



Nutley Public Schools

Physical Education

Grade: 12

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| Unit 1: Fitness 2 | |
| Summary and Rationale | |
| <p>Students participating in this fitness unit will experiment with different fitness exercises and activities, and compare the benefits of one technique to another. These students will apply previously learned knowledge with new knowledge to construct a highly beneficial fitness program. This unit is designed to enhance the students' awareness of healthy fitness levels, while providing the students with numerous techniques to increase their own level of fitness. They will each be able to experience how different activities have a different intensity level. Students will apply fitness principles to create a personal fitness plan.</p> | |
| Recommended Pacing | |
| 2 weeks | |
| Standards | |
| Movement Skills and Concepts | |
| Core Idea | Performance Expectations |
| <p>Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).</p> | <ul style="list-style-type: none"> • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| <p>The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.</p> | <p>2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).</p> |

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| 2.5.12.A.4 | Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective. |
| Physical Fitness | |
| Core Idea | Performance Expectations |
| Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction. | <ul style="list-style-type: none"> • 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. • 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities. • 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness. • 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants). • 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities. |
| Lifelong Fitness | |
| Core Idea | Performance Expectations |
| Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming). | <ul style="list-style-type: none"> • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new). |
| Community resources can support a lifetime of wellness to self and family members. | <ul style="list-style-type: none"> • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health. |

Nutrition

| Core Idea | Performance Expectations |
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| <p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p> | <ul style="list-style-type: none"> • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases. |

Interdisciplinary Connections

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| Standard x.x | |
| Math | Court dimensions, scoring, timing, personal and team averages |
| Science | Muscle groups required for individual skill performance |

Integration of Technology

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| Standard x.x | |
| CPI # | Cumulative Progress Indicator (CPI) |
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Instructional Focus

Enduring Understandings

Lifetime fitness is built upon the principles of developing and implementing a program that utilizes the appropriate training principles.

Essential Question

How do I develop an appropriate personal fitness program and find the motivation to commit to it?
 What are all of the steps necessary in designing a personal fitness program?

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| Evidence of Learning (Assessments) |
| Teacher Observation Participation Rubrics COMPETENCY V: SELF AWARENESS and DIRECTION - Determination Written Tests (Learning and Evaluation) Skills Tests Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION Peer Assessment Project (Analyzing data) |
| Objectives |
| Students will know or learn: <ul style="list-style-type: none"> · Fitness components · Aerobic and anaerobic exercise terminology · Calculate target heart rate · Benefits of cardiovascular exercise |
| <ul style="list-style-type: none"> · Strength training principles · Concepts, myths, and benefits of weight training. · Muscle names, their actions, and exercises to train those muscles. Students will be able to: <ul style="list-style-type: none"> · Define the terms aerobic and anaerobic · Define cardiovascular fitness · Describe how aerobics contributes to cardiovascular fitness · Define pulse, resting pulse, target zone and maximum heart rate · Calculate individual resting heart rate, target zone, maximum heart rate · Describe the health benefits of aerobics · Discuss the health benefits of strength training · Apply safety regulations will participating in strength training activities · Create a personal fitness plan |
| Integration |
| Technology Integration |
| I Pad |
| Writing Integration |
| End of unit reflection Fitness Log |

Competencies

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal Management
- Determination

Suggested Resources

Radio and music
Jump Ropes
Stability Balls
Medicine Balls
Body Bars
Kettlebells
Stopwatches



Nutley Public Schools

Physical Education

Grade: 12

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| Unit 2: Cardio Boxing 2 | |
| Summary and Rationale | |
| Students will continue to explore the fitness activity of cardio boxing. It is a powerful combination of upper body punches without contact. It is a great aerobic workout. This is a combination of boxing moves, martial arts and aerobics that gives you improved cardiovascular conditioning, coordination, agility, strength and power. | |
| Recommended Pacing | |
| 2 weeks | |
| Standards | |
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| Movement Skills and Concepts | |
| Core Idea | Performance Expectations |
| Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities). | <ul style="list-style-type: none"> • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance. | 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). |

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| <p>Individual and team execution requires interaction, respect, effort, and positive attitude.</p> | <ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. |
| Physical Fitness | |
| Core Idea | Performance Expectations |
| <p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction.</p> | <ul style="list-style-type: none"> • 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. • 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities. • 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness. • 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants). • 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities. |
| Lifelong Fitness | |
| Core Idea | Performance Expectations |
| <p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> | <ul style="list-style-type: none"> • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new). |
| <p>Community resources can support a lifetime of wellness to self and family members.</p> | <ul style="list-style-type: none"> • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness |

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| | <p>activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.</p> <ul style="list-style-type: none"> • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health. |
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| Nutrition | |
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| Core Idea | Performance Expectations |
| <p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p> | <ul style="list-style-type: none"> • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases. |
| Interdisciplinary Connections | |
| Standard x.x | |
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| Integration of Technology | |
| Standard x.x | |
| CPI # | Cumulative Progress Indicator (CPI) |
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| Instructional Focus | |
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| Enduring Understandings | |
| Physical activity will enhance your overall health and wellness. | |
| Essential Question | |
| <p>How can a healthy lifestyle decrease risk of injury and illness? How can living a healthy lifestyle improve wellness? How can participation in a regular exercise program improve quality of life?</p> | |

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| Evidence of Learning (Assessments) |
| Teacher Observation Rubrics Written Tests Skills Tests Self-Assessment Peer Assessment |
| Objectives |
| Students will know or learn: · Safety rules · Skill technique and safety concerns for punches (jab, cross, uppercut, hook, block, and body position) · Correct technique for a boxer’s stance · Benefits of cardio boxing |

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| Students will be able to: · Apply safety rules during participation · Demonstrate correct skill technique · Discuss benefits of cardio boxing |
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| Integration |
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| Technology Integration |
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| I Pads |
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| Writing Integration |
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| Student Reflection Fitness Log |
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| Suggested Resources |
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Gloves
 Shields
 Heavy Bags
 Jump Ropes



Nutley Public Schools

Physical Education

Grade: 12

Unit 3: Fitness Testing

Summary and Rationale

Fitnessgram is a fitness assessment and reporting program for youth. The assessment includes a variety of health related physical fitness tests that are used to determine students' overall physical fitness and suggest areas for improvement when appropriate. The purpose of Fitnessgram is really three-fold: to assess students' health-related components of fitness, to report the scores to students and parents and finally, to use the information to educate students. Test results are presented in a broader context of what it means to be physically fit, and suggest ways that students can be more physically active and improve their level of fitness to help them reach the Healthy Fitness Zone standards for each test measure.

