

**Summit High School
Summit, NJ**

Grade Level 9-12 / Content Area: Physical Education

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

**Length of Course:
3 Marking Periods**

Course Description:

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

Unit: Badminton

(Wellness) 2.1 All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. (Integrated Skills) 2.2 All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. (Motor Skill Development) 2.5 All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. (Fitness) 2.6 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

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

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>What are the differences between singles and doubles play?</p> <p>Why is it important to use proper techniques when performing the various strokes?</p> <p>How does the understanding of court position in badminton impact game play?</p> <p>How do game strategies in badminton improve performance on the court?</p> <p>How does my movement on a badminton court influence that of my partner?</p> <p>Why is it important to adhere to safety practices, rules, and etiquette when playing.</p> <p>What skills are vital to a quality game of Badminton?</p>	<p>Students will understand that...</p> <p>Proper skill techniques are vital to a well-played match.</p> <p>Communication in doubles badminton is just one strategy.</p> <p>Demonstrate the use of offensive, defensive, and cooperative strategies in badminton.</p> <p>Playing fairly makes the game more challenging and fun.</p> <p>Students will understand that keeping score can be used to motivate and initiate friendly competition.</p> <p>Students will understand the importance of encouraging others, maintaining a positive attitude, and playing fairly.</p>

<p>What are characteristics of someone with good sportsmanship, teamwork, ethical behavior, and positive social interaction?</p> <p>How does the game of Badminton improve physical mental/emotional, and social wellness?</p>	<p>Implementing movement principles in badminton such as space, speed, force, projection or tempo makes movement more effective and more interesting.</p> <p>Students will understand that Badminton improves cardiorespiratory endurance as well as other skill related components of fitness such as hand-eye coordination. It can also be a stress reliever and an enjoyable activity, which can improve mental/emotional wellness. As a partner sport, it can improve social wellness. Being able to “lose yourself” in sports can be beneficial to academic achievement later in the day.</p>
Areas of Focus: Proficiencies	Examples, Outcomes, Assessments
<p>2.1 Personal Growth and Development 2.1.12.A.1</p> <p>2.2 A. Interpersonal Communication 2.2.12.A.1 2.2.12.A.2 2.2.12.C.1</p> <p>2.2 C. Character Development 2.2.12.C.1 2.2.12.C.2</p> <p>2.2 D E. Health Services and Information 2.2.12.E.2</p> <p>2.5.12 A. Movement Skills 2.5.12.A.1 2.5.12.A.2 2.5.12.A.3 2.5.12.A.4</p> <p>2.5.12 B. Strategy 2.5.12.B.1 2.5.12.B.2 2.5.12.B.3</p> <p>2.5.12 D. Sportsmanship, Rules, and Safety 2.5.12.C.1 2.5.12.C.2 2.5.12.C.3</p> <p>2.6.12 A. Fitness and Physical Activity 2.6.12.A.1 2.6.12.A.2</p>	<p>Instructional Focus: Safety with active participation, clear understanding of the Badminton rules, sportsmanship, communication, and demonstration of proper techniques before and during game play. Skills include proper grip, stance, stroke, the clear, the drop, service, drive, smash, net play, and lob. Setting up to attack Defensive formations and attacks Whole-Part-Whole learning.</p> <p>Sample Assessments: Psychomotor Skills Test Cognitive Assessment- Quiz, Exit Slip, Assignment, Portfolio Affective - Behavior, Fair Play, Cooperation, Attitude Google Classroom Quiz Teacher Observation Self / Peer Evaluation Pre assessment / Post assessment Task sheet</p> <p>Instructional Strategies: Skills taught in progression dictated by the classes overall skill level.</p>

	<p>Instructional Strategies:</p> <p>Skills differentiated according to the class' overall skill level, use of mini games, skill-specific games/ drills.</p> <p>Whole-Part-Whole learning.</p> <p>Progression with each match played.</p> <p>Advanced students will review and continue mastery of basic to advanced skills and strategies.</p> <p>Outcomes:</p> <p>Increased understanding of the game</p> <p>Increased abilities</p>
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Unit: Basketball

Standard (Wellness) 2.1 All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. (Integrated Skills) 2.2 All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. (Motor Skill Development) 2.5 All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. (Fitness) 2.6 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Big Ideas: Motor Skill instruction during the Basketball Unit can enhance a student's physical, mental and social development. Students will work on self-initiated behaviors that promote personal and group success. Students will analyze how the game of basketball can improve health and skill-related components of fitness. Students will be taught specialized sport skills, tactics and appropriate decision-making during modified gameplay. When played with attention to rules and regulations, basketball can be both a challenging and rewarding game enjoyed by all participants.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
How does the history of the game affect the game today? How has the game changed throughout the years?	Students will understand how technology has impacted the development of players as well as a viewer's ability to watch the game through multiple outlets.

<p>Explain the different roles and responsibilities players, officials, coaches, and other participants have? Are those roles and responsibilities the same for every level of play?</p> <p>What are the basic offensive and defensive strategies in the game of basketball?</p> <p>When a player fouls out, how does the game change?</p> <p>Why is it important to adhere to safety practices, rules, and etiquette?</p> <p>What are characteristics of someone with good sportsmanship, teamwork, ethical behavior, and positive social interaction?</p> <p>How does the game improve physical, mental/emotional, and social wellness?</p>	<p>Students will understand the difference between zone and man-to-man defense.</p> <p>Students will understand that communication is crucial in order for a team to be successful.</p> <p>Students will understand strategic skills such as dribbling, passing, shooting, picks ,screens, back door and v-cut, movement off the ball.</p> <p>Students will understand that playing fairly makes the game more challenging and fun.</p> <p>Students will understand that keeping score can be used to motivate and initiate friendly competition.</p> <p>Students will understand the importance of encouraging others, maintaining a positive attitude, and playing fairly.</p> <p>Students will understand that basketball can improve cardiorespiratory endurance as well as other skill-related components of fitness. It can also be a stress reliever and an enjoyable activity which can improve mental/emotional wellness. As a team sport, it can improve social wellness.</p>
Areas of Focus: Proficiencies	Examples, Outcomes, Assessments
<p>2.1 Personal Growth and Development 2.1.12.A.1</p> <p>2.2 A. Interpersonal Communication 2.2.12.A.1 2.2.12.A.2 2.2.12.C.1</p> <p>2.2 C. Character Development 2.2.12.C.1 2.2.12.C.2</p> <p>2.2 D E. Health Services and Information</p>	<p>Instructional Focus: Safety, shooting, passing, dribbling, catching, rebounding, defensive skills, positions, sportsmanship, communication. Advancing the ball, defending and creating space, maintaining possession.</p> <p>Sample Assessments: Psychomotor Skills Test</p>

