

# **Cedar Grove School District**

## **Physical Education -Grade 9**

**Approved by the Cedar Grove Board of Education**

**February 2017**

**Superintendent of Schools  
Mr. Michael J. Fetherman**

**Board of Education  
Mrs. Christine Dye, President  
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# Physical Education – Grade 9

Research studies have shown that people of all ages can improve the quality of their lives through a lifetime of moderate physical activity. While it is a fact that physical activity can help each of us live healthier, happier and more fulfilled lives, one of the most alarming findings is that physical activity declines dramatically during the high school years. This is a dangerous trend when you consider the fact that regular activity reduces the risk of developing or dying from some of the leading causes of illness and death in the United States. One of our goals through this curriculum is to provide our students in their freshman year with a good foundation of knowledge in physical education. This will help students begin to better understand the importance of maintaining a healthy lifestyle and lifelong wellness.

The ninth grade physical education program addresses the issues of the total body, physically and mentally. The curriculum is intertwined so that the concepts learned in the freshman year are reinforced in the upperclassmen years. Each program coexists and cannot stand alone. With the 2014 New Jersey Core Curriculum as our guide, Cedar Grove students will be well equipped with the information and skills they will need to make good decisions, and to become responsible, active, healthy and productive citizens in the next century.

This course emphasizes personal fitness and wellness as a life-long commitment. After assisting students to recognize the importance of personal fitness and initiating its incorporation into a maintenance program, students explore anaerobic and aerobic sport and exercise along with nutrition and making healthy choices as avenues to reach personal health and fitness goals.

**This curriculum was written in accordance with the  
NEW JERSEY STUDENT LEARNING STANDARDS  
for  
Comprehensive Health and Physical Education**

The standards are located at  
<http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf>

## **Physical Education – Grade 10-12**

Research studies have shown that people of all ages can improve the quality of their lives through a lifetime of moderate physical activity. While it is a fact that physical activity can help each of us live healthier, happier and more fulfilled lives, one of the most alarming findings is that physical activity declines dramatically during the high school years. This is a dangerous trend when you consider the fact that regular activity reduces the risk of developing or dying from some of the leading causes of illness and death in the United States. One of our goals through this curriculum is to provide our students in their freshman year with a good foundation of knowledge in physical education. This will help students begin to better understand the importance of maintaining a healthy lifestyle and lifelong wellness.

Built upon the foundation of Physical Education Grade 9, students continue to explore and increase their knowledge, awareness, and skills in a wide variety of activities and games in Grades 10, 11, and 12. The goal of the physical education program is emphasized so that students make lifetime commitments in their personal fitness and teamwork approaches to tasks.

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# Understanding and Achieving Health Related Fitness

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: Comprehensive Health and Physical Education

#### NJ: Grade 12

#### 2.6 Fitness

**2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.**

##### A. Fitness and Physical Activity

- 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. (FITT and additional 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.

### Enduring Understandings

Improving physical fitness requires commitment to both physical and cognitive tasks.

Physical fitness is a combination of muscular strength, muscular endurance, flexibility, cardiovascular fitness, and a healthy balance of lean and fat tissue on the body.

### Essential Questions

What makes a person fit?

In what ways can cardiovascular fitness be improved?

What activities contribute to muscular strength and endurance?

Can flexibility be increased?

What is the relationship of body composition to optimum health?

### Content

- A. Cardiovascular fitness basics
- B. Muscular strength and endurance improvement
- C. Flexibility
- D. Body composition

### Skills

- A1. Define cardiovascular fitness
- A2. Define heart rate
- A3. Explain target heart rate
- A4. Engage in tagging games to facilitate elevation of heart rate to the level of cardiovascular benefit.
- A5. Complete progressive distance activities to encourage increased cardiovascular performance.

