiz
<b>Teacher Notes</b> <b>Resources/Equipment needed:</b> Basketballs Nets and backboards Cones Scrimmage Vests Courts or similar boundary markings	

<b>Individual Accommodations</b>
Multiple types, sizes of balls Lower nets Task extension Modified rules



## **LESSON REFLECTION**

The teacher should complete the Lesson Reflection Form after each week of lessons. This form may be used to revise curriculum.

Teacher:

Grade/Subject

Lessons taught:

	<b>Not at All</b>	<b>Not Much</b>	<b>Some</b>	<b>A Lot</b>	<b>Totally</b>
Was the lesson plan followed?					
Would you recommend this lesson be used again next year?					
Do you think the students understood the lesson?					
Were there any parts of the lesson in which content was too...					
easy for the students to understand?					
what parts?					
difficult for the students to understand?					
what parts?					
Were there any problems with this lesson?					
Explain.					

1. As I reflect on the lesson(s), to what extent were the students productively engaged in the work?  
How do I know?

2. What feedback did I receive from students indicating they achieved understanding and that the goal/objectives were met for this lesson?

3. Did I adjust my teaching strategies and activities as I taught the lesson? Why? How?

4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently or what would I like to share with a colleague? How can this improve?

5. Was the timing of the lesson accurate?

6. Other

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_



Atlantic City High School  
Physical Education  
Fitness/Walking Unit



Unit Title: Physical Education			Number of Days: 20		
Content Area: Walking/Fitness					
Summary of Unit: Students will participate in multiple fitness activities and understand ways to implement fitness into their daily lives.					
Unit Rationale: The unit of study in walking and fitness is designed to help combat childhood obesity as well as develop lifelong fitness skills. The students will learn basic fitness concepts that will give them the tools to increase fitness levels and maintain them. They will be instructed in the five areas of fitness, which include: Cardio Endurance, Muscular Endurance, Muscular Strength, Flexibility, and Body Composition.					
Grade Level: 9-12					
21 <sup>st</sup> Century Themes					
	Cognitive awareness of physical health through active participation		Diversity through group and team participation		Collaborate with classmates in order to maintain a safe environment
21 <sup>st</sup> Century Skills					
	Critical thinking and problem solving Development Develop life-long fitness skills		Socialization		Communication
	Creativity and Adaptation		Lifetime participation through skill and knowledge		
Integration of Technology: Heart rate monitors, pedometers, fitness apps					
Materials/Equipment needed: ACHS weight room, spin room, body pump room and related equipment Fitness Logs/pencils Fitness DVDs Heart Rate Monitors Pedometers					
Unit Resources/References Needed: (related websites, reference materials, worksheets, etc.) Walking days for steps/heart rate can be inserted as a warm up or entire class period. All fitness activities should be recorded in the fitness logs. All students should be paired up with someone of similar size and strength while working with the free weights for safety and spotting purposes.					

**Cross-Curricular References/Projects:**

Math skills will be utilized in recording their daily workout routine

Language Arts Literacy through speaking, writing and listening

**Stage 1: Desired Results (Learning Targets)****Standards (Include cross-curricular)**

**Comprehensive Health and Physical Education - NJ 2004 Core: 2.2** Integrated Skills: All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle. (Grades: 9,10,11,12)

**2.2.2.2.12 E** Leadership, Advocacy, and Service (Grades: 9,10,11,12)

✓ **2.2.2.2.12 E.2** Evaluate personal participation as both a leader and follower. (Grades: 9,10,11,12)

**Comprehensive Health and Physical Education - NJ 2004 Core: 2.5** Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. (Grades: 9,10,11,12)

**2.5.2.5.12 A** Movement Skills (Grades: 9,10,11,12)

✓ **2.5.2.5.12 A.1** Demonstrate mature, mechanically correct form and control when combining and modifying movement skills in applied settings. (Grades: 9,10,11,12)

✓ **2.5.2.5.12 A.2** Use information from internal and external sources to detect, analyze, and correct errors in movement skills and patterns used in applied settings. (Grades: 9,10,11,12)

✓ **2.5.2.5.12 A.3** Apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity. (Grades: 9,10,11,12)

**Comprehensive Health and Physical Education - NJ 2004 Core: 2.6** Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. (Grades: 9,10,11,12)

**2.6.2.6.12 C** Achieving and Assessing Fitness (Grades: 9,10,11,12)

✓ **2.6.2.6.12 C.1** Engage in a variety of sustained, vigorous physical activities to enhance each component of fitness. (Grades: 9,10,11,12)

✓ **2.6.2.6.12 C.2** Perform at the intensity level needed to enhance cardiovascular fitness, monitor physiological responses before, during, and after exercise, and modify exercise appropriately in response. (Grades: 9,10,11,12)

**Enduring Understandings**

It is important to maintain a healthy level of fitness so that you can lead a productive life and have the ability to deal with life's challenges as well as have energy to enjoy activities.

Fitness requires Cardio Endurance, Muscular Endurance, Muscular Strength, Flexibility, and attention to Body Composition.

It can help to increase heart health, cardio endurance, and body composition.

**Essential Questions**

Why is it important to maintain a healthy level of physical fitness?

What are the five components of health-related physical fitness?

How can walking or power walking influence your fitness level?

**Stage 2: Evidence of Learning**

Performance Tasks

**Summative Assessment (20 days)**

ACHS grading rubric used for daily assessment

Collection of Fitness Log

Teacher observation (visual, verbal, written)

**Formative Assessment**

ACHS grading rubric used for daily assessment

Daily Fitness Log

Timed fitness trail/interval course

Self/Peer assessment

Teacher assessment (visual, verbal, written)

**Other evidence of learning**

- Teacher observation of participation
- Teacher observation of skills performance
- Written test/quiz
- Self-assessment
- Peer assessment
- Teacher assessment- visual
- Teacher assessment- verbal

**Stage 3: Learning Plan**

**Objectives**

The Students will know:

- Weight Room Rules/regulations
- Free weights
- Cybex machine
- spotting
- proper form/technique
- Repetitions
- Set
- MMF Momentary Muscular Failure
- Calculate Heart Rate
- Calculate Target Heart Rate Zone
- Cool down
- Calculating distance, calories, steps

The Students will be able to (TSWBAT):

Know and understand the five components of health related physical fitness.

Develop an individual fitness plan.

Know how to measure Heart Rate and utilize a heart rate monitor.

Know how to safely use various exercises that help develop the five components of health related fitness.

Spot weight training exercises properly while working in the weight room.

Use proper etiquette in the weight room and to respect fellow students while participating in various fitness activities.

**Learning Activities/Instructional Strategies**

<b>Lesson</b>	<b>Timeframe</b>
Lesson 1-4 Weight room safety, spotting, and exercise technique	4 days- Direct Instruction – Teacher demonstration and information Guided Practice – Skills development Independent Practice – Skills Assessment: Teacher observation of proper safety techniques
Lesson 5-10 Introduce and implement circuit training	6 days- Direct Instruction – Teacher demonstration and information Guided Practice – Skills development Independent Practice – Skills Assessment: Teacher observation of students engaged in proper exercise technique
Lesson 11-20 Introduce and implement fitness logs and individualized fitness routines	10 days- Direct Instruction – Teacher demonstration and information Guided Practice – Skills development Independent Practice – Skills Assessment: Daily check of fitness log followed by collection of logs at conclusion of unit

<b>Individual Accommodations</b>
Decreased number of sets and reps Alternative lifting activities Partnering & spotting Stretching routines



## **LESSON REFLECTION**

The teacher should complete the Lesson Reflection Form after each week of lessons. This form may be used to revise curriculum.

Teacher:

Grade/Subject

Lessons taught:

	<b>Not at All</b>	<b>Not Much</b>	<b>Some</b>	<b>A Lot</b>	<b>Totally</b>
Was the lesson plan followed?					
Would you recommend this lesson be used again next year?					
Do you think the students understood the lesson?					
Were there any parts of the lesson in which content was too...					
easy for the students to understand?					
what parts?					
difficult for the students to understand?					
what parts?					
Were there any problems with this lesson?					
Explain.					

1. As I reflect on the lesson(s), to what extent were the students productively engaged in the work?  
How do I know?

2. What feedback did I receive from students indicating they achieved understanding and that the goal/objectives were met for this lesson?

3. Did I adjust my teaching strategies and activities as I taught the lesson? Why? How?

4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently or what would I like to share with a colleague? How can this improve?

5. Was the timing of the lesson accurate?

6. Other

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_



# ATLANTIC CITY HIGH SCHOOL SENIOR HEALTH CURRICULUM



<b>Unit Title: Health Education</b>			<b>Number of Days: 33 Days</b>		
<b>Content Area: Senior Health</b>					
<p><b>Summary of Unit:</b> This quarter course in health will inform, and promote student awareness of the ongoing health problems in today's society. Diverse health related topics will be discussed using various methods of teaching such as; research, lectures, technology and guest speakers to insure all students have an equal chance to succeed. Students will also understand the importance of decision making and how it will affect their overall health.</p> <p>Through discussion and analyzing students will gain an understanding of the aspects of health, and how they affect their life style. Some of those aspects include but are not limited to; bullying, steroids, mental disorders, eating disorders, contraceptives, STD'S, career opportunities, and pregnancy. Information on community resources is also made available for accessibility outside of the school setting.</p> <p>Researching these topics will give students a better understanding of the risks (factors) they will be confronted with on a daily basis. The knowledge acquired in this quarter course will help provide the tools to combat these health risks and situations, currently and/or in the future.</p>					
<b>Grade Level: 12</b>					
<b><u>21<sup>st</sup> Century Themes</u></b>					
	Real World Setting		Health Literacy		Teamwork
					Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>					
	Strategy		Critical Thinking and Problem Solving		Communication
					Information Literacy
	Medial Literacy		Leadership Advocacy and Service		Career/Life Skills
<p><b>Integration of Technology:</b> Computer/Internet use</p>					
<p><b>Materials/Equipment needed:</b></p> <ul style="list-style-type: none"> <li>• Prentice Hall Health Book</li> <li>• Computer/Internet Access</li> <li>• Notebooks</li> <li>• Pen/Pencils</li> <li>• Pre/Post Tests</li> <li>• Supplemental Handouts</li> </ul>					

**Unit Resources/References Needed:**

Related websites, reference materials, worksheets, etc.

