

Freshman Physical Education

2013-2014

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Unit 3: Safety, Sportsmanship, Rules and Strategy

Stage 1 – Desired Results

Established Goals

2014 NJSLS 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

21st Century Themes

(www.21stcenturyskills.org)

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

21st 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><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU1:</i></p> <ul style="list-style-type: none"> • Employing strategy and teamwork can improve a team’s chance of succeeding in a game or activity. <p><i>EU2:</i></p> <ul style="list-style-type: none"> • Rules help keep games and activities safe, fair, and enjoyable for all participants. <p><i>EU3:</i></p> <ul style="list-style-type: none"> • Good sportsmanship and proper sports etiquette demonstrates positive and proper social interaction. 	<p><u>Essential Questions:</u></p> <p><i>EU1:</i></p> <ul style="list-style-type: none"> • To what extent does strategy guarantee you winning? • Are strategy and teamwork the same thing? <p><i>EU2:</i></p> <ul style="list-style-type: none"> • What makes sports/activities more enjoyable? • What is fairness? • Do sports need rules? <p><i>EU3:</i></p> <ul style="list-style-type: none"> • What are essential characteristics of a good sport? • Who is responsible for our own behavior?
<p><u>Knowledge:</u> <i>Students will know...</i></p> <p><i>EU1</i></p> <ul style="list-style-type: none"> • Proper body position for each activity • Common strategies for attacking and defending space • What teamwork and strategy are <p><i>EU2</i></p> <ul style="list-style-type: none"> • How to avoid injury through observing movement of other players and following rules. • Terminology and rules for each activity. • What fair play is. <p><i>EU3</i></p> <ul style="list-style-type: none"> • How to participate without endangering the safety of others. • Knowledge of equipment and care of facilities. • What etiquette and sportsmanship are. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><u>Basketball, Football, Soccer, Handball, Pillow Polo-</u></p> <p><i>EU1</i></p> <ul style="list-style-type: none"> • Demonstrate knowledge of offensive and defensive strategies during game play. • Demonstrate healthful interaction, communication and cooperation between teammates. <p><i>EU2</i></p> <ul style="list-style-type: none"> • Apply terminology, scoring, rules, and regulations in practice and game situations for that specific activity. <p><i>EU3</i></p> <ul style="list-style-type: none"> • Demonstrate safety procedures and care for equipment. • Emulate proper etiquette and sportsmanship during play. <p><u>Square Dancing-</u></p> <p><i>EU1</i></p> <ul style="list-style-type: none"> • Demonstrate knowledge, structure, and content of designated dances and perform the steps. <p><i>EU2</i></p> <ul style="list-style-type: none"> • Apply terminology and utilizing listening skills for that specific dance. <p><i>EU3</i></p> <ul style="list-style-type: none"> • Emulate proper etiquette during dances.

Stage 2 – Assessment Evidence

Other Recommended Evidence:

- Unit quizzes/tests on basketball, football, soccer, handball, and pillow polo.
- Peer-to-peer communication during activities
- Teacher observations of students skill level

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 (9th-12th 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, pickleball, tennis, team hand ball, indoor football, yoga, karate, guest speakers, ping-ping, Wii, basketball variations, speed ball, rugby, square crab soccer, and moon ball.

- Introduce and explain the rules, safety precautions, proper etiquette and use of equipment of the selected activities. **(A)**
- Students will review the study guide for activity specific information. **(A)**
- Model and discuss the skills/rules/strategies to be applied during fair game play. **(A)**
- Having their teams share and discuss their offensive and defensive strategies. **(M)**
- Drill and practice individual physical skills and common strategies. **(A,M)**
- Demonstrate physical skills and/or teamwork during lead up activities. **(T)**
- Apply the rules, safety precautions and strategies to game play. **(M,T)**