

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

HEALTH & PHYSICAL EDUCATION DEPARTMENT

PHYSICAL EDUCATION 9-12

Grade Level: 9-12

Credits: 3.75

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 27, 2018

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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PHYSICAL EDUCATION 9-12

COURSE PHILOSOPHY

The Health & Physical Education program is committed to teaching skills for lifelong health, wellness, and fitness. The program provides the keys to physical, mental, social, and emotional strength and positive decision-making. Students learn more than just skills and facts. They practice teamwork, cooperation, and sportsmanship while developing personal wellness, healthy behaviors, interpersonal relationships, and goal-setting habits; the program allows students to pursue endeavors not previously considered. For these reasons, Health & Physical Education is vital. Upon graduation, students are equipped with a balance of psychomotor, cognitive, and affective domains to enhance the likelihood of a healthy lifestyle.

COURSE DESCRIPTION

Over the course of four years, students will engage in three major areas of study in Physical Education: fitness, team sports, and lifetime activities. Each class, students will participate in a comprehensive lesson related to one of the three units on a cyclical basis. After the comprehensive lesson, students will move to an assigned unit that incorporates one or all of the three courses of study. Sportsmanship, cooperation, and wellness will be integrated in all areas of study.

COURSE SUMMARY

COURSE GOALS

CG1: Students will improve their performance in the five components of physical fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition) through a variety of individual and team fitness and sports.

CG2: Students will effectively incorporate acquired fitness and sport-related skills into individual lifelong wellness activities.

CG3: Students will effectively socialize, strategize, and communicate using concepts of teamwork and sportsmanship.

CG4: Students will consistently follow the rules and regulations of all physical education activities in order to ensure their safety and the safety of others.

COURSE ENDURING UNDERSTANDINGS

COURSE ESSENTIAL QUESTIONS

CEU1: Fitness-related skills play a vital role towards individual health.

CEQ1a: Why does fitness matter? What does it mean to be fit?
CEQ1b: How will exercise help me?

CEU2: Physical fitness skills, individual sport skills, and team sport skills transfer to lifelong personal wellness.

CEQ2a: Why do I have to worry about my personal wellness at 40 when I am only 15?
CEQ2b: How do I know what the right fitness regime is for me?

CEU3: Teamwork, sportsmanship, and cooperation are important aspects of lifelong learning.

CEQ3a: How do sports teach us about character?

CEU4: Effective communication skills enhance a person's ability to express themselves and resolve conflict.

CEQ4a: How do I know that I'm communicating effectively?
CEQ4b: Why is it important to resolve conflicts; why can't I just walk away?

CEU5: Rules and safety are essential components of a successful environment.

CEQ5a: What does a society without rules look like?
CEQ5b: How can I be as safe as possible in various situations?

CEU6: Participation in individual and group activities can lead to positive interpersonal relationships.

CEQ6: Why do I have to interact with a variety of people?

UNIT GOALS AND PACING

UNIT TITLE	UNIT GOALS	DURATION
Unit 1: Fitness	LG1: Students will design and implement a fitness plan that improves their individual physical fitness and overall wellness, selecting a variety of appropriate exercises that target cardiovascular endurance, flexibility, muscular endurance, muscular strength and body composition. LG2: Students will apply fitness skills to various situations, such as lifelong activities and team sports.	Year-long
Unit 2: Lifelong Activities	LG1: Students will engage in lifelong fitness activities that utilize and integrate fitness concepts and skills. LG2: Students will interact with peers in a positive and cooperative manner in order to effectively and efficiently participate in physical activities.	Year-long
Unit 3: Team Sports	LG1: Students will safely participate in a variety of activities which will encompass all aspects of team sports including proper skill knowledge, strategies, sportsmanship, teamwork, and individual physical activity. LG2: Students will interact with peers in a positive and cooperative manner in a variety of team sports.	Year-long

UNIT OVERVIEW

UNIT LEARNING GOALS

LG1: Students will design and implement a fitness plan that improves their individual physical fitness and overall wellness, selecting a variety of appropriate exercises that target cardiovascular endurance, flexibility, muscular endurance, muscular strength, and body composition.
 LG2: Students will apply fitness skills to various situations, such as lifelong activities and team sports.

ENDURING UNDERSTANDINGS

ESSENTIAL QUESTIONS

CEU1: Fitness-related skills play a vital role towards individual health.

CEQ1a: Why does fitness matter? What does it mean to be fit?
 CEQ1b: How will exercise help me?

CEU2: Physical fitness skills, individual sport skills, and team sport skills transfer to lifelong personal wellness.