**Cross-Curricular References/Projects:**

Research Projects – English

Oral Projects – Science

Stage 1: Desired Results (Learning Targets)
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Standards (Include cross-curricular)
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<b>Comprehensive Health and Physical Education - NJ 2004 Core: 2.1 Wellness:</b> All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle. (Grades: 9,10,11,12)
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<b>✓ 2.1.2.1.12 D Diseases and Health Conditions</b> (Grades: 9,10,11,12)
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<b>✓ 2.1.2.1.12 D.1</b> Analyze the availability and effectiveness of current and emerging diagnostic and treatment modalities for various diseases and health conditions. (Grades: 9,10,11,12)
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<b>✓ 2.1.2.1.12 D.2</b> Discuss the relationship between signs and symptoms of disease and the functioning of the body's immune system. (Grades: 9,10,11,12)
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<b>✓ 2.1.2.1.12 D.3</b> Compare and contrast diseases and health conditions occurring in adolescence and young adulthood with those occurring later in life, including cancer, cardiovascular diseases, respiratory diseases, arthritis, osteoporosis, and Alzheimer's. (Grades: 9,10,11,12)
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<b>✓ 2.1.2.1.12 D.4</b> Investigate and assess local, state, national, and international public health efforts. (Grades: 9,10,11,12)
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<b>✓ 2.1.2.1.12 D.5</b> Investigate the impact of mental illness on personal, family, and community wellness. (Grades: 9,10,11,12)
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<b>Comprehensive Health and Physical Education - NJ 2004 Core: 2.3 Drugs and Medicines:</b> All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle. (Grades: 9,10,11,12)
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<b>✓ 2.3.2.3.12 B Alcohol, Tobacco, and Other Drugs</b> (Grades: 9,10,11,12)
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<b>✓ 2.3.2.3.12 B.3</b> Summarize the impact of alcohol use and abuse on body systems and organs including the cardiovascular system, the liver, the reproductive system, and the immune system. (Grades: 9,10,11,12)
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<b>✓ 2.3.2.3.12 B.4</b> Describe the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and assess how the use and abuse of alcohol and other drugs impairs behavior, judgment, and memory. (Grades: 9,10,11,12)
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<b>✓ 2.3.2.3.12 B.6</b> Predict the physical, behavioral, and legal impacts of commonly abused substances, such as marijuana, inhalants, anabolic steroids, and party drugs. (Grades: 9,10,11,12)
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<b>✓ 2.3.2.3.12 B.7</b> Investigate the relationship between injected drug use and the incidence of diseases such as HIV and hepatitis. (Grades: 9,10,11,12)
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<b>✓ 2.3.2.3.12 B.8</b> Investigate the relationship between the use of alcohol, GHB, Ecstasy, and other drugs and the incidence of date rape, sexual assault, STDs, and unintended pregnancy. (Grades: 9,10,11,12)
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<b>Comprehensive Health and Physical Education - NJ 2004 Core: 2.4 Human Relationships and Sexuality:</b> All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. (Grades: 9,10,11,12)	
<b>2.4.2.4.12 B Sexuality (Grades: 9,10,11,12)</b>	
✓ <b>2.4.2.4.12 B.1</b> Appraise internal and external influences and pressures to become sexually active and demonstrate strategies to resist those pressures. (Grades: 9,10,11,12)	
✓ <b>2.4.2.4.12 B.2</b> Critique behaviors that place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy. (Grades: 9,10,11,12)	
✓ <b>2.4.2.4.12 B.3</b> Analyze factors that influence the choice, use, and effectiveness of contraception, risk reduction, or risk elimination strategies. (Grades: 9,10,11,12)	
✓ <b>2.4.2.4.12 B.4</b> Predict how cultural and religious beliefs, popular trends and fads, and current and emerging technological advances influence sexuality and reproductive health. (Grades: 9,10,11,12)	
✓ <b>2.4.2.4.12 B.6</b> Investigate female and male reproductive and sexual health issues and discuss the importance of education and preventive healthcare (e.g., breast/testicular exam). (Grades: 9,10,11,12)	
<b>Enduring Understandings</b> <ol style="list-style-type: none"> <li>1. Taking part in risky behaviors has a negative impact on your overall health.</li> <li>2. Analyzing your personal strengths and weaknesses will guide/assist your career choices.</li> <li>3. Understanding available methods of contraception will allow one to choose wisely when considering sexual health choices.</li> <li>4. Eating a well-balanced and nutritious diet, will help maintain a healthy weight.</li> </ol>	<b>Essential Questions</b> <ol style="list-style-type: none"> <li>1. How does decision making affect ones overall health?</li> <li>2. What factors impacts impact individual career choices?</li> <li>3. What impact does contraceptive use/nonuse have on an individual?</li> <li>4. What is the comparison of healthy eating to extreme dieting?</li> </ol>
<b>Stage 2: Evidence of Learning</b>	
<b>Performance Task 1: (5 days) Group presentation on birth control</b> <b>Performance Task 2: (3days) STD's STI's informational pamphlet</b>	
<b>Other evidence of learning</b> Unit quizzes Writing samples Notebooks Work sheets Open ended questions/responses Pre/Post test	





Stage 3: Learning Plan	
Objectives	
<p>The Students will know:</p> <ul style="list-style-type: none"> <li>• Characteristics of health</li> <li>• Anabolic steroids</li> <li>• Eating disorders-Bulimia-Anorexia</li> <li>• HIV-AIDS</li> <li>• Sexually transmitted diseases and infections</li> <li>• Birth control hormonal/non hormonal</li> <li>• Career opportunities</li> <li>• Bullying-cyber</li> <li>• Pregnancy</li> </ul>	<p>The Students will be able to (TSWBAT):</p> <ul style="list-style-type: none"> <li>• Differentiate between the types of health.</li> <li>• Identify the dangerous side effects of the drugs known as anabolic steroids.</li> <li>• Understand the consequences that bulimia and anorexia have on the body.</li> <li>• Explore signs, symptoms, transmission and treatments of the HIV and AIDS.</li> <li>• Understand the various types and effectiveness of contraceptives, and their effectiveness in correlation to the prevention of pregnancy and the spread of STD's.</li> <li>• Identify diverse opportunities afforded in career development, through guest presentations and community resources.</li> <li>• Demonstrate a basic understanding of the negative affect and consequences associated with bullying/cyber bullying.</li> </ul>

Learning Activities/Instructional Strategies	
Lesson	Timeframe
<p>Day 1-2</p> <p><b>Unit 1: Healthy Decisions</b></p> <ol style="list-style-type: none"> <li>1. Introduction of Unit using handouts with health related topics</li> <li>2. Post (on board), and discuss essential questions <ul style="list-style-type: none"> <li>• How does decision making affect ones overall health?</li> <li>• What factors impacts impact individual career choices?</li> <li>• What impact does contraceptive use/nonuse have on an individual?</li> <li>• What is the comparison of healthy eating to extreme dieting?</li> </ul> </li> <li>3. SGO's and twenty question pre-test for Senior health</li> <li>4. Decision making ice breaker: Making Changes for Health worksheet focusing on: <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Knowledge</li> <li>• Decision Making</li> <li>• Applying Skills</li> </ul> </li> </ol>	<p><b>2 Days</b></p>

<p>Day 3-8</p> <p><b>Unit 1: Part 1</b></p> <ol style="list-style-type: none"> <li>1. Distribute copies of the “Dark Side” of Anabolic steroids Video-True Life Video - MTV Quiz</li> <li>2. Power point presentation and discussion on Anorexia Notes Quiz</li> <li>3. Power point presentation and discussion on Bulimia Notes Quiz</li> </ol>	<p><b>6 Days</b></p>
<p>Day 9-13</p> <p><b>Unit 1:Part 2</b></p> <ol style="list-style-type: none"> <li>1. HIV and AIDS Twenty two question Pre-test (True/False) Overview handout – understanding and preventing HIV transmission Activity – Letter from Chris Transmission Myths/Facts handout Activity – HIV/AIDS values clarification; agree, disagree, not sure <i><b>Example:</b> I think athletes should not participate in contact sports if they know they have HIV.</i></li> <li>2 Participant handout Risky Behaviors Activity – Following HIV/AIDS prescription <ol style="list-style-type: none"> <li>a. (48 hour log)</li> <li>b. optional activity</li> </ol> </li> <li>3 HIV/AIDS Post test Twenty two question Post-test (True/False) You-tube video on AIDS (supplemental information and documentation)</li> </ol>	<p><b>5 Days</b></p>
<p>Day 14-20</p> <p><b>Unit 1- Part 3</b></p> <ol style="list-style-type: none"> <li>1. Contraceptives Essential Activity: Why teens don’t use birth control.</li> <li>2. Learning and presenting contraceptive methods</li> </ol> <p><b>Performance Task 1: (5 days) Group presentation on birth control</b> Students will work in groups to create a poster/visual aid on their assigned topics of contraception. The visual aid must include: advantages/disadvantages;</p>	<p><b>7 Days</b></p>

<p>effectiveness; and a definition and description of the contraceptive methods.</p> <ol style="list-style-type: none"> <li>Each group must present a fact sheet and outline of the materials that will be discussed during the presentation.</li> <li>Group members are responsible for creating a 10 question quiz to present to the class. All material should be factual, and must be discussed during the presentation.</li> <li>Group presentations must include all of the above information on the contraceptive methods. Each person in the group must have a speaking part, and the presentation should last approximately 6-8 minutes.</li> <li>Handout on contraceptive methods <ul style="list-style-type: none"> <li>Notes</li> <li>Proper use</li> <li>Effectiveness</li> <li>Positive/Negative aspects</li> <li>Cost</li> </ul> </li> <li>Student Research – computer lab</li> <li>Presentations on assigned contraceptive topics</li> </ol>	
<p>Day 21-25</p> <p><b>Unit 1- Part 4</b></p> <ol style="list-style-type: none"> <li>Introduction of STD's and STI's <ul style="list-style-type: none"> <li>Informational handout</li> <li>Diseases</li> <li>Usual time from contact to first sign of symptoms</li> <li>Symptoms</li> <li>Diagnosis</li> <li>Complications</li> <li>Testing Centers</li> <li>Clinic Sites</li> <li>Treatments</li> </ul> </li> <li>Speaker ( ACHS Teen Center Nurse)- (ACHS Teen Center Doctor) <ul style="list-style-type: none"> <li>Power point</li> <li>Handouts</li> <li>Video</li> <li>Question/Answer</li> </ul> </li> <li>Speaker (Southern Jersey Family Medical Center)</li> </ol> <p><b>Performance Task 2: (3days) STD's STI's informational pamphlet</b></p> <p>Students must design an informational pamphlet on one of the STD's/STI's previously discussed in class. The pamphlet must include the following; description of the infection/disease, signs, symptoms, methods of transmissions, how to protect against the disease, what to do if you are infected, where to seek help (phone number, address), infection treatments (curable or non-curable). Also, a minimum of three resources must be used, one of which must be a book.</p>	<p><b>5 Days</b></p>

<p>Day 26-27</p> <p><b>Unit 1 Part 5</b></p> <ol style="list-style-type: none"> <li>The students will understand the negative affect and consequences associated with bullying/cyber bullying. Handout Speaker (ACHS – Student Assistance Coordinator) Cyber Bullying <ul style="list-style-type: none"> <li>Handouts - Internet stories on bullying</li> <li>Speaker (ACHS – Student Assistance Coordinator)</li> </ul> </li> </ol>	<b>2 Days</b>
<p>Days 28-29</p> <p><b>Unit 1-Part 6</b></p> <ol style="list-style-type: none"> <li>Explore various Career options available (post high school) <ul style="list-style-type: none"> <li>Lincoln Technical School</li> <li>Army recruiters</li> <li>Marine recruiters</li> </ul> </li> </ol> <p>Video Handouts Question/Answer</p>	<b>2 Days</b>
<p>Day 30-32</p> <p><b>Unit 1-Part 7</b></p> <ol style="list-style-type: none"> <li>Introduction of Pregnancy/Teen Pregnancy Unit Teen Pregnancy Handout (Data, Statistics, Education ) Informational Family planning worksheet (Planned Parenthood of Southern N.J)</li> <li>Review of Male/Female reproductive system Diagram Worksheet</li> <li>Understand the Stages of Pregnancy-(Trimesters) Worksheet/Diagram-(Changes in fetal development) Video Speaker-(Teen Center APN)</li> <li>Complications associated with Pregnancy Miscarriage</li> </ol>	<b>3 Days</b>

Ectopic Pregnancy Still Birth 5. Care/cost associated with having a newborn	
Day 33 SGO Final Testing	<b>1 Day</b>

Individual Accommodations
Availability for extra help Diverse learning opportunities Extended testing times

## **LESSON REFLECTION**

The teacher should complete the Lesson Reflection Form after each week of lessons. This form may be used to revise curriculum.

Teacher:

Grade/Subject

Lessons taught:

	<b>Not at All</b>	<b>Not Much</b>	<b>Some</b>	<b>A Lot</b>	<b>Totally</b>
Was the lesson plan followed?					
Would you recommend this lesson be used again next year?					
Do you think the students understood the lesson?					
Were there any parts of the lesson in which content was too...					
easy for the students to understand?					
what parts?					
difficult for the students to understand?					
what parts?					
Were there any problems with this lesson?					
Explain.					

1. As I reflect on the lesson(s), to what extent were the students productively engaged in the work?  
How do I know?

2. What feedback did I receive from students indicating they achieved understanding and that the goal/objectives were met for this lesson?

3. Did I adjust my teaching strategies and activities as I taught the lesson? Why? How?

4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently or what would I like to share with a colleague? How can this improve?