2.2.12.E.2 2.5.12 A. Movement Skills 2.5.12.A.1 2.5.12.A.2 2.5.12.A.3 2.5.12.A.4 2.5.12 B. Strategy 2.5.12.B.1 2.5.12.B.2 2.5.12.B.3 2.5.12 D. Sportsmanship, Rules, and Safety 2.5.12.C.1 2.5.12.C.2 2.5.12.C.3 2.6.12 A. Fitness and Physical Activity 2.6.12.A.1 2.6.12.A.2	Cognitive Assessment - Quiz, Exit Slip, Assignment, Portfolio Affective - Behavior, Fair Play, Cooperation, Attitude Google Classroom Quiz Teacher and peer observation Self / Peer evaluation Pre assessment/post assessment Skill assessment Task sheets Instructional Strategies: Whole-Part-Whole learning. Basic Skills differentiated according to the class' overall skill level, use of mini games, skill-specific games/drills. Advanced students will review and continue mastery of basic to advanced skills and strategies Outcomes: Increased understanding of the game Increased abilities
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Unit: Floor Hockey

Standard (Wellness) 2.1 All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. (Integrated Skills) 2.2 All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. (Motor Skill Development) 2.5 All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. (Fitness) 2.6 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

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

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
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<p>What components of fitness does floor hockey encompass?</p> <p>What are the basic offensive and defensive strategies in the game of floor hockey?</p> <p>What are the benefits of displaying appropriate floor hockey skills in a game situation?</p> <p>How do teamwork and sportmanship affect game play?</p> <p>Why is it important to adhere to safety practices, rules, and etiquette?</p> <p>What skills are vital to a “good” game of floor hockey?</p> <p>What are characteristics of someone with good sportsmanship, teamwork, ethical behavior, and positive social interaction?</p> <p>How does the game improve physical mental/emotional, and social wellness?</p>	<p>Students will understand that it is important to perform fundamental skills such as passing, traveling, controlling, and shooting the hockey puck.</p> <p>Students will understand the importance of physical conditioning and its relationship to participation in the sport of floor hockey.</p> <p>Student will be able to identify potential risks and dangers associated with physical activity and describe how to minimize these risks.</p> <p>Students will implement basic offensive and defensive positions and formations.</p> <p>Students will understand the dimensions of the playing court, boundaries and other areas of importance.</p> <p>Proper rules and compliance to regulations and techniques will aid in developing a well-rounded hockey player.</p> <p>Students will understand that keeping score can be used to motivate and initiate friendly competition.</p> <p>Students will understand the importance of encouraging others, maintaining a positive attitude, and playing fairly.</p> <p>Students will understand that floor hockey improves cardiorespiratory endurance as well as other skill related components of fitness such as hand-eye coordination. It can also be an enjoyable stress reliever improving social, mental/emotional wellness.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	

<p>2.1 Personal Growth and Development 2.1.12.A.1</p> <p>2.2 A. Interpersonal Communication 2.2.12.A.1 2.2.12.A.2 2.2.12.C.1</p> <p>2.2 C. Character Development 2.2.12.C.1 2.2.12.C.2</p> <p>2.2 D E. Health Services and Information 2.2.12.E.2</p> <p>2.5.12 A. Movement Skills 2.5.12.A.1 2.5.12.A.2 2.5.12.A.3 2.5.12.A.4</p> <p>2.5.12 B. Strategy 2.5.12.B.1 2.5.12.B.2 2.5.12.B.3</p> <p>2.5.12 D. Sportsmanship, Rules, and Safety 2.5.12.C.1 2.5.12.C.2 2.5.12.C.3</p> <p>2.6.12 A. Fitness and Physical Activity 2.6.12.A.1 2.6.12.A.2</p>	<p>Instructional Focus: How to wear safety equipment properly and the safety of following the rules. Active participation in the game. Proper hand position on the stick. Skills such as passing, shooting, trapping the puck, dribble, drive, and goalie play. Clearing the puck, body positioning, pressuring the outside.</p> <p>Understanding of Floor Hockey rules, sportsmanship, communication, and demonstration of proper techniques before and during game play. Defending and creating space, maintaining possession.</p> <p>Sample Assessments: Psychomotor Skills Test Cognitive Assessment- Quiz, Exit Slip, Assignment, Portfolio Affective - Behavior, Fair Play, Cooperation, Attitude Google Classroom Quiz Teacher and peer observation Self / Peer Evaluation Pre assessments / Post assessments Skill assessment Task Sheet</p> <p>Instructional Strategies: Whole-Part-Whole learning. Basic skill differentiated according to the class' overall skill level, use of mini games, skill-specific games / drills. Advanced students will review and continue mastery of basic to advanced skills and strategies.</p> <p>Outcome: Increased understanding of the game Increased abilities</p>
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Unit: Fitness

Standard (Wellness) 2.1 All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. (Integrated Skills) 2.2 All students will develop and use

personal and interpersonal skills to support a healthy, active lifestyle. (Motor Skill Development) 2.5 All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. (Fitness) 2.6 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Big Ideas: Students will learn a variety of cardiovascular and strengthening fitness activities in a group or individual setting. The Fitness unit can enhance a student's physical, mental, and social development. Students will work on movement concepts and principles (e.g., force motion, rotation_ to analyze and improve the performance of self and/or others in a selected skill. Students will design and implement a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and support a healthy, active lifestyle. Knowledge of lifetime wellness and fitness will be covered throughout the unit.

