



Nutley Public Schools

Physical Education

Grade: 10

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| Unit 1: Fitness 1 | |
| Summary and Rationale | |
| <p>Through participation in various fitness activities and group exercise, the students will be able to learn the short and long term benefits of fitness (looking and feeling better, being able to do more, having better health and a longer life, avoiding major diseases, and having a better quality of life). In this unit, the students will be able to examine and improve on their aerobic endurance, strength, flexibility, and stability. They will each be able to experience how different activities have a different intensity level. Overall, the basic concepts of the cardio-respiratory and muscular system and their functions will be learned and understood through the different daily activities.</p> | |
| Recommended Pacing | |
| 2 weeks | |
| Standards | |
| Movement Skills and Concepts | |
| 2.5.12.A.1 | Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). |
| 2.5.12.A.2 | Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| 2.5.12.A.3 | Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance). |
| 2.5.12.A.4 | Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective. |
| Strategy | |
| 2.5.12.B.1 | Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. |
| 2.5.12.B.2 | Apply a variety of mental strategies to improve performance. |
| 2.5.12.B.3 | Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness. |
| Sportsmanship, Rules and Safety | |
| 2.5.12.C.1 | Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior. |
| 2.5.12.C.2 | Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment. |
| 2.5.12.C.3 | Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact. |

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| Fitness and Physical Activity | |
| 2.6.12.A.1 | Compare the short- and long-term impact on wellness associated with physical inactivity. |
| 2.6.12.A.2 | Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles. |
| 2.6.12.A.3 | Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition |
| 2.6.12.A.4 | Compare and contrast the impact of health-related fitness components as a measure of fitness and health. |
| 2.6.12.A.5 | Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance. |
| 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>Circuit training is a form of physical activity that promotes cardio-vascular health.</p> <p>Effective participation in fitness activities requires attention to safety principles</p> <p>Fitness routines can be modified to make exercise interesting and to adjust to various personal fitness levels.</p> | |
| Essential Question | |
| <p>How does aerobic activity and endurance impact an individual?</p> <p>How does strength training impact personal fitness?</p> <p>What is the difference between resting heart rate and target heart rate? Why is this important?</p> | |
| Evidence of Learning (Assessments) | |
| <p>Teacher Observation</p> <p>Participation</p> <p>Rubrics COMPETENCY V: SELF AWARENESS and DIRECTION - Determination</p> <p>Written Tests (Learning and Evaluation)</p> <p>Skills Tests</p> <p>Self-Assessment - COMPETENCY V: SELF AWARENESS and DIRECTION</p> <p>Peer Assessment</p> <p>Project (Analyzing data)</p> | |
| Objectives | |
| <p>Students will know or learn:</p> <ul style="list-style-type: none"> • Fitness components • Aerobic and anaerobic exercise terminology | |

- Calculate target heart rate
- Benefits of cardiovascular exercise
- Strength training principles

Students will be able to:

- 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

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: 10

| Unit 2: Fitness Testing | |
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| Summary and Rationale | |
| <p>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.</p> | |
| Recommended Pacing | |
| 1 week | |
| Standards | |
| Movement Skills and Concepts | |
| 2.5.12.A.1 | Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). |
| 2.5.12.A.2 | Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| 2.5.12.A.3 | Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance). |
| 2.5.12.A.4 | Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective. |
| Strategy | |
| 2.5.12.B.1 | Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. |
| 2.5.12.B.2 | Apply a variety of mental strategies to improve performance. |
| 2.5.12.B.3 | Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness. |
| Sportsmanship, Rules and Safety | |
| 2.5.12.C.1 | Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior. |

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| 2.5.12.C.2 | Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment. |
| 2.5.12.C.3 | Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact. |
| Fitness and Physical Activity | |
| 2.6.12.A.1 | Compare the short- and long-term impact on wellness associated with physical inactivity. |
| 2.6.12.A.2 | Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles. |
| 2.6.12.A.3 | Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition |
| 2.6.12.A.4 | Compare and contrast the impact of health-related fitness components as a measure of fitness and health. |
| 2.6.12.A.5 | Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance. |
| Interdisciplinary Connections | |
| Standard x.x | |
| | |
| Integration of Technology | |
| Standard x.x | |
| CPI # | Cumulative Progress Indicator (CPI) |
| | |
| Instructional Focus | |
| Enduring Understandings | |
| 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 | |