- A6. Identify pulse points and successfully count pulse to attain a measure of heart rate.
- A7. Calculate target heart rate and optimal training zone
- A8. Correctly use a fingertip heart rate monitor.
- A9. Set, use and clear a pedometer.
- A10. Identify and implement the three segments of a safe and effective cardio workout.
- B1. Define muscular strength
- B2. Identify sports activities most beneficial to increased muscular strength in the upper body
- B3. Identify sports and activities most effective for increasing muscular strength of the lower extremities
- B4. Demonstrate correct form while performing isotonic exercise with resistance
- B5. Explain the difference between isotonic and isometric muscle contraction
- B6. Name and locate the major muscle groups of the body
- B7. Suggest exercises which target the body's major muscle groups
- B8. Define muscular endurance
- B9. Perform activities specific to development of muscular endurance such as curl-ups and partner medicine ball workouts
- C1. Define flexibility as the achievable range of motion at a joint or joints without causing injury
- C2. Describe and demonstrate flexibility exercises for targeted body areas including:
- the neck
  - the arms and shoulders
  - the torso
  - the quadriceps and hamstrings and adductor muscles
  - the hips
- f) the calf and heel
- C3. Express feelings about their perceived level of flexibility and implications for daily living and suggest a routine that may be used to remediate and or maintain flexibility which may include
- lateral neck stretches
  - elbow pull triceps stretch
  - reverse large arm circles
  - side stretch
  - torso twist
  - side lying quadriceps stretch
  - seated reach for hamstring stretch
  - butterfly stretch for adductors
  - front lunge for hip flexors
- D1. Define body composition as the fat and lean components of the human body, an important factor in maintaining wellness
- D2. Locate web based information that will assist in the calculation of Body Mass Index and use it to make a personal body mass index assessment
- D3. Understand the risks associated with over-fatness and diseases related to obesity

 ExRx\_nel Cardio Exercises.htm

## Stage 2: Assessment Evidence

### Assessments

#### **Formative: Self Assessment**

Finding and evaluating heart rate

#### **Summative: Written Test**

## Stage 3: Learning Plan

### Learning Activities

Psycho-motor learning including:

Walking

Running

Jogging

Interval training

Circuit training

Isotonic weight training

Stretching

Internet research

### Resources

*Physical Best Activity Guide: Middle School and High School Levels, 2nd Edition*, NASPE, 2011

*Fitness for Life*. Corbin, C. and Lindsey, R., Fifth Edition, Human Kinetics, 2007.



# Assessing Personal Fitness

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

#### 2.6 Fitness

**2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.**

##### A. Fitness and Physical Activity

- 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. (FITT and additional 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.

### Enduring Understandings

There are specific ways to determine levels of physical fitness in the five areas of health related fitness.

Fitness levels are changeable throughout life's developmental stages, making periodic assessment a prudent practice.

### Essential Questions

How can fitness levels be determined in a way that aids in the development of meaningful personal fitness goals?

What is the best course of action when it becomes apparent that there are weaknesses in specific areas of fitness?

### Content

- A. Physical fitness testing
- B. Interpreting of results

### Skills

- A1. Successfully complete the PACER TEST as a test of aerobic capacity and record results on personal record sheets/Fitnessgram web record
- A2. Successfully complete the curl-up test as *per Fitnessgram Test Administration Manual* and record results on personal record sheets/Fitnessgram web record
- A3. Successfully complete the push-up test and the modified pull-up test as *per Fitnessgram Test Administration Manual* and record results on personal record sheets/Fitnessgram web record
- A4. Successfully complete the trunk lift test as *per Fitnessgram Test Administration Manual* and record results on personal record sheets/Fitnessgram web record

- A5. Successfully complete the sit and reach flexibility test as per *Fitnessgram Test Administration Manual* and record results on personal record sheets/Fitnessgram web record
- A6. Successfully complete the one mile run as per *Fitnessgram Test Administration Manual* and record results on personal record sheets/Fitnessgram web record
- A7. Use the [www.presidentschallenge.org](http://www.presidentschallenge.org) site to locate a Body Mass Index calculator and find their personal body mass index figure
- B1. Interpret their physical fitness assessment results as being in the healthy fitness zone, or not
- B2. Suggest a plan for improving weak areas of fitness.