<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<p>Why is it important to perform weight training exercises with proper technique? How can you make sure you are using proper technique?</p> <p>What safety measures you must account for in the weight room during group fitness or using an individual lifting program?</p> <p>What are different group fitness classes available for strenght training and cardiovascular exercise?</p> <p>What constitutes a healthy lifestyle?What should you consider when designing a strength and conditioning program?</p> <p>What methods can you use to incorporate exercise into your daily routine?</p> <p>How can exercise and fitness improve one's mental/emotional and/or social wellness?</p>	<p>Students will understand that using improper technique could cause injury. They will understand that in order to achieve proper technique they could use the assistance of a teacher and peers for cues/feedback, the use of a spotter, or use the mirrors to self-check.</p> <p>Safety is one of the most important considerations regarding weight training and fitness. Students will learn the safety rules specific to the SHS fitness center and abide by those rules to prevent accidents/injuries.</p> <p>Students will be exposed to a variety of different group fitness classes including but not limited to, weight training, spin, yoga, circuit training, HIT^T, Kickboxing, Step Aerobrics, Body Pump, Tabata, Etc.</p> <p>Individualized fitness plans can improve cardiorespiratory fitness, muscular strength, muscular endurance, and flexibility. It is important to consider the FIT^T principle, personal preference, and fitness goals when</p>

	<p>designing an individualized fitness program. A proper warm-up and cool down are also an essential part of a safe and effective workout plan.</p> <p>Students will understand the measures they can take to achieve/maintain a healthy body composition, and analyze how genetics, gender, nutrition, age, and activity play a role.</p> <p>Students will gain knowledge of modifications for each exercise that increase individual success and performance.</p> <p>Students will understand that exercise is a known stress reliever, which can improve mental/emotional wellness. Exercise can also improve self-esteem which can also improve mental/emotional wellness. Exercise can be done individually or in a group setting which can improve social wellness.</p> <p>Weight room workouts will be progressive advancing students skills as they excel.</p> <p>Students with experience in group fitness will have the opportunity to advance their skills, by working towards leading other students through various fitness routines.</p>
Areas of Focus: Proficiencies	Examples, Outcomes, Assessments
<p>2.1 Personal Growth and Development 2.1.12.A.1</p> <p>2.2 A. Interpersonal Communication 2.2.12.A.1 2.2.12.A.2 2.2.12.C.1</p> <p>2.2 C. Character Development 2.2.12.C.1 2.2.12.C.2</p> <p>2.2 D E. Health Services and Information</p>	<p>Instructional Focus: Safety with active participation, a clear understanding of proper weight room etiquette and rules. Proper techniques during a variety of exercises. Proper knowledge of how to use gym equipment located in the weight room.</p> <p>Sample Assessments: Psychomotor- Variety Skills Test</p>

2.2.12.E.2 2.5.12 A. Movement Skills 2.5.12.A.1 2.5.12.A.2 2.5.12.A.3 2.5.12.A.4 2.5.12 B. Strategy 2.5.12.B.1 2.5.12.B.2 2.5.12.B.3 2.5.12 D. Sportsmanship, Rules, and Safety 2.5.12.C.1 2.5.12.C.2 2.5.12.C.3 2.6.12 A. Fitness and Physical Activity 2.6.12.A.1 2.6.12.A.2 2.6.12.A.3 2.6.12.A.4 2.6.12.A.5	Cognitive - Assessment- Quiz, Exit Slip, Assignment, Portfolio, Google Classroom Quizzes, Pretest/Post test, Completion of daily task sheets, Creation of Individualized Fitness Program, Teacher and peer observation, Self-assessment Affective Assessment - Behavior, Fair Play, Cooperation, Attitude Google Classroom Quiz Pretest/Post test Completion of daily task sheets Creation of Individualized Fitness Program Utilization of training principles Skill Tests Teacher and peer observation Self-assessment Outcomes: Increased understanding Increased abilities (health-related) Achievement of personal fitness goals Ability to spread awareness about the importance of exercise/physical activity
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Unit: Lacrosse

Standard (Wellness) 2.1 All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. (Integrated Skills) 2.2 All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. (Motor Skill Development) 2.5 All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. (Fitness) 2.6 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Big Ideas: Motor Skill instruction during the Lacrosse unit can enhance a students physical, mental and social development. Students will work on self-initiated behaviors that promote personal and group success. Students will analyze how the game of Lacrosse can improve health and skill-related components of fitness. Students will be taught specialized sport skills, tactics and appropriate

decision-making during modified gameplay. When played with attention to rules and regulations, Lacrosse can be both challenging and a great stress reliever.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>What skills/ strategies are vital to a “good” game of Lacrosse?</p> <p>What are the acceptable skill techniques as outlined in the course content for Lacrosse?</p> <p>Why is it important to exhibit safe and socially acceptable behavior, good sportsmanship and fair play in Lacrosse?</p> <p>How does executing appropriate skills and strategy contribute to the team effort in Lacrosse?</p> <p>What is the purpose of understanding the skills and the intricate team patterns of Lacrosse?</p> <p>What steps are necessary to understand the sport as a spectator and participant?</p> <p>Why is it important to exhibit safety in Lacrosse?</p> <p>How does the game improve physical, mental/emotional, and social wellness?</p>	<p>Students will ...</p> <p>Understand the importance in teamwork on both offense and defense.</p> <p>Students will demonstrate proper upright and front cradle standing with and without a lacrosse ball</p> <p>Demonstrate correct carry and cradle around multiple cones in a zig zag manner.</p> <p>Demonstrate the correct hand and arm position for holding a Lacrosse stick.</p> <p>The proper skills needed to play the game; cradling, catching, throwing and shooting.</p> <p>Students will understand that keeping score can be used to motivate and initiate friendly competition.</p> <p>Students will understand the importance of encouraging others, maintaining a positive attitude, and playing fairly.</p> <p>Students will understand that lacrosse improves cardiorespiratory endurance as well as other skill related components of fitness such as hand-eye coordination. It can also be a stress reliever as an enjoyable activity, which can improve mental/emotional wellness. As a team sport, it is also can improve social wellness.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>2.1 Personal Growth and Development 2.1.12.A.1</p>	<p>Instructional Focus: Safety with active participation, clear understanding of the</p>

