

Englewood Public School District

Physical Education

Grade 9

Unit 1: FitnessGram, Soccer and Football

Overview: Ninth graders will develop fitness habits with a focus on cardiovascular endurance and muscular strength. Coordination and balance will also be emphasized through recreational sports, such as soccer and football. Cooperation, communication and sportsmanship will also be a focus as students are expected to work together with their peers as they develop their physical skills.

Time Frame: One Marking Period

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.

To be fit requires Cardio Endurance, Muscular Endurance, Muscular Strength, Flexibility, and attention to Body Composition.

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

Body awareness and coordination are necessary components of a fit individual.

Balance, coordination, and flexibility are key components of soccer concepts.

Understanding how soccer and related activities can effect and benefit the overall health of an individual.

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?

What components of fitness does soccer encompass?

What do balance, coordination, and flexibility have to do with the concepts and performance of soccer?

How can soccer increase the fitness level of each individual?

Standards	Topics and Objectives	Activities	Resources	Assessments
<u>Comprehensive Health and Physical Education</u> 2.5.12.A.2	Topics FitnessGram Objectives	Students will choose one type of fitness regimen to research. Students will make a claim and support with evidence in regards to the benefits compared to	Equipment: <ul style="list-style-type: none"> • Fitness gram tool kit • Floor mats • Weights • Jump ropes • Exercise bands 	Benchmark Assessment: <ul style="list-style-type: none"> • Common Formative Assessment

Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

2.5.12.B.2

Apply a variety of mental strategies to improve performance.

2.5.12.B.3

Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.

2.5.12.C.2

Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.

2.6.12.A.2

Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principals. (FITT and additional training principles)

2.6.12.A.3

Students will know and be able to:

- Identify the five components of health related physical fitness.
- Develop an individual fitness plan.
- Measure resting heart rate, working heart rate, target heart rate.
- 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.

other fitness programs. **(NJSLS W.9-10.1)(RST 9-10.1)**

Students will present their findings to their peers. **(NJSLS 9-10 SL.1)**

Aerobic Capacity - The PACER – Progressive Aerobic Cardiovascular Endurance Run

Abdominal Strength - Curl-up Test

Upper Body Strength and Endurance – 90 Degree Push-up Test

Flexibility – Sit and Reach Test and Trunk Extension Test

Body Composition Test

Students will write a final reflection after hearing their peers' presentations and after engaging in various fitness regimen during the unit, evaluating all of the information about which program provides the most benefits. **(RST 9-10.9)**

- Music/stereo
- Workout DVDs
- Television
- Medicine balls
- Weight room
- Fitness logs/pencils

Websites:

- www.pecentral.org
- www.pelinks4u.org
- www.educationworld.com
- www.teachers.net
- www.lesson-plans.theteacherscorner.net/pe
- www.lessonplanet.com

Formative:

- Timed fitness test
- Self/peer assessment
- Teacher assessment (visual, verbal, written)
- Fitness gram standards
- Teacher observation (visual, verbal, and written)

Summative:

- Timed fitness test

Alternative:

- Individual fitness log/plan

Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.

2.6.12.A.4

Compare and contrast the impact of health-related fitness components as a measure of fitness and health.

Comprehensive Health and Physical Education

2.5.12.A.1

Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).

2.5.12.A.2

Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

Topics	Objectives	Equipment:	Benchmark Assessment:
Flag Football	Students will read an article about concussion in football and will meet with a small group to discuss their opinions, citing evidence from the text. (NJSLS RI 9-10.1)	<ul style="list-style-type: none"> Indoor and outdoor footballs Cones Pinies Flags Field/boundary markings 	<ul style="list-style-type: none"> Common Formative Assessment
Ultimate Football	Students will know and be able to: <ul style="list-style-type: none"> Perform fundamental skills such as catching, passing, running, and kicking. Understand and implement basic offensive and defensive strategies, both as a team and as individuals. Implement basic offensive and defensive positions and formations. 	Students Text: https://newsela.com/read/opinion-end-high-school-football/id/46195/ Concussions Video: https://www.youtube.com/watch?v=xYUsultj68 Flag Football Unit, North Montgomery High School, www.33202576.weebly.com/uploads/1/4/6/8/14680198/fla_gfootballunitplan.pdf	Formative Assessment: <ul style="list-style-type: none"> Prior knowledge assessment Self-assessment Peer assessment Teacher assessment-visual Teacher assessment-verbal Teacher observation of participation Teacher observation of skills performance Written and skills tests/quizzes Projects/class assignments

2.5.12.B.1

Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.