## Stage 2: Assessment Evidence

### Assessments

#### **Summative: Self Assessment**

Students will engage in physical fitness testing scenarios using the Fitnessgram program format with guidance from the Test Administration Manual

## Stage 3: Learning Plan

### Learning Activities

Psycho-motor based learning including:

- walking
- running
- jogging
- muscular strength building activities
- muscular endurance building activities
- flexibility routines and practice
- internet based activity
- assessment tests specific to measurement of the five component parts of physical fitness using the *Physical Best* and *Fitnessgram* programs

### Resources

*Fitnessgram: Activitygram Test Administration Manual*, 3rd Edition, The Cooper Institute. Meredith and Welk, Editors

*Physical Best Activity Guide*, NASPE, 2nd. ed., Human Kinetics, 2005.

*Authentic Assessment of Physical Activity for High School Students*. Doolittle, S. & Fay, T., National Association of Sport and Physical Education, 2002.





# The Components of Skill Related Fitness

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

#### 2.1 Wellness

**2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

##### A. Personal Growth and Development

- 2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.

##### B. Nutrition

- 2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
- 2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.

#### 2.6 Fitness

**2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.**

##### A. Fitness and Physical Activity

- 2.6.12.A.1 Compare the short- and long-term impact on wellness associated with physical inactivity.

### Enduring Understandings

A person who is at peak fitness possess high levels of health related and skill related fitness.

### Essential Questions

In addition to the five areas of health related fitness, what components exist which contribute to optimum levels of personal fitness?

### Content

- A. The components of skill related fitness
- B. Promoting skill related fitness

### Skills

- A1. Name the component parts of skill related fitness, including:
  - a) agility
  - b) balance
  - c) coordination
  - d) power
  - e) reaction time
- A2. Compare recreational sports and activities in terms of promotion of skill related fitness
- B1. Complete stations specifically designed with challenge activities targeting a component part of skill related fitness including yardstick catching, the standing broad jump and the 50 yard dash

B2. Complete an assessment of personal skill related fitness which assigns a level of "excellent", "good", "fair" or "needs significant improvement"

## Stage 2: Assessment Evidence

### Assessments

#### skill related fitness stations

#### Summative: Self Assessment

The students will engage in tasks which address the specifics of skill related fitness including reaction time, balance, co-ordination, and agility

## Stage 3: Learning Plan

### Learning Activities

Lecture  
Discussion  
Skill practice stations  
Peer coaching

### Resources

*Physical Best Activity Guide: Middle School and High School Levels, 2nd Edition*, NASPE, 2011

*Fitness for Life*. Corbin, C. and Lindsey, R., Fifth Edition, Human Kinetics, 2007.



# Foundations of Personal Fitness I

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

#### 2.1 Wellness

**2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

##### A. Personal Growth and Development

- 2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
- 2.1.12.A.2 Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.

##### B. Nutrition

- 2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
- 2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.

#### 2.6 Fitness

**2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.**

##### A. Fitness and Physical Activity

- 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. (FITT and additional 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.

### Enduring Understandings

A knowledge of conceptual information regarding a physical activity and fitness is necessary to efficiently and effectively attain optimal wellness.

### Essential Questions

Why do I need to be physically fit?

How do I manage my own wellness through fitness-based activity?