Recommended Pacing

1 week

Standards

Movement Skills and Concepts

Core Idea

Performance Expectations

Advanced technique and concepts will elevate student's confidence, performance, skills,

- 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).

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| and participation in physical activity (e.g., games, sports, aerobics, fitness activities). | <ul style="list-style-type: none"> • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance. | 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). |
| Individual and team execution requires interaction, respect, effort, and positive attitude. | <ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. |

Physical Fitness

| Core Idea | Performance Expectations |
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Lifelong Fitness

| Core Idea | Performance Expectations |
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| <p>martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> | <ul style="list-style-type: none"> • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new). |
| <p>Community resources can support a lifetime of wellness to self and family members.</p> | <ul style="list-style-type: none"> • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health. |
| <p>Nutrition</p> | |
| <p>Core Idea</p> | <p>Performance Expectations</p> |
| <p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p> | <ul style="list-style-type: none"> • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases. |
| <p>Interdisciplinary Connections</p> | |
| <p>Standard x.x</p> | |
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| <p>Integration of Technology</p> | |
| <p>Standard x.x</p> | |
| <p>CPI #</p> | <p>Cumulative Progress Indicator (CPI)</p> |
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| <p>Instructional Focus</p> | |
| <p></p> | |
| <p>Enduring Understandings</p> | |

A complete fitness program promotes participation in activities that build health and wellness including cardiovascular, flexibility, body composition, muscular strength and endurance, and lifetime activity. Personal fitness can be measured and monitored through fitness testing.

Essential Question

How can pre- and post-fitness testing be used to improve your overall level of fitness?
How can attaining fitness knowledge help to improve your overall fitness level?
What are the health benefits of improved flexibility?
What are the health benefits of improved muscular endurance?
What are the health benefits of improved muscular strength?
What are the health benefits of improved cardiovascular endurance?

Evidence of Learning (Assessments)

Teacher Observation
Participation
Rubrics COMPETENCY V: SELF AWARENESS and DIRECTION – Determination
Written Tests COMPETENCY III (Learning and Evaluation) (Analyzing data)
Skills Tests
Self-Assessment COMPETENCY V: SELF AWARENESS and DIRECTION
Peer Assessment

Objectives

Students will know or learn:

- Fitnessgram tests
- Benefits of fitness
- Effects of activity on the body and the risks associated with inactivity
- How technology can assist in fitness

Students will be able to:

- Demonstrate proper technique in fitness skills and activities.
- Discuss how test standards build fitness for life.
- Identify what component of fitness each test of Fitnessgram measures.
- Explain the benefits of each test and how they relate to fitness.
- Apply fitness test results to goal setting

Integration

Technology Integration

I Pads
Fitnessgram Software

Writing Integration

Reflection
Goal writing

Competencies

COMPETENCY III: RESEARCH

- Learning and Evaluation

COMPETENCY V: SELF AWARENESS and DIRECTION

- Determination

Suggested Resources

Fitnessgram tests



Nutley Public Schools

Physical Education

Grade: 12

Unit 4:

Badminton 2

Summary and Rationale

The purpose of this unit is to continue to develop the skills necessary to participate in the game of badminton. As well as to create an interest and a level of success in the game so that the students will want to continue to participate for the rest of their lives. Throughout this unit of study, students will experience the advancement of effective movement development and fitness through badminton skills and game participation. Skill development will include focusing on the development of the serve, the drop, the clear, the smash, and offensive and defensive strategies.

Recommended Pacing

2 weeks

Standards

Movement Skills and Concepts

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|---|---|
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| Nutrition | |
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| Interdisciplinary Connections | |
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| Standard x.x | |
| Math | Court dimensions, scoring, timing, personal and team averages |
| Science | Muscle groups required for individual skill performance |

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| Integration of Technology | |
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|--------------|-------------------------------------|
| Standard x.x | |
| CPI # | Cumulative Progress Indicator (CPI) |
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| Instructional Focus | |
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| Enduring Understandings | |
| <p>Badminton is a lifetime sport. Physical activity will enhance your overall health and wellness. Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.</p> | |

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| Essential Question |
| <p>What is the difference between offensive strategies and defensive strategies associated with badminton? How can individual sports be utilized as part of personal fitness evaluation?</p> <p>How can badminton skills be transferred to other racquet sports?</p> <p>What are the various strokes used in badminton?</p> <p>When is the best time to use different strokes in badminton?</p> <p>How do you execute a serve, drop, drives, clear, smash in badminton?</p> <p>What are different strategies for doubles play?</p> <p>How do you score a badminton match, singles or doubles?</p> <p>How do you facilitate a round robin tournament in badminton?</p> |
| Evidence of Learning (Assessments) |
| <p>Teacher Observation</p> <p>Participation</p> <p>Peer Assessment</p> <p>Self-Assessment COMPETENCY V: SELF AWARENESS and DIRECTION (Personal wellness and relationships, Determination)</p> <p>Skill Analysis</p> <p>Written Tests</p> |

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| Rubrics COMPETENCY I: COLLABORATION (Teamwork, Managing Conflict) |
| Objectives |
| <p>Students will know or learn:</p> <ul style="list-style-type: none"> · Badminton skills including drop, drive, clear and smash · Offensive and defensive strategies · Strategies for doubles play · Design a round robin tournament <p>Students will be able to:</p> <ul style="list-style-type: none"> · Demonstrate how to perform the drop, drive, clear and smash · Demonstrate understanding of offensive and defensive strategies · Create a round robin tournament · Demonstrate an understanding of the rules through officiating |
| Integration |
| Technology Integration |
| I pads for video analysis |
| Writing Integration |

End of unit reflection

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Managing Conflict/Differences

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal wellness and relationships
- Determination

Suggested Resources

Nets

Racquets

Shuttles

Clip Boards, pencils

I Pads

<http://www.worldbadminton.com>

<http://www.usabadminton.com>



Nutley Public Schools

Physical Education

Grade: 12

Unit 5:
Archery 2

Summary and Rationale

Students will continue to explore the history, physical, emotional and social benefits of archery. In addition, safety strategies, skills and archery techniques necessary to participate in and enjoy archery as a lifetime activity will be fully addressed. This provides an excellent opportunity of success for both the advanced and novice athlete.