<p>2.2 A. Interpersonal Communication 2.2.12.A.1 2.2.12.A.2 2.2.12.C.1</p> <p>2.2 C. Character Development 2.2.12.C.1 2.2.12.C.2</p> <p>2.2 D E. Health Services and Information 2.2.12.E.2</p> <p>2.5.12 A. Movement Skills 2.5.12.A.1 2.5.12.A.2 2.5.12.A.3 2.5.12.A.4</p> <p>2.5.12 B. Strategy 2.5.12.B.1 2.5.12.B.2 2.5.12.B.3</p> <p>2.5.12 D. Sportsmanship, Rules, and Safety 2.5.12.C.1 2.5.12.C.2 2.5.12.C.3</p> <p>2.6.12 A. Fitness and Physical Activity 2.6.12.A.1 2.6.12.A.2</p>	<p>Lacrosse rules, sportmanship, communication, and demonstration of proper techniques before and during game play. Skills include hand position on the stick, cradling, pivot, dodging, catching, ground balls, passing, and shooting. Advancing the ball, defending and creating space, maintaining possession.</p> <p>Sample Assessments: Psychomotor Skills Test Cognitive Assessment- Quiz, Exit Slip, Assignment, Portfolio Affective Assessment - Behavior, Fair Play, Cooperation, Attitude Google Classroom Quiz Teacher and peer observation Self / Peer evaluation Pre assessment / Post assessment Task sheet</p> <p>Instructional Strategies: Skills differentiated according to the class' overall skill level, use of mini games, skill-specific games/ drills. Advanced students will review and continue mastery of basic to advanced skills and strategies.</p> <p>Outcomes: Increased understanding of the games Increased abilities</p>
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Unit: Pickleball

Standard (Wellness) 2.1 All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. (Integrated Skills) 2.2 All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. (Motor Skill Development) 2.5 All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. (Fitness) 2.6 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

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

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>How does the history of the game affect us today?</p> <p>Is there an advantage to serving first?</p> <p>Why is it important to use proper techniques when performing the various strokes?</p> <p>What skills/strategies are vital to a “good” game of Pickleball?</p> <p>How is pickleball different from other sports? How is it similar?</p> <p>Why is it important to adhere to safety practices, rules, and etiquette?</p> <p>What are characteristics of someone with good sportsmanship, teamwork, ethical behavior, and positive social interaction?</p> <p>How does the game improve physical, mental/emotional, and social wellness?</p>	<p>Students will understand the strategy behind using different strokes.</p> <p>Students will understand how tournament play works and that keeping score can be used to motivate and initiate friendly competition.</p> <p>Proper skill techniques are vital to a well-played match.</p> <p>Students will understand that effective communication often makes a match more successful.</p> <p>Students will understand that playing fairly makes the game more challenging and fun.</p> <p>Students will understand the similarities and difference between Pickleball and other sports, primarily badminton.</p> <p>Students will understand the importance of encouraging others, maintaining a positive attitude, and playing fairly.</p> <p>Students will understand that Pickleball can improve cardiorespiratory endurance as well as other skill-related components of fitness such as hand-eye coordination. It can also be a stress reliever and an enjoyable activity which can improve mental/emotional</p>

	wellness. As a partner sport, it can improve social wellness.
Areas of Focus: Proficiencies	Examples, Outcomes, Assessments
<p>2.1 Personal Growth and Development 2.1.12.A.1</p> <p>2.2 A. Interpersonal Communication 2.2.12.A.1 2.2.12.A.2 2.2.12.C.1</p> <p>2.2 C. Character Development 2.2.12.C.1 2.2.12.C.2</p> <p>2.5.12 A. Movement Skills 2.5.12.A.1 2.5.12.A.2 2.5.12.A.3 2.5.12.A.4</p> <p>2.5.12 B. Strategy 2.5.12.B.1 2.5.12.B.2 2.5.12.B.3</p> <p>2.5.12 D. Sportsmanship, Rules, and Safety 2.5.12.C.1 2.5.12.C.2 2.5.12.C.3</p> <p>2.6.12 A. Fitness and Physical Activity 2.6.12.A.1 2.6.12.A.2</p>	<p>Instructional Focus: Safety with active participation, clear understanding of Pickleball rules, sportsmanship, communication, and demonstration of proper techniques before and during match play. Forehand, backhand, smash, dink, serve. Up and Back formation.</p> <p>Sample Assessments: Psychomotor Skills Test Cognitive Assessment - Quiz, Exit Slip, Assignment, Portfolio Affective - Behavior, Fair Play, Cooperation, Attitude Google Classroom Quiz Teacher and peer observation Self / Peer evaluation Pre assessment/post assessment Skill assessment Task sheets</p> <p>Instructional Strategies: Skills differentiated according to the class' overall skill level, use of mini games, skill-specific games/drills. Advanced students will review and continue mastery of basic to advanced skills and strategies.</p> <p>Outcomes: Increased understanding of the game Increased abilities</p>

Unit: Softball

Standard (Wellness) 2.1 All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. (Integrated Skills) 2.2 All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. (Motor Skill Development) 2.5 All students will utilize safe, efficient, and effective movement to develop

and maintain a healthy, active lifestyle. (Fitness) 2.6 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

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

<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<p>What are the names of the positions on the field?</p> <p>Where should the ball be thrown to get an out in various game situations?</p> <p>Why is sport specific warm-up important?</p> <p>How do teamwork and sportsmanship affect game play?</p> <p>Why is it important to adhere to safety practices, rules, and etiquette?</p> <p>What skills are vital to a “good” game of softball?</p> <p>What are characteristics of someone with good sportsmanship, teamwork, ethical behavior, and positive social interaction?</p> <p>How does the game improve phsyical, mental/emotional, and social wellness?</p>	<p>Students will understand that...</p> <p>Proper throwing and pitching techniques can elevate the game to a competitive level.</p> <p>Playing as a cohesive team adds to the enjoyment of this life long sport.</p> <p>Softball is a game played best using strategy, cooperation and positive encouragement.</p> <p>Performing proper running, throwing, and catching techniques will enhance the game.</p> <p>Students will understand how to react in different game situations.</p> <p>Proper rules and compliance to regulations and techniques will aid in developing a well-rounded softball player.</p> <p>Students will understand that keeping score can be used to motivate and initate friendly competition.</p> <p>Students will understand the importance of encouraging others, maintaining a postive attitude, and playing fairly.</p>