5. Was the timing of the lesson accurate?

6. Other

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

# Atlantic City High School

## Physical Education

### Soccer Unit





Unit Title: Physical Education			Number of Days: 20 Days		
Content Area: Soccer					
Summary of Unit: The purpose of the unit is to introduce students to the history, rules, strategies and skills associated with the game of soccer. In this unit, students will understand basic skills and cognitive concepts that will enable them to participate in a Soccer activity. Physical participation as well as the development of cognitive processes will allow students to be actively involved in various forms of Soccer competition, as well as comprehend rules and strategies that are essential for participation.					
The students will attempt to complete the following related skills including but not limited to dribbling foot skills, passing, defending, shooting, goalkeeping.					
Daily interaction and practice will foster an understanding of the game and improve individual skill level.					
Grade Level: 9-12					
21 <sup>st</sup> Century Themes					
	Cognitive awareness of physical health through active participation		Diversity through group and team participation		Teamwork
					Physical Fitness
21 <sup>st</sup> Century Skills					
	Communication		Critical Thinking and Problem Solving		Lifetime participation through skill and knowledge development
	Creativity and Adaptation				Socialization
Integration of Technology: Computer/Internet use/Computer lab					
Materials/Equipment needed: Soccer balls Soccer goals/nets Scrimmage vests Cones Markers, pens, paint Computer lab					
Unit Resources/References Needed: (related websites, reference materials, worksheets, etc.) Handout: soccer diagrams/dimensions					
Cross-Curricular References/Projects: Writing skills (written report), Mathematics: field dimensions, scoring, timing, personal and team averages Anatomy: muscle groups required for individual skill performance					

Stage 1: Desired Results (Learning Targets)	
<b>Standards (Include cross-curricular)</b>  <b>2.5.12.A- Motor Skill Development:</b> Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.  <b>2.5.12.B- Strategy:</b> Individual and team execution in games, sports, and other activity situations is based on the interaction of tactile use of strategies, positive mental attitudes, competent skill levels, and teamwork.  <b>2.5.12.C- Sportsmanship Rules and Safety:</b> Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.  <b>2.5.12.C- Sportsmanship Rules and Safety:</b> Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.  <b>2.6.12.A- Fitness and Physical Activity:</b> Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.	
<b>Enduring Understandings</b>  <ul style="list-style-type: none"> <li>• Body awareness and coordination are necessary components of a fit individual.</li> <li>• Balance, coordination, and flexibility are key components of soccer concepts.</li> <li>• Understanding how soccer and related activities can effect and benefit the overall health of an individual.</li> </ul>	<b>Essential Questions</b>  <ul style="list-style-type: none"> <li>• What components of fitness does soccer encompass?</li> <li>• What do balance, coordination, and flexibility have to do with the concepts and performance of soccer?</li> <li>• How can soccer increase the fitness level of each individual?</li> </ul>
Stage 2: Evidence of Learning	
<b>Performance Tasks</b>  <b>Performance Task 1 (Day 16) Create a Soccer Jersey-World Cup Day</b>	
<b>Other evidence of learning</b>  <ul style="list-style-type: none"> <li>• Teacher observation of skills performance</li> <li>• Written test/quiz</li> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher assessment- visual</li> <li>• Teacher assessment- verbal</li> </ul>	

Stage 3: Learning Plan	
Objectives	
<p>The Students will know:</p> <ul style="list-style-type: none"> <li>• Rules/Regulations</li> <li>• History of the sport</li> <li>• Dribbling/Foot skills</li> <li>• Passing/Receiving</li> <li>• Shooting on Goal</li> <li>• Goalkeeping</li> <li>• Defending</li> </ul>	<p>The Students will be able to (TSWBAT):</p> <ul style="list-style-type: none"> <li>• Demonstrate proper kicking technique and control with a soccer ball in a group setting while keeping the ball below the waist level- ie. Dribbling.</li> <li>• Demonstrate proper kicking technique and control with a soccer ball while lofting it into the air.</li> <li>• Demonstrate proper short and long passing technique to a partner and teammates</li> <li>• Demonstrate proper trapping technique in order to regain control of the ball.</li> <li>• Demonstrate proper technique when heading the ball into the goal or to a teammate.</li> <li>• Cooperate with each other and work in a group setting while learning/practicing soccer skills and proper technique.</li> <li>• Work in modified teams while practicing soccer skills and proper technique during a facilitated game.</li> <li>• Recite the basic rules of a soccer games.</li> <li>• Demonstrate basic knowledge of a soccer field dimensions and recognize the following areas on the field: center circle, center-line, goal line, and corner arc.</li> </ul>

Learning Activities/Instructional Strategies	
Lesson	Timeframe
<p>Days 1-5</p> <p><b>Unit 2: Part 1-</b></p> <ol style="list-style-type: none"> <li>1. Introduction of the history of the sport</li> <li>2. Discuss Essential Questions</li> </ol> <p>Warm up and stretches</p> <ol style="list-style-type: none"> <li>3. Teach some basic Rules, Strategy, Formations (<b>Handout</b>)</li> </ol> <p>Review some rules and explain new rules</p> <p>Warm-up and stretches</p> <p>Teach basic dribbling skills</p> <p><b>Dribbling/Foot Skills</b></p> <ul style="list-style-type: none"> <li>• Keep the ball close to your body</li> <li>• Take a touch on the ball with every step</li> <li>• Knees Bent</li> <li>• Head Up</li> <li>• On the balls of your feet</li> </ul> <p><b>Drills:</b></p> <ul style="list-style-type: none"> <li>• Obstacle Course Competition</li> </ul> <p>This is a course using cones that the students will have to dribble through in a certain amount of time, and could be used as a competition between students.</p>	<p><b>5 Days</b></p>

<ul style="list-style-type: none"> <li>• 1 vs. 1 Dribbling There will be a grid or a couple of grids set up with many different goals made by cones in the middle of it. The students will have a partner and one ball. They will play one vs. one trying to dribble through as many cones as possible in a certain amount of time while all the other groups are doing the same thing. Then after a certain amount of time they will all switch partners and continue to improve their dribbling abilities.</li> <li>• Crab Soccer Within a grid that is marked off by cones, all but 3-5 students will have a ball. The 3-5 students who do not have a ball will be in a crab position in the middle of the grid, and the idea is for the “crabs” to kick the other students’ balls out of the grid while the students with the balls will have to try to get from one end of the grid to the other. If the “crabs” kick a ball out of the grid, the students whose ball was kicked out then becomes a crab, and the game continues until 1 person remains.</li> <li>• Dribbling Within a Grid In this very basic activity, the students will dribble around in a grid trying to avoid running into anyone else. While they are dribbling, they will practice specific moves or foot skills to improve their dribbling.</li> <li>• Knockout Within a grid marked off by cones, everyone will have a ball, and everyone will be trying to protect their ball from being knocked out of the grid. Each student will try to kick other students’ balls out of the grid while trying to protect their own ball. If a student is knocked out, they must retrieve their ball and juggle it with their feet until the game is over. The game is over when there is one remaining student left with their ball.</li> </ul>	
<p><b>1. Skills Test #1 (Day 6) – Dribbling Obstacle Course</b></p> <ul style="list-style-type: none"> <li>o 25 Points</li> <li>o The obstacle course can be set up in many different ways, but every dribbling obstacle course should have cones set up so that the students have to dribble in and out of them. It should also have something that the students will dribble around and keep control of the ball, and then the obstacle course should have a place where the students should be able to dribble with speed and keep control of the ball. The students will need to demonstrate a certain level of speed and control to get the best grade. The students will come in groups of five, and the other students will practice dribbling with a partner.</li> </ul> <p>Less than 1 minute 25 points  1 minute – 1 minute 30 seconds 20 points  1 minute 30 seconds – 2 minutes 15 points  2 minutes – 2 minutes 30 seconds 10 points  2 minutes 30 seconds + 5 points</p> <p><b>2. Passing Through Gates</b></p> <ul style="list-style-type: none"> <li>o 25 Points</li> </ul>	<p><b>1 Day</b></p>

<p>o The students will get 10 chances to pass a ball through 2 cones that are set up a certain distance away. This test will be administered the same way that the dribbling test is administered.</p> <p>9-10 passes through the gate 25 points  7-8 passes through the gate 20 points  5-6 passes through the gate 15 points  3-4 passes through the gate 10 points  1-2 passes through the gate 5 points</p>	
<p><b>Unit 2- Part 2- Modified Drills, Challenges and Skill Set Practice</b></p> <p>Days 7-10  Continue to review and introduce skills and challenges to further practice and comprehend the game of soccer.</p> <p><b>Passing/Receiving</b></p> <ul style="list-style-type: none"> <li>• Ankle locked</li> <li>• Follow through</li> <li>• Turn foot to a 90 degree angle</li> <li>• Knee bent</li> <li>• Head Up</li> <li>• Square your body up to where you are passing it</li> <li>• Pass in front of the player you are passing to</li> <li>• Eye Contact</li> <li>• Don't lean back</li> <li>• Receive by giving in a little (only for 2 touch passing)</li> <li>• Use inside of the foot</li> </ul> <p><b>Drills:</b></p> <ul style="list-style-type: none"> <li>• Pass Through Cones to Partner</li> </ul> <p>There will be cones set up across the field, and the students will stand across from their partner. They will receive the pass with one touch, and then they will pass it through the cones, working on accuracy, back to their partner. They will then do it using only one touch.</p> <ul style="list-style-type: none"> <li>• 3 Person Passing</li> </ul> <p>This will be set up by having 2 students with a ball, and the student without the ball will be in the middle. The student in the middle will run to the first student who will pass them the ball, and then they will pass it right back to that student and then go to the next student. They will go back and forth for about 1 minute, and then they will switch. It can also be used for one touch passing.</p>	<p><b>4 Days</b></p>

- 6 vs. 6 Through the Cones

There will be two teams of 6 per team. They will be in a grid that is marked off by cones. There will also be goals in the grid, which will be marked off by cones, and they will be scattered throughout the grid. The objective is to keep possession of the ball by dribbling and passing to your team until you have an opportunity to pass the ball through one of the goals to a player who is on your team. By passing it through the goal to another player on your team, that team will receive one point. This gives the students an opportunity to improve their dribbling and passing skills, and it also creates some good competition.

- Spodnik Passing Drill

There will be a zone where the students will make two-touch passes back and forth, and then after making a two-touch pass, they will run out of the zone and make a one-touch pass to another student with a ball waiting for them. They will continue to do this and continue to rotate.

### **Shooting on Goal (as well as Free Kicks and Penalty Kicks)**

- Ankle locked
- Land on foot that you shoot with
- Follow through
- Head down
- Don't lean back
- Knee over ball
- Use the instep of your foot or laces
- Drive the ball

#### **Drills:**

- Wall Pass Shooting

The students will pass the ball to the teacher or another student, and then the ball will be passed back to them, and they will take a shot on goal one touch. This will be going on at 2 or 3 different goals so that students will not stand in line for very long.

- Basic Technique Shooting

There will be 3 lines facing the goal, and the student will take one dribble touch in front of them and strike the ball using proper technique, and then they will get their ball and change lines.

- 3 Goal Soccer

There will be 3 goals set up in a large area, and there will be goalkeepers in the goals. Each team will be assigned a goal. They will need to defend their goals, but the main objective is to score as many goals as possible in a certain amount of time in the other two goals.

- Demonstrate Free Kicks and Penalty Kicks

The teacher will demonstrate the strategy of free kicks and tell the importance of penalty kicks. The students will then participate in a penalty kick contest. There will be 2 goals so that the students will not have to stand around for a long period of time.

- 4 Goal Soccer

There will be 2 goals set up on each side of a very wide but short field marked off by cones. There will be one team on each side and 4 goalkeepers. The teacher will throw the ball out from the side. When the ball is thrown out, the students will run out in groups of 4 only and play 4 vs. 4 until someone scores or the ball goes out of bounds. If the ball is scored the team that scores keeps playing and new team from the other side comes on, but if the ball goes out of bounds 2 new teams come on the field.

**Skills Test #2 (Day 11) – Shooting Accuracy and Technique – Evaluation Checklist**

- o 50 Points
- o The students will get a partner and a chart that looks like the chart below. Each of the 2 students will execute each one of the different kinds of shots, and they will do each one 5 different times. The students will keep practicing these skills until they are able to get them right. The students will work on this for the entire period. If they get it right away, then they will help the students who are struggling.
- 5 shots – hit the net in the air 10 points
- 5 shots – in the right side netting 10 points
- 5 shots – in the left side netting 10 points
- 5 shots – on the ground in the net 10 points
- 5 shots – with opposite foot 10 points

**Psychomotor**

Skills Test #1: Dribbling 25 points

Obstacle Course;

Passing Through Gates 25 points

Skills Test #2: Shooting 50 points

**Unit 2- Part 3- Modified Drills, Challenges and Skill Set Practice Continued**

The third part of the unit will introduce the students to final components included in the game of soccer: Goalkeeping and defending. Continue to reiterate and include the skills introduced up to this point.