Recommended Pacing

2 weeks

Standards

Movement Skills and Concepts

| Core Idea | Performance Expectations |
|---|--|
| Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities). | <ul style="list-style-type: none"> • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance. | 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). |
| Individual and team execution requires interaction, respect, effort, and positive attitude. | <ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities |

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| | that enhance participation, safety, and enjoyment. |
| Physical Fitness | |
| Core Idea | Performance Expectations |
| Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction. | <ul style="list-style-type: none"> • 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. • 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities. • 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness. • 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants). • 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities. |
| Lifelong Fitness | |
| Core Idea | Performance Expectations |
| Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming). | <ul style="list-style-type: none"> • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new). |
| Community resources can support a lifetime of wellness to self and family members. | <ul style="list-style-type: none"> • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health. |

| Nutrition | |
|---|--|
| Core Idea | Performance Expectations |
| The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history. | <ul style="list-style-type: none"> • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases. |
| Interdisciplinary Connections | |
| Standard x.x | |
| Math | Distance, scoring, |
| Science | Flight |
| Integration of Technology | |
| Standard x.x | |
| CPI # | Cumulative Progress Indicator (CPI) |
| Instructional Focus | |
| Enduring Understandings | |
| <p>Archery is a low intensity activity that can be a leisure sport, but also competitive.</p> <p>Archery is a sport that demands a high degree of concentration and self-motivation.</p> <p>Fine motor skills are just as important as gross motor skills and allow us to do many daily activities. Fine motor skill development can unlock a great deal of the body’s overall fitness potential.</p> <p>Archery can be considered a lifelong activity that people of any fitness level can be successful at with practice.</p> | |
| Essential Question | |
| <p>How do balance and coordination affect the shooter’s accuracy?</p> <p>How will improving my fine motor skills improve my fitness level?</p> <p>Why is archery important?</p> | |
| Evidence of Learning (Assessments) | |

Teacher Observation
Participation
Peer Assessment
Self-Assessment
Skill Analysis
Written Tests
Rubrics

Objectives

Students will know or learn:

- Proper safety precautions when using archery equipment
- Proper archery terminology (bow, arrow, fletching, knock)

- Proper lower and upper body position
- Proper knocking technique
- Proper firing technique
- Proper scoring guidelines
- History of archery
- 11 steps to successful shooting
- Learn and practice making shot adjustments

Students will be able to:

- Explain the history of archery
- Identify terminology and equipment needed
- Understand scoring
- Demonstrate proper scoring technique
- Explain the archery steps to successful shooting
- Participate in accuracy competition
- Participate in tournament competition

Integration

Technology Integration

I pads for video analysis

Writing Integration

End of unit reflection

Competencies

Suggested Resources

Arrows
Bows
Targets
Clip Boards, pencils
I Pads
NASP



Nutley Public Schools

Physical Education

Grade: 12

Unit 6: Volleyball 2

Summary and Rationale

Volleyball is an activity which can be enjoyed by all students. Students will learn the necessary skills to develop an appreciation for the game. Volleyball is a game that continues to develop and challenge hand-eye coordination and reaction time. Volleyball requires students to move quickly in response to the ball, which helps with agility and coordination. The volleyball unit will serve as an activity to foster teamwork, socialization and skill development.. The goal of this unit is to continue to develop the basic skills and movement patterns necessary to successfully participate in the game of volleyball. This unit will also focus on making appropriate game speed decisions and strategies about where to send the ball, what skill to choose, and what tactics would be best suited for their opponents. Students will apply rules knowledge through officiating.

Recommended Pacing

2 weeks

Standards

Movement Skills and Concepts

| Core Idea | Performance Expectations |
|---|---|
| Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities). | <ul style="list-style-type: none"> • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance. | 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). |

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| <p>Individual and team execution requires interaction, respect, effort, and positive attitude.</p> | <ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. |
| <p>Physical Fitness</p> | |
| <p>Core Idea</p> | <p>Performance Expectations</p> |
| <p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction.</p> | <ul style="list-style-type: none"> • 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. • 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities. • 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness. • 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants). • 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities. |
| <p>Lifelong Fitness</p> | |
| <p>Core Idea</p> | <p>Performance Expectations</p> |
| <p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> | <ul style="list-style-type: none"> • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new). |
| <p>Community resources can support a lifetime of wellness to self and family members.</p> | <ul style="list-style-type: none"> • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. • 2.2.12.LF.8: Identify personal and community resources to explore career options |

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| | related to physical activity and health. |
| Nutrition | |
| Core Idea | Performance Expectations |
| The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history. | <ul style="list-style-type: none"> • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases. |
| Interdisciplinary Connections | |
| Standard x.x | |
| | |
| Integration of Technology | |
| Standard x.x | |
| CPI # | Cumulative Progress Indicator (CPI) |
| | |
| Instructional Focus | |
| Enduring Understandings | |
| <p>Students will be able to understand that fitness activities incorporated in our daily lifestyle are important for overall good health.</p> <p>Students will be able to understand that teamwork is a fundamental and necessary skill of volleyball. Students will be able to understand that the development of better eye-hand coordination is important in the game of volleyball.</p> | |
| Essential Question | |

What are the rules, skills, and game strategies involved in volleyball?
How do teamwork and sportsmanship affect game play?
How does participation in volleyball improve physical fitness?