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| Peer Assessment |
| Objectives |
| <p>Students will know or learn:</p> <ul style="list-style-type: none"> • Fitnessgram tests • Benefits of fitness • Effects of activity on the body and the risks associated with inactivity • How technology can assist in fitness <p>Students will be able to:</p> <ul style="list-style-type: none"> • 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 |
| <p>I Pads Fitnessgram Software</p> |
| Writing Integration |
| <p>Reflection Goal writing</p> |
| Competencies |
| <p>COMPETENCY III: RESEARCH</p> <ul style="list-style-type: none"> • Learning and Evaluation <p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> • Determination |
| Suggested Resources |
| <p>Fitnessgram tests</p> |



Nutley Public Schools

Physical Education

Grade: 10

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| Unit 3: Dance 2 | |
| Summary and Rationale | |
| <p>In this unit, students will continue to explore, rhythm and tempo through being active while gaining the benefits of exercise. Dancing incorporates strength, endurance, flexibility, and cardiovascular aspects of fitness. Through the art of dancing, the students will be physically active and engaging in aerobic activity. The dance unit encourages creative exploration through student created dance routines to favorite music and/or learning common large group dances.</p> | |
| Recommended Pacing | |
| 2 weeks | |
| Standards | |
| Movement Skills and Concepts | |
| 2.5.12.A.1 | Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). |
| 2.5.12.A.2 | Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| 2.5.12.A.3 | Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance). |
| 2.5.12.A.4 | Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective. |
| Strategy | |
| 2.5.12.B.1 | Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. |
| 2.5.12.B.2 | Apply a variety of mental strategies to improve performance. |
| 2.5.12.B.3 | Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness. |
| Sportsmanship, Rules and Safety | |
| 2.5.12.C.1 | Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior. |
| 2.5.12.C.2 | Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment. |

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| 2.5.12.C.3 | Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact. |
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| Fitness and Physical Activity | |
| 2.6.12.A.1 | Compare the short- and long-term impact on wellness associated with physical inactivity. |
| 2.6.12.A.2 | Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles. |
| 2.6.12.A.3 | Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition |
| 2.6.12.A.4 | Compare and contrast the impact of health-related fitness components as a measure of fitness and health. |
| 2.6.12.A.5 | Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance. |
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| Interdisciplinary Connections | |
| Standard x.x | |
| | |
| | |
| Integration of Technology | |
| Standard x.x | |
| CPI # | Cumulative Progress Indicator (CPI) |
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| Instructional Focus | |
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| Enduring Understandings | |
| Develop an understanding of fundamental concepts of music related to effective execution of movement actions. Dance can help create movements which express ideas and emotions. | |
| Essential Question | |
| How can dance make me more physically fit, improvement my coordination, and build up my self-confidence. | |
| Evidence of Learning (Assessments) | |
| Teacher Observation Participation Rubrics COMPETENCY I (Collaboration) Written Tests Skills Tests Self-Assessment COMPETENCY I and II (Teamwork, Working cooperatively, Building relationships) Peer Assessment COMPETENCY I and II (Teamwork, Working cooperatively, Building relationships) | |
| Objectives | |
| Students will know or learn: <ul style="list-style-type: none"> • How to identify the tempo and rhythm of different selections of music | |

- History of dance
- Dance vocabulary including tempo, beat and rhythm
- Steps to various dance sequences

Students will be able to:

- Demonstrate proper dance class procedure and etiquette
- Execute dance sequences in dance.
- Define dance vocabulary
- Discuss the fitness components utilized during dance