**Goalkeeping**

- Knees bent
- On balls of feet
- Hands out
- Catch ball above head with hands forming a “w”
- Catch anything in the mid section and below with 2 hands and bring in to chest
- Secure the ball

**Drills:**

- Partner Throwing

Have each student get with a partner and roll the ball and throw the ball to each other practicing catching the ball using the correct technique. Each student catches 10 balls.

- Partner Kicking

After having the students throw the ball back and forth, they will kick the ball to each other and practicing catching the ball with the proper technique. Each student will catch 10 balls.

- Shooting/Goalkeeping Competition

**1 Day**

**4 Days**

Divide the students into 6 teams and have 3 goals. There will be 2 teams per goal. One team will line up on one post and one team on the other post. There will be a student who stands on the side and distributes the balls. The first team will run out about 15 yards and shoot the ball one touch from the student who distributes the balls. The other team will run around three cones and then try to block the shot. Each team will shoot for the same amount of time and whoever has the most goals wins the competition.

- **Goalie Wars**

There will be one student in each goal, and the goals will be about 25 yards apart. The students will have to try to score in the opposing goal, and defend using their goalkeeping skills their own goal. Students will rotate in and out of the goal, and we will keep track of points to see which team wins.

**Defending**

- Zone defense
- “J” runs
- Support
- Cover
- Help defense
- Running at angles
- Tackling

**Drills:**

- 2 vs. 2 vs. 2

2 students will pass the ball back and forth while 2 students defend and run using the proper zone defending principles. The 2 students passing the ball will try to pass it by the 2 defenders to the other side to the other 2 attacking players. Then after about 2 or 3 minutes all of the students switch positions.

- 2 vs. 2

Have the students get with a partner and the students will play 2 vs. 2 in a marked off grid. The grid will be very narrow and long. They will play 2 vs. 2 using the proper zone defending principles, and the students will score by stopping the ball on the end line.

- **Bogey’s Blitz**

Divide the students into 2 teams. One team will stand at the post, and the other team will stand about 30-40 yards out in the field. The balls will be with the team who is at the post. There will be a goalkeeper. The students at the post, who will be playing defense, will play a ball out to the other team and run out with 2 players, and the offensive team will also come out with 2 players. The offensive team can pass the ball back and bring out as many as 4 players, and if the offensive team brings more players into the field, the defensive team can counter and bring out as many as the offensive teams brings. Both teams play offense and both play defense, and whichever team has more goals wins the game. The amount of points awarded for each goal is based on how many players are on the field. This will allow the defensive team to work together on the zone defending principles.

- 1 vs. 1 to the Endline



<p>The students will be in two lines. One defensive line and one offensive line. The defensive line will pass the ball to the offensive line and they will begin. They will play to stop the ball on the endline.</p> <p><b>Unit 2- Part 4- Tournament Game Play</b>  <b>Performance Task 1-World Cup Day (Day 16)</b>  Each student will research their favorite country that plays in the world cup and create a jersey (t-shirt) to be worn during our upcoming soccer tournament. Drawing materials markers will be provided. The shirt should include the country's symbols and colors.</p>	<b>1 Day</b>
<p><b>Unit 2- Part 5- Tournament Game Play (Days 17-20)</b></p> <ol style="list-style-type: none"> <li>1. Warm up/ cool down during each day of the soccer tournament</li> <li>2. Choose the four students with the most creative and authentic looking jerseys as captains for the tournament.</li> <li>3. Hold a world cup soccer draft in order to create teams for the tournament and track wins and losses just like the world cup.</li> </ol> <p>-First round is for pts to advance to the "Knockout Round"</p> <p>Win = 2pts  Tie = 1 pt  Loss = 0 pts.</p>	<b>4 Days</b>

<b>Individual Accommodations</b>
<p>Use a bigger sized ball for skill practice such as dribbling and passing</p> <p>Play a game without a goalie to allow for more scoring opportunities</p> <p>Increase/Decrease Boundary Sizes</p> <p>Pair students up of similar ability to allow for task extension when ready and comfortable</p>

## **LESSON REFLECTION**

The teacher should complete the Lesson Reflection Form after each week of lessons. This form may be used to revise curriculum.

Teacher:

Grade/Subject

Lessons taught:

	<b>Not at All</b>	<b>Not Much</b>	<b>Some</b>	<b>A Lot</b>	<b>Totally</b>
Was the lesson plan followed?					
Would you recommend this lesson be used again next year?					
Do you think the students understood the lesson?					
Were there any parts of the lesson in which content was too...					
easy for the students to understand?					
what parts?					
difficult for the students to understand?					
what parts?					
Were there any problems with this lesson?					
Explain.					

1. As I reflect on the lesson(s), to what extent were the students productively engaged in the work?  
How do I know?

2. What feedback did I receive from students indicating they achieved understanding and that the goal/objectives were met for this lesson?

3. Did I adjust my teaching strategies and activities as I taught the lesson? Why? How?

4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently or what would I like to share with a colleague? How can this improve?

5. Was the timing of the lesson accurate?



# Atlantic City High School

## Physical Education

### Tennis Unit



Unit Title: Physical Education				Number of Days: 20 Days			
Content Area: Tennis							
Summary of Unit: The purpose of the unit is to introduce students to the history, rules, strategies and skills associated with the game of Tennis. In this unit, students will understand basic skills and cognitive concepts that will enable them to participate in a Tennis activity. Physical participation as well as the development of cognitive processes will allow students to be actively involved in various forms of Tennis competition, as well as comprehend rules and strategies that are essential for participation.							
Unit Rationale: The tennis unit is designed to teach and expose students to a lifetime sport that can be played at various skill and age levels. This will help to develop physical fitness as well as encourage the importance of maintaining physical activity throughout one’s lifetime.							
Daily interaction and practice will foster an understanding of the game and improve individual skill level.							
Grade Level: 9-12							
21 <sup>st</sup> Century Themes							
	Cognitive awareness of physical health through active participation		Diversity through group and team participation		Teamwork		Physical Fitness
21 <sup>st</sup> Century Skills							
	Communication  Creativity and Adaptation		Critical Thinking and Problem Solving		Lifetime participation through skill and knowledge development		Socialization
Integration of Technology: Computer/Internet use/Computer lab							
Materials/Equipment needed: Tennis rackets Tennis balls							
Unit Resources/References Needed: (related websites, reference materials, worksheets, etc.) Handout: tennis diagrams/dimensions							
Cross-Curricular References/Projects: Writing skills (written report), Mathematics: field dimensions, scoring, Math skills will be utilized in keeping score Language Arts Literacy through speaking and listening							

<b>Stage 1: Desired Results (Learning Targets)</b>
<b>Standards (Include cross-curricular)</b>

**2.5.12.A- Motor Skill Development:**

Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.

**2.5.12.B- Strategy:**

Individual and team execution in games, sports, and other activity situations is based on the interaction of tactile use of strategies, positive mental attitudes, competent skill levels, and teamwork.

**2.5.12.C- Sportsmanship Rules and Safety:**

Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.

**2.5.12.C- Sportsmanship Rules and Safety:**

Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.

**2.6.12.A- Fitness and Physical Activity:**

Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

**Enduring Understandings**

Playing tennis involves balance, coordination, body awareness, muscular endurance, cardio endurance, and flexibility.

When you increase your cardio endurance and overall general physical fitness, you also improve your heart health.

Tennis involves the use of basic skills: serve, forehand, backhand, footwork, and how to keep score.

**Essential Questions**

What components of fitness does tennis encompass?

How can tennis increase the fitness level of each individual?

What are some of the basic skills you will need to play tennis?

<b>Stage 2: Evidence of Learning</b>
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**Summative Assessment (20 days)**

- ACHS grading rubric used for daily assessment
- Teacher observation (visual, verbal, written)

**Formative Assessment**

- ACHS grading rubric used for daily assessment
- Written quiz on rules, scoring and etiquette
- Self/Peer assessment
- Teacher assessment (visual, verbal, written)

**Other evidence of learning**

- Teacher observation of skills performance
- Written test/quiz
- Self assessment
- Peer assessment
- Teacher assessment- visual
- Teacher assessment- verbal





Stage 3: Learning Plan	
Objectives	
<p>The Students will know:</p> <p><b>NJCCCS 2.5 Motor Skill Development:</b> All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p><b>NJCCCS 2.6 Fitness:</b> All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p>	<p>The Students will be able to (TSWBAT):</p> <ul style="list-style-type: none"> <li>• Execute a correct serve</li> <li>• Hit proper forehand and backhand tennis shots</li> <li>• Explain how to keep score</li> <li>• Define the basic rules of the game of tennis</li> <li>• Play a game of tennis in a sportsmanlike manner</li> <li>• Respect fellow students and equipment</li> <li>• Work cooperatively while playing in a doubles tennis match</li> </ul>

Learning Activities/Instructional Strategies	
Lesson	Timeframe
<p>Lesson 1-2</p> <p>Introduction to rules, scoring and etiquette</p> <p>Assessment: Written quiz on proper use of rules, involved in game of tennis scoring and etiquette</p>	<p><b>2 Days</b></p>
<p><b>Lesson 3-10</b></p> <p>Introduce the basic skills involved in tennis (forehand, backhand, and serve)</p> <p>4 days-</p> <p>Assessment: Teacher observation of skills during modified game play</p> <p><b>Lesson 11-20</b></p> <p>Participate in tournament play in both single and double matches</p> <p>5 days-</p> <p>Assessment: Skill assessment based on rubric along with teacher observation</p>	<p><b>8 Days</b></p> <p><b>10 Days</b></p>

Individual Accommodations
<p>Modified games can include the following: Four square, King of the Court, Tennis Baseball, Team Singles. Pair students up of similar ability to allow for task extension when ready and comfortable</p>

## **LESSON REFLECTION**

The teacher should complete the Lesson Reflection Form after each week of lessons. This form may be used to revise curriculum.

Teacher:

Grade/Subject

Lessons taught:

	<b>Not at All</b>	<b>Not Much</b>	<b>Some</b>	<b>A Lot</b>	<b>Totally</b>
Was the lesson plan followed?					
Would you recommend this lesson be used again next year?					
Do you think the students understood the lesson?					
Were there any parts of the lesson in which content was too...					
easy for the students to understand?					
what parts?					
difficult for the students to understand?					
what parts?					
Were there any problems with this lesson?					
Explain.					

1. As I reflect on the lesson(s), to what extent were the students productively engaged in the work?  
How do I know?

2. What feedback did I receive from students indicating they achieved understanding and that the goal/objectives were met for this lesson?

3. Did I adjust my teaching strategies and activities as I taught the lesson? Why? How?

4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently or what would I like to share with a colleague? How can this improve?