	Students will understand that softball improves cardiorespiratory endurance as well as other skill related components of fitness such as hand-eye coordination. It can also be a stress reliever and an enjoyable activity, which can improve mental/emotional wellness. As a team sport, it can improve social wellness.
Areas of Focus: Proficiencies	Examples, Outcomes, Assessments
<p>2.1 Personal Growth and Development 2.1.12.A.1</p> <p>2.2 A. Interpersonal Communication 2.2.12.A.1 2.2.12.A.2 2.2.12.C.1</p> <p>2.2 C. Character Development 2.2.12.C.1 2.2.12.C.2</p> <p>2.2 D E. Health Services and Information 2.2.12.E.2</p> <p>2.5.12 A. Movement Skills 2.5.12.A.1 2.5.12.A.2 2.5.12.A.3 2.5.12.A.4</p> <p>2.5.12 B. Strategy 2.5.12.B.1 2.5.12.B.2 2.5.12.B.3</p> <p>2.5.12 D. Sportsmanship, Rules, and Safety 2.5.12.C.1 2.5.12.C.2 2.5.12.C.3</p> <p>2.6.12 A. Fitness and Physical Activity 2.6.12.A.1 2.6.12.A.2</p>	<p>Instructional Focus: Safety with active participation, clear understanding of Softball rules. Proper Techniques of catching, throwing, pitching, base running and batting must be modeled and demonstrated by the students before games may begin. Strategies of offense and defense will be discussed daily.</p> <p>Sample Assessments: Psychomotor Skills Test Cognitive - Quiz, Exit Slip, Assignment, Portfolio Affective - Behavior, Fair Play, Cooperation, Attitude Google Classroom Quiz Teacher and peer observation Self / Peer evaluation Pre Assessment/Post Assessment Task Sheet</p> <p>Instructional Strategies: Basic Skills differentiated according to the class' overall skill level, use of mini games, skill-specific games/drills. Advanced students will review and continue mastery of basic to advanced skills and strategies.</p> <p>Outcomes: Increased understanding of the game Increased abilities</p>

Unit: Soccer

Standard (Wellness) 2.1 All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. (Integrated Skills) 2.2 All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. (Motor Skill Development) 2.5 All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. (Fitness) 2.6 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

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

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
What skills are vital to a “good” game of soccer?	Students will understand that it is important to use different parts of the foot when passing and shooting from varied distances.
How has the game changed throughout the years? How has it changed Internationally?	There is a function to each of the 11 positions on the field.
How is soccer different from other sports? How is it similar?	Playing fairly makes the game more challenging and fun.
Explain the different roles and responsibilities players, officials, coaches, and other participants have? Are those roles and responsibilities the same for every level of play?	Proper skill techniques are vital to a well-played match.
What are the basic offensive and defensive strategies in the game of soccer?	Students will understand how technology has impacted the development of players as well as a viewer's ability to watch the game through multiple outlets.
Does the worldwide popularity of this sport have anything to do with the equipment?	Students will understand the similarities and difference between soccer and other sports played here and around the world.
Why is it important to adhere to safety practices, rules, and etiquette?	Students will understand communication is crucial in order for a team to be successful.

<p>What are characteristics of someone with good sportsmanship, teamwork, ethical behavior, and positive social interaction?</p> <p>How does the game improve physical, mental/emotional, and social wellness?</p>	<p>Students will understand that keeping score can be used to motivate and initiate friendly competition.</p> <p>Students will understand the importance of encouraging others, maintaining a positive attitude, and playing fairly.</p> <p>Students will understand that soccer can improve cardiorespiratory endurance as well as other skill-related components of fitness. It can also be a stress reliever and an enjoyable activity which can improve mental/emotional wellness. It is a team sport that can improve social wellness.</p>
Areas of Focus: Proficiencies	Examples, Outcomes, Assessments
<p>2.1 Personal Growth and Development 2.1.12.A.1</p> <p>2.2 A. Interpersonal Communication 2.2.12.A.1 2.2.12.A.2 2.2.12.C.1</p> <p>2.2 C. Character Development 2.2.12.C.1 2.2.12.C.2</p> <p>2.5.12 A. Movement Skills 2.5.12.A.1 2.5.12.A.2 2.5.12.A.3 2.5.12.A.4</p> <p>2.5.12 B. Strategy 2.5.12.B.1 2.5.12.B.2 2.5.12.B.3</p> <p>2.5.12 D. Sportsmanship, Rules, and Safety 2.5.12.C.1 2.5.12.C.2 2.5.12.C.3</p> <p>2.6.12 A. Fitness and Physical Activity 2.6.12.A.1 2.6.12.A.2</p>	<p>Instructional Focus: Safety with active participation, positions, possession, dribbling, trapping, passing, shooting, defensive skills, goal keeping, sportsmanship, communication. Advancing the ball, defending / creating space, maintaining possession.</p> <p>Sample Assessments: Psychomotor Skills Test Cognitive - Quiz, Exit Slip, Assignment, Portfolio Affective - Behavior, Fair Play, Cooperation, Attitude Google Classroom Quiz Teacher and peer observation Self evaluation Pre assessment/post assessment Skill assessment Task sheets Peer evaluation</p> <p>Instructional Strategies: Skills differentiated according to the class' overall skill level, use of mini games, skill-specific games/drills. Advanced</p>

	<p>students will review and continue mastery of basic to advanced skills and strategies.</p> <p>Outcomes:</p> <p>Increased understanding of the game</p> <p>Increased abilities</p>
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Unit : Small Games