2.5.12.B.2

Apply a variety of mental strategies to improve performance.

2.5.12.B.3

Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.

2.5.12.C.1

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

2.5.12.C.2

Develop rule changes to existing games, sports, and activities that

- Implement basic scoring principles, rules and understand the penalties for violations of these rules.
- Understand the dimensions of the playing field, boundaries and other areas of importance.
- Identify potential risks and dangers associated with physical activity and describe how to minimize these risks
- Understand the importance of physical conditioning and its relationship to participation in the sport of football.

- Circle Group Passing
- Offensive Skills
- Twenty One Football
- Passing and Catching

Football Unit, Mesa Sports:

- Throw and Catch
- Receiving and Passing
- Running Pass
- Carrying
- Blocking
- Punting
- Offense
- Defense

Flag Football Lesson Plan – Passing, Team Sports, PB Works

Xtreme Football, PE Central

Ultimate Sponge Ball, Teachers.net

Throwing and Catching Activities, Great Activities, PE Matters!

- The New Flag Football
- Forward
- Ultimately Captured
- Team Keepaway

American Football Lessons, Dr. Cummiskey, West Chester University:

Football Unit, Mesa Sports, www.mesasports.org/pe/pe_jh_units/files/football_full_unit_15_days.doc

Xtreme Football, PE Central <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8741#.WgyB40dryX0>

Ultimate Sponge Ball, Teachers.net, <https://teachers.net/lessonplans/posts/2653.html>

Flag Football Lesson Plan – Passing, Team Sports, PB Works, <https://hpe324teamsports.pbworks.com/f/Flag+Football+Lesson+Plan.doc>

Throwing and Catching Activities, Great Activities, PE Matters! https://greatactivitiesonline.com/?s=Football&cat=-Uncategorized&grade_level=02-high&silverghyll_tpicker=s=Football!&!cat=-Uncategorized!&!grade_level=02-high

American Football Lessons, Dr. Cummiskey, West Chester University:

Summative:

- DMHS grading rubrics

Alternative:

- Projects/class assignments

enhance safety and enjoyment.

2.6.12.A.1

Compare the short- and long-term impact on wellness associated with physical inactivity.

2.6.12.A.4

Compare and contrast the impact of health-related fitness components as a measure of fitness and health.

Comprehensive Health and Physical Education

2.5.12.A.1

Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).

2.5.12.A.2

Analyze application of force and motion (weight transfer, power, speed,

- Throw and Catch
- Offensive Pass Patterns
- Hands-offs and Tosses
- Running plays, Formations and Defense
- Punting

www.thenewpe.com/invasion/Football%20LPs%20303.doc

Additional Websites:

- www.pecentral.org
- www.pelinks4u.org
- www.educationworld.com
- www.teachers.net
- www.lesson-plans.theteacherscorner.net/pe
- www.lessonplanet.com

Topics	Objectives	Equipment:	Benchmark Assessment:
Indoor Soccer	Students will brainstorm and discuss in groups the countries in which soccer is the most popular sport. (NJSLS SL 9-10.1)	<ul style="list-style-type: none"> • Indoor soccer balls • Outdoor soccer balls • Goals • Cones • Pinnies 	<ul style="list-style-type: none"> • Common Formative Assessment
Outdoor Soccer	<p>Students will know and be able to:</p> <ul style="list-style-type: none"> • Demonstrate proper kicking technique and control with a soccer ball in a group setting while keeping the ball below the waist level- i.e. Dribbling. • Demonstrate proper kicking technique and control with a soccer ball 	<p>World Cup Soccer Tournament, PE Central http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=8029#.WgyFg0dryX0</p> <p>Switch Soccer, PE Central</p> <p>Soccer Golf, PE Central</p> <p>Window Soccer, PE Central</p> <p>Soccer Golf, PE Central</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> • Prior knowledge assessment • Self-assessment • Peer assessment • Teacher assessment-visual • Teacher assessment-verbal • Teacher observation of participation • Teacher observation of skills performance • Written and skills tests/quizzes

agility, range of motion) and modify movement to impact performance.

