

# **Cedar Grove School District**

## **Physical Education -Grades 10-12**

Approved by the Cedar Grove Board of Education

February 2017

Superintendent of Schools  
Mr. Michael J. Fetherman

Board of Education  
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# 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.

**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

## Unit Calendar

Unit:	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	1 2 3 4 5 6 7 8 9 10	11 12 13 14 15	16 17 18 19 20 21	22 23 24 25	26 27 28 29 30	31 32 33	34 35 36 37 38	39 40		
<u>Physical Fitness</u>	[Shaded bar from Sep 1 to Oct 10]									
<u>Invasion Games (Soccer, Football, Frisbee)</u>	[Shaded bar from Nov 11 to Dec 15]									
<u>Net Games (Volleyball, Badminton, Racket Sports)</u>	[Shaded bar from Dec 16 to Jan 21]									
<u>Goal Games (Basketball, Handball, Hockey)</u>	[Shaded bar from Jan 22 to Feb 25]									
<u>Lifetime Pursuits</u>	[Shaded bar from Mar 26 to Apr 30]									



# Physical 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.

#### 2.5 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.

#### 2.6 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

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. Physical fitness assessment preparation
- B. Physical fitness assessment testing

## Skills

- A1. Engage in tagging games to facilitate elevation of heart rate to the level of cardiovascular benefit.
- A2. Complete progressive distance activities to encourage increased cardiovascular performance
- A3. Identify pulse points and successfully count pulse to attain a measure of heart rate
- A4. Calculate target heart rate and optimal training zone
- A5. Correctly use a fingertip heart rate monitor
- A6. Use interval training to accomplish more total work per workout by varying intensity.
- A7. Use isotonic and isometric weight training and exercises to build muscular strength and endurance
- A8. Practice flexibility self assessments including
  - a) seated hamstring flexibility test
  - b) shoulder flexibility test
  - c) achilles tendon flexibility test
- A9. Hold ten different static stretches for 15 to 30 seconds
- A10. Plan and execute a circuit training routine that focuses on all of the five component parts of health related fitness
- B1. Successfully complete the PACER TEST as a test of aerobic capacity and record results on personal record sheets/Fitnessgram web record
- B2. Successfully complete the curl-up test as *per Fitnessgram Test Administration Manual* and record results on personal record sheets/Fitnessgram web record
- B3. 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
- B4. Successfully complete the trunk lift test as *per Fitnessgram Test Administration Manual* and record results on personal record sheets/Fitnessgram web record
- B5. Successfully complete the sit and reach flexibility test as *per Fitnessgram Test Administration Manual* and record results on personal record sheets/Fitnessgram web record
- B6. Successfully complete the one mile run as *per Fitnessgram Test Administration Manual* and record results on personal record sheets/Fitnessgram web record
- B7. 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
- B8. Interpret their physical fitness assessment results as being in the healthy fitness zone, or not and suggesting a plan for improving weak areas of fitness.

 The Many Benefits of Circuit Training.doc

## Stage 2: Assessment Evidence

### Assessments

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

students will measure both resting and working heart rate using a pulse monitor or a manual technique learned in class and be able to determine whether they are functioning in the exercise benefit zone

#### **Teacher Observation**

#### **Formative: Exhibition**

## 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 Test Administration Manual*. Meredith, Marilu D. and Welk, Gregory, editors, The Cooper Institute, 2005

*Quality Lesson Plans for Secondary Physical Education*. Zakrajsek, Dorothy, and Carnes, Lois A., Human Kinetics, 1994



# Net Games (Volleyball, Badminton, Racket Sports)

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.

##### 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

Net and wall games use skills, techniques, and teamwork in to score by moving a ball (or other projectile) over/off a net or wall into the other team's territory.

Teamwork and communication is key and improves success.

The demands of team play promote physical fitness and wellness.

### Essential Questions

1. What skills do you need to be successful in a variety of net and wall games (volleyball, lacrosse, badminton, paddleball)?
2. How can students demonstrate and assess tactical understanding of net based games?
3. How can students use appropriate and effective offensive, defensive, and cooperative strategies in applied net and wall games?
4. How can students analyze their own and observe others behaviors to achieve a high level of fair play and good sportsmanship?