<p>Standard (Wellness) 2.1 All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. (Integrated Skills) 2.2 All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. (Motor Skill Development) 2.5 All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. (Fitness) 2.6 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p>	
<p>Big Ideas: Motor Skill instruction during the Small Games unit can enhance a student's physical, mental and social development. Students will be taught specialized sport skills, tactics and appropriate decision-making during modified gameplay. When played with attention to rules and regulations, all the small games can be challenging, rewarding and enjoyed by all participants.</p>	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<p>How can you change one of the games to make it more/less challenging?</p> <p>What are common offensive and defensive strategies</p> <p>When a player doesn't follow the rules, how do the games change?</p>	<p>Students will understand that...</p> <p>Players need good communication to be successful.</p> <p>Simple strategic skills throwing with accuracy can elevate everyone's game.</p> <p>Playing fairly makes games more challenging and fun.</p> <p>Keeping score can elevate the participant's level of play.</p> <p>Sometimes not keeping score can also be fun.</p>
<p>Areas of Focus: Proficiencies</p>	<p>Examples, Outcomes, Assessments</p>
<p>2.1 Personal Growth and Development</p>	

2.1.12.A.1 2.2 A. Interpersonal Communication 2.2.12.A.1 2.2.12.A.2 2.2.12.C.1 2.2 C. Character Development 2.2.12.C.1 2.2.12.C.2 2.2 D E. Health Services and Information 2.2.12.E.2 2.5.12 A. Movement Skills 2.5.12.A.1 2.5.12.A.2 2.5.12.A.3 2.5.12.A.4 2.5.12 B. Strategy 2.5.12.B.1 2.5.12.B.2 2.5.12.B.3 2.5.12 D. Sportsmanship, Rules, and Safety 2.5.12.C.1 2.5.12.C.2 2.5.12.C.3 2.6.12 A. Fitness and Physical Activity 2.6.12.A.1 2.6.12.A.2	Instructional Focus: Introduction to: Four Square, spike ball, flicker, 4-goal soccer/basketball, Pins, adapt playground games to the high school level. Safety. Shooting, Passing, Catching, Sample Assessments: Psychomotor Skills Test Cognitive - Quiz, Exit Slip, Assignment, Portfolio Affective - Behavior, Fair Play, Cooperation, Attitude Google Classroom Quiz Teacher and peer observation. Using targets and self evaluation Instructional Strategies: Basic Skills taught in progression dictated by the classes overall skill level. Advanced students will review and continue mastery of basic to advanced skills and strategies.
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Unit: Team Handball/ Speedball

Standard (Wellness) 2.1 All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. (Integrated Skills) 2.2 All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. (Motor Skill Development) 2.5 All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. (Fitness) 2.6 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

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

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>Which different games were combined to make the game of team handball?</p> <p>Why are the penalties so important to the flow of the game?</p> <p>What are the major rules of handball?</p> <p>What skills/strategies are vital to a “good” game of handball?</p> <p>How is handball/speedball different from other sports? How is it similar?</p> <p>Why is it important to adhere to safety practices, rules, and etiquette?</p> <p>What are characteristics of someone with good sportsmanship, teamwork, ethical behavior, and positive social interaction?</p> <p>How does the game improve physical, mental/emotional, and social wellness?</p>	<p>Students will understand that following the rules of team handball /speedball make for a higher scoring game.</p> <p>Students will understand how defense and goalkeeping are important to the game.</p> <p>Students will understand the strategy behind using different passes/shots.</p> <p>Students will understand how tournament play works and that keeping score can be used to motivate and initiate friendly competition.</p> <p>Students will understand that proper skill techniques and short, quick passes are vital to a well-played game.</p> <p>Students will understand that effective communication often makes a team more successful.</p> <p>Students will understand that playing fairly makes the game more challenging and fun.</p> <p>Students will understand the similarities and differences between handball/speedball and other sports, primarily soccer, flag football, and basketball.</p> <p>Students will understand the importance of encouraging others, maintaining a positive attitude, and playing fairly.</p> <p>Students will understand that handball/speedball can improve cardiorespiratory endurance as well as other skill-related components of fitness such as agility and hand-eye coordination. It can also be a stress reliever and an enjoyable</p>

	activity which can improve mental/emotional wellness. It is also a team sport so it can improve social wellness.
Areas of Focus: Proficiencies	Examples, Outcomes, Assessments
<p>2.1 Personal Growth and Development 2.1.12.A.1</p> <p>2.2 A. Interpersonal Communication 2.2.12.A.1 2.2.12.A.2 2.2.12.C.1</p> <p>2.2 C. Character Development 2.2.12.C.1 2.2.12.C.2</p> <p>2.5.12 A. Movement Skills 2.5.12.A.1 2.5.12.A.2 2.5.12.A.3 2.5.12.A.4</p> <p>2.5.12 B. Strategy 2.5.12.B.1 2.5.12.B.2 2.5.12.B.3</p> <p>2.5.12 D. Sportsmanship, Rules, and Safety 2.5.12.C.1 2.5.12.C.2 2.5.12.C.3</p> <p>2.6.12 A. Fitness and Physical Activity 2.6.12.A.1 2.6.12.A.2</p>	<p>Instructional Focus: Safety with active participation, clear understanding of Pickleball rules, sportsmanship, communication, and demonstration of proper techniques before and during match play. Overhead pass, lateral pass, wrist pass, shooting, dribbling, catching..</p> <p>Sample Assessments: Psychomotor Skills Test Cognitive - Quiz, Exit Slip, Assignment, Portfolio Affective - Behavior, Fair Play, Cooperation, Attitude Google Classroom Quiz Teacher and peer observation Self evaluation Pre assessment/post assessment Skill assessment Task sheets Peer evaluation</p> <p>Instructional Strategies: Basic skills differentiated according to the class' overall skill level, use of mini games, skill-specific games/drills. Advanced students will review and continue mastery of basic to advanced skills and strategies.</p> <p>Outcomes: Increased understanding of the game Increased abilities</p>

Unit: Ultimate Games

Standard (Wellness) 2.1 All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. (Integrated Skills) 2.2 All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. (Motor Skill Development) 2.5 All students will utilize safe, efficient, and effective movement to develop

and maintain a healthy, active lifestyle. (Fitness) 2.6 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