Integration

Technology Integration

I Pads

Writing Integration

Reflection
Journal

Competencies

COMPETENCY I: COLLABORATION

COMPETENCY II: COMMUNICATION

- Expression of oneself

COMPETENCY V: SELF AWARENESS and DIRECTION

Suggested Resources

www.pecentral.org

www.teachpe.com

www.aahperd.org

Zumba

Line Dances

Creative Dance

Social Dance



Nutley Public Schools

Physical Education

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| Unit 4: Archery 1 | |
| Summary and Rationale | |
| <p>Through archery, the students will engage in an equally mental and physical challenge of learning fine motor skills of knocking, aiming and firing arrows safely and effectively. This provides an excellent opportunity of success for both the advanced and novice athlete. This also allows the students to use basic math to apply scoring during this activity.</p> | |
| Recommended Pacing | |
| 2 weeks | |
| Standards | |
| Movement Skills and Concepts | |
| 2.5.12.A.1 | Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). |
| 2.5.12.A.2 | Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| 2.5.12.A.3 | Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance) |
| 2.5.12.A.4 | Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective. |
| Strategy | |
| 2.5.12.B.1 | Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. |
| 2.5.12.B.2 | Apply a variety of mental strategies to improve performance. |
| 2.5.12.B.3 | Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness |
| Sportsmanship, Rules and Safety | |
| 2.5.12.C.1 | Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior. |
| 2.5.12.C.2 | Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment. |
| 2.5.12.C.3 | Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact. |

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| Fitness and Physical Activity | |
| 2.6.12.A.1 | Compare the short- and long-term impact on wellness associated with physical inactivity. |
| 2.6.12.A.2 | Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles |
| 2.6.12.A.3 | Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition. |
| 2.6.12.A.4 | Compare and contrast the impact of health-related fitness components as a measure of fitness and health. |
| 2.6.12.A.5 | Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance. |
| 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>What skills/steps are necessary to safely and successfully shoot an arrow?</p> <p>How does body position change the accuracy of the arrow?</p> | |
| Evidence of Learning (Assessments) | |
| <p>Teacher Observation</p> <p>Participation</p> <p>Peer-Assessment</p> <p>Self-Assessment (Competency: Determination)</p> <p>Skill Analysis</p> <p>Written Tests</p> <p>Rubrics (Competency: Determination)</p> | |
| Objectives | |
| <p>Students will know or learn:</p> <ul style="list-style-type: none"> • 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
- Participating in accuracy competition
- Participating in tournament competition

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

Integration

Technology Integration

I pads for video analysis

Writing Integration

End of unit reflection

Competencies

COMPETENCY V: SELF AWARENESS and DIRECTION

- Determination

Suggested Resources

Arrows
 Bows
 Targets
 Clip Boards, pencils
 I Pads



Nutley Public Schools

Physical Education

Grade: 10

| Unit 5: Volleyball 1 | |
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| Summary and Rationale | |
| <p>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.</p> | |
| Recommended Pacing | |
| 2 weeks | |
| Standards | |
| Movement Skills and Concepts | |
| 2.5.12.A.1 | Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). |
| 2.5.12.A.2 | Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| 2.5.12.A.3 | Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance). |
| 2.5.12.A.4 | Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective. |
| Strategy | |
| 2.5.12.B.1 | Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. |
| 2.5.12.B.2 | Apply a variety of mental strategies to improve performance. |
| 2.5.12.B.3 | Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness. |
| Sportsmanship, Rules and Safety | |
| 2.5.12.C.1 | Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior. |
| 2.5.12.C.2 | Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment. |

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| 2.5.12.C.3 | Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact. |
| Fitness and Physical Activity | |
| 2.6.12.A.1 | Compare the short- and long-term impact on wellness associated with physical inactivity. |
| 2.6.12.A.2 | Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles. |
| 2.6.12.A.3 | Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition |
| 2.6.12.A.4 | Compare and contrast the impact of health-related fitness components as a measure of fitness and health. |
| 2.6.12.A.5 | Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance. |
| 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.</p> <p>Students will be able to understand that the development of better eye-hand coordination is important in the game of volleyball.</p> | |
| Essential Question | |
| <p>What are the rules, skills, and game strategies involved in volleyball?</p> <p>How do teamwork and sportsmanship affect game play?</p> <p>How does participation in volleyball improve physical fitness?</p> <p>What offensive and defensive formations will we use during game play?</p> <p>Where the ball should be passed in order to run a successful offense?</p> <p>What are the best ways to attack a defense?</p> <p>At what point, do the players need to be ready to attack?</p> | |
| Evidence of Learning (Assessments) | |
| <p>Teacher Observation</p> <p>Participation</p> <p>Peer-Assessment</p> <p>Self-Assessment (COMPETENCY I: COLLABORATION – Teamwork, Working Cooperatively, Managing Conflict/Differences)</p> | |

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| Written Tests Rubrics (COMPETENCY I: COLLABORATION – Teamwork) |
| Objectives |
| <p>Students will know or learn:</p> <ul style="list-style-type: none"> • 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 <p>Students will be able to:</p> <ul style="list-style-type: none"> • 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. |
| Integration |
| Technology Integration |
| I Pads for skill analysis |
| Writing Integration |
| Unit reflection |
| Competencies |
| <p>COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Teamwork • Working Cooperatively • Managing Conflict/Differences |
| Suggested Resources |
| <p>Line Drills Circle Drills</p> |



Nutley Public Schools

Physical Education

Grade: 10

| Unit 6: Basketball | |
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| Summary and Rationale | |
| <p>During the Basketball unit the students will continue to develop basic skills and cognitive concepts that will enable them to participate in a basketball activity. 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.</p> | |
| Recommended Pacing | |
| 2 weeks | |
| Standards | |
| Movement Skills and Concepts | |
| 2.5.12.A.1 | Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). |
| 2.5.12.A.2 | Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| 2.5.12.A.3 | Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance). |
| 2.5.12.A.4 | Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective. |
| Strategy | |
| 2.5.12.B.1 | Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. |
| 2.5.12.B.2 | Apply a variety of mental strategies to improve performance. |
| 2.5.12.B.3 | Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness. |
| Sportsmanship, Rules and Safety | |
| 2.5.12.C.1 | Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior. |
| 2.5.12.C.2 | Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment. |
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| Fitness and Physical Activity | |
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| 2.6.12.A.3 | Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition |
| 2.6.12.A.4 | Compare and contrast the impact of health-related fitness components as a measure of fitness and health. |
| 2.6.12.A.5 | Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance. |
| 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. Students will understand that basketball offers health benefits that enhance physical fitness and activities. Balance, coordination, and flexibility are key components of basketball concepts.</p> | |
| Essential Question | |
| <p>What components of fitness does basketball encompass? What kind of endurance training is used for basketball? To what extent does strategy influence performance in competitive games and activities? Why do I have to show good sportsmanship and follow the rules?</p> | |
| Evidence of Learning (Assessments) | |
| <p>Teacher Observation Participation Peer Assessment Self-Assessment (COMPETENCY I: COLLABORATION – Teamwork, Working Cooperatively, Managing Conflict/Differences) Written Tests Rubrics (COMPETENCY I: COLLABORATION – Teamwork)</p> | |
| Objectives | |
| <p>Students will know or learn:</p> <ul style="list-style-type: none"> • The rules and regulations • Player positions | |

- The basic skills shooting, passing and dribbling
- Offensive and defensive strategies
- Scoring and etiquette

Students will be able to:

- Facilitate the learning of the rules, playing regulations, and boundaries in the sport of basketball.
- Understand the different player positions on the court (ex. point guard, shooting guard, forward).
- Dribble a basketball correctly using both hands in a stationary position as well as while moving across the court with proper head and body position.
- Demonstrate the three types of passes used in basketball (ex. chest, bounce, overhead passes).
- Use proper form shooting from a stationary position.
- Demonstrate the understanding of the three basic shots in basketball (lay-up, foul shot, jump shot).
- Demonstrate the proper defensive stance and position used in a variety of defenses.
- Understand the differences between the different types of defenses used in the game of basketball (ex. zones and man to man).
- Develop the inclusion of lead up games and activities for the game of basketball.
- Develop etiquette, scoring and sportsmanship in a regulation game and tournament play.

Integration

Technology Integration

I pads for video analysis and sport history research

Writing Integration

End of unit reflection

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Managing Conflict/Differences

Suggested Resources

Basketballs
 Referee flags
 Stopwatches
 Cones
 Pens and paper



Nutley Public Schools

Physical Education

Grade: 10

| Unit 7: Project Adventure | |
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| Summary and Rationale | |
| <p>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 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.</p> | |
| Recommended Pacing | |
| 2 weeks | |
| Standards | |
| Character Development | |
| 2.2.12.C.1 | Analyze the impact of competition on personal character development. |
| 2.2.12.C.2 | Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community. |
| 2.2.12.C.3 | Analyze current issues facing the disability community and make recommendations to address those issues. |
| Movement Skills and Concepts | |
| 2.5.12.A.1 | Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). |
| 2.5.12.A.2 | Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| 2.5.12.A.3 | Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance). |
| 2.5.12.A.4 | Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective. |
| Strategy | |
| 2.5.12.B.1 | Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. |
| 2.5.12.B.2 | Apply a variety of mental strategies to improve performance. |

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| 2.5.12.B.3 | Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness. |
| Sportsmanship, Rules and Safety | |
| 2.5.12.C.1 | Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior. |
| 2.5.12.C.2 | Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment. |
| 2.5.12.C.3 | Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact. |
| Fitness and Physical Activity | |
| 2.6.12.A.1 | Compare the short- and long-term impact on wellness associated with physical inactivity. |
| 2.6.12.A.2 | Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles. |
| 2.6.12.A.3 | Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition |
| 2.6.12.A.4 | Compare and contrast the impact of health-related fitness components as a measure of fitness and health. |
| 2.6.12.A.5 | Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance. |
| Interdisciplinary Connections | |
| Standard x.x | |
| | |
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| 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</p> | |

Peer Assessment

Self-Assessment

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Building Relationships

COMPETENCY IV: PROBLEM SOLVING

- Use of Information
- Approach to Solving
- Solutions

COMPETENCY V: SELF AWARENESS and DIRECTION

- Determination

Skill Analysis

Written Tests

Rubrics (COMPETENCY I: COLLABORATION- Teamwork, Working Cooperatively, Building Relationships)
(COMPETENCY V: SELF AWARENESS and DIRECTION – Determination)

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

Various tag games (frantic, flag tag, elbow tag, etc.)

- Various relay races (scooters, hula hoops, etc. may be utilized)
- Proper spotting techniques and trust sequence
- Pro Ball
- Striker
- Stargate
- Wind in the Willow
- Blind Polygon
- The Cube



Nutley Public Schools

Physical Education

Grade: 10

| Unit 8: Handball | |
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| Summary and Rationale | |
| <p>During this unit, students will understand basic skills and cognitive concepts that will enable them to participate in handball activities. Physical participation as well as the development of cognitive processes will allow students to be actively involved in various forms of handball competition, 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.</p> | |
| Recommended Pacing | |
| 2 weeks | |
| Standards | |
| Movement Skills and Concepts | |
| 2.5.12.A.1 | Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). |
| 2.5.12.A.2 | Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| 2.5.12.A.3 | Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance). |
| 2.5.12.A.4 | Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective. |
| Strategy | |
| 2.5.12.B.1 | Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. |
| 2.5.12.B.2 | Apply a variety of mental strategies to improve performance. |
| 2.5.12.B.3 | Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness. |
| Sportsmanship, Rules and Safety | |
| 2.5.12.C.1 | Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior. |

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| 2.5.12.C.2 | Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment. |
| 2.5.12.C.3 | Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact. |
| | |
| Fitness and Physical Activity | |
| 2.6.12.A.1 | Compare the short- and long-term impact on wellness associated with physical inactivity. |
| 2.6.12.A.2 | Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles. |
| 2.6.12.A.3 | Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition |
| 2.6.12.A.4 | Compare and contrast the impact of health-related fitness components as a measure of fitness and health. |
| 2.6.12.A.5 | Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance. |
| | |
| Interdisciplinary Connections | |
| Standard x.x | |
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| 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.</p> <p>Balance, coordination, and flexibility are key components of handball concepts.</p> <p>Understanding how handball and related activities can effect and benefit the overall health of an individual.</p> | |
| Essential Question | |
| <p>What components of fitness does handball encompass?</p> <p>What do balance and coordination and flexibility have to do with the concepts and performance of handball?</p> <p>How could handball increase the fitness level of each individual?</p> | |
| Evidence of Learning (Assessments) | |
| <p>Teacher Observation</p> <p>Participation</p> <p>Peer Assessment</p> <p>Self-Assessment (COMPETENCY I: COLLABORATION – Teamwork, Working Cooperatively, Managing Conflict/Differences)</p> <p>Written Tests</p> <p>Rubrics (COMPETENCY I: COLLABORATION – Teamwork)</p> | |

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| Objectives |
| <p>Students will know or learn:</p> <ul style="list-style-type: none"> • Safety procedures • Fundamental passing and catching skills. • Offensive and defensive strategies • Basic rules • Role of the officials <p>Students will be able to:</p> <ul style="list-style-type: none"> • Perform fundamental skills such as catching, passing, running, and shooting. • Understand and implement basic offensive and defensive strategies, both as a team and as individuals. • Implement basic offensive and defensive positions and formations. • Implement basic scoring principles, rules and understand the penalties for violations of these rules. • Understand the dimensions of the playing court, boundaries and other areas of importance. • Identify potential risks and dangers associated with physical activity and describe how to minimize these risks. • Understand the importance of physical conditioning and its relationship to participation in the sport of handball. |
| Integration |
| Technology Integration |
| I Pads for skill analysis |
| Writing Integration |
| Reflection Journal Writing |
| Competencies |
| <p>COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Teamwork • Working Cooperatively • Managing Conflict/Differences |
| Suggested Resources |
| <p>Handballs Goals Cones Scrimmage Vests</p> |



Nutley Public Schools

Physical Education

Grade: 10

| Unit 9: Indoor/Outdoor Team Games | |
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| Summary and Rationale | |
| <p>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.</p> | |
| Recommended Pacing | |
| 2 weeks | |
| Standards | |
| Movement Skills and Concepts | |
| 2.5.12.A.1 | Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). |
| 2.5.12.A.2 | Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| 2.5.12.A.3 | Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance). |
| 2.5.12.A.4 | Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective. |
| Strategy | |
| 2.5.12.B.1 | Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. |
| 2.5.12.B.2 | Apply a variety of mental strategies to improve performance. |
| 2.5.12.B.3 | Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness. |
| Sportsmanship, Rules and Safety | |
| 2.5.12.C.1 | Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior. |

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| 2.5.12.C.2 | Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment. |
| 2.5.12.C.3 | Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact. |
| | |
| Fitness and Physical Activity | |
| 2.6.12.A.1 | Compare the short- and long-term impact on wellness associated with physical inactivity. |
| 2.6.12.A.2 | Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles. |
| 2.6.12.A.3 | Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition |
| 2.6.12.A.4 | Compare and contrast the impact of health-related fitness components as a measure of fitness and health. |
| 2.6.12.A.5 | Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance. |
| | |
| Interdisciplinary Connections | |
| Standard x.x | |
| | |
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| | |
| 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.</p> <p>Balance, coordination, and flexibility are key components of indoor/outdoor team games concepts.</p> <p>Indoor/outdoor team games and related activities can effect and benefit the overall health of an individual.</p> | |
| Essential Question | |
| <p>What components of fitness do indoor/outdoor team games encompass?</p> <p>What do balance and coordination and flexibility have to do with the concepts and performance of indoor/outdoor team games?</p> <p>How could indoor/outdoor team games increase the fitness level of each individual?</p> | |
| Evidence of Learning (Assessments) | |
| <p>Teacher Observation</p> <p>Participation</p> <p>Peer Assessment</p> <p>Self-Assessment (COMPETENCY I: COLLABORATION – Teamwork, Working Cooperatively, Managing Conflict/Differences)</p> <p>Written Tests</p> <p>Rubrics (COMPETENCY I: COLLABORATION – Teamwork)</p> | |

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| Objectives |
| <p>Students will know or learn:</p> <ul style="list-style-type: none"> • Safety procedures • Movement concepts and motor skills • Offensive and defensive strategies • Basic rules • Role of the officials • Effective interpersonal skills <p>Students will be able to:</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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: 10

| Unit 10: Strength Training 1 | |
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| Summary and Rationale | |
| <p>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.</p> | |
| Recommended Pacing | |
| 2 weeks | |
| Standards | |
| Movement Skills and Concepts | |
| 2.5.12.A.1 | Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). |
| 2.5.12.A.2 | Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| 2.5.12.A.3 | Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance). |
| 2.5.12.A.4 | Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective. |
| Strategy | |
| 2.5.12.B.1 | Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. |
| 2.5.12.B.2 | Apply a variety of mental strategies to improve performance. |
| 2.5.12.B.3 | Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness. |
| Sportsmanship, Rules and Safety | |
| 2.5.12.C.1 | Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior. |
| 2.5.12.C.2 | Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment. |
| 2.5.12.C.3 | Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact. |

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| Fitness and Physical Activity | |
| 2.6.12.A.1 | Compare the short- and long-term impact on wellness associated with physical inactivity. |
| 2.6.12.A.2 | Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles. |
| 2.6.12.A.3 | Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition |
| 2.6.12.A.4 | Compare and contrast the impact of health-related fitness components as a measure of fitness and health. |
| 2.6.12.A.5 | Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance. |
| 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) | |
| <p>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)</p> | |
| Objectives | |
| <p>Students will know or learn:</p> <ul style="list-style-type: none"> • 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

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

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: 10

| Unit 11: Pickleball 1 | |
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| Summary and Rationale | |
| <p>During this unit, students will understand 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.</p> | |
| Recommended Pacing | |
| 2 weeks | |
| Standards | |
| Movement Skills and Concepts | |
| 2.5.12.A.1 | Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). |
| 2.5.12.A.2 | Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| 2.5.12.A.3 | Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance). |
| 2.5.12.A.4 | Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective. |
| Strategy | |
| 2.5.12.B.1 | Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. |
| 2.5.12.B.2 | Apply a variety of mental strategies to improve performance. |
| 2.5.12.B.3 | Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness. |
| Sportsmanship, Rules and Safety | |
| 2.5.12.C.1 | Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior. |

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| 2.5.12.C.2 | Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment. |
| 2.5.12.C.3 | Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact. |
| | |
| Fitness and Physical Activity | |
| 2.6.12.A.1 | Compare the short- and long-term impact on wellness associated with physical inactivity. |
| 2.6.12.A.2 | Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles. |
| 2.6.12.A.3 | Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition |
| 2.6.12.A.4 | Compare and contrast the impact of health-related fitness components as a measure of fitness and health. |
| 2.6.12.A.5 | Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance. |
| | |
| 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 effect 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) | |
| <p>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)</p> | |

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| Objectives |
| <p>Students will know or learn:</p> <ul style="list-style-type: none"> • Safety procedures • Basic skills including serve, forehand, backhand, volley and smash. • Offensive and defensive strategies • Basic rules • Role of the officials <p>Students will be able to:</p> <ul style="list-style-type: none"> • 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. • Demonstrate basic knowledge of Pickleball rules. |
| Integration |
| Technology Integration |
| I Pads for skill analysis |
| Writing Integration |
| Reflection Journal Writing |
| Competencies |
| <p>COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Teamwork • Managing Conflict/Differences <p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> • Personal wellness and relationships • Determination |
| Suggested Resources |
| <p>Pickleball paddles Pickleballs Nets Net standards</p> |



Nutley Public Schools

Physical Education

Grade: 10

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| Unit 12: Softball | |
| Summary and Rationale | |
| <p>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.</p> | |
| Recommended Pacing | |
| 2 weeks | |
| Standards | |
| Movement Skills and Concepts | |
| 2.5.12.A.1 | Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). |
| 2.5.12.A.2 | Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| 2.5.12.A.3 | Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance). |
| 2.5.12.A.4 | Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective. |
| Strategy | |
| 2.5.12.B.1 | Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. |
| 2.5.12.B.2 | Apply a variety of mental strategies to improve performance. |
| 2.5.12.B.3 | Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness. |
| Sportsmanship, Rules and Safety | |
| 2.5.12.C.1 | Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior. |

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| 2.5.12.C.2 | Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment. |
| 2.5.12.C.3 | Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact. |
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| Fitness and Physical Activity | |
| 2.6.12.A.1 | Compare the short- and long-term impact on wellness associated with physical inactivity. |
| 2.6.12.A.2 | Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles. |
| 2.6.12.A.3 | Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition |
| 2.6.12.A.4 | Compare and contrast the impact of health-related fitness components as a measure of fitness and health. |
| 2.6.12.A.5 | Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance. |
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| 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 | |
| | |
| Enduring Understandings | |
| <p>Body awareness and coordination are necessary components of a fit individual.</p> <p>Balance, coordination, and flexibility are key components of softball skills.</p> <p>Understanding the rules and positions are essential to game play.</p> <p>Eye hand coordination and specific swings are essential skills needed to successfully play the game of softball.</p> | |
| Essential Question | |
| <p>What components of fitness does softball encompass?</p> <p>What do balance and coordination and flexibility have to do with the concepts and performance of softball?</p> <p>How could softball increase the fitness level of each individual?</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> <p>Rubrics COMPETENCY I: COLLABORATION (Teamwork, Managing Conflict)</p> | |

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| Objectives |
| <p>Students will know or learn:</p> <ul style="list-style-type: none"> • Safety procedures • Basic skills including throwing, catching, and hitting. • Offensive and defensive strategies • Position play • Basic rules and scoring • Role of the officials <p>Students will be able to:</p> <ul style="list-style-type: none"> • 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 |
| <p>COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Teamwork • Managing Conflict/Differences <p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> • Personal wellness and relationships • Determination |
| Suggested Resources |
| <p>Bats Softballs Bases Gloves</p> |



Nutley Public Schools

Physical Education

Grade: 10

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| Unit 13: Frisbee | |
| Summary and Rationale | |
| <p>The goal of this unit is to teach teamwork, individual skills, coordination, and other basic movements. One of the best types of recreation is where you don't need a lot of people or equipment. Frisbee helps with student's coordination, balance, and cardiovascular fitness while still having fun. Frisbee is something that can be played for recreation or participate in a league playing Frisbee on a competitive level as well even when out of school.</p> | |
| Recommended Pacing | |
| 2 weeks | |
| Standards | |
| Movement Skills and Concepts | |
| 2.5.12.A.1 | Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). |
| 2.5.12.A.2 | Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| 2.5.12.A.3 | Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance). |
| 2.5.12.A.4 | Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective. |
| Strategy | |
| 2.5.12.B.1 | Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. |
| 2.5.12.B.2 | Apply a variety of mental strategies to improve performance. |
| 2.5.12.B.3 | Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness. |
| Sportsmanship, Rules and Safety | |
| 2.5.12.C.1 | Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior. |
| 2.5.12.C.2 | Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment. |
| 2.5.12.C.3 | Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact. |

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| Fitness and Physical Activity | |
| 2.6.12.A.1 | Compare the short- and long-term impact on wellness associated with physical inactivity. |
| 2.6.12.A.2 | Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles. |
| 2.6.12.A.3 | Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition |
| 2.6.12.A.4 | Compare and contrast the impact of health-related fitness components as a measure of fitness and health. |
| 2.6.12.A.5 | Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance. |
| Interdisciplinary Connections | |
| Standard x.x | |
| | |
| Integration of Technology | |
| Standard x.x | |
| CPI # | Cumulative Progress Indicator (CPI) |
| | |
| Instructional Focus | |
| Enduring Understandings | |
| <p>Physical and cognitive skills are necessary to successfully participate in a game of Ultimate Frisbee. Physical movement in Ultimate Frisbee can be enjoyable and individually rewarding. Teamwork is vital to success within a group.</p> | |
| Essential Question | |
| <p>How can rules affect your successful participation in Ultimate Frisbee? Why is safety important in Ultimate Frisbee? What value is it to work with others in an Ultimate Frisbee game? Why have strategies in an ultimate Frisbee game?</p> | |
| Evidence of Learning (Assessments) | |
| <p>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)</p> | |
| Objectives | |

Students will know or learn:

- Safety procedures
- Fundamental skills of the backhand and forehand throw
- Fundamental skills of the quick tosses and long throws
- Offensive and defensive strategies of Ultimate Frisbee

Students will be able to:

- Perform fundamental skills of Frisbee throwing and catching.
- Understand and implement basic offensive and defensive strategies, both as a team and as individuals.
- Apply basic rules of ultimate Frisbee

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

Frisbee Bowling
Frisbee Basketball
Frisbee Freestyle
Ultimate Frisbee
Frisbee Horseshoes
<http://www.usultimate.org/>