5. Was the timing of the lesson accurate?

6. Other

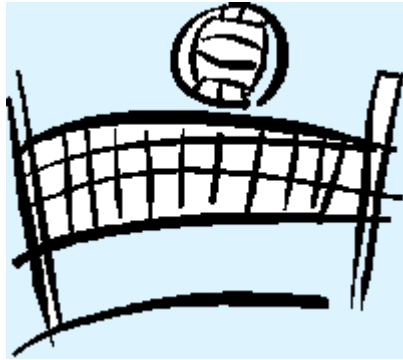
Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_



# Atlantic City High School

## Physical Education

### Volleyball Unit



Unit Title: Physical Education				Number of Days: 20 Days					
Content Area: Volleyball									
Summary of Unit: The purpose of the unit is to introduce students to the history, rules, strategies and skills associated with the game of volleyball. The students will attempt to complete the following related skills including but not limited to the bump, volley, dig, spike, set and serve.									
Daily interaction and practice will foster an understanding of the game and improve individual skill level.									
Each student will display their knowledge of the game by serving as an official along with practice of skills during this process.									
Grade Level: 9-12									
<u>21<sup>st</sup> Century Themes</u>									
	Real World Setting			Communication			Teamwork		Physical Fitness
<u>21<sup>st</sup> Century Skills</u>									
	Strategy			Critical Thinking and Problem Solving					Physical Fitness
Integration of Technology: Computer/Internet use									
Materials/Equipment needed: Volleyballs Volleyball Nets Volleyball Standards Colored Tape Light weighted balls of different sizes, balloons String/Yarn									
Unit Resources/References Needed: (related websites, reference materials, worksheets, etc.)									
Cross-Curricular References/Projects: Writing skills (written report), Math skills (rotation diagram/scorekeeping) Science (muscles used during activity)									

<b>Stage 1: Desired Results (Learning Targets)</b>	
<b>Standards (Include cross-curricular)</b>	

<b>2.5.2.5.12 A Movement Skills (Grades: 9,10,11,12)</b>	
✓ <b>2.5.2.5.12 A.1</b> Demonstrate mature, mechanically correct form and control when combining and modifying movement skills in applied settings. (Grades: 9,10,11,12)	
✓ <b>2.5.2.5.12 A.2</b> Use information from internal and external sources to detect, analyze, and correct errors in movement skills and patterns used in applied settings. (Grades: 9,10,11,12)	
✓ <b>2.5.2.5.12 A.3</b> Apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity. (Grades: 9,10,11,12)	
✓ <b>2.5.2.5.12 A.4</b> Transfer specialized movement skills that use similar patterns from one movement activity to another. (Grades: 9,10,11,12)	
<b>2.5.2.5.12 B Movement Concepts (Grades: 9,10,11,12)</b>	
✓ <b>2.5.2.5.12 B.2</b> Predict changes in movement performance based on the application of balance, counter balance, weight transfer, and agility. (Grades: 9,10,11,12)	
✓ <b>2.5.2.5.12 B.3</b> Analyze the impact of kinesthetic awareness, "perfect" practice, motivation, and appropriate challenges in facilitating the learning and refinement of a movement skill. (Grades: 9,10,11,12)	
✓ <b>2.5.2.5.12 B.4</b> Analyze how movement activities reflect culture, era, geography, or historical context. (Grades: 9,10,11,12)	
✓ <b>2.5.2.5.12 C Strategy (Grades: 9,10,11,12)</b>	
✓ <b>2.5.2.5.12 C.1</b> Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies in applied settings. (Grades: 9,10,11,12)	
<b>2.5.2.5.12 D Rules, Safety, and Sportsmanship (Grades: 9,10,11,12)</b>	
✓ <b>2.5.2.5.12 D.2</b> Investigate the impact of rules and regulations on the health and safety of participants. (Grades: 9,10,11,12)	
<b>Enduring Understandings</b>  Understanding the rules and regulations of the game of volleyball allows the student demonstrate and improve skill level while increasing success.  Utilizing the skills and strategies demonstrated makes the game of volleyball relevant and useful when transferring to the real world setting.	<b>Essential Questions</b>  Why is it important to demonstrate proficiency in the execution of skills (i.e. forearm pass, set and serve) during a game situation? What are some ways to demonstrate knowledge of team strategies as required by game situations during play? Why is it necessary to exhibit knowledge of rules and scoring during game play? What are the benefits of developing an appreciation of volleyball?
<b>Stage 2: Evidence of Learning</b>	
<b>Performance Tasks</b>	
<b>Performance Task 1 (1 Day) Student Game Officiating</b>	
<b>Other evidence of learning</b> Skills test-serve for accuracy, bump pass Student will verbalize correct scoring during game play.	

Student will demonstrate proper rotation during game play.

Student will identify general rules both verbally and written. (written report)

Student will demonstrate the following skills: serve, bump-pass, set.



Stage 3: Learning Plan	
Objectives	
<p>The Students will know:</p> <ul style="list-style-type: none"> <li>• Rules/Regulations</li> <li>• History of the sport</li> <li>• Types of serves-overhand/underhand</li> <li>• Bump skill</li> <li>• Set skill</li> <li>• Spike skill</li> <li>• Block skill</li> <li>• Types of scoring (rally)</li> <li>• Proper rotation</li> </ul>	<p>The Students will be able to (TSWBAT):</p> <p>The student will apply movement concepts and principles to the learning and development of motor skills.</p> <p>The student will demonstrate responsible personal and social behavior in physical activity settings.</p> <p>The student will demonstrate understanding and respect for differences among people in physical activity settings.</p> <p>The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.</p> <p>The student will demonstrate competency in many and proficiency in a few movement forms.</p> <p>The student will exhibit a physical active lifestyle.</p> <p>The student will achieve and maintain a health enhancing level of physical fitness.</p> <p>i. Each student will correctly serve a volleyball into the square taped on the floor 6 out of 10 times.</p>

Learning Activities/Instructional Strategies	
Lesson	Timeframe
<p>Days 1-2</p> <p>Unit 1: Part 1-</p> <ol style="list-style-type: none"> <li>1. Introduction of the history of the sport</li> <li>2. Discuss Essential Questions</li> <li>3. Complete war-up jog and stretch utilizing the boundaries and rotations of the volleyball court. The class will line up in formation and rotate one spot in the correct direction after each exercise <ul style="list-style-type: none"> <li>• Stretches from the proper rotation (hamstrings, shoulders, quads)</li> <li>• 10 push</li> <li>• 20 sit ups</li> </ul> </li> <li>4. Demonstrate the basic strategy and skills used the game of volleyball known as the Bump, Set, Spike</li> </ol>	<p><b>2 Days</b></p>
<p>Days 3-5</p> <ol style="list-style-type: none"> <li>1. Complete war-up jog and stretch utilizing the boundaries and rotations of the volleyball court. The class will line up in formation and rotate one spot in the correct direction after each exercise</li> </ol>	<p><b>3 Days</b></p>

<ul style="list-style-type: none"> <li>• Stretches from the proper rotation (hamstrings, shoulders, quads)</li> <li>• 10 push</li> <li>• 20 sit ups</li> </ul> <p>Small Group (3) and Partner break out practice sessions. The students will practice the following skill sets.</p> <p><b>A. Serve</b></p> <ol style="list-style-type: none"> <li>Make sure that you toss the ball I little in front of you</li> <li>Keep your hand open and hit the ball with your palm</li> <li>Make sure you step to get more power</li> </ol> <p>i. Each student will correctly serve a ball from the end line into a basket 7 out of 10 times.</p> <p><b>B. Overhand Set</b></p> <ol style="list-style-type: none"> <li>Push up with your legs</li> <li>Make sure you use your fingertips</li> <li>Keep your shoulders square</li> </ol> <p>i. Each student will have to correctly set a ball with their fingertips to their partner 8 out of 10 times.</p> <p><b>C. Forearm Pass</b></p> <ol style="list-style-type: none"> <li>Make a fist with one hand inside the other</li> <li>Keep thumbs together</li> <li>Point shoulders to your target</li> </ol> <p>i. Each player will pass 10 balls from a tosser 10 feet away with 70% accuracy.</p> <p><b>D. Spiking</b></p> <ol style="list-style-type: none"> <li>Keep ball in front of your body</li> <li>Jump straight up</li> <li>Snap your wrist</li> </ol> <p>i. Each play will have to show that they can move when the ball is in the air, and then be in position to spike the ball correctly 80% of the time.</p> <p><b>E. Blocking</b></p> <ol style="list-style-type: none"> <li>Jump straight up</li> <li>Keep outside hand pointing in.</li> <li>Finger tips up</li> </ol> <p>ii. Each blocker will be able to use proper form when going up for a block at least 85% of the time.</p>	
<p><b>Unit 1- Part 2- Modified Games, Challenges and Skill Set Practice</b> Days 6-15</p> <p>1. Using skills in order to complete specific volleyball tasks and challenges. Use a variety of the small games, drills and skills based on the skill level and accommodations needed within the class.</p> <p>1. Battle ball</p> <ol style="list-style-type: none"> <li>Divide students into two equal team</li> <li>Object is to throw the ball over the net as quickly as possible, so when time expires there will be the least amount of balls on your side of the net.</li> <li>Game has four quarters which are 3 minutes long.</li> <li>Team changes sides at halftime.</li> </ol>	<p><b>10 Days</b></p>

2. Pickle in the middle

- a. Two players bump and set the ball back and forth, while the player in the middle attempts to intercept the ball.
- b. When successful, the middle player takes the place of the player who last contacted the ball.

3. New comb

- a. Throw the ball over the net so that it strikes the floor within the opponents' court
- b. And catch and return and ball thrown to your side of the court.
- c. Players are lined up as for volleyball; serves are taken in the same order.
- d. Play begin when a servers tosses the ball over the net.

4. One-line digging

- a. Six players form one line near court zone 5 to practice digging.
- b. Four players help by shagging volleyballs and putting them into the basket.
- c. One player hands the balls to the teacher.
- d. One player serves as a target for the diggers.
- e. Each player has 10 attempts, then they switch.

5. Around the world sit-ups

- a. Class forms a circle, with about three feet between each person.
- b. Students lie on their backs along the line with knees bent around 90 degrees.
- c. Each player has a ball and sends it clockwise around the circle while performing sit-ups.
- d. Perform 20 sit-ups, rest for 45 to 60 seconds, and then repeat.

6. Zig-zag

- a. Students divide into two or more teams, which compete against each other.
- b. Each team is divided into two facing ranks, students stand side by side with a distance of 2 to 4 feet.
- c. First student tosses the ball into the air and hits it with both hands to the first student in opposite rank.
- d. This student taps it with the fingers to the second student of the first rank and so on.
- e. The group that first gets its ball back to the head of the line wins.

7. Cone drill

- a. Place one cone in the center of the court and 8 cones around it in a circle with a diameter of 30 feet.
- b. A student starts at one of the outside cones, runs to touch the middle cone, then runs back to touch the next outside cone, back to touch the middle cone, and so on.

8. Touch reach slide

- a. Student A stands on a line facing a tosser, who is 8 feet away, holding a ball.
- b. Two other players stand to the left and right of student A on the same line.
- c. Drill begins when student A runs to touch the ball and then backs up to the line.

- d. As soon as student A reaches the line, the tosser sends the ball to one of the side students, who sends it back to the tosser.
- e. Student A quickly reacts and slides to touch the knee of the player who caught the ball and then slides back to the center to continue the drill.
- f. After each return to the center, student A goes forward to touch the ball in the tosser's hands.
- g. Continue drill for 20-35 seconds and then rotate students.

9. Toss ball

- a. A light ball is used in this informal game.
- b. The ball is either tossed and caught, or volleyed over the net.
- c. All other rules of volleyball apply.

10. Modified newcomb

- a. Rules are the same as newcomb, but the ball that is returned to the opponents' court must be hit in a legal manner.
- b. A freer handling of the ball is allowed
- c. The students line up in the M-formation to receive the serve, and the student who receives the serve may catch it and throw it to the setter in the middle front court.
- d. The setter sets or lobs the ball with two hands in an underhand toss to one of the spikers who hits it over the net using any legal technique.
- e. The defense is also allowed to catch the first and second ball.

11. Backboard

- a. Have students toss a volleyball against a wall and set pass the ball on the rebound as many times as possible in 30 seconds.
- b. After that pair the students up or have them select a partner.
- c. Partner 1 tosses the volleyball to partner 2. Who then set passes it against a wall.
- d. After 12 set passes, partners should switch roles.

12. Ali shuffle

- a. Stand sideways with both feet on one side of the line.
- b. Do the Ali shuffle as you move laterally down the line. Switch feet as you jump in the air to the front and back of the line.
- c. Go 15 yards and come back facing the same direction.

13. High outside set drill

- a. Stand 5 feet in from the right sideline, while your partner stands just outside the left sideline.
- b. Your partner tosses you the ball.
- c. You must set the ball to a height of at least 6 feet above the top of the net.

14. Three to nine

- a. Stand facing forward with both feet to one side of the line in a six o'clock position.
- b. Jump with both feet a quarter turn to nine o'clock position as you move forward.

- c. Next, jump with both feet a half a turn to a three o'clock position as you move forward.
- d. Repeat the half turns going from nine o'clock position to a three o'clock position.
- e. Go down and back 15 yards.