## Content

- A. Fitness, health and wellness benefits
- B. Safe and smart physical activity
- C. Basic principles of training
- D. The FITT formula
- E. The physical activity pyramid
- F. Factors that influence physical fitness
- G. Fitness ratings
- H. Self-management skills for personal wellness
- I. Basics of muscular fitness

## Skills

- A1. Name and give an overview of hypo-kinetic disease
- A2. Explain hyperkinetic disease
- A3. Describe the benefits of a strong skeleton/good posture
- B1. Use pictures to point out the risks of contraindicated exercise
- C1. Compare and contrast the principles of progression, specificity, overload and individuality
- D1. Utilize the FITT guidelines to determine frequency, intensity, time and type of activity which will reap the maximum benefits for their personal goals
- E1. Interpret the configuration of the physical activity pyramid and apply the information to a personal plan for daily activity
- F1. Name factors that effect choice and amount of physical activity including
  - a) physical maturation
  - b) age
  - c) heredity
  - d) environment
- F2. Practice self-management of physical activity by considering factor important to appropriate activity selection including
  - a) physical fitness level
  - b) interests
  - c) individual or group centered
  - d) benefits
  - e) activities of the appropriate skill level

## Stage 2: Assessment Evidence

### Assessments

**Summative: Written Test**

## Stage 3: Learning Plan

### Learning Activities

Lecture  
Discussion  
Worksheets  
Video segments  
Internet research  
Physical activity labs

### Resources

*Physical Best Activity Guide: Middle School and High School Levels, 2nd Edition, NASPE, 2011*

*Fitness for Life. Corbin, C. and Lindsey, R., Fifth Edition, Human Kinetics, 2007.*



# Exploration of Anaerobic Sport and Exercise

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

#### 2.5 Motor Skill Development

**2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**

##### A. Movement Skills and Concepts

- 2.5.12.A.1 Explain and demonstrate ways to apply 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.

##### B. 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.

#### 2.6 Fitness

**2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.**

##### A. Fitness and Physical Activity

- 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. (FITT and additional training principles)

### Enduring Understandings

Some beneficial activities have healthful benefits, but do not necessarily improve cardiovascular fitness.

There are numerous pursuits that can be explored outside of school that promote a healthy activity level.

Rhythmic activities are valuable for physical, emotional and social health.

### Essential Questions

What impact will participation in anaerobic activities have on various components of fitness?

What makes an activity anaerobic?

## Content

- A. Volleyball
- B. Rhythmics
- C. Weightlifting and Conditioning activities (yoga)
- D. Co-operative games and activities

## Skills

- A1. explain to an observer the basics of volleyball game play including:
  - a) the use of rally scoring to 25 points
  - b) six players on a regulation team
  - c) 3 hits on a side
  - d) no double hits
  - e) side out on an unsuccessful serve
  - f) a blocked ball is not counted as a hit
  - g) the line is in
  - h) clockwise rotation
- A2. Demonstrate the proper technique used to complete a:
  - a) serve, either underhand or overhead
  - b) forearm pass
  - c) overhead set
  - d) dig
  - e) spike
  - f) block
- A3. Use proper positioning for best defensive and offensive play
- A4. Engage in team play with a high level of game knowledge, sportsmanship and co-operative effort
- B1. Use movement to music to promote large muscle development, coordination and physical fitness components
- B2. Perform basic dance steps and incorporate them into a line dance including:
  - a) grapevine step
  - b) three step turn
  - c) chasse
  - d) heel touch
  - e) step-ball-change
- B3. Devise a routine using balls or scarves or hand weights that uses exercise, dance steps and music in a fluid combination
- B4. Identify a dance style characteristic of a historical period, country or decade and demonstrate an original routine using steps indicative of the chosen style with suitable music accompaniment (polka, waltz, Virginia reel, jitterbug, disco)
- C1. Utilize weight room equipment to complete a workout with appropriate sets, repetitions and weight
- C2. Use hand weights, barbells, bands, exercise balls and medicine balls in a way that benefits personal fitness
- C3. Document on a personal record a program of weight training activity that follows rules of progression
- C4. Incorporate yoga into the repertoire of activities for conditioning purposes by becoming proficient in at least 10 poses which may include:
  - a) child's pose
  - b) the warrior pose
  - c) the plank
  - d) downward dog
  - e) the triangle pose
  - f) the cat
  - g)
- D1. Engage in group activity to develop trust, confidence and co-operation among class members in the non-competitive environment