2.5.12.B.1

Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.

2.5.12.B.2

Apply a variety of mental strategies to improve performance.

2.5.12.B.3

Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.

2.5.12.C.1

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

- while lofting it into the air.
- Demonstrate proper short and long passing technique to a partner and teammates
- Demonstrate proper trapping technique in order to regain control of the ball.
- Demonstrate proper technique when heading the ball into the goal or to a teammate.
- Cooperate with each other and work in a group setting while learning/practicing soccer skills and proper technique.
- Work in modified teams while practicing soccer skills and proper technique during a facilitated game.
- Recite the basic rules of a soccer games.
- 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.

Indoor Soccer, Small Space Training, SO Soccer Academy, Tom Sauder

- Practices
- Warm-up Drills
- Technical Skills
- Fitness Drills
- Tactical Drills
- Scrimmages

Indoor Soccer Unit, PE with Coach Schachle

- History and Rules
- Passing and Dribbling
- Possession and Shooting
- Defending
- Touch Passing
- Sequence Passing
- Relay Games
- Round-Robin Tournament

Students will read an article about the popularity of soccer analyzing graphs and charts provided. **(RST 9-10.7)**

Students will use information from the article to plot data on a histogram. **(HSS.ID.A.1)**

<http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=2100#.WgyFp0dryX0>

Window Soccer, PE Central
<http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=818#.WgyFs0dryX0>

Indoor Soccer, Small Space Training, SO Soccer Academy, Tom Sauder
www.sosocceracademy.com/resources/Indoor-Soccer.pdf

Indoor Soccer Unit, PE with Coach Schachle
<https://sites.google.com/site/pewithcoachschachle/unit-lesson-plan>

Additional Websites:

- www.pecentral.org
- www.pelinks4u.org
- www.educationworld.com
- www.teachers.net
- www.lesson-plans.theteacherscorner.net/pe
- www.lessonplanet.com

Student Text:
<https://www.bloomberg.com/news/articles/2018-06-12/soccer-is-the-world-s-most-popular-sport-and-still-growing>

- Projects/class assignments

Summative:

- DMHS grading rubrics

Alternative:

- Projects/class assignments

2.5.12.C.2

Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.

2.6.12.A.1

Compare the short- and long-term impact on wellness associated with physical inactivity.

Online Histogram Maker:

<https://www.meta-chart.com/histogram>

Key Vocabulary:

FitnessGram

- **Cardio endurance** – the body's ability to continue exertion while getting energy from the **aerobic** system used to supply the body with energy
- **Muscular endurance** – the ability of a **muscle** or group of **muscles** to sustain repeated contractions against a resistance for an extended period of time
- **Muscular strength** – the ability of a **muscle** group to develop maximal contractile force against a resistance in a single contraction
- **Flexibility** – the range of motion in a joint or group of joints or the ability to move joints effectively through a complete range of motion
- **Body composition** – the percentages of **fat**, bone, water and muscle in human bodies
- **Body mass index** – a weight-to-height ratio, calculated by dividing one's weight in kilograms by the square of one's height in meters and used as an indicator of obesity and underweight
- **Resting heart rate** – the number of times your heart beats per minute while at complete rest
- **Working heart rate zone** – the number of times your heart beats while actively exercising
- **Target heart rate** – the minimum number of heartbeats in a given amount of time in order to reach the level of exertion necessary for cardiovascular fitness, specific to a person's age, gender, or physical fitness
- **Spotting** – observe or assist in order to minimize the chance of injury to the gymnast
- **Major muscle groups** – the abdominal, pectoral, deltoid, trapezius, latissimus dorsi, erector spinae, biceps, and triceps; the major skeletal muscle groups of the lower body are the quadriceps, hamstrings, gastrocnemius, soleus, and gluteus
- **Fitness equipment** – any apparatus or device used during physical activity to enhance the strength or conditioning effects of that **exercise** by providing either fixed or adjustable amounts of resistance
- **Pacer test** – a series of stages that have different tasks sometimes used by sports and coaches and trainers to estimate an athlete's VO_2 max (maximum oxygen uptake)