#### 15. Option Volleyball

- a. A student is allowed to hit the ball with or without bouncing it.
- b. The ball may hit the floor once between hits by players on a team, but it must be returned to the opponents' court after three contacts.
- c. A game is 15 points with the team changing sides when 8 points have been scored by one team.

#### 16. Double bunny hop

- a. Stand with one foot to one side of a line.
- b. Hop back and forth over the line with one foot as you move forward.
- c. Go 15 yards on the right foot and come back on the left foot.

#### 17. Queen/King of the court

- a. The drill uses the concept of three-on-three volleyball.
- b. Teams of three players begin on both sides A and side B.
- c. Two additional teams stand on the end line of side B.
- d. A server on side B initiates the rally.
- e. If side A wins the rally, they get a point and remain in position.
- f. Side B retrieves the ball and returns to the end line.
- g. The next team of three steps onto side B.
- h. If side B win the rally, they get a point and move to side A.
- i. The drill ends when one of the teams reaches 15 points.

#### 18. Jungle trail

- a. The team must travel through the jungle trail without touching the floor and must achieve the success criteria on each challenge along the way.
- b. Start each team on a separate challenge and let it travel along the trail at its own speed.
- c. Team work within and between teams is crucial.

#### 19. Doubles tournament

- a. Two vs. two, try to get three courts so six team can play.
- b. On court one, players are required to comply with only two rules-no net violations, and the serve must initiate from the end line.
- c. On court two, a rule is added-a minimum of two team contacts must be used by each team every time the ball crosses the net.
- d. On court three, three team contacts are required each time the ball crosses the net.

#### 20. Black hole

- a. All group members must go through the black hole.
- b. No person may touch the black hole.

c. No one may dive through the loop.

d. Group member must remain on tumbling mats during the challenge.

e. If any rule is broken, the person making the mistake and one person who has passed through the hoop must start again.

f. No last names or put downs can be used.

#### 21. Ball toss drill

a. Place a 12-inch-square target on the floor in front, slightly to the center, of your forward foot.

b. Stand in the overhand floater serving position and hold your hitting arm fully extended.

c. Toss the ball so that it goes higher than your hitting hand and lands on the target.

#### 22. Stepping stone

a. Group tries to rearrange itself from a specific starting order to a specific ending order.

b. Group members stand in a straight line on bases, which should not be moved.

c. The team divides itself into two equal groups, and the groups face each other.

#### 23. Wall serve drill

a. Stand in a serving position approximately 20 feet away from the wall.

b. Toss and serve the ball into the wall above the line.

#### 24. Balloon volleyball

a. At the signal to begin, all players hit the balloons with any part of their bodies in an effort to get the balloons over the net.

b. If a balloon hits the ground inside a team's court, the other team scores a point.

c. If a balloon hits the ground outside a defending team's court, the defending team scores a point.

#### 25. Serve, forearm pass, set or back set and attack drill

a. Get a team of four students.

b. A server stands in the service area.

c. On the other side of the court, a receiver starts in the left or right back position, a setter in the front of the court at the net, and at least 5 feet in from the right sideline, and an attacker on the attack line on the left or right side of the court.

d. The ball is served underhand to the receiver, who accurately forearm passes the ball to the setter.

e. The setter sets the ball at least 5 to 7 feet higher than the net and within 1 foot of the sideline.

f. The attacker hits the ball over the net using any of the three attack methods.

g. This drill should be completed twice.

#### 26. Volleyball relay

a. At the signal to begin, student 1 from each team passes the ball to student 2 behind the attack line, who then passes the ball back over the net to student 3, and so on.

<p>b. After players set the ball they move forward and touch the net, and then move behind the attack line to make their next pass.</p> <p>c. Play continues for a team until their ball is not successfully passes over the net.</p> <p>d. Count how many times each team consecutively goes through the complete rotation.</p> <p>27. Underhand serve drill</p> <p>a. A regular game is played.</p> <p>b. An underhand serve is always used, enhancing serve reception so that rallies may occur.</p> <p>28. Frozen tag</p> <p>a. At the signal to begin, the “it” tries to tag the other players.</p> <p>b. When a player is tagged she/he stands with there feet spread at least shoulder width apart.</p> <p>c. If another player can dive between there legs the frozen player is free again.</p> <p>d. When a player steps outside the boundary they are frozen until the end of the game because no other player can go outside the boundaries to thaw the player out.</p> <p>e. If the “it” freezes everyone, the first player frozen becomes the new “it”.</p> <p>29. Sitting Volleyball</p> <p>a. A team consists of about nine players who all sit or kneel on the floor.</p> <p>b. A rope or net is drawn across the center of the court. The game can be played on mats and the size of the court is determined by the number of participants.</p> <p>c. Net height can be varied from group to group, depending on their strength.</p> <p>d. Service is made from behind the end line, using an overhand pass.</p> <p>e. Rotation can be used if desired.</p>	
<p><b>Unit 1- Part 3- Tournament Game Play</b></p> <p><b>Performance Task 1-Student Game Officiating</b></p> <p>Days 16-20</p> <p>1. Create teams to include multiple skill levels on each team. Each team will choose a team name for the tournament</p> <p>2. Develop a chart to include a round robin tournament to be played in order to use all skills obtained throughout the unit during the last five days.</p> <p>3. Track games and record wins/losses as tournament continues to eventual champion.</p> <p>4. Students will complete their Performance Task during these 5 closing days of the unit</p> <ul style="list-style-type: none"> <li>• One student from each team will stand out of bounds at center court on each side of the net and officiate the game for an allotted time. Students will continue to rotate this position until each student has officiated the game.</li> <li>• Responsible for calling score before each serve</li> <li>• Responsible for calling the ball “in” or “out” on their side the court</li> <li>• Responsible for enforcing all rules and regulations such as proper serves and illegal touches and faults.</li> <li>• Responsible for enforcing good sportsmanship and integrity.</li> </ul>	<p><b>5 Days</b></p>

Individual Accommodations
<p>Different size and weight balls can be used in order to accompany skills level (Balloons)</p> <p>Play a game using a Beach Ball</p> <p>The volleyball net can be set at different heights ( lowered) to maximize skill success.</p> <p>The service line depth and distance can be decreased during service of the volleyball.</p> <p>Increase/Decrease Boundary Sizes</p> <p>Allow for multiple Serves during a game instead of one.</p> <p>Allow for more than the standard 3 hits per side of the net during games/activities</p>



## **LESSON REFLECTION**

The teacher should complete the Lesson Reflection Form after each week of lessons. This form may be used to revise curriculum.

Teacher:

Grade/Subject

Lessons taught:

	<b>Not at All</b>	<b>Not Much</b>	<b>Some</b>	<b>A Lot</b>	<b>Totally</b>
Was the lesson plan followed?					
Would you recommend this lesson be used again next year?					
Do you think the students understood the lesson?					
Were there any parts of the lesson in which content was too...					
easy for the students to understand?					
what parts?					
difficult for the students to understand?					
what parts?					
Were there any problems with this lesson?					
Explain.					

1. As I reflect on the lesson(s), to what extent were the students productively engaged in the work?  
How do I know?

2. What feedback did I receive from students indicating they achieved understanding and that the goal/objectives were met for this lesson?

3. Did I adjust my teaching strategies and activities as I taught the lesson? Why? How?

4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently or what would I like to share with a colleague? How can this improve?

5. Was the timing of the lesson accurate?

6. Other

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_





## 9<sup>th</sup> Grade Pre-Assessment

Please circle True or False for each of the following questions.

1. T or F Social health refers to how a person's body is functioning.
2. T or F Deciding not to wear a safety belt is an example of a behavioral risk.
3. T or F Culture includes traditions, language, food preferences and religion.
4. T or F In the decision-making process, a person must consider the important values that she or he has.
5. T or F An optimist focuses on the negative side of things.
6. T or F Conscious thoughts are thoughts of which a person is aware.
7. T or F Family violence includes violence in cartoons, movies and music videos.
8. T or F For victims of violence, physical scars can include anger, fear, and sadness.
9. T or F The monthly cycle during which women release eggs is known as the endometrial cycle.
10. T or F The testes hang outside the body in a sac known as the scrotum.
11. T or F When a person is unable to reproduce, the condition is known as sterility.
12. T or F Environmental risk factors are passed biologically from parent to child.
13. T or F Adoption is the legal process by which parents take another person's child into their family to be raised as their own.
14. T or F A legal agreement to end a marriage is known as separation.
15. T or F Making eye contact involves meeting another person's gaze.
16. List three common emotions \_\_\_\_\_
17. List three behavioral risks that can result in death \_\_\_\_\_
18. List three things a person can do to prevent stress from becoming overwhelming  
\_\_\_\_\_  
\_\_\_\_\_
19. A(n) \_\_\_\_\_ is a negative feeling about a certain group based on a stereotype.
20. List three drawbacks of being part of a clique or gang \_\_\_\_\_

**STATE OF NEW JERSEY  
MOTOR VEHICLE COMMISSION  
BASIC DRIVER EXAMINATION  
EXAM #1**

Are you aware of the provisions of the Uniform Anatomical Gift Act and the procedure for indicating on the Driver License the intention to make a donation of a body organs or tissues? YES No (Please circle your answer.)

1. In New Jersey, studded snow tires can be legally used between:

- A. ☐ April 1st and December 15th
- B. ☐ September 30th and May 30th
- C. ☐ October 15th and March 15th
- D. ☐ November 15th and April 1st

2. If your wheels drift onto the dirt shoulder of the road and you want to return to the paved road, you should:

- A. ☐ Drive along the shoulder until you get to an acceleration lane.
- B. ☐ Drive along the shoulder until you are going as fast as the traffic on the road
- C. ☐ Move slowly along shoulder and wave traffic around you
- D. ☐ Slow down, turn back onto the pavement slowly

3. When parking downhill on a street with a curb on your right, your car wheels should be:

- A. ☐ turned away from the curb
- B. ☐ turned toward the curb
- C. ☐ turned to the left
- D. ☐ turned straight ahead

4. If your brakes suddenly give out, the first thing you should try to do is:

- A. ☐ shift to a lower gear and pump the brakes
- B. ☐ blow the horn and coast to a stop
- C. ☐ turn off the ignition
- D. ☐ drive onto the shoulder to reduce speed

5. High beam lights are used for:

- A. ☐ foggy weather
- B. ☐ open country driving
- C. ☐ city streets without lamps
- D. ☐ signaling emergencies

When driving around a curve, your vehicle may tend to:

- A. ☐ slow down
- B. ☐ speed up
- C. ☐ follow the curve
- D. ☐ keep going straight

7. A supervising driver for the holder of a validated GDL Permit must meet which of the following requirements:

- A. ☐ Must be 21 years or older
- B. ☐ Must be a New Jersey licensed driver
- C. ☐ Must be licensed for a minimum of 3 years
- D. ☐ A, B, and C

8. A diamond shaped sign is a:

- A. ☐ yield sign
- B. ☐ railroad sign
- C. ☐ stop sign
- D. ☐ warning sign

9. The holder of a Provisional License, who is under the age of 21, may drive unsupervised when the following requirement is met:

- A. ☐ Pass a road test after 6 months of supervised driving
- B. ☐ Pass a road test
- C. ☐ 6 months of supervised driving
- D. ☐ Pass a road test after 6 months of supervised driving, excluding any suspensions or postponements

10. In city driving, a good habit is to:

- A. ☐ practice good judgment
- B. ☐ look 12 seconds ahead
- C. ☐ use the 2 second rule
- D. ☐ reduce speed and use horn

If under 21, New Jersey law states that you may be under the influence if your blood alcohol level content is:

- A. ☐ More than .10% but less than .15%
- B. ☐ More than .05% but less than .10%
- C. ☐ More than .01% but less than .05%
- D. ☐ None of the above

12. If a vehicle is passing you, you should:

- A. ☐ speed up so he will not complete the pass
- B. ☐ slow down to make it easier for the driver to complete the pass in time
- C. ☐ flash your lights and sound your horn to warn the car passing that it is unsafe
- D. ☐ continue at the same speed and signal oncoming traffic

13. When a school bus has stopped at a school to pick up or let off children, you may pass from either direction at a speed of no more than:

- A. ☐ 15 m.p.h.
- B. ☐ 10 m.p.h.
- C. ☐ 25 m.p.h.
- D. ☐ 20 m.p.h.