## Stage 2: Assessment Evidence

### Assessments

#### **Formative: Exhibition**

Students will exhibit high levels of participation and observable effort during daily class activities

**Summative: Recital**

Student groups will present rhythmic routines set to music

## Stage 3: Learning Plan

### Learning Activities

Team play  
Game play  
Individual practice  
Partner or group work

### Resources

*Physical Best Activity Guide: Middle and High School Levels*. National Association of Sport and Physical Activity (NASPE), 2nd ed. 2005

Websites:

-  <http://www.pelinks4u.org/>
-  <http://www.pecentral.org/>



# Foundations of Personal Fitness II

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

#### 2.1 Wellness

**2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

##### A. Personal Growth and Development

- 2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
- 2.1.12.A.2 Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.

##### B. Nutrition

- 2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
- 2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.

#### 2.2 Integrated Skills

##### B. Decision-Making and Goal Setting

- 2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
- 2.2.12.B.2 Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.

##### C. Character Development

- 2.2.12.C.1 Analyze the impact of competition on personal character development.

##### E. Health Services and Information

- 2.2.12.E.1 Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.

#### 2.6 Fitness

**2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.**

##### A. Fitness and Physical Activity

- 2.6.12.A.1 Compare the short- and long-term impact on wellness associated with physical inactivity.
- 2.6.12.A.4 Compare and contrast the impact of health-related fitness components as a measure of fitness and health.

### Enduring Understandings

Personal fitness is not one size fits all and needs to be based on individual strengths, weaknesses, interests, and skill level.

Trying new activities suited to individual skill level and interests is a good way to increase daily physical activity levels.

Not all health and fitness products are beneficial to consumers.

### Essential Questions

What goals are best suited to my personal fitness plan?

What types of recreational activity are good physical activity choices?

How can food choices complement a sensible activity plan for optimal wellness?

Are health and fitness products available to consumers good choices for all individuals?



## Content

- A. Goal setting for personal fitness
- B. Tracking physical activity
- C. Devising a personal plan of activity and exercise
- D. Recreational activities for an active lifestyle
- E. Food choices for optimal wellness
- F. The wise consumer of health and fitness products

## Skills

- A1. Differentiate between short term and long term goals and propose safe and sensible ones for personal use
- A2. Utilize fitness data to make informed decisions on personal fitness strengths and weaknesses
- A3. Formulate personal goals to become part of the personal fitness plan
- B1. Keep a log or chart which documents level of physical activity per day and week
- B2. Evaluate the personal log or chart to find ways to incorporate increased physical activity into daily living
- C1. Create a 4 week personal activity and fitness plan and share it with a partner or family member
- D1. Propose guidelines for equipment selection and utilization for selected recreational activities and sports
- D2. Compare activities for caloric expenditure
- D3. Locate information on instruction and facilities for selected recreational activities
- E1. Discuss the food and activity pyramid to draw conclusions that assist in healthy eating choices
- E2. Consider guidelines for eating, drinking and physical activity
- F1. Propose guidelines for choosing health and fitness products wisely
- F2. Locate information on certified fitness professionals and reputable clubs and gyms

## Stage 2: Assessment Evidence

### Assessments

#### **Formative: Oral Report**

Students will present to the group their findings related to a chosen health club, gym or fitness facility

#### **Summative: Self Assessment**

4 week personal fitness plan

## Stage 3: Learning Plan

### Learning Activities

Text-based reading  
Large group discussion  
Small group discussion  
Projects and presentations  
Internet research  
Worksheet completion

### Resources

*Physical Best Activity Guide: Middle School and High School Levels, 2nd Edition*, NASPE, 2011

*Fitness for Life*. Corbin, C. and Lindsey, R., Fifth Edition, Human Kinetics, 2007.