What offensive and defensive formations will we use during game play?
Where the ball should be passed in order to run a successful offense?
What are the best ways to attack a defense?
At what point, do the players need to be ready to attack?

Evidence of Learning (Assessments)

Teacher Observation
Participation
Peer-Assessment

Self-Assessment (COMPETENCY I: COLLABORATION – Teamwork, Working Cooperatively, Managing Conflict/Differences)
Written Tests
Rubrics (COMPETENCY I: COLLABORATION – Teamwork)

Objectives

Students will know or learn:

- Students will learn basic rules, history, and terms of the sport
- Students will be able to learn the basic rules and regulations of volleyball.
- Students will understand the types of formations used on offense.
- Students will be able to recognize and describe the different types of hits.
- Students will recognize when to use each particular shot.
- Students will be able to describe the formation used for offense and defense
- Definition of teamwork
- Application of teamwork
- Terminology of the game of volleyball
- Fundamental skills
- The “Ready” position
- Different types of serves
- “Bumping” and “setting” the ball
- The “Spike”
- Rules

Students will be able to:

- Students will perform short and medium forearm passes.
- Students will perform short and medium overhead passes.
- Students will perform the proper techniques for spiking a volleyball.
- Students will have a variety of shots that they can take when their team is attacking.
- Students will develop proper offensive and defensive formations during game play.
- Students will get into the proper defensive position when the other team is attacking the ball · Students will apply rules knowledge will officiating game play.

Integration

Technology Integration

I Pads for skill analysis

Writing Integration

Unit reflection

Competencies

Suggested Resources

Tournament Schedule



Nutley Public Schools

Physical Education

Grade: 12

Unit 7:
Adventure Activities

Summary and Rationale

During this unit students will experience critical motor skills in an environment that is fun and non-threatening. Students will learn to share or follow rules as they experience a process that allows them to explore, to question, to participate, and to reflect on themselves. Students will develop the ability to work effectively with others. Develop leadership qualities and investigate strategies to solve conflicts and create solutions. Students will have the opportunity to explore the decision making process, of which risks are and are not positive for each individual. Students will learn to demonstrate respect and understanding for all persons despite their individual differences.

| Recommended Pacing | |
|---|--|
| 2 weeks | |
| Standards | |
| | |
| Movement Skills and Concepts | |
| Core Idea | Performance Expectations |
| Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities). | <ul style="list-style-type: none"> • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance. | 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). |
| Individual and team execution requires interaction, respect, effort, and a positive attitude. | <ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. |
| Physical Fitness | |
| Core Idea | Performance Expectations |
| Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction. | <ul style="list-style-type: none"> • 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. • 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities. • 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness. • 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants). • 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities. |

| Lifelong Fitness | |
|---|---|
| Core Idea | Performance Expectations |
| <p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> | <ul style="list-style-type: none"> • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. <ul style="list-style-type: none"> • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new). |
| <p>Community resources can support a lifetime of wellness to self and family members.</p> | <ul style="list-style-type: none"> • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health. |
| Nutrition | |
| Core Idea | Performance Expectations |
| <p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p> | <ul style="list-style-type: none"> • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases. |
| Interdisciplinary Connections | |
| Standard x.x | |

| | |
|---|-------------------------------------|
| | |
| Integration of Technology | |
| Standard x.x | |
| CPI # | Cumulative Progress Indicator (CPI) |
| | |
| Instructional Focus | |
| Enduring Understandings | |
| <p>You can enjoy a nontraditional physical activity that encourages both teamwork and individual success. Collaboration and communication with peers: is developed by working as a team in many different challenges.</p> | |
| Essential Question | |
| <p>Why is working cooperatively essential in life? What are the required skills needed in order to effectively work cooperatively in a group? How can applying the skills of building communication and trust be used in your own life? What cooperative skills and creative principles are necessary to promote active, social relationships?</p> | |
| Evidence of Learning (Assessments) | |
| <p>Teacher Observation Participation Peer Assessment Self-Assessment COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Teamwork • Working Cooperatively • Building Relationships <p>COMPETENCY IV: PROBLEM SOLVING</p> <ul style="list-style-type: none"> • Use of Information • Approach to Solving • Solutions <p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> • Determination <p>Skill Analysis Written Tests Rubrics (COMPETENCY I: COLLABORATION- Teamwork, Working Cooperatively, Building Relationships) (COMPETENCY V: SELF AWARENESS and DIRECTION – Determination)</p> | |
| Objectives | |

Students will know or learn:

- Safety procedures
- Effective communication skills
- Conflict resolution strategies
- Decision making strategies

Students will be able to:

- Demonstrate an understanding of movement concepts and the use of motor skills
- Demonstrate responsible personal and social behavior and safety procedures
- Demonstrate the ability to use effective interpersonal skills
- Demonstrate the ability to use the decision making skills of appropriate goal setting, risk taking, and problem solving
- Demonstrate an understanding of and respect for differences
- Use effective communication skills and display good character values (sportsmanship) under challenging situations.
- Apply effective decision making with outcome predictions.

Integration

Technology Integration

I Pads

Writing Integration

Reflection
Journal Writing

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Building Relationships

COMPETENCY IV: PROBLEM SOLVING

- Use of Information
- Use of Metacognition
- Approach to Solving
- Solutions

COMPETENCY V: SELF AWARENESS and DIRECTION

- Determination

Suggested Resources

Project Adventure Curriculum
Low Elements
High Elements



Nutley Public Schools

Physical Education

Grade: 12

Unit 8: Indoor/Outdoor Team Games

Summary and Rationale

During this unit, students will understand basic skills and cognitive concepts that will enable them to participate in indoor/outdoor team games activities. Physical participation as well as the development of cognitive processes will allow students to be actively involved in various forms of indoor/outdoor team games competitions, as well as comprehend rules and strategies that are essential for participation. As students develop basic physical skills, it will allow them to participate in a variety of related activities as well as provide a fundamental base on which to build advanced skills and participate at higher levels of activity. Understanding and comprehending rules and strategies will allow students to socialize, interact, and communicate with others through sports and related activities.

