



Nutley Public Schools

Physical Education

Grade: 11

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	
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.

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

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?

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:

- Fitness components
- Aerobic and anaerobic exercise terminology
- Calculate target heart rate
- Benefits of cardiovascular exercise

- 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:

- 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: 11

Unit 2: Cardio Boxing 1	
Summary and Rationale	
<p>The goal of this unit is to introduce students to 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.</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.

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	
Physical activity will enhance your overall health and wellness.	
Essential Question	
<p>How can a healthy lifestyle decrease risk of injury and illness?</p> <p>How can living a healthy lifestyle improve wellness?</p> <p>How can participation in a regular exercise program improve quality of life?</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"> • 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

Students will be able to:

- Apply safety rules during participation
- Demonstrate correct skill technique
- Discuss benefits of cardio boxing

Integration

Technology Integration

I Pads

Writing Integration

Student Reflection
Fitness Log

Competencies

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal Management
- Determination

Suggested Resources

Gloves
Shields
Heavy Bags
Jump Ropes



Nutley Public Schools

Physical Education

Grade: 11

Unit 3: Fitness Testing	
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.

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 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: 11

Unit 4: Badminton 2	
Summary and Rationale	
<p>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.</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.

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>Badminton is a lifetime sport.</p> <p>Physical activity will enhance your overall health and wellness.</p> <p>Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.</p>	
Essential Question	
<p>What is the difference between offensive strategies and defensive strategies associated with badminton?</p> <p>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> <p>Rubrics COMPETENCY I: COLLABORATION (Teamwork, Managing Conflict)</p>	
Objectives	

Students will know or learn:

- Badminton skills including drop, drive, clear and smash
- Offensive and defensive strategies
- Strategies for doubles play
- Design a round robin tournament

Students will be able to:

- 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: 11

Unit 5: Volleyball 2	
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. Students will apply rules knowledge through officiating.</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.
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> <p>Written Tests</p> <p>Rubrics (COMPETENCY I: COLLABORATION – Teamwork)</p>	

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 • 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: 11

Unit 6: Adventure Activities	
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.

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	
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
Low Elements
High Elements



Nutley Public Schools

Physical Education

Grade: 11

Unit 7: Indoor/Outdoor Team Games	
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.

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.</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>	

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: 11

Unit 8: Strength Training 2	
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. Students will learn the basics of program design and how to formulate a personal workout routine.</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.
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	

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: 11

Unit 9: Pickleball	
Summary and Rationale	
<p>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.</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.
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>	

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. • 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
<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: 11

Unit 10: 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.
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 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>	
Essential Question	
<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>	
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
<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: 11

Unit 11: Golf 1	
Summary and Rationale	
<p>The goal of this unit is to introduce 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 and basic terminology. The nature of golf provides not only a lifetime form of exercise, but also an outlet for social networking.</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.
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>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)	
<p>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)</p>	
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: 11

Unit 12: Frisbee Golf	
Summary and Rationale	
<p>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.</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.
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>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)	
<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>	

Objectives
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • Safety procedures • Rules and scoring of Frisbee Golf • Fundamental skills of the throwing techniques • Scoring strategies <p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the rules and scoring in Frisbee Golf. • Demonstrate a variety of throwing techniques.
Integration
Technology Integration
I Pads for skill analysis
Writing Integration
<p>Reflection</p> <p>Journal Writing</p>
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>Frisbees</p> <p>Frisbee Golf Course</p>



Nutley Public Schools

Physical Education

Grade: 11

Unit 13: Yoga 1	
Summary and Rationale	
<p>The goal of this unit is to introduce students to the fundamentals and history of yoga as part of a lifelong fitness plan. Basic standing and seated poses will be explored. Students will acquire the knowledge needed to design a yoga routine and incorporate flexibility and relaxation techniques.</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.

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>The importance of physical activity as a lifelong process.</p> <p>The values of physical fitness and strive for personal improvement.</p> <p>Yoga concentrates on core training principles and flexibility which can aid in overall fitness.</p>	
Essential Question	
<p>What changes in lifestyle will lead to improved health and wellness?</p> <p>How will your lifestyle choices affect your lifestyle?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation</p> <p>Participation</p> <p>Peer Assessment</p> <p>Self-Assessment COMPETENCY IV: PROBLEM SOLVING (Use of Information)</p> <p>Skill Analysis</p> <p>Written Tests</p> <p>Rubrics COMPETENCY V: SELF AWARENESS and DIRECTION (Determination)</p> <p style="padding-left: 40px;">COMPETENCY I: COLLABORATION (Working Cooperatively)</p>	
Objectives	
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • There is a connection between sound mind and sound body. 	

- History and types of yoga
- 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.
- Discuss the history of yoga.

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