*Principles and Labs for Fitness and Wellness*, 9th ed. Hoeger, Werner W.K., and Sharon A. Hoeger, Wadsworth Cengage Learning, 2008.



# Exploration of Aerobic Sport and Exercise

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

#### 2.5 Motor Skill Development

**2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**

##### A. Movement Skills and Concepts

- 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).

##### B. 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.

##### C. 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.

### Enduring Understandings

Activities that cause exertion to the level of breathlessness offer aerobic benefit.

Team play can be a satisfying means of achieving aerobic fitness.

### Essential Questions

What kinds of activities provide aerobic conditioning?

How can intensity of aerobic activity be assessed?

### Content

- A. Ultimate Frisbee
- B. Basketball
- C. Aerobics

### Skills

A1. Demonstrate efforts to attain competence in basic skills in the game of ultimate frisbee:

- a) Grips: backhand, power, hybrid, forehand, hammer

- b) Accurate throwing: partners and targets
- c) Distance throwing
- d) Stationery catching
- e) Catching on the run
- f) Marking the opponent
- g) Taking possession by knock down and interception
- A2. Take part while exhibiting the "spirit of the game" where co-operation and fair play rule, and no official is necessary
- A3. Recite rules governing team play including
  - a) rules for offensive play and scoring ( 1 pointper touchdown)
  - b) rules for defensive team play or marking including no contact
- A4. Assess aerobic benefit of team play by measuring heart rate
- B1. Demonstrate competency in the fundamental skills of basketball including:
  - a) Dribbling - Right Hand, left hand, speed dribble, crossover, between, legs, behind back, spin dribble.
  - b) Passing - Chest, bounce, overhead, and baseball passes.
  - c) Shooting - lay-ups, set shots, jump shots, foul shots.
- B2. Defensive stance and slides.
- B3. Man to man defense (each player guards one other player)
  - 1v1,2v2,3v3,5v5
- B4. Zone Defense (each player guards and area) - 2-3 zone
- B5. Pass and cut (give and go)
- B6. Setting screens and set plays
- B7. Cite rules, and understand fouls and scoring of the game including:
  - a) five players
  - b) 2 points for field goal, 3 points behind marked line, 1 point for foul shot
  - c) 3 second rule
  - d) violations: travelling, double dribble, 5 second in-bounds
  - e) fouls: contact, technical
  - f) 5 foul limit
  - g) jump ball regulations
- B8. Basketball vocabulary including
  - a) jump ball
  - b) 3 point play
  - c) basket
  - d) lay-up
  - e) jump shot
  - f) give and go
  - g) one and one
- B9. Name major positions - guards, forwards, center
- B10. Diagram a regulation basketball court
- B11. Small games and contests - musical chairs, foul shots, knockout, 1v1, 2v2., hot shot, 21, around-the world
- B12. Engage in Team and tournament play
- B13. Assess aerobic benefit of team play by assessing heart rate
- C1. Exhibit jump rope skills by combining several skills into a short routine including
  - a) crossover
  - b) side swing
  - c) jumping jack
  - d) skier
  - e) jogging step
  - f) double twirl
- C2. Combine boxing moves into a rhythmic routine that encourages aerobic benefit
- C3. Combine exercises and simple dance steps into a routine that encourages aerobic benefit including:
  - a) jumping jacks
  - b) jogging steps front, side, back
  - c) knee ups
  - d) kicks
- C4. Assess aerobic benefit of class activity by measuring heart rate or using pulse monitor

## Stage 2: Assessment Evidence

### Assessments

**Summative: Written Test**

Rules test or skills test

**Teacher Observation**

**Formative: Exhibition**

## Stage 3: Learning Plan

### Learning Activities

Drills

Modified games

team play

Tournament play

### Resources

*Physical Best Activity Guide: Middle and High School Levels*, National Association of Sport and Physical Activity (NASPE), 2nd ed, 200

 <http://www.pecentral.com>

 <http://www.pelinks4u.org>