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

<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<p>What are the connecting skills the games of Ultimate Frisbee, Flag Football, and Rugby all have in common?</p> <p>Which skills and strategies transfer from Kan Jam to Ultimate Frisbee?</p> <p>How teamwork paramount to the game of Kan-Jam ?</p> <p>What are the basic rules of playing a Kan-Jam game?</p> <p>Why is it important to adhere to safety practices, rules, and etiquette when playing ultimate games?</p> <p>What skills are vital to all ultimate games?</p> <p>What are characteristics of someone with good sportsmanship, teamwork, ethical behavior, and positive social interaction?</p> <p>How do these games improve physical mental/emotional, and social wellness?</p>	<p>Students will understand that...</p> <p>Students will understanding the invasion game connection between Ultimate Frisbee, Flag Football, and Rugby.</p> <p>Students will understand how tournament play works and that keeping score can be used to motivate and initiate friendly competition.</p> <p>Catching a Frisbee properly is just as important as the different throwing techniques.</p> <p>Student will demonstrate ability to accurately throw at a target.</p> <p>Student demonstrates an effort to cooperate with a teammate in order to score.</p> <p>The Rules are in place to ensure safety and fair play.</p> <p>Student will demonstrate proper throwing and receiving techniques.</p>

	<p>Student will demonstrate how to properly carry the football, rugby ball, and frisbee while running.</p> <p>Communication is key to a team's success.</p> <p>Playing both offense and defense is vital to the game's flow.</p> <p>Students will understand that keeping score can be used to motivate and initiate friendly competition.</p> <p>Students will understand the importance of encouraging others, maintaining a positive attitude, and playing fairly.</p> <p>Students will understand that ultimate games improves cardiorespiratory endurance as well as other skill related components of fitness such as hand-eye coordination. It can also be a stress reliever and an enjoyable activity, which can improve mental/emotional wellness. It is also a team / partner sports that can improve social wellness.</p>
Areas of Focus: Proficiencies	Examples, Outcomes, Assessments
<p>2.1 Personal Growth and Development 2.1.12.A.1</p> <p>2.2 A. Interpersonal Communication 2.2.12.A.1 2.2.12.A.2 2.2.12.C.1</p> <p>2.2 C. Character Development 2.2.12.C.1 2.2.12.C.2</p> <p>2.2 D E. Health Services and Information 2.2.12.E.2</p> <p>2.5.12 A. Movement Skills 2.5.12.A.1 2.5.12.A.2 2.5.12.A.3 2.5.12.A.4</p> <p>2.5.12 B. Strategy</p>	<p>Instructional Focus: Safety with active participation, clear understanding of the rules, sportmanship, communication, and demonstration of proper techniques before and during game play. Skills include passing, tossing, catching, throwing, receiving, dodging, tapping, offense and defense patterns. Maintaining possession, advancing with possession, defending space.</p> <p>Sample Assessments: Psychomotor Skills Test Cognitive - Quiz, Exit Slip, Assignment, Portfolio Affective - Behavior, Fair Play, Cooperation, Attitude Google Classroom Quiz</p>

2.5.12.B.1 2.5.12.B.2 2.5.12.B.3 2.5.12 D. Sportsmanship, Rules, and Safety 2.5.12.C.1 2.5.12.C.2 2.5.12.C.3 2.6.12 A. Fitness and Physical Activity 2.6.6.A.1 2.6.6.A.2	Teacher and peer observation Self evaluation Pre assessment / Post assessment Task sheet Peer Evaluation Instructional Strategies: Basic Skills differentiated according to the class' overall skill level, use of mini games, skill-specific games/ drills. Progression with each sport played. Advanced students will review and continue mastery of basic to advanced skills and strategies. Outcomes: Increased understanding of the games, rules, strategies Increased abilities
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Unit: Volleyball

Standard (Wellness) 2.1 All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. (Integrated Skills) 2.2 All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. (Motor Skill Development) 2.5 All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. (Fitness) 2.6 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

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

Essential Questions

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

Enduring Understandings

What will students understand about the big ideas?

<p>How are the rules and regulations of Volleyball essential for proper game play?</p> <p>What fouls or penalties in Volleyball greatly affect the game?</p> <p>Which positions in Volleyball call for great communications and passing?</p> <p>How do teamwork and sportmanship affect game play?</p> <p>Why is it important to adhere to safety practices, rules, and etiquette?</p> <p>What skills are vital to a “good” game of Volleyball?</p> <p>What are characteristics of someone with good sportsmanship, teamwork, ethical behavior, and positive social interaction?</p> <p>How does the game improve physical mental/emotional, and social wellness?</p>	<p>Students will understand how to properly perform fundamental skills such as bumping, setting, serving, and blocking.</p> <p>Understand and implement basic offensive and defensive techniques, both as a team and as individuals.</p> <p>Implement basic scoring principles, rotation principles, rules and regulations, safety concerns and understand the penalties for violations of these rules.</p> <p>Understand the dimensions of the playing court, boundaries and other areas of importance.</p> <p>The number of players on the court and their ability to work as one can effect the scoring.</p> <p>Students will understand that keeping score can be used to motivate and initiate friendly competition.</p> <p>Students will understand the importance of encouraging others, maintaining a postive attitude, and playing fairly.</p> <p>Students will understand the offensive strategy of bump, set, spike.</p> <p>Students will understand that Volleyball improves cardiorespiratory endurance as well as other skill related components of fitness such as hand-eye coordination. It can also be a stress reliever and an enjoyable activity, which can improve mental/emotional wellness. As a team sport it can improve social wellness.</p>
Areas of Focus: Proficiencies	Examples, Outcomes, Assessments