14. In city driving, you should:

- A. ☐ drive more slowly
- B. ☐ watch for pedestrians
- C. ☐ look at least 12 seconds ahead
- D. ☐ all of the above

15. In the event of a crash or sudden stop, use of seat belts may:

- A. ☐ keep you from being thrown from the car
- B. ☐ keep you from hitting the windshield or dashboard
- C. ☐ keep you from sliding off the seat and losing control of the car
- D. ☐ all of the above

16. Driving while under the influence of intoxicating beverages means:

- A. ☐ the driver shows obvious signs of being drunk
- B. ☐ your senses or judgment are impaired by alcohol
- C. ☐ drinking while in process of driving the vehicle
- D. ☐ driving even if the driver has had one drink

17. Special Driver Examination Permit may be issued at age 16 when:

- A. ☐ the applicant is enrolled in a Behind the Wheel Driver Education Course of Department of Education
- B. ☐ the applicant is enrolled in a Commercial Driving Education Course
- C. ☐ purchased by an Approved Driving Instructor
- D. ☐ all of the above

18. If you go into a skid, you should:

- A. ☐ straighten your wheels
- B. ☐ take your foot off the gas pedal
- C. ☐ apply your brakes
- D. ☐ make a fast turn

19. Under GDL Law, a person is required to attend a remedial training class for the following:

- A. ☐ Accumulation of 4 or more points
- B. ☐ Accumulation of 2 or more points
- C. ☐ Conviction of a DUI
- D. ☐ A and C

20. After two to four drinks, alcohol begins to impair your:

- A. ☐ reaction time
- B. ☐ coordination and balance
- C. ☐ judgment
- D. ☐ all of the above

21. The New Jersey speed limit in a business or residential area, unless otherwise posted, is:

- A. ☐ 25 m.p.h.
- B. ☐ 30 m.p.h.
- C. ☐ 20 m.p.h.
- D. ☐ 35 m.p.h.

22. If the driver of a large truck or bus cannot see you in his rearview mirrors, you are:

- A. ☐ in the truck's no-zone or blind spot
- B. ☐ uninteresting to him
- C. ☐ driving a compact car
- D. ☐ driving too slowly

23. You may not park within how many feet of a fire hydrant?

- A. ☐ 50 feet
- B. ☐ 25 feet
- C. ☐ 10 feet
- D. ☐ 20 feet

Every vehicle registered in New Jersey must be insured for:

- A. ☐ theft
- B. ☐ collision
- C. ☐ liability
- D. ☐ fire damage

25. The holder of a validated GDL permit (21 years of age or older) is restricted to what driving hours?

- A. ☐ 6:01 am to midnight
- B. ☐ 5:01 AM to 11:00 PM
- C. ☐ No restrictions apply
- D. ☐ 5:01 AM to midnight

26. When you move into New Jersey from another state, you must have your vehicle inspected within:

- A. ☐ 2 months after registering it
- B. ☐ 14 days after registering it
- C. ☐ 90 days after registering it
- D. ☐ 6 months after registering it

27. How much is the fine for violation of any of the conditions of the GDL Permits or Provisional License?

- A. ☐ No fine
- B. ☐ \$100.00
- C. ☐ \$500.00
- D. ☐ \$250.00

28. When sharing the road with large trucks or buses, you should:

- A. ☐ Give more roadway to a truck making a wide turn.
- B. ☐ Leave more space when stopping behind a truck or bus.
- C. ☐ Maintain a consistent speed when passing.
- D. ☐ All of the above

29. If you are involved in an automobile accident resulting in injuries while your driving privileges are suspended, you are subject to:

- A. ☐ \$25 fine
- B. ☐ additional 1 year suspension of your driving privileges
- C. ☐ \$50 fine
- D. ☐ fine, suspension of your driving privileges and mandatory jail sentence

30. Any change of address must be reported to the Division of Motor Vehicle Services within what time period?

- A. ☐ 2 weeks
- B. ☐ 2 months
- C. ☐ 1 week
- D. ☐ 6 weeks

31. To safely share the road with large trucks and buses, you must know:

- A. ☐ The history of the trucking industry.
- B. ☐ Limitations of these vehicles regarding visibility, stopping distances required and maneuverability.
- C. ☐ The impact trucks and large vehicles have on the environment.
- D. ☐ The horsepower rating of your vehicle.

32. The driving hours of a GDL Examination Permit or Provisional License (under 21 years of age) are restricted to:

- A. ☐ 5:01 am to 11:00 pm
- B. ☐ 5:01 am to midnight
- C. ☐ 6:01 am to midnight
- D. ☐ No restrictions apply

33. The meaning of a hand-signal when a driver's hand and arm are straight out is:

- A. ☐ right turn
- B. ☐ slow or stop
- C. ☐ U-turn
- D. ☐ left turn

34. The meaning of a hand-signal when a driver's hand and arm are upward is:

- A. ☐ slow or stop
- B. ☐ U-turn
- C. ☐ right turn
- D. ☐ left turn

35. The best way reduce your chances of having an alcohol related accident is to:

- A. ☐ have a meal before drinking
- B. ☐ know your own limits
- C. ☐ reduce your drinking
- D. ☐ not drive at all after drinking

36. If a person has been drinking, which of the following can sober them up?

- A. ☐ time
- B. ☐ drinking strong black coffee
- C. ☐ fresh air
- D. ☐ a cold shower

A provisional driver is provisional for how long?

- A. ☐ 4 years
- B. ☐ 1 year
- C. ☐ 6 months
- D. ☐ 3 months

38. At the time of your Road Test, you must present:

- A. ☐ a valid vehicle registration
- B. ☐ a valid examination permit
- C. ☐ a valid insurance ID. card
- D. ☐ all of the above

39. If you drink and have reached a BAC of slightly above .05%, the risk of you causing a motor vehicle accident is:

- A. ☐ no different
- B. ☐ triple
- C. ☐ double
- D. ☐ none of the above

40. If you lose your license for drunk driving or any other violation, you:

- A. ☐ can obtain a special work license.
- B. ☐ can drive commercial vehicles only
- C. ☐ cannot drive for any reason until the period of suspension ends and your license is restored
- D. ☐ can drive passenger vehicles only

41. Signals should be used:

- A. ☐ when changing lanes
- B. ☐ when turning
- C. ☐ when slowing down
- D. ☐ all of the above

42. When parking uphill on a street with a curb on your right, your car wheels should be:

- A. ☐ turned to the right
- B. ☐ turned straight ahead
- C. ☐ turned toward the curb
- D. ☐ turned away from the curb

43. In adverse weather conditions, a truck takes longer to stop. This can be as much as:

- A. ☐ 50% more
- B. ☐ 25% more
- C. ☐ 70% more
- D. ☐ 100% more

44. If you come to a 4-way stop at the same time as another driver you must:

- A. ☐ yield to driver on left
- B. ☐ yield to oncoming cars
- C. ☐ yield to passing cars
- D. ☐ yield to driver on right

45. The shape of a stop sign is

- A. ☐ eight-sided
- B. ☐ diamond
- C. ☐ triangle
- D. ☐ circle

46. The holder of a Provisional Driver License is permitted to have how many non-household members in the car?

- A. ☐ 0
- B. ☐ 1
- C. ☐ 3 or more
- D. ☐ 2

47. You can reduce your chances of being involved in an accident by knowing and using the standard accident prevention formula:

- A. ☐ be alert
- B. ☐ be prepared
- C. ☐ act in time
- D. ☐ all of the above

48. If not prohibited by a "no turn on red sign", New Jersey law permits you to turn right on red after:

- A. ☐ making a full stop and checking traffic
- B. ☐ slowing down to check traffic
- C. ☐ checking traffic to your right
- D. ☐ blowing your horn

49. Altering a driver's license, or showing an altered driver's license, may result in

- ☐ a fine of up to \$1,000
- ☐ up to 6 months imprisonment
- ☐ loss of your driving privilege
- ☐ all of the above

How many passengers may accompany the holder of a validated GDL Special Learners Permit in the vehicle?

passengers from their shared residence plus 1 additional person

the above



—DO NOT WRITE ON THIS EXAM—

**American Red Cross Before Giving Care**

**Exam A**

1. What type of signals may help you notice an emergency?
  - a. Unusual noises.
  - b. Unusual odors.
  - c. Unusual appearances or behaviors.
  - d. All of the above.
2. What should you do if the person does not give consent?
  - a. Give care and call 9-1-1 or the local emergency number.
  - b. Give care and do not call 9-1-1 or the local emergency number.
  - c. Do not give care but do call 9-1-1 or the local emergency number.
  - d. None of the above.
3. The steps to follow in an emergency are—
  - a. Call—Check—Secure.
  - b. Check—Care—Defibrillate.
  - c. Check—Call—Care.
  - d. Care—Call—Check.
4. When should you call 9-1-1 or the local emergency number?
  - a. The person has a cough and runny nose.
  - b. The person has a stomachache that goes away.
  - c. The person has an earache.
  - d. The person has trouble breathing.
5. Move an injured person *only* if—
  - a. The scene is or is becoming unsafe.
  - b. You need to reach another person with a more serious injury or illness.
  - c. You need to move a person to give emergency care.
  - d. All of the above.
6. By following standard precautions to protect yourself and the person, you can—
  - a. Minimize the risk of disease transmission.
  - b. Reduce the number of times you need to wear gloves.
  - c. Increase the risk of disease transmission.
  - d. None of the above.

7. How should you check a conscious person?
  - a. Get consent to give care.
  - b. Ask questions.
  - c. Do not touch or move painful, injured areas on the body.
  - d. All of the above.
8. You determine that a person may be in shock. Do each of the following *except*—
  - a. Keep the person comfortable.
  - b. Give the person water.
  - c. Monitor the person's ABCs.
  - d. Raise the person's legs 12 inches.
9. The best way to check if a person is unconscious is to—
  - a. Lift the person up.
  - b. Give the person CPR.
  - c. Tap the person and shout, "Are you okay?"
  - d. Look, listen and feel for signs of breathing.
10. You see a woman collapse in front of you while entering the lobby of your office building. You check the scene and then check the victim for consciousness, but she does not respond. What should you do next?
  - a. Call or have someone else call EMS.
  - b. Check for signs of life.
  - c. Drive the person to the hospital.
  - d. Give 2 rescue breaths.

—DO NOT WRITE ON THIS EXAM—

**American Red Cross CPR—Adult Component**

**Exam A**

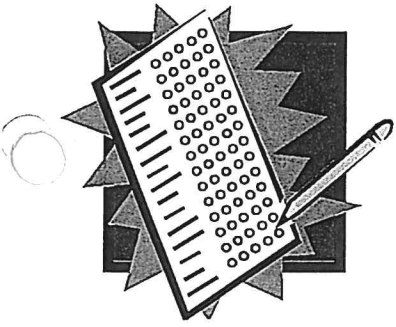
1. Which of the following are signals of trouble breathing?
  - a. Noisy or painful breathing.
  - b. Unusually deep or shallow breathing.
  - c. Changes in skin color.
  - d. All of the above.
2. What care should you give to a conscious adult who is choking and cannot cough, speak or breathe?
  - a. Give 2 slow rescue breaths.
  - b. Do a foreign object look/removal.
  - c. Give back blows and abdominal thrusts.
  - d. Lower the person to the floor and open the airway.
3. Always check for signs of life for no more than—
  - a. 1 second.
  - b. 2 seconds.
  - c. 5 seconds.
  - d. 10 seconds.
4. When giving a rescue breath to an adult, you should give the breath over a period of about—
  - a. 1 second.
  - b.  $\frac{1}{2}$  second.
  - c. 3 seconds.
  - d. 4 seconds.
5. If a person is suffering from pain or discomfort in the chest that lasts more than 3 to 5 minutes or that goes away and comes back, this person is most likely having—
  - a. A heat-related emergency.
  - b. A cold-related emergency.
  - c. A heart attack.
  - d. A seizure.