Recommended Pacing

2 weeks

Standards

| Movement Skills and Concepts | |
|---|--|
| Core Idea | Performance Expectations |
| Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities). | <ul style="list-style-type: none"> • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance. | 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). |
| Individual and team execution requires interaction, respect, effort, and a positive attitude. | <ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. |
| Physical Fitness | |
| Core Idea | Performance Expectations |
| Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction. | <ul style="list-style-type: none"> • 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. • 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities. • 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness. • 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants). • 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities. |
| Lifelong Fitness | |
| Core Idea | Performance Expectations |
| Healthy habits and behaviors are created by personal learning | <ul style="list-style-type: none"> • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a |

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| <p>experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> | <p>community.</p> <ul style="list-style-type: none"> • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. <ul style="list-style-type: none"> • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new). |
| <p>Community resources can support a lifetime of wellness to self and family members.</p> | <ul style="list-style-type: none"> • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health. |
| <p>Nutrition</p> | |
| <p>Core Idea</p> | <p>Performance Expectations</p> |
| <p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p> | <ul style="list-style-type: none"> • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research recent trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases. |
| <p>Interdisciplinary Connections</p> | |
| <p>Standard x.x</p> | |
| | |
| <p>Integration of Technology</p> | |
| <p>Standard x.x</p> | |
| <p>CPI #</p> | <p>Cumulative Progress Indicator (CPI)</p> |

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| Instructional Focus | |
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| Enduring Understandings | |
| Body awareness and coordination are necessary components of a fit individual. Balance, coordination, and flexibility are key components of indoor/outdoor team games concepts. Indoor/outdoor team games and related activities can effect and benefit the overall health of an individual. | |
| Essential Question | |
| What components of fitness do indoor/outdoor team games encompass? What do balance and coordination and flexibility have to do with the concepts and performance of indoor/outdoor team games? How could indoor/outdoor team games increase the fitness level of each individual? | |
| Evidence of Learning (Assessments) | |
| Teacher Observation Participation Peer Assessment Self-Assessment (COMPETENCY I: COLLABORATION – Teamwork, Working Cooperatively, Managing Conflict/Differences) Written Tests Rubrics (COMPETENCY I: COLLABORATION – Teamwork) | |
| Objectives | |

Students will know or learn:

- Safety procedures
- Movement concepts and motor skills
- Offensive and defensive strategies
- Basic rules
- Role of the officials
- Effective interpersonal skills

Students will be able to:

- Demonstrate an understanding of movement concepts and the use of motor skills
 - Effectively move safely through space while actively participating
 - Demonstrate responsible personal and social behavior
 - Demonstrate the ability to use effective interpersonal skills
 - Demonstrate the ability to use decision making skills of appropriate goal setting, risk-taking, and problem solving
- Understand that challenge, enjoyment, creativity, self-expression and social interaction are important, life enhancing experiences and are found in recreational activities
- Demonstrate an understanding and respect for differences

Integration

Technology Integration

I Pads for skill analysis

Writing Integration

Reflection
Journal Writing

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Managing Conflict/Differences

Suggested Resources

Kick balls
Soccer balls (Indoor & Outdoor)
Footballs
Wiffleballs
Wiffle bats
Scrimmage Vests
Bases or similar markers
Cones or similar markers
Field or similar boundary markers



Nutley Public Schools

Physical Education

Grade: 12

Unit 9: Strength Training 2

Summary and Rationale

During this unit students will be introduced to a basic instructional program in strength and conditioning development. The unit will include basic anatomy, muscular function, strength training principles, basic program design and correct exercise technique and safety. The students will develop an understanding of these concepts and will participate in individual training programs. Through strength training exercises, the students will be able to learn the short and long term benefits of fitness. Students will learn how strength training is one component in overall fitness and healthful living. Students will learn the basics of program design and how to formulate a personal workout routine.

Recommended Pacing

2 weeks

Standards

Movement Skills and Concepts

| Core Idea | Performance Expectations |
|---|--|
| Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities). | <ul style="list-style-type: none"> • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance. | 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). |
| Individual and team execution requires interaction, respect, effort, and a positive attitude. | <ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. |

Physical Fitness

| Core Idea | Performance Expectations |
|---|--|
| Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction. | <ul style="list-style-type: none"> • 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. • 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities. • 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness. • 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants). • 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities. |

Lifelong Fitness

| Core Idea | Performance Expectations |
|--|---|
| Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming). | <ul style="list-style-type: none"> • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new). |
| Community resources can support a lifetime of wellness to self and family members. | <ul style="list-style-type: none"> • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health. |

Nutrition

| Core Idea | Performance Expectations |
|---|---|
| The balance of food intake and exercise is a vitally important component of nutritional | <ul style="list-style-type: none"> • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical |

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| wellness, and is tempered by factors like age, lifestyle, and family history. | activity to weight loss, gain, and maintenance. <ul style="list-style-type: none"> • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases. |
| Interdisciplinary Connections | |
| Standard x.x | |
| Math | Court dimensions, scoring, timing, personal and team averages |
| Science | Muscle groups required for individual skill performance |
| Integration of Technology | |
| Standard x.x | |
| CPI # | Cumulative Progress Indicator (CPI) |
| Instructional Focus | |
| Enduring Understandings | |
| <p>Body awareness and coordination are necessary components of a fit individual. It’s important to know how to organize exercises into a comprehensive strength training program. Strength training can effect and benefit the overall health of an individual.</p> | |
| Essential Question | |
| <p>How can participating in a strength training program impact my life? What are the components of a comprehensive strength training program? What is strength and why is it important for overall health?</p> | |
| Evidence of Learning (Assessments) | |

Teacher Observation
 Rubrics (COMPETENCY V: SELF AWARENESS and DIRECTION – Determination)
 Written Tests
 Skills Tests
 Self-Assessment (COMPETENCY V: SELF AWARENESS and DIRECTION- Personal management, Determination)
 Peer Assessment
 Project (Competency III: RESEARCH – Ethics, Learning and Evaluation)

Objectives

Students will know or learn:

- Fitness components
- Strength training principles
- Operation of machines and free weights.
- Concepts, myths, and benefits of weight training.
- Muscle names, their actions, and exercises to train those muscles.
- Weight room safety regulations
- Strength training program design

Students will be able to:

- Perform upper body exercises using selected equipment
- Perform Simple upper body exercises using Free Weights
- Perform lower body exercises using selected equipment
- Perform simple lower body exercises using Free Weights
- Demonstrate proper form of exercises
- Choose appropriate exercises for select body parts
- Demonstrate safe spotting technique
- Calculate and compare volume of work performed: Sets and Repetitions
- Engage in exercises of varying intensities
- Design comprehensive, balanced exercise routine for self
- Design comprehensive, balanced exercise routine for others

Integration

Technology Integration

I Pad

Writing Integration

End of unit reflection
 Fitness Log

Competencies

COMPETENCY III: RESEARCH

- Ethics
- Learning and Evaluation

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal management
- Determination

Suggested Resources

Weight Room
Logs



Nutley Public Schools

Physical Education

Grade: 12

Unit 10: Pickleball

Summary and Rationale

During this unit, students will continue to review the basic skills and cognitive concepts that will enable them to participate in pickleball. Physical participation as well as the development of cognitive processes will allow students to be actively involved in various forms of pickleball competitions, as well as comprehend rules and strategies that are essential for participation. As students develop basic physical skills, it will allow them to participate in a variety of related activities as well as provide a fundamental base on which to build advanced skills and participate at higher levels of activity. Understanding and comprehending rules and strategies will allow students to socialize, interact, and communicate with others through sports and related activities.

Recommended Pacing

2 weeks

Standards

Movement Skills and Concepts

| Core Idea | Performance Expectations |
|---|--|
| Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities). | <ul style="list-style-type: none"> • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance. | 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). |

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| <p>Individual and team execution requires interaction, respect, effort, and a positive attitude.</p> | <ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. |
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Physical Fitness

| Core Idea | Performance Expectations |
|--|--|
| <p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction.</p> | <ul style="list-style-type: none"> • 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. • 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities. • 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness. • 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants). • 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities. |

Lifelong Fitness

| Core Idea | Performance Expectations |
|---|---|
| <p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> | <ul style="list-style-type: none"> • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. <ul style="list-style-type: none"> • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new). |
| <p>Community resources can support a lifetime of wellness to self and family members.</p> | <ul style="list-style-type: none"> • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and |

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| | <p>emotional connections.</p> <ul style="list-style-type: none"> • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health. |
| Nutrition | |
| Core Idea | Performance Expectations |
| <p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p> | <ul style="list-style-type: none"> • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research recent trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases. |
| Interdisciplinary Connections | |
| Standard x.x | |
| | |
| Integration of Technology | |
| Standard x.x | |
| CPI # | Cumulative Progress Indicator (CPI) |
| Instructional Focus | |
| Enduring Understandings | |
| <p>Body awareness and coordination are necessary components of a fit individual. Balance, coordination, and flexibility are key components of pickleball concepts. Pickleball and related activities can affect and benefit the overall health of an individual.</p> | |
| Essential Question | |
| <p>What components of fitness does pickleball encompass? What do balance and coordination and flexibility have to do with the concepts and performance of pickleball? How could pickleball increase the fitness level of each individual?</p> | |
| Evidence of Learning (Assessments) | |

Teacher Observation
 Participation
 Peer Assessment
 Self-Assessment COMPETENCY V: SELF AWARENESS and DIRECTION (Personal wellness and relationships, Determination)
 Skill Analysis
 Written Tests
 Rubrics COMPETENCY I: COLLABORATION (Teamwork, Managing Conflict)

Objectives

Students will know or learn:

- Safety procedures
- Basic skills including serve, forehand, backhand, volley and smash.
- Offensive and defensive strategies
- Basic rules
- Role of the officials

Students will be able to:

- Demonstrate a proper serve by serving into the proper service area.
- Demonstrate a proper forehand drive by hitting returns into the opponent's court.
- Demonstrate a proper backhand drive by hitting returns into the opponent's court.
- Demonstrate a proper volley shot by hitting returns into the opponent's court.
- Demonstrate a proper smash by hitting into the opponent's court.
- Demonstrate basic knowledge of Pickleball court dimensions and recognize the following areas on the court: non-volley zone, service areas (4), backline (2), and sideline.
- Apply basic rules of pickleball through officiating matches.
- Demonstrate the ability to function as a teammate by working in pairs during tournament play

Integration

Technology Integration

I Pads for skill analysis

Writing Integration

Reflection
 Journal Writing

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Managing Conflict/Differences

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal wellness and relationships
- Determination

Suggested Resources

Pickleball paddles
Pickleballs
Nets
Net standards



Nutley Public Schools

Physical Education

Grade: 12

Unit 11:
Softball

Summary and Rationale

During this unit, students will understand basic skills and cognitive concepts that will enable them to participate in a game of softball. Physical participation as well as the development of cognitive processes will allow students to be actively involved in various forms of softball competitions, as well as comprehend rules and strategies that are essential for participation. As students develop basic physical skills, it will allow them to participate in a variety of related activities as well as provide a fundamental base on which to build advanced skills and participate at higher levels of activity. Understanding and comprehending rules and strategies will allow students to socialize, interact, and communicate with others through sports and related activities.

