

# Freshman Physical Education

2013-2014

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## Unit 1: Team Activities and Movement Concepts

### Stage 1 – Desired Results

#### Established Goals

2014 NJSL Standard(s), Strand(s)/CPI #  
<http://www.state.nj.us/education/cccs/2014/chp>

**2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle

- A. Movement Skills and Concepts
- B. Strategy
- C. Sportsmanship, Rules, and Safety

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

- A. Fitness and Physical Activity

#### 21<sup>st</sup> Century Themes

( [www.21stcenturyskills.org](http://www.21stcenturyskills.org) )

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

#### 21<sup>st</sup> Century Skills

##### *Learning and Innovation Skills:*

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

##### *Information, Media and Technology Skills:*

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

##### *Life and Career Skills:*

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><i>EU1:</i></p> <ul style="list-style-type: none"> <li>• Students will understand that team activities provide opportunities for healthful, social interaction, and development of problem solving, and communication skills.</li> </ul> <p><i>EU2:</i></p> <ul style="list-style-type: none"> <li>• Students will understand that safety and correctly performing movement skills improves overall performance and increases the likelihood of participation in lifelong physical activity and living a healthy lifestyle.</li> </ul>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU1:</i></p> <ul style="list-style-type: none"> <li>• Does a person have to be physically active to be healthy?</li> <li>• Why is physical activity important?</li> <li>• Why is problem solving and communication important for ones overall fitness?</li> </ul> <p><i>EU2:</i></p> <ul style="list-style-type: none"> <li>• Why is body control important when participating in physical activity?</li> <li>• Is knowing how to perform a movement enough to encourage a healthy lifestyle?</li> <li>• Why is being good at an activity required for participation?</li> </ul>
<p><b><u>Knowledge:</u></b>  <i>Students will know...</i></p> <p><i>EU1</i></p> <ul style="list-style-type: none"> <li>• Cooperative skills are involved in the team activities.</li> <li>• The terminology required to communicate in the lifetime activities.</li> <li>• Problem solving and communication skills needed to participate in the team activities.</li> </ul> <p><i>EU2</i></p> <ul style="list-style-type: none"> <li>• Safety practices applying the loco-motor and movement concepts to team activities.</li> <li>• The proper techniques in order to safely and successfully participate in the team activities.</li> </ul>	<p><b><u>Skills:</u></b>  <i>Students will be able to . . .</i></p> <p><b><u>Basketball-</u></b></p> <p><i>EU1</i></p> <ul style="list-style-type: none"> <li>• Create space by movement of cooperative team members on the court.</li> </ul> <p><i>EU2</i></p> <ul style="list-style-type: none"> <li>• Identify the proper execution and attempt to execute the following skills: dribbling, passing, shooting.</li> <li>• Identify the proper execution and attempt to execute the following skills: screen and roll, jump shot, lay-up.</li> </ul>

**Square Dance-**

*EU1*

- Demonstrate healthful interaction, communication and cooperation between partners, corners and other square members.

*EU2*

- Identify the proper execution and attempt to execute the following moves: circle, forward and back, dos-a-do, promenade, ladies chain, allemande left, right hand star, star promenade, grand right and left.

**Football, Soccer, Team Handball, Pillow Polo-**

*EU1*

- Demonstrate healthful interaction, communication and cooperation between teammates.

*EU2*

- Identify the proper execution and attempt to execute skills required for that specific activity.
- Apply terminology, scoring, rules and regulations in practice and game situations for that specific activity.

## Stage 2 – Assessment Evidence

### Other Recommended Evidence:

- Demonstrate the skill
- Answer written assessment on activity
- Teacher observation
- Participation
- Self assessment of skills

## Stage 3 – Learning Plan

### Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:

**A=Acquisition of understandings and skills**

**M=Make Meaning**

**T=Transfer**

The activities listed in all four of the LRHSD approved Physical Education curricula (9<sup>th</sup>-12<sup>th</sup> grades) can be interchanged due to safety of the activity/sport, inclement weather and/or limited gym/field availability, as long as the activity/sport is aligned with the desired goals of the curriculum's specific big idea(s).

The following activities are examples of applicable alternative activities: kick ball, wiffle ball, indoor soccer, ultimate Frisbee, king pin, guard the pin, tag games, aerobic exercise/jump rope, stations, jogging, walking, wall ball, four square, weight room, street hockey, pillow polo, volleyball, badminton, pickle ball, tennis, team hand ball, indoor football, yoga, karate, guest speakers, ping-pong, Wii, basketball variations, speed ball, rugby, square crab soccer, and moon ball.

- Teacher or student will model how to perform the skills applied in specific lifetime, team or individual activities. **(A)**
- Students will review the study guide for activity specific information. **(A)**
- Students will perform skills learned with/without the use of equipment. **(A,M)**
- Teacher will introduce terminology specific to each activity to students. **(A, M)**
- Have partners, teams or individuals perform the skills and techniques in order to successfully participate in a specified activity in class. **(M)**
- Students work independently to develop their own skills and techniques in order to play a specific activity properly. **(M)**
- Upon completion of the skills learned in each activity, the student would compete in the activity using proper scoring and technique. **(T)**
- Demonstrate physical skills and/or teamwork during lead up activities. **(T)**