CEQ2a: Why do I have to worry about my personal wellness at 40 when I am only 15?
 CEQ2b: How do I know what the right fitness regime is for me?

CEU3: Teamwork, sportsmanship, and cooperation are important aspects of lifelong learning.

CEQ3a: How do sports teach us about character?

CEU4: Effective communication skills enhance a person’s ability to express themselves and resolve conflict.

CEQ4a: How do I know that I’m communicating effectively?
 CEQ4b: Why is it important to resolve conflicts; why can’t I just walk away?

UNIT LEARNING SCALE: LG1

4	In addition to score 3 performances, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3	The student can: <ul style="list-style-type: none">• set attainable, measurable goals that improve on specific areas of fitness, as identified in a baseline diagnostic;• implement steps to attain fitness goals;• monitor progress toward personal fitness goals;• evaluate fitness level at end of program, utilizing appropriate test(s).
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do a majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.

UNIT LEARNING SCALE: LG2

4	In addition to score 3 performances, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3	The student can: <ul style="list-style-type: none">• critique their beginning personal fitness level;• compare the short and long term impacts of physical inactivity.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do a majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.

SAMPLE ASSESSMENT

ALIGNMENT	DESCRIPTION
LG 1, 2 2.2.12.C.1 2.5.12.A.3, 4 2.5.12.B.2 2.5.12.C.1, 3 2.6.12.A.1, 2, 4 DOK 4	<p>LG1: Students will design and implement a fitness plan that improves their individual physical fitness and overall wellness, selecting a variety of appropriate exercises that target cardiovascular endurance, flexibility, muscular endurance, muscular strength and body composition.</p> <p>LG2: Students will apply fitness skills to various everyday life activities.</p> <p>Design a Fitness Plan: Students will use their diagnostic results from the beginning of the unit to analyze their personal fitness status and choose a fitness goal they want to achieve. Students will create a fitness/wellness plan that incorporates cardiovascular endurance, flexibility, muscular endurance, and muscular strength that will help them achieve their fitness goal. Upon completion of this physical education unit, students will draw conclusions as to why or why not their goal was met. The plan should reflect the benefits, enjoyment, and challenges that result from participation in physical activity.</p>

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS
body fat cardiovascular endurance flexibility frequency intensity muscular endurance muscular strength time type	Measure and categorize individual baseline fitness level (DOK 2) Set attainable, measurable goals that improve on specific areas of fitness, as identified in baseline diagnostic (DOK 3) Implement steps to attain fitness goals (DOK 4) Evaluate fitness level at end of program, utilizing appropriate fitness test(s) (DOK 3)	2.6.12.A.2 Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles. (FITT and additional training principles)
	Critique beginning personal fitness level (DOK 3) Identify patterns which impact personal fitness (DOK 2)	2.6.12.A.4 Compare and contrast the impact of health-related fitness components as a measure of fitness and health.
cultural dance force rhythmic flow space	Identify different rhythmic movements and spatial availability (DOK 1) Analyze a rhythmic routine (DOK 3) Create a rhythmic activity which is appropriate for members of the group (DOK 3)	2.5.12.A.3 Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).
locomotor manipulatives movement skills non locomotor	Analyze performance and movement skills by identifying strong and weak components (DOK 3)	2.5.12.A.4 Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS
emotional mental peak performance spiritual	Identify and formulate cognitive strategies for optimal performance (DOK 2)	2.5.12.B.2 Apply a variety of mental strategies to improve performance.
types of dance yoga/Pilates	<p>Analyze and identify a series of yoga and Pilates positions and routines (DOK 3)</p> <p>Create a yoga/Pilates routine which is appropriate for members of the group (DOK4)</p> <p>Compare current technological appropriate athletic tools with projected technology (DOK 3)</p>	2.5.12.C.3 Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.
life-style diseases	<p>Identify short-term impacts of physical inactivity (DOK 2)</p> <p>Identify long-term impacts of physical inactivity (DOK 2)</p> <p>Compare the short- and long-term impacts of inactivity on the body and overall wellness (DOK 3)</p>	2.6.12.A.1 Compare the short and long-term impact on wellness associated with physical inactivity.

UNIT OVERVIEW

UNIT LEARNING GOALS

LG1: Students will engage in lifelong fitness activities that utilize and integrate fitness concepts and skills.
 LG2: Students will interact with peers in a positive and cooperative manner in order to effectively and efficiently participate in physical activities.

ENDURING UNDERSTANDINGS

ESSENTIAL QUESTIONS

CEU2: Physical fitness skills, individual sport skills, and team sport skills transfer to lifelong personal wellness.