<p>2.1 Personal Growth and Development 2.1.12.A.1</p> <p>2.2 A. Interpersonal Communication 2.2.12.A.1 2.2.12.A.2 2.2.12.C.1</p> <p>2.2 C. Character Development 2.2.12.C.1 2.2.12.C.2</p> <p>2.2 D E. Health Services and Information 2.2.12.E.2</p> <p>2.5.12 A. Movement Skills 2.5.12.A.1 2.5.12.A.2 2.5.12.A.3 2.5.12.A.4</p> <p>2.5.12 B. Strategy 2.5.12.B.1 2.5.12.B.2 2.5.12.B.3</p> <p>2.5.12 D. Sportsmanship, Rules, and Safety 2.5.12.C.1 2.5.12.C.2 2.5.12.C.3</p> <p>2.6.12 A. Fitness and Physical Activity 2.6.12.A.1 2.6.12.A.2</p>	<p>Instructional Focus: Safety with active participation. Clear understanding of all skills: Bump, Set Spike, Block and Serve taught in a progression. Understanding of all Volleyball rules, sportmanship, communication, and demonstration of proper techniques before and during game play.</p> <p>Sample Assessment: Psychomotor Skills Test Cognitive - Quiz, Exit Slip, Assignment, Portfolio Affective - Behavior, Fair Play, Cooperation, Attitude Google Classroom Quiz Teacher and peer observation Self / Peer Evaluation Pre assessment / Post assessment Skill Assessment Task sheet</p> <p>Instruction Strategies: Skills differentiated according to the class' overall skill level, use of mini games, skill specific games / drills. Advanced students will review and continue mastery of basic to advanced skills and strategies.</p> <p>Outcome: Increased understanding of the game increased abilities.</p>
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Unit: Project Adventure

Standard 2.2 students will use health enhancing personal, interpersonal and life skills to support a healthy, active lifestyle.(Motor Skill Development) 2.5 All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.

Big Ideas: Motor Skill instruction during the Project Adventure unit can enhance a student's physical, mental and social development.
When students adhere to the rules and regulations, Project Adventure will be a challenging and rewarding activity. The end result will not only stretch the students comfort zone but, add a sense of community to the class.

<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<p>What is with in and just outside my comfort zone?</p> <p>How can a group work together to a common goal while promoting self-confidence?</p> <p>How can letting my guard down help me succeed in Project Adventure?</p> <p>Will letting my guard down also effect change in other areas of the students life?</p> <p>How does clear communication enhance your ability to take risks?</p> <p>How do you recognize effective leadership?</p> <p>Give examples of leadership that you observed in this unit.</p> <p>What are you most comfortable doing, following, and leading?</p> <p>What risks did you take?</p> <p>How did they take a risk today?</p> <p>What factors presented themselves so that you were comfortable to take a risk?</p> <p>How did taking those risk enhance your ability to reach your goal?</p> <p>Did you meet your goal?</p> <p>Discuss, as a class, our readiness to move from one challenge activityt to another. Especially from low element to high element challenges.</p> <p>Are you as an individual ready to climb high elements?</p> <p>Are we, as a class, ready to climb high elements?</p>	<p>Students will understand...</p> <p>By attempting a graduated series of activities involving physical challenges in a supportive group atmosphere will help develop stronger self-esteem.</p> <p>Some anxieties before a new venture is natural and can be over come.</p> <p>Success and failure become less important than the act of trying new things.</p> <p>A cooperative, supportive atmosphere tend to encourage participation.</p> <p>Successfully completing balance activities often provides a feeling of accomplishment.</p> <p>During the program, participants will feel joy, laughter and anticipation.</p> <p>The journey is more important than the destination.</p> <p>The difference between percieved and actual risk.</p> <p>Evaulate goals and modify them when needed.</p> <p>That if something looks wrong, it is wrong when inspecting high element equipment before climbing.</p> <p>Demonstarte proper use of high element course equipment including ropes, carabiners, harnesses, helmets, and belay devices.</p> <p>Examine the relationship between peer pressure and risk taking.</p> <p>Set appropriate goals.</p>

Areas of Focus: Proficiencies	Examples, Outcomes, Assessments
<p>2.1 Personal Growth and Development 2.1.12.A.1</p> <p>2.2 A. Interpersonal Communication 2.2.12.A.1 2.2.12.A.2 2.2.12.C.1</p> <p>2.2 C. Character Development 2.2.12.C.1 2.2.12.C.2</p> <p>2.2 .12.E. Health Services and Information 2.2.12.E.2</p> <p>2.5.12 A. Movement Skills 2.5.12.A.1 2.5.12.A.2 2.5.12.A.3 2.5.12.A.4</p> <p>2.5.12 B. Strategy 2.5.12.B.1 2.5.12.B.2 2.5.12.B.3</p> <p>2.5.12 D. Sportsmanship, Rules, and Safety 2.5.12.C.1 2.5.12.C.2 2.5.12.C.3</p>	<p>Instructional Focus: Warm-Up Games-Zip-Zap, Star Wars, Asteroids, Bop Tag, Rock-Paper-Scissors Tag, Pairs Tag, Toe Fencing, Striker, Bottoms Up, Everybody Up, Line Tag, Pyramid, Giants-Wizards and Elves. Impulse Risk Taking Games Leadership Games Full Value Contract Spotting Progression Challenge By Choice Trust activities-trust leans, trust falls, levitation, willow in the wind, Challenge Activities Low Elements- Swinging Tires, Multi Swing/Dual Island Swing, Whale Watch, Mohawk Walk, Tension Traverse, Initiative Wall High Elements- Flying Squirrel, Centipede, Rope Ladder, Fire Cracker, Dangling Duo, Cargo Net, Rock Climbing Walls</p> <p>Sample Assessments: Pre-Briefing at beginning of the lesson, Debriefing at the end of the lesson, Journal Writing, Circle Talk, Weekly Blog Assignments, Written Assessments, Check For Learning Assessments. Pre-Test at beginning of unit, Post-Test at end of the unit. Star Goals –Specific, Trackable, Achievable, Relevant. Instructional Strategies: Facilitate students to Be Present, Pay Attention, Be open to outcomes, Create a Safe Environment. Challenges by choice atmosphere for individual challenges, all students are to participate in group activities.</p>

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Resources:

New Jersey Student Learning Standards, Comprehensive Health and Physical Education

National P.E. Standards (SHAPE America)

National Association of Sport and Physical Education (NASPE)

Adventure Curriculum for Physical Education – High School by Jane Panicucci

Summit Public Schools

Summit, New Jersey

Curricular Addendum

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

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

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

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

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

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

Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

Instructional Strategies: Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading