



PISCATAWAY TOWNSHIP SCHOOLS

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Course Title

Content Area: Physical Education

Grade Span: 9th & 10th

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COURSE OVERVIEW

Description
<p>All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> <p>Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.</p> <p>Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.</p>
Goals
<p>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).</p> <p>Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <p>Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).</p> <p>Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.</p> <p>Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p>Apply a variety of mental strategies to improve performance.</p> <p>Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.</p> <p>Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.</p> <p>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.</p> <p>Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. ~ Fitness and Physical Activity</p> <p>Compare the short- and long-term impact on wellness associated with physical inactivity.</p> <p>Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principals.</p> <p>Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p> <p>Compare and contrast the impact of health-related fitness components as a measure of fitness and health.</p> <p>Debate the use of performance-enhancing substances (i.e. anabolic steroids and other legal and illegal substances) to improve performance.</p> <p>Critical Thinking and Problem Solving</p> <p>Apply critical thinking and problem-solving strategies during structured learning experiences.</p>

Creativity and Innovation
 Create and respond to a feedback loop when problem solving.
 Collaboration, Teamwork, and Leadership
 Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
 Communication and Media Fluency
 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

Scope and Sequence

Unit	Topic	Length
Unit 1	<p style="text-align: center;">Movement Skills and Concepts</p> <p>Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort</p>	<p>5 – 10 HRS Revisit throughout the school year</p>
Unit 2	<p style="text-align: center;">Sportsmanship, Rules and Safety</p> <p>Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.</p> <p>Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.</p>	<p>5 – 10 HRS Revisit throughout the school year</p>
Unit 3	<p>Team Sports:</p> <ul style="list-style-type: none"> - Cooperative games - Floor Hockey - Ultimate Frisbee - Basketball - Speedball - Team Handball - Volleyball - Touch/Flag Football - Soccer - Softball - Badminton - Paddleball/Pickle Ball - Modified indoor/outdoor activities 	<p>5 – 10 HRS per sport Revisit throughout the school year</p>
Unit 4	<p>Lifetime/Individual Sports:</p> <ul style="list-style-type: none"> - Badminton - Dance - Gymnastics - Paddleball - Tennis - Ping Pong - Frisbee - Weight training 	<p>5 – 10 HRS per activity Revisit throughout the school year</p>

Unit 5	<p style="text-align: center;">Strategy</p> <p>Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.</p>	<p style="text-align: center;">5 – 10 HRS Revisit throughout the school year</p>
Unit 6	<p style="text-align: center;">Team Building Activities</p> <p>Team-building activities can help develop trust among students. Team-building activities can play an important role in easing conflicts between students by allowing them to bond with one another and become more accustomed to each other’s personalities. While establishing a stronger bond, students will begin to effectively communicate during group activities.</p>	<p style="text-align: center;">5 – 10 HRS Revisit throughout the school year</p>
Unit 7	<p style="text-align: center;">Fitness</p> <p>Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.</p>	<p style="text-align: center;">5 – 10 HRS Revisit throughout the school year</p>
Unit 8	<p style="text-align: center;">Fitness</p> <p>Proper terminology related to Physical Fitness, such as aerobic, anaerobic, circuit and interval training, isometrics, sets, and reps</p>	<p style="text-align: center;">5 – 10 HRS Revisit throughout the school year</p>
Unit 9	<p style="text-align: center;">Fitness Activities</p> <p>Cardiovascular fitness, flexibility, muscular fitness and muscular strength. Body composition</p>	<p style="text-align: center;">5 – 10 HRS Revisit throughout the school year</p>
Resources		
<p>Core Text: Suggested Resources: http://www.state.nj.us/education/aps/cccs/chpe/ https://www.cdc.gov/ http://www.njahperd.org/ http://www.acsm.org/ https://www.nutrition.gov/</p>		

ALL UNITS: INSTRUCTIONAL FOCUS

Summary and Rationale	
<p>All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> <p>Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.</p> <p>Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.</p>	
State Standards	
Standard	
2.5.12.A.0	Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. ~ Movement Skills and Concepts
2.5.12.B.0	Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. ~ Strategy
2.5.12.C.0	Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. ~ Sportsmanship, Rules, and Safety
Standard	
2.6.12.A.0	Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. ~ Fitness and Physical Activity
Standard	
9.1	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

UNIT 1:

Summary and Rationale	
<p>All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.</p>	
Recommended Pacing	
<p>5 – 10 HRS initially Revisit throughout the school year</p>	
State Standards	
Standard	

2.5.12. A.0 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. ~ 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.

Instructional Focus

Unit Enduring Understandings

Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.

Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.

Unit Essential Questions

Why is the development of motor skills essential?

How does your movement affect performance?

How does effective and appropriate movement affect wellness?

Why do I have to understand concepts of movement when I can already perform the movement?

Objectives

Students will know:

Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.

Students will be able to:

Transfer specialized movement skills that use similar patterns from one movement activity to another.

Apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity.

Design and perform smooth flowing sequences with intentional changes in direction, flow, and speed.

Analyze a movement performance and discuss how each part can be made more interesting, creative, efficient, and/or more effective.

Develop and utilize at least one safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Summarize how to take personal responsibility to develop and maintain physical activity and how it provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

Demonstrate mature, mechanically correct form and control when combining and modifying movement skills in applied settings.

Use information from internal and external sources to detect, analyze, and correct errors in movement skills and patterns used in applied settings.

Predict changes in movement performance based on the application of balance, counter balance, weight transfer, and agility.

Analyze the impact of kinesthetic awareness, “perfect” practice, motivation, and appropriate challenges in facilitating the learning and refinement of a movement skill.
 Analyze how movement activities reflect culture, era, geography, or historical context.
 Analyze the application of movement skills in diverse physical activities (e.g., power, speed, agility, range of motion)

Resources

Core Text:

Suggested Resources:

<http://www.state.nj.us/education/aps/cccs/chpe/>

<https://www.cdc.gov/>

<http://www.njahperd.org/>

<http://www.acsm.org/>

<https://www.nutrition.gov/>

UNIT 2:

Summary and Rationale	
Sportsmanship, Rules and Safety	
Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.	
Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.	
Recommended Pacing	
5 – 10 HRS initially (per activity/sport) Revisit throughout the school year	
State Standards	
Standard	
2.5.12. A.0 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. ~ 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.
Instructional Focus	
Unit Enduring Understandings	
In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines. Sport psychology techniques prepare athletes to compete at the optimum level.	
Unit Essential Questions	

What role does cooperation play in physical activities/sports?
 What are the characteristics of fair play?
 Why do I have to show good sportsmanship and follow the rules when others do not?
 How can I become more mentally prepared for competition and sports performance?

Objectives

Students will know:

Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction
 Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.

Students will be able to:

Examine the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior
 Apply rule changes to existing games, sports, and activities that enhance safety and enjoyment.
 Compare and contrast 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.
 Explain at least three characteristics that demonstrate good sportsmanship.
 Explain how culture plays a role in sportsmanship, rules and safety.
 Compare, contrast, and apply sport psychology techniques to mentally prepare for physical activity.
 Collaborate to determine the characteristics of good sportsmanship
 Discuss the personal qualities that contribute to the development of a good team player.

Resources

Core Text:

Suggested Resources:

UNIT 3:

Summary and Rationale

Team Sports:

- Cooperative games
- Floor Hockey
- Ultimate Frisbee
- Basketball
- Speedball
- Team Handball
- Volleyball
- Touch/Flag Football
- Soccer
- Softball
- Badminton
- Paddleball/Pickle Ball
- Modified indoor/outdoor activities

Recommended Pacing

5 – 10 HRS initially (per sport) Revisit throughout the school year	
State Standards	
Standard 2.5.12.C.0 - Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. ~ 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.
Instructional Focus	
Unit Essential Questions	
What role does cooperation play in physical activities/sports? What are the characteristics of fair play? Why do I have to show good sportsmanship and follow the rules when others do not? How can I become more mentally prepared for competition and sports performance?	
Unit Enduring Understanding	
In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines. Sport psychology techniques prepare athletes to compete at the optimum level.	
Objectives	
<p>Students will know:</p> <p>Team Sports:</p> <ul style="list-style-type: none"> - Cooperative games - Floor Hockey - Ultimate Frisbee - Basketball - Speedball - Team Handball - Volleyball - Touch/Flag Football - Soccer - Softball - Badminton - Paddleball/Pickle Ball - Modified indoor/outdoor activities - Mass Games <p>Students will be able to:</p> <p>Examine the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior. Apply rule changes to existing games, sports, and activities that enhance safety and enjoyment.</p>	

Compare and contrast 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.
 Explain at least three characteristics that demonstrate good sportsmanship.
 Explain how culture plays a role in sportsmanship, rules and safety.
 Compare, contrast, and apply sport psychology techniques to mentally prepare for physical activity.
 Collaborate to determine the characteristics of good sportsmanship
 Discuss the personal qualities that contribute to the development of a good team player

Resources

Core Text:

Suggested Resources:

<http://www.state.nj.us/education/aps/cccs/chpe/>

<https://www.cdc.gov/>

<http://www.njahperd.org/>

<http://www.acsm.org/>

<https://www.nutrition.gov/>

UNIT 4:

Summary and Rationale

Lifetime/Individual Sports:

- Badminton
- Dance
- Yoga
- Gymnastics
- Paddleball
- Tennis
- Ping Pong
- Frisbee
- Weight training

Recommended Pacing

5 – 10 HRS initially (per activity/sport)
 Revisit throughout the school year

State Standards

Standard

2.5.12.A.0 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. ~ 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

Instructional Focus

Unit Enduring Understandings

Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
 Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.

Unit Essential Questions

Why is the development of motor skills essential?
 How does your movement affect performance?
 How does effective and appropriate movement affect wellness?
 Why do I have to understand concepts of movement when I can already perform the movement?

Objectives

Students will know:

Lifetime/Individual Sports

- Badminton
- Dance
- Yoga
- Gymnastics
- Paddleball
- Tennis
- Ping Pong
- Frisbee
- Weight training

Students will be able to:

Transfer specialized movement skills that use similar patterns from one movement activity to another.
 Apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity.
 Design and perform smooth flowing sequences with intentional changes in direction, flow, and speed.
 Analyze a movement performance and discuss how each part can be made more interesting, creative, efficient, and/or more effective.
 Develop and utilize at least one safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
 Summarize how to take personal responsibility to develop and maintain physical activity and how it provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.
 Demonstrate mature, mechanically correct form and control when combining and modifying movement skills in applied settings.
 Use information from internal and external sources to detect, analyze, and correct errors in movement skills and patterns used in applied settings.

Predict changes in movement performance based on the application of balance, counter balance, weight transfer, and agility.
 Analyze the impact of kinesthetic awareness, “perfect” practice, motivation, and appropriate challenges in facilitating the learning and refinement of a movement skill.
 Analyze how movement activities reflect culture, era, geography, or historical context.
 Analyze the application of movement skills in diverse physical activities (e.g., power, speed, agility, range of motion)

Resources

Core Text:

Suggested Resources:

<http://www.state.nj.us/education/aps/cccs/chpe/>

<https://www.cdc.gov/>

<http://www.njahperd.org/>

<http://www.acsm.org/>

<https://www.nutrition.gov/>

UNIT 5:

Summary and Rationale

Strategy

Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.

Recommended Pacing

5 – 10 HRS initially
 Revisit throughout the school year

State Standards

Standard 2.5.12.B.0 - Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. ~ Strategy

2.5.12.B.1	Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
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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.
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Instructional Focus

Unit Enduring Understandings

Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.

Unit Essential Questions

Why are skills and game knowledge important to participate in physical activities/sports
 How does strategy influence performance in competitive games and activities?

Objectives

Students will know:

Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.

Team Building Activities:

Team-building activities can help develop trust among students. Team-building activities can play an important role in easing conflicts between students by allowing them to bond with one another and become more accustomed to each other's personalities. While establishing a stronger bond, students will begin to effectively communicate during group activities

Students will be able to:

Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies in applied settings

Assimilate mental strategies, such as planning, anticipating, and visualizing plays and movement in game play

Examine factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.

Classify proper strategies in individual and team sports.

Resources

Core Text:**Suggested Resources:**

<http://www.state.nj.us/education/aps/cccs/chpe/>

<https://www.cdc.gov/>

<http://www.njahperd.org/>

<http://www.acsm.org/>

<https://www.nutrition.gov/>

UNIT 6:

Summary and Rationale

Team Building Activities

Team-building activities can help develop trust among students. Team-building activities can play an important role in easing conflicts between students by allowing them to bond with one another and become more accustomed to each other's personalities. While establishing a stronger bond, students will begin to effectively communicate during group activities.

Recommended Pacing

5 – 10 HRS initially

Revisit throughout the school year

State Standards

Standard

2.5.12.B.0 - Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. ~ Strategy

2.5.12.B.1	Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
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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.
Instructional Focus	
Unit Essential Questions	
Why are skills and game knowledge important to participate in physical activities/sports? How does strategy influence performance in competitive games and activities?	
Unit Enduring Understanding	
Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.	
Objectives	
<p>Students will know: Team-building activities can help develop trust among students. Team-building activities can play an important role in easing conflicts between students by allowing them to bond with one another and become more accustomed to each other's personalities. While establishing a stronger bond, students will begin to effectively communicate during group activities.</p> <p>Students will be able to: Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies in applied settings. Assimilate mental strategies, such as planning, anticipating, and visualizing plays and movement in game play Examine factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness. Classify proper strategies in individual and team sports.</p>	
Resources	
<p>Core Text: Suggested Resources: http://www.state.nj.us/education/aps/cccs/chpe/ https://www.cdc.gov/ http://www.njahperd.org/ http://www.acsm.org/ https://www.nutrition.gov/</p>	

UNIT 7:

Summary and Rationale
Fitness
Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.
Recommended Pacing
5 – 10 HRS initially

Revisit throughout the school year

State Standards

Standard

2.6.12.A.0 - Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. ~ 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 principals.
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.

Instructional Focus

Unit Enduring Understandings

Daily exercise programs help promote a healthy and active lifestyle.
Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.
Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.
Achieving and maintaining fitness requires age-appropriate intensity, duration and frequency of exercise.
Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.

Unit Essential Questions

How cardiovascular fitness can improve the functioning of the human body systems
Why is physical fitness important?
How does physical education enhance social, mental, emotional, and physical well-being?
What makes physical activity meaningful?
What is the appropriate amount of exercise I can do to stay physically fit based on my genetics, gender, age, nutrition, and activity level?
How do I develop an appropriate personal fitness program and find the motivation to commit to it?
How do you determine age-appropriate fitness?

Objectives

Students will know:

Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

Fitness Activities

Cardiovascular fitness

Flexibility

Muscular fitness

Muscular strength

Body composition.

Proper terminology related to physical fitness, such as aerobic, anaerobic, circuit and interval training, isometrics, sets, reps, etc.

Students will be able to:

Compare and contrast the prediction of the short- and long-term physical, social, and emotional benefits and potential problems associated with physical inactivity and regular physical activity.

Develop and implement a training program to maximize health benefits and prevent exercise-related injuries and illnesses.

Evaluate the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.

Apply training principles to establish a progression of activity that will improve each component of fitness and justify the use of each principle.

Summarize the causes, influences, and responses of body systems during exercise.

Compare and contrast the use of drugs, fitness products, and fads to achieve fitness.

Describe how preventive healthcare, physiological monitoring, hydration, a safe environment, and exercising with a partner contribute to safe fitness activities.

Apply health-related and skill-related fitness concepts to develop and maintain a healthy, active lifestyle.

Engage in a variety of sustained, vigorous physical activities to enhance each component of fitness.

Perform at the intensity level needed to enhance cardiovascular fitness, monitor physiological responses before, during and after exercise, and modify exercise appropriately in response.

Assess personal level of fitness, design a personal fitness plan considering current health and fitness status, goals and interests, skill level, accessibility and costs, and use technology to implement, monitor, and evaluate the plan.

Demonstrate age and gender-specific progress towards the achievement of fitness goals for each component of health-related and skill-related fitness.

Modify a fitness plan to accommodate for injury, illness, pregnancy, aging, and disability.

Discuss the use of body mass index, body fat percentage, and fat deposition as measures of fitness.

Resources

Core Text:

Suggested Resources:

<http://www.state.nj.us/education/aps/cccs/chpe/>

<https://www.cdc.gov/>

<http://www.njahperd.org/>

<http://www.acsm.org/>

<https://www.nutrition.gov/>

UNIT 8:

Summary and Rationale

Fitness

Proper terminology related to Physical Fitness, such as aerobic, anaerobic, circuit and interval training, isometrics, sets, and reps

Recommended Pacing

5 – 10 HRS initially

Revisit throughout the school year

State Standards

Standard

2.6.12.A.0 - Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. ~ 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 principals.
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.

Instructional Focus

Unit Enduring Understandings

Daily exercise programs help promote a healthy and active lifestyle.
Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.
Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.
Achieving and maintaining fitness requires age-appropriate intensity, duration and frequency of exercise.
Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.

Unit Essential Questions

How cardiovascular fitness can improve the functioning of the human body systems
Why is physical fitness important?
How does physical education enhance social, mental, emotional, and physical well-being?
What makes physical activity meaningful?
What is the appropriate amount of exercise I can do to stay physically fit based on my genetics, gender, age, nutrition, and activity level?
How do I develop an appropriate personal fitness program and find the motivation to commit to it?
How do you determine age-appropriate fitness?

Objectives

Students will know:

Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

Fitness Activities

Cardiovascular fitness

Flexibility

Muscular fitness

Muscular strength

Body composition.

Proper terminology related to physical fitness, such as aerobic, anaerobic, circuit and interval training, isometrics, sets, reps, etc.

Students will be able to:

- Compare and contrast the prediction of the short- and long-term physical, social, and emotional benefits and potential problems associated with physical inactivity and regular physical activity.
- Develop and implement a training program to maximize health benefits and prevent exercise-related injuries and illnesses.
- Evaluate the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.
- Apply training principles to establish a progression of activity that will improve each component of fitness and justify the use of each principle.
- Summarize the causes, influences, and responses of body systems during exercise.
- Compare and contrast the use of drugs, fitness products, and fads to achieve fitness.
- Describe how preventive healthcare, physiological monitoring, hydration, a safe environment, and exercising with a partner contribute to safe fitness activities.
- Apply health-related and skill-related fitness concepts to develop and maintain a healthy, active lifestyle.
- Engage in a variety of sustained, vigorous physical activities to enhance each component of fitness.
- Perform at the intensity level needed to enhance cardiovascular fitness, monitor physiological responses before, during and after exercise, and modify exercise appropriately in response.
- Assess personal level of fitness, design a personal fitness plan considering current health and fitness status, goals and interests, skill level, accessibility and costs, and use technology to implement, monitor, and evaluate the plan.
- Demonstrate age and gender-specific progress towards the achievement of fitness goals for each component of health-related and skill-related fitness.
- Modify a fitness plan to accommodate for injury, illness, pregnancy, aging, and disability.
- Discuss the use of body mass index, body fat percentage, and fat deposition as measures of fitness.

Resources

Core Text:

Suggested Resources:

- <http://www.state.nj.us/education/aps/cccs/chpe/>
- <https://www.cdc.gov/>
- <http://www.njahperd.org/>
- <http://www.acsm.org/>
- <https://www.nutrition.gov/>

UNIT 9:

Summary and Rationale

Fitness Activities

Cardiovascular fitness, flexibility, muscular fitness and muscular strength.
Body composition

Recommended Pacing

5 – 10 HRS initially
Revisit throughout the school year

State Standards

Standard

2.6.12.A.0 - Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. ~ 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 principals.
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.

Instructional Focus

Unit Enduring Understandings

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