CEQ2a: Why do I have to worry about my personal wellness at 40 when I am only 15?
 CEQ2b: How do I know what the right fitness regime is for me?

CEU3: Teamwork, sportsmanship, and cooperation are important aspects of lifelong learning.

CEQ3a: How do sports teach us about character?

CEU4: Effective communication skills enhance a person’s ability to express themselves and resolve conflict.

CEQ4a: How do I know that I’m communicating effectively?
 CEQ4b: Why is it important to resolve conflicts; why can’t I just walk away?

CEU5: Rules and safety are essential components of a successful environment.

CEQ5a: What does a society without rules look like?
 CEQ5b: How can I be as safe as possible in various situations?

CEU6: Participation in individual and group activities can lead to positive interpersonal relationships.

CEQ6: Why do I have to interact with a variety of people?

UNIT LEARNING SCALE: LG1

4	In addition to score 3 performances, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3	The student can: <ul style="list-style-type: none">• analyze reasons why individuals succeed within sport and fitness;• critique previous personal performance in everyday activity.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do a majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.

UNIT LEARNING SCALE: LG2

4	In addition to score 3 performances, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3	The student can: <ul style="list-style-type: none">• assess appropriate and inappropriate behaviors of students during competition;• formulate positive self-talk and positive feedback to teammates;• assess the extent of other people's influence on one's performance.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do a majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.

SAMPLE ASSESSMENT

ALIGNMENT	DESCRIPTION
LG 1, 2 2.5.12.A.1, 2 2.5.12.B.1, 3 2.5.12.C.2 2.2.12.C.1 2.5.12.B.2 2.5.12.C.1 DOK 3	<p>Option 1: Students will take a written assessment on the rules, strategies, etiquette, and sportsmanship of a lifelong activity (including, but not limited to, badminton, disc golf, tennis, pickleball, recreational games, etc.) Students will then explain in detail the communication and cooperation strategies used to perform at an optimal level throughout the physical education activity.</p> <p>Option 2: Students will choose one prompt to answer from Group A and one prompt to answer from Group B.</p> <p>Group A:</p> <ol style="list-style-type: none">1. Compare two different lifelong activities and describe how skills and strategies used in one activity can be transferred to and help a person be successful in the other activity (ex: badminton skills transfer well to the game of tennis, because...)2. Choose a lifelong activity and assess possible safety issues associated with that activity. How could you invent or change a rule, or add a new piece of equipment to make this activity safer? What would it be and why? <p>Group B:</p> <ol style="list-style-type: none">1. Why is sportsmanship so important to the success of an individual and to the team?2. What qualities of sportsmanship are appropriate for someone participating in lifelong activities? How does one conduct themselves with self-control, even when they are not doing well?

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS
Movement skills Muscle groups Team sports	Classify movements within specific activities and sports (DOK 2) Compare muscle groups used for movement skills (DOK 3)	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).
Routines Wellness	Compare movements used in fitness activities (DOK 2) Distinguish muscle groups used for movement skills (DOK 3)	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.
Strategies Teamwork	Interpret opposition's intentions both offensively and defensively (DOK 2) Create a defense to counter an offense within a lifelong activity (DOK 4)	2.5.12.B.1 Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
Leisure activities Motivation Safety	Analyze reasons why individuals succeed within sport and fitness (DOK 4)	2.5.12.B.3 Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.
Regulations Rules	Interpret given rules and guidelines for lifelong activity (DOK 2) Create rules to improve game play (DOK 4)	2.5.12.C.2 Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.
Character Competition	Assess appropriate and inappropriate behaviors of students during competition (DOK 3)	2.2.12.C.1 Analyze the impact of competition on personal character development.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS
Encourage Self esteem	Critique previous personal performance in everyday activity (DOK 4) Formulate positive self talk and positive feedback to teammates. (DOK 3)	2.5.12.B.2 Apply a variety of mental strategies to improve performance.
Preparation Roles Understanding part vs whole	Assess how the roles of ancillary people affect everyone's performance. (DOK 3)	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.

UNIT OVERVIEW

UNIT LEARNING GOALS

LG1: Students will safely participate in a variety of activities such as drills and group activities which will develop all aspects of team sports including proper skill sets, strategies, sportsmanship, teamwork, individual physical activity, and rules and regulations.
 LG2: Students will interact with peers in a positive and cooperative manner in a variety of team sports.

ENDURING UNDERSTANDINGS

ESSENTIAL QUESTIONS

CEU2: Physical fitness skills, individual sport skills, and team sport skills transfer to lifelong personal wellness.