- **Sit and reach** – is a common measure of flexibility, and specifically measures the flexibility of the lower back and hamstring muscles.
- **Flexed arm hang** – a pull-up progression exercise and a common test of upper body strength
- **Sit ups** – a physical exercise designed to strengthen the abdominal muscles, in which a person sits up from a supine position without using the arms for leverage
- **Pushups** – an exercise in which a person lies facing the floor and, keeping their back straight, raises their body by pressing down on their hands
- **Kicking** – to strike or propel forcibly with the foot

Football

- **Field goal** - A three point score, when the kicker kicks the football above the crossbar and between the uprights of the goalpost.
- **End zone** - The area at the end of the football field where the offensive team must have possession of the football to score a touchdown..
- **Extra point** - After a football team has scored a touchdown, they have the opportunity to score additional points. They can kick an extra-point for 1 point or try a 2-point conversion for 2 points.
- **Field goal** - A three point score, when the kicker kicks the football above the crossbar and between the uprights of the goalpost.
- **Fumble** - When a football player drops the football. The ball is available for any other player to gain possession for his team. Holding: A penalty where a football player grabs an opponent.
- **Line of scrimmage** - The location on the field where the football is spotted and the next play begins..
- **Punt** - A football kick to the other team to give them the ball downfield rather than lose the football on downs.
- **Quarterback** - This is the football player that starts each play. He takes the snap from the center and either runs with it, hands off the football to another player, or passes it.
- **Tackle** - When a football player causes the player carrying the ball to touch the ground such that they are considered down. The end of the play.
- **Touchdown** - A 6 point score. When a player has control of the football within the end zone.

Soccer

- **Dribbling** – the practice of controlling the ball with the feet while moving on the field of play
- **Passing** – to kick the ball such that it is transferred to a teammate
- **Trapping** – using the feet, thighs or chest to bring the ball to the ground while keeping it in the player's possession
- **Heading** – technique that is used in association football to control the ball using the head to pass, shoot or clear
- **Shooting** – to kick the ball at the goal with the intent of scoring a point
- **Control** – to have firm possession over the ball, generally in a controlled dribble
- **Offensive/Defensive positions and formations** – defenders, midfielders, and forwards
- **Running patterns** – a strategic pattern or play by which players position themselves in an attempt to score
- **Field Dimensions** – 100-110m long by 64-75m wide, with goals 7.32m wide by 2.44m tall
- **Boundaries** – the perimeter of the field of play, past which is out-of-bounds

Integration of 21st Century Standards:

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/ This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Relate to sports in students home country if new-comer • Videos should include closed captions in student’s native language (as appropriate) • Speak and display terminology and movement • Teacher modeling • Peer modeling • Label classroom materials • Word walls 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student’s IEP • Change movement requirements • Focus on student’s attempts instead of precise form • Work with paraprofessional • Provide prompts and reminders • Break tasks into manageable chunks • Use multi-sensory teaching approaches. Textured balls, and other props provide helpful visual, auditory, 	<ul style="list-style-type: none"> • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Peer Support • Reminders can be provided • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Review behavior expectations and make adjustments as needed. • Provide analogies (this is like...) 	<ul style="list-style-type: none"> • Students can present their research to another class • Students can prepare questions for a medical professional about concussion prevention • Students can create a brochure describing concussion prevention • Inquiry-based instruction • Higher order thinking skills • Adjusting the pace of lessons • Interest based content (other sports) • Real world scenarios • Student Driven Instruction

	<p>and tactile reinforcement of ideas.</p> <ul style="list-style-type: none"> ● Work with a partner ● Provide concrete examples and relate all new movements to previously learned moves (practice kicking into the air first). ● Solidify and refine concepts through repetition. 		
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLS RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

NJSLS RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

NJSLS W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

NJSLS SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

Integration of Technology Standards NJSLS 8:

8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

8.2.12.E.1 Demonstrate an understanding of the problem-solving capacity of computers in our world.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.