—DO NOT WRITE ON THIS EXAM—

**American Red Cross CPR—Child Component**

**Exam A**

1. Which of the following are signals of trouble breathing?
  - a. Agitation.
  - b. Slow or rapid breathing.
  - c. Pale, ashen, flushed or bluish skin color.
  - d. All of the above.
2. A child is choking on a piece of hard candy. She is conscious and coughing forcefully. What should you do?
  - a. Lay her down and give abdominal thrusts.
  - b. Stay with her and encourage her to continue coughing.
  - c. Do a foreign object look/removal.
  - d. Slap her on the back until she stops coughing.
3. When giving rescue breaths to a child, how should you breathe into the child?
  - a. As fast as you can.
  - b. Give a breath over a period of about 1 second.
  - c. As hard as you can.
  - d. a and c.
4. Performing early CPR on a child in cardiac arrest can—
  - a. Reduce the child's need for oxygen.
  - b. Keep vital organs supplied with blood containing oxygen.
  - c. Cause permanent brain damage.
  - d. None of the above.
5. When giving CPR—
  - a. Compress the chest straight down about 1 to 1½ inches.
  - b. Give cycles of 30 chest compressions and 2 rescue breaths.
  - c. Compress the chest at a 45-degree angle.
  - d. a and b.



## SENIOR HEALTH PRE-TEST

1. An eating disorder where you binge and purge is known as \_\_\_\_\_.
2. HIV stands for \_\_\_\_\_.
3. TRUE or FALSE Donating blood will always put you at risk for HIV.
4. List TWO body fluids that can transmit the HIV/AIDS virus \_\_\_\_\_.
5. List THREE career opportunities after graduation \_\_\_\_\_.
6. List TWO risky behaviors that can cause the spread of the HIV/AIDS virus \_\_\_\_\_.
7. List THREE types of CONTRACEPTION \_\_\_\_\_.
8. TRUE or FALSE Birth control pills are an example of a barrier method.
9. TRUE or FALSE A diaphragm is an example of a barrier method.
10. TRUE or FALSE Taking the pill will prevent sexually transmitted diseases.
11. What is the only way to prevent pregnancy and sexually transmitted diseases? \_\_\_\_\_.
12. List TWO side effects of using steroids in males \_\_\_\_\_.
13. List Two ways in which a user can take steroids \_\_\_\_\_.
14. How can social media (facebook, twitter, instagram) negatively impact your future career opportunities?  
\_\_\_\_\_
15. List TWO side effects of using steroids in females \_\_\_\_\_.
16. Name three things you should do if you are getting "bullied"  
\_\_\_\_\_  
\_\_\_\_\_
17. The union of the sperm and egg is known as \_\_\_\_\_.
18. What is the purpose of the amniotic sac \_\_\_\_\_.
19. TRUE or FALSE Herpes Simplex II is known as a virus
20. TRUE or FALSE Syphilis is known as a virus

1. Bulimia

2. Humanimmunodeficiencyvirus

3. False

4. Semen, Blood, Breast Milk, Vaginal Secretions

5. Military, Work Force, College, Trade School

6. Drug IV use, unprotected sex, Oral sex

7. Pill, Diaphragm, Male condom, Female Condom, Vaginal Ring

8. False

9. True

10. False

11. Abstinence

12. Rage, small testicles, fatty liver

13. Pills, injection, creams

14. Employer monitor for adverse publishings

15. Adams apple, deep voice, irregular menstrual cycle, hair, breast shrinkage

16. Report to teacher, parent, friend, religious leader, teen center

17. Fertilization

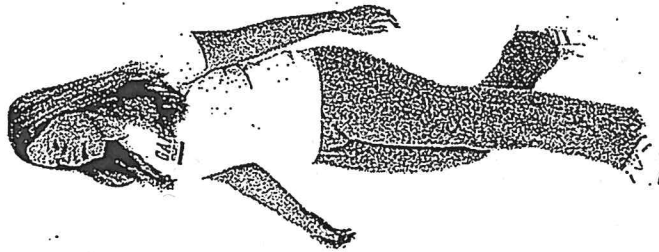
18. To provide nourishment/protection for the developing fetus

19. True

20. False

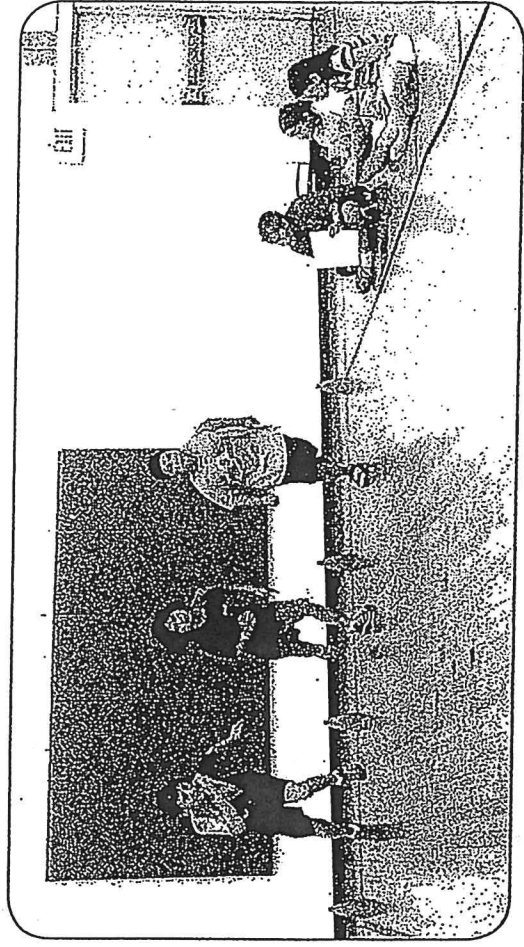
# WALK TEST

- This test measures aerobic capacity. Walk the distance as fast as possible.
- Start when timer says to begin.
- Running is not allowed.
- When the distance is complete, take a heart rate by counting manually or using a heart rate monitor.
- Record the time to complete the walk and your heart rate. Record your height and weight.



# PACER (15- OR 20-METER DISTANCE)

- This test measures aerobic capacity. The pacing starts slowly and then gradually gets faster.
- Start running when the CD begins playing. Run back and forth between the lines. Stay in your lane.
- Single beep means end of lap; turn around and run back to the other line.
- Triple beep means that the test will speed up; turn around and run back to the other line.
- Your foot must touch the end line by the time the beep sounds for each lap.
- On your first miss, turn around where you are and run to the other line; try to get back on pace.
- On your second miss, move to side and cool down by walking. This is the end of the test.
- Your partner should note the lap number and record the score. Record your height and weight.





# TRUNK LIFT

- \* The trunk lift measures low back strength and flexibility.
- \* Begin test by lying on front, toes pointed, and hands under thighs. Place a marker on the mat right under the nose.
- \* While keeping your eyes looking at the marker, lift upper body off the floor.
- \* Neck should remain straight. Do not look up.
- \* Hold position until measurement is made.
- \* Do two trials.
- \* A height of 12 inches is the highest number that can be recorded.



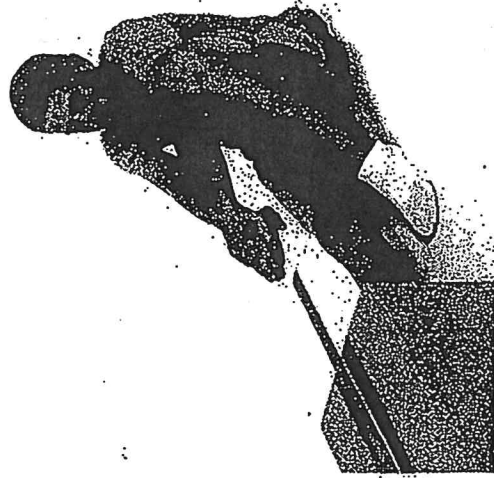
Number on left is lower end of HFZ, number on right is upper end of HFZ.

Trunk Lift: Standards for Healthy Fitness Zone®

Age	Boys (Inches)	Girls (Inches)
5	6-12	6-12
6	6-12	6-12
7	6-12	6-12
8	6-12	6-12
9	6-12	6-12
10	9-12	9-12
11	9-12	9-12
12	9-12	9-12
13	9-12	9-12
14	9-12	9-12
15	9-12	9-12
16	9-12	9-12
17	9-12	9-12
>17	9-12	9-12

# BACK-SAVER SIT AND REACH

- This test measures hamstring flexibility.
- Remove shoes and begin test by sitting in front of sit-and-reach box.
- Bend one leg with sole of foot flat on the floor. The other leg is straight with foot flat against the box.
- Slowly reach forward four times, holding the fourth reach until the measurement is made.
- Knee of straight leg should not bend. Hands must stay lined up evenly. Hips must remain square to the box.
- Measure both right and left sides.



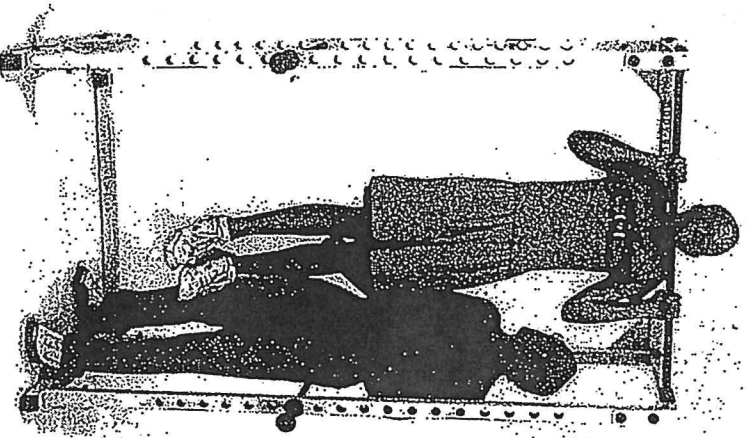
Test scored Yes/No; must reach this distance on each side to achieve the HFZ.

## Back-Saver Sit and Reach: Standards for Healthy Fitness Zone®

Age	Boys (inches)	Girls (inches)
5	8	9
6	8	9
7	8	9
8	8	9
9	8	9
10	8	9
11	8	10
12	8	10
13	8	10
14	8	10
15	8	12
16	8	12
17	8	12
>17	8	12

# FLEXED ARM HANG

- This test is as alternative to the push-up and measures upper-body strength.
- Grasp bar with palms facing away. Spotter may assist in helping raise chin above bar.
- Partner should begin stopwatch when you are in position. Partner stops the watch when your chin touches the bar, chin falls below the bar, or head tilts back.



- Body may not swing during the test.
- Allow one trial. Record number of seconds chin was held above bar.

## Flexed Arm Hang: Standards for Healthy Fitness Zone®

Age	Boys (seconds)	Girls (seconds)
5	≥2	≥2
6	≥2	≥2
7	≥3	≥3
8	≥3	≥3
9	≥4	≥4
10	≥4	≥4
11	≥6	≥6
12	≥10	≥7
13	≥12	≥8
14	≥15	≥8
15	≥15	≥8
16	≥15	≥8
17	≥15	≥8
>17	≥15	≥8



## Atlantic City High School Health and Physical Education

### **Textbook and Ancillary Materials**

9<sup>th</sup> and 12<sup>th</sup> Grade Health Textbook: Comprehensive Health

Copyright: 2015

Publisher: Goodheart-Wilcox Company, Inc.

10<sup>th</sup> Grade Textbook: The New Jersey Driver Manual,

Copyright: 2016

Publisher: New Jersey Motor Vehicle Commission

11<sup>th</sup> Grade Text      American Red Cross-Responding to Emergencies: Comprehensive First Aid/CPR/AED

Copyright: 2012

Publisher: American National Red Cross

### **Technology Resource Listings**

Computer/Internet access in health rooms

LCD overhead projector

Google Applications: Google docs, Google classroom, Google forms

NJ Edconnect – Benchmarks/Assessments

### **Resources**

Rutgers SNAP health and nutrition program/speakers

ACHS Teen Center

AC Health Department

Stockton Nursing Program

Ac Trauma Center Driver Education Trip - 3D Prevention Drinking, Driving, Drugs

Peer Challenge guest speakers

CPR manikins/AED