Recommended Pacing

2 weeks

Standards

Movement Skills and Concepts

| Core Idea | Performance Expectations |
|---|--|
| Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities). | <ul style="list-style-type: none"> • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| The quality of feedback from others, self assessment as well as effort and repetition | 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). |

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| influences movement skills, concepts, and performance. | |
| Physical Fitness | |
| Core Idea | Performance Expectations |
| Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction. | <ul style="list-style-type: none"> • 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. • 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities. • 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness. • 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants). • 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities. |
| 2.5.12.B.3 | Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness. |
| Lifelong Fitness | |
| Core Idea | Performance Expectations |
| Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming). | <ul style="list-style-type: none"> • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new). |
| Community resources can support a lifetime of wellness to self and family members. | <ul style="list-style-type: none"> • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. |

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| | <ul style="list-style-type: none"> • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health. |
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| Nutrition | |
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| Core Idea | Performance Expectations |
|--|---|
| <p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p> | <ul style="list-style-type: none"> • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research recent trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases. |

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| Interdisciplinary Connections |
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| Standard x.x |
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| Integration of Technology |
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| Standard x.x |
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| CPI # | Cumulative Progress Indicator (CPI) |
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| Instructional Focus | |
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| Enduring Understandings |
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| <p>Body awareness and coordination are necessary components of a fit individual. Balance, coordination, and flexibility are key components of softball skills. Understanding the rules and positions are essential to game play. Eye hand coordination and specific swings are essential skills needed to successfully play the game of softball.</p> |
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| Essential Question |
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| <p>What components of fitness does softball encompass? What do balance and coordination and flexibility have to do with the concepts and performance of softball? How could softball increase the fitness level of each individual?</p> |
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| Evidence of Learning (Assessments) |
|------------------------------------|

Teacher Observation
 Participation
 Peer Assessment
 Self-Assessment COMPETENCY V: SELF AWARENESS and DIRECTION (Personal wellness and relationships, Determination)
 Skill Analysis
 Written Tests

Rubrics COMPETENCY I: COLLABORATION (Teamwork, Managing Conflict)

Objectives

Students will know or learn:

- Safety procedures
- Basic skills including throwing, catching, and hitting.
- Offensive and defensive strategies
- Position play
- Basic rules and scoring
- Role of the officials

Students will be able to:

- Demonstrate the knowledge and skills to throwing, catch, and hit the softball.
- Demonstrate the knowledge and skills to run the bases properly.
- Demonstrate the knowledge and skills of the various positions played in softball.
- Understand the strategy and concepts relating to offense and defense.
- Understand how to keep score in softball.

Integration

Technology Integration

I Pads for skill analysis

Writing Integration

Reflection
 Journal Writing

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Managing Conflict/Differences

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal wellness and relationships
- Determination

Suggested Resources

Bats
Softballs
Bases
Gloves



Nutley Public Schools

Physical Education

Grade: 12

Unit 12:

Golf 2

Summary and Rationale

The goal of this unit is to continue the fundamental skills of golf. Students will discover the importance of flexibility, coordination, and muscle strength in order to be successful in the game of golf. Through the sport of golf, the students will be physically active and can work towards improving their hand-eye coordination. This unit will teach the skills of the various golf swings, basic terminology and scoring. The nature of golf provides not only a lifetime form of exercise, but also an outlet for social networking.

Recommended Pacing

2 weeks

Standards

Movement Skills and Concepts

| Core Idea | Performance Expectations |
|---|--|
| Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities). | <ul style="list-style-type: none"> • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance. | 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). |

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|---|---|
| Individual and team execution requires interaction, respect, effort, and a positive attitude. | <ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. |
|---|---|

Physical Fitness

| Core Idea | Performance Expectations |
|---|--|
| Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction. | <ul style="list-style-type: none"> • 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. • 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities. • 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness. • 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants). • 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities. |

Lifelong Fitness

| Core Idea | Performance Expectations |
|--|---|
| Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming). | <ul style="list-style-type: none"> • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. <ul style="list-style-type: none"> • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new). |
| Community resources can support a lifetime of wellness to self and family members. | <ul style="list-style-type: none"> • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health. |

| Nutrition | |
|---|---|
| Core Idea | Performance Expectations |
| The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history. | <ul style="list-style-type: none"> • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research recent trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases. |
| Interdisciplinary Connections | |
| Standard x.x | |
| | |
| Integration of Technology | |
| Standard x.x | |
| CPI # | Cumulative Progress Indicator (CPI) |
| | |
| Instructional Focus | |
| Enduring Understandings | |
| <p>There are fundamental rules and skills to the game of golf. Eye-hand coordination and specific golf swings are essential skills to successfully complete a round of golf.</p> | |
| Essential Question | |
| <p>What are the fundamental skills of golf? How do you adapt to the various challenges at each hole?</p> | |
| Evidence of Learning (Assessments) | |

Teacher Observation
Participation
Peer Assessment
Self-Assessment COMPETENCY IV: PROBLEM SOLVING (Use of Information)
Skill Analysis
Written Tests
Rubrics COMPETENCY V: SELF AWARENESS and DIRECTION (Determination)

Objectives

Students will know or learn:
· Safety procedures
· History of the game of golf

- Different types of golf
- Golf terminology
- Basic rules and scoring
- Swing fundamentals of driving and putting

Students will be able to:

- Explain the rules and scoring in Golf.
- Understand common golf terminology.
- Understand cause and effect factors that influence ball flight.
- Demonstrate the fundamentals of the short and long game.
- Demonstrate the fundamentals of putting.

Integration

Technology Integration

I Pads for skill analysis

Writing Integration

Reflection
Journal Writing

Competencies

COMPETENCY IV: PROBLEM SOLVING
• Use of Information
COMPETENCY V: SELF AWARENESS and DIRECTION
• Determination

Suggested Resources

Golf Balls
Foam Golf Balls/Training Golf Balls
Golf Clubs/Irons
Golf Tees
Golf Greens
Hitting Nets
Score Cards
Pencils
Cones (for markers/holes/targets)



Nutley Public Schools

Physical Education

Grade: 12

Unit 13: Frisbee Golf

Summary and Rationale

The goal of this unit is for students to combine multiple skills of Frisbee and Golf in order to participate in this sport. Higher level thinking skills are needed in order to strategize and be successful throughout this unit. Frisbee Golf has the fitness advantages of aerobic exercise, hand-eye coordination, with the pleasure and excitement of playing a fun game. In this unit, exercise is disguised as "play", so the students will look forward to participating in it every class. The complex nature of Frisbee golf provides ever-changing challenges for the students, which keeps up their interest.