CEQ2a: Why do I have to worry about my personal wellness at 40 when I am only 15?
 CEQ2b: How do I know what the right fitness regime is for me?

CEU3: Teamwork, sportsmanship, and cooperation are important aspects of lifelong learning.

CEQ3a: How do sports teach us about character?

CEU4: Effective communication skills enhance a person’s ability to express themselves and resolve conflict.

CEQ4a: How do I know that I’m communicating effectively?
 CEQ4b: Why is it important to resolve conflicts; why can’t I just walk away?

CEU5: Rules and safety are essential components of a successful environment.

CEQ5a: What does a society without rules look like?
 CEQ5b: How can I be as safe as possible in various situations?

CEU6: Participation in individual and group activities can lead to positive interpersonal relationships.

CEQ6: Why do I have to interact with a variety of people?

UNIT LEARNING SCALE - LG1

4	In addition to score 3 performances, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3	The student can: <ul style="list-style-type: none">• analyze different movement skills used in team sports;• hypothesize how force, motion and movement impact performance;• investigate appropriate mental strategies for team sports;• assess strategies being used against your team;• create a counter to a strategy within a team sport.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do a majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.

UNIT LEARNING SCALE - LG2

4	In addition to score 3 performances, the student demonstrates in-depth inferences and applications that go beyond what was taught.
3	The student can: <ul style="list-style-type: none">• identify and compare appropriate and inappropriate behaviors when winning and/or losing;• create a positive team environment by respecting teammates roles and capabilities;• formulate a positive game plan to succeed.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do a majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.

SAMPLE ASSESSMENT

ALIGNMENT	DESCRIPTION
LG 1, 2 2.5.12.A.1, 2 2.5.12.B.1, 2, 3 2.5.12.C.1, 2 2.2.12.C.1 DOK 3	<p>Option 1: Students will take a written exam on the rules, strategies, etiquette, and sportsmanship of team sports (volleyball, basketball, soccer, etc). They will explain in detail the communication and cooperation strategies used to enhance their performance throughout the physical education activity.</p> <p>Option 2: Students will choose one prompt to answer from Group A and one prompt to answer from Group B</p> <p>Group A</p> <ol style="list-style-type: none">1. Compare two different team sports and describe how skills and/or strategies used in one sport can be transferred to and help a person be successful in the other sport (ex: basketball skills transfer well to the game of lacrosse because).2. Choose a team sport and describe a possible safety issue associated with that sport. If you could invent or change a rule or add a new piece of equipment to make this sport more safe, what would it be and why? <p>Group B</p> <ol style="list-style-type: none">1. Why is it important to develop all areas of team sports strategies, including defense, offense, and cooperation, while emphasizing sportsmanship?2. Choose a famous athlete and evaluate their level of sportsmanship. What qualities of sportsmanship do they exhibit or not exhibit? Does this athlete respect themselves and their officials, coaches, and teammates? Do they conduct themselves with self-control, even when they are not doing well? Why is sportsmanship so important to the success of a team?

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS
Character development Competition Cooperation Sportsmanship	Identify and compare appropriate and inappropriate behaviors when winning and/or losing (DOK 2)	2.2.12.C.1 Analyze the impact of competition on personal character development.
Locomotor Manipulatives Movement skills Non Locomotor	Analyze different movement skills used in team sports (DOK 4) Differentiate movement skills from one activity to another (DOK 3)	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).
Agility Force Motion Movement Power Range of motion Speed	Classify motions and movements that are appropriate for team sports (DOK 2) Hypothesize how force, motion and movement impact performance (DOK 3)	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.
Strategies Teamwork	Assess strategies being used against your team (DOK 3) Create a counter plan to a strategy within a team sport (DOK 4)	2.5.12.B.1 Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
Emotional Mental Peak performance Spiritual	Investigate appropriate mental strategies for team sports (DOK 3)	2.5.12.B.2 Apply a variety of mental strategies to improve performance.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS
Leisure activities Motivation Safety	Assess reasons why individuals succeed within sport and fitness (DOK 3) Identify and define intrinsic and extrinsic motivation (DOK 1)	2.5.12.B.3 Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.
Preparation Roles Understanding part vs whole	Formulate a positive game plan to succeed (DOK 3) Create a positive team environment by respecting teammates roles and capabilities (DOK 4)	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.
Regulations Rules	Recognize existing rules and guidelines used in game play (DOK 1) Create and adapt rules to improve game play (DOK 4)	2.5.12.C.2 Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.
Globalization - worldwide Types of technology	Collect and identify appropriate technology which will benefit team sports (DOK 1) Analyze ways technology can impact fitness (DOK 4)	2.5.12.C.3 Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.