Recommended Pacing

2 weeks

Standards

Movement Skills and Concepts

| Core Idea | Performance Expectations |
|---|--|
| Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities). | <ul style="list-style-type: none"> • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance. | 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). |

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| <p>Individual and team execution requires interaction, respect, effort, and a positive attitude.</p> | <ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. |
| <p>Physical Fitness</p> | |
| <p>Core Idea</p> | <p>Performance Expectations</p> |
| <p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.</p> | <ul style="list-style-type: none"> • 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. • 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities. • 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness. • 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants). • 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities. |
| <p>Lifelong Fitness</p> | |
| <p>Core Idea</p> | <p>Performance Expectations</p> |
| <p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> | <ul style="list-style-type: none"> • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new). |
| <p>Community resources can support a lifetime of wellness to self and family members.</p> | <ul style="list-style-type: none"> • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. • 2.2.12.LF.8: Identify personal and community resources to explore career options |

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| | related to physical activity and health. |
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| Nutrition | |
|---|---|
| Core Idea | Performance Expectations |
| The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history. | <ul style="list-style-type: none"> • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research recent trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases. |
| Interdisciplinary Connections | |
| Standard x.x | |
| Integration of Technology | |
| Standard x.x | |
| CPI # | Cumulative Progress Indicator (CPI) |
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| Instructional Focus | |
| Enduring Understandings | |
| <p>Participating in a physical activity such as disc golf helps build up cardiovascular endurance by walking the course and participating in a lifelong activity.</p> <p>There are fundamental skills and rules to Frisbee Golf.</p> <p>Eye-hand coordination and specific grips on the Frisbee are essential skills to successfully complete a game of Frisbee golf.</p> | |
| Essential Question | |
| <p>What are the fundamental skills related to Frisbee Golf?</p> <p>How do you adapt to distance and space awareness due to environmental changes?</p> | |
| Evidence of Learning (Assessments) | |

Teacher Observation
 Participation
 Peer Assessment
 Self-Assessment COMPETENCY V: SELF AWARENESS and DIRECTION (Personal wellness and relationships, Determination)
 Skill Analysis
 Written Tests
 Rubrics COMPETENCY I: COLLABORATION (Teamwork, Managing Conflict)

Objectives

- Students will know or learn:
- Safety procedures
 - Rules and scoring of Frisbee Golf
 - Fundamental skills of the throwing techniques
 - Scoring strategies
- Students will be able to:
- Explain the rules and scoring in Frisbee Golf.
 - Demonstrate a variety of throwing techniques.

Integration

Technology Integration

I Pads for skill analysis

Writing Integration

Reflection
 Journal Writing

Competencies

- COMPETENCY I: COLLABORATION
- Teamwork
 - Managing Conflict/Differences
- COMPETENCY V: SELF AWARENESS and DIRECTION
- Personal wellness and relationships
 - Determination

Suggested Resources

Frisbees
Frisbee Golf Course



Nutley Public Schools

Physical Education

Grade: 12

Unit 14:
Yoga 2

Summary and Rationale

The goal of this unit is to introduce students to the fundamentals of yoga as part of a lifelong fitness plan. Students will acquire the knowledge needed to design a yoga routine and incorporate flexibility and relaxation techniques.

Recommended Pacing

2 weeks

Standards

Movement Skills and Concepts

| Core Idea | Performance Expectations |
|---|--|
| Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities). | <ul style="list-style-type: none"> • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| The quality of feedback from others, self assessment as well | 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and |

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| as effort and repetition influences movement skills, concepts, and performance. | relationships (e.g., creative, cultural, social, aerobics dance, fitness). |
| Individual and team execution requires interaction, respect, effort, and a positive attitude. | <ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. |
| Physical Fitness | |
| Core Idea | Performance Expectations |
| Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction. | <ul style="list-style-type: none"> • 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. • 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities. • 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness. • 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants). • 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities. |
| Lifelong Fitness | |
| Core Idea | Performance Expectations |
| Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming). | <ul style="list-style-type: none"> • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. <ul style="list-style-type: none"> • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new). |
| Community resources can support a lifetime of wellness to self and family members. | <ul style="list-style-type: none"> • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and |

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| | <p>technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.</p> <ul style="list-style-type: none"> • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health. |
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| Nutrition | |
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| Core Idea | Performance Expectations |
|--|---|
| <p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p> | <ul style="list-style-type: none"> • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research recent trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases. |

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| Interdisciplinary Connections |
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| Standard x.x |
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| Integration of Technology |
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| Standard x.x |
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| CPI # | Cumulative Progress Indicator (CPI) |
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| Instructional Focus |
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| Enduring Understandings |
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| <p>The importance of physical activity as a lifelong process. The values of physical fitness and strive for personal improvement. Yoga concentrates on core training principles and flexibility which can aid in overall fitness.</p> |
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| Essential Question |
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| <p>What changes in lifestyle will lead to improved health and wellness? How will your lifestyle choices affect your lifestyle?</p> |
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| Evidence of Learning (Assessments) |
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Teacher Observation
 Participation
 Peer Assessment
 Self-Assessment COMPETENCY IV: PROBLEM SOLVING (Use of Information)
 Skill Analysis
 Written Tests
 Rubrics COMPETENCY V: SELF AWARENESS and DIRECTION (Determination)
 COMPETENCY I: COLLABORATION (Working Cooperatively)

Objectives

Students will know or learn:
 · There is a connection between sound mind and sound body.

- How to use their breathing to calm and relax their body.
 - How to design and implement a yoga routine that meets the needs of their own body.
- Students will be able to:
- Perform the proper technique and form of a variety of breathing exercises.
 - Perform the proper technique required in a warm up program.
 - Perform the proper technique and form of a variety of poses.
 - Participate in relaxation exercises.

Integration

Technology Integration

I Pads for skill analysis
 Projector

Writing Integration

Reflection
 Journal Writing

Competencies

COMPETENCY IV: PROBLEM SOLVING
 · Use of Information
 COMPETENCY V: SELF AWARENESS and DIRECTION
 · Determination
 COMPETENCY I: COLLABORATION
 · Working Cooperatively

Suggested Resources

Yoga Mats
Projector
PA System