## Content

- A: Rules of the game of volleyball
- B: Fundamental skills of volleyball
- C: Strategic play in volleyball
- D. Modified games, tournament play
- E. Paddleball rules and court lay out
- F. Fundamental skills of paddleball
- G. Game play and tournament play
- H. Badminton rules and the regulation court
- I Fundamental skills of badminton
- J. Game and tournament play

## 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
- B1. 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
- C1. Use proper positioning for best defensive and offensive play
- D1. Engage in team play with a high level of game knowledge, sportsmanship and co-operative effort
- E1. Utilize vocabulary specific to the sport of paddleball while engaging in or conversing about paddleball/raquetball including:
  - a) forehand shot
  - b) backhand shot
  - c) hinder
  - d) kill shot
  - e) short serve
- E2. Diagram the court used for a regulation game of paddleball and explain court markings.
- E3. Practice safe use of the racquet or paddle including the use of the wrist strap or thong.
- F1. Demonstrate proper technique used to complete a:
  - a) forehand stroke
  - b) backhand stroke
  - c) serve
  - d) kill shot
- G1. Compete in a singles, doubles or "cut-throat" (3 player) format
- G2. Challenge an opponent to a regulation game of 21 points.
- G3. Explain the theory behind a single or double elimination tournament format.
- H1. Employ game specific vocabulary when playing or conversing about badminton including:
  - a) grip
  - b) overhead clear shot
  - c) underhand clear shot
  - d) lob shot
  - e) smash shot
  - f) underhand serve
  - g) shuttlecock
- H2. Demonstrate proper scoring technique whereby points are scored on service only and failure to return the shuttlecock results in loss of service.
- H3. Diagram a regulation badminton court and explain markings to an observer
- I1. Demonstrate mastery of basic badminton skills including:
  - a) Grip: forehand and backhand
  - b) Footwork: skip, shuffle, glide, chase step
  - c) Serve: high serve, low serve, flick drive
  - d) Net play: net kill, net lift
  - e) Strategic shots - lob and smash
  - f) clear shots
- J1. Engage in game play following specified rules using a high level of sportsmanship, fair play and co-operative team play.



## Stage 2: Assessment Evidence

### Assessments

**Teacher Observation of student participation**  
**Formative: Self Assessment**

**Cognitive Assignment Appropriate to Unit of Study**  
**Formative: Other written assessments**

**Preparation**  
**Formative: Self Assessment**

 Rally scoring check up.doc

 Underhand Volleyball Serve Rubric.doc

 overall volleyball assessment.doc

## Stage 3: Learning Plan

### Learning Activities

1. Warm-up and stretching
2. Introduction of unit and expectations
3. Basic Skills practice (individual and group)
4. Practice and repetition of skills.
5. Small cooperative games and contests.
6. Round Robin and Tournament Games
7. Awards/Incentives displayed on bulletin board

### Resources

*Teaching Sport Concepts and skills: A Tactical Games Approach 2nd Edition.* Mitchell, S., Oslin, J., Griffin, L. Human Kinetics 2006



# Goal Games (Basketball, Handball, Hockey)

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.

##### 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.

### Enduring Understandings

Goal games use skills, techniques, and teamwork to score by moving a ball (or other projectile) into another team's territory and shooting into a fixed target (goal/basket).

Teamwork and communication is key and improves success.

Goal games increase cardiovascular fitness and muscular strength and endurance.

### Essential Questions

What skills do you need to be successful in a variety of goal games (basketball, hand, speedball, hockey, lacrosse)?

How can students demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies in goal games?

How can students analyze their own and observe others behaviors to practice fair play and good sportsmanship?

# Content

- A. Offensive skills and techniques of basketball(triple threat).
- B. Defensive skills and strategies.
- C. Tactical strategy and plays used in a basketball game.
- D. Basic rules and positions of the of the game.
- E. Team participate in small games, contests, round robin, and tournament game play.
- F. Fundamental of team handball
- G. Rules of team handball
- H. Tactical strategy and play used in team handball.
- I. Games, contests, round robin, and tournament game play.
- J. Fundamental skills of lacrosse
- K. Attacking, creating, and use spacing properly during lacrosse games.
- L. Defensive techniques and strategies of lacrosse which are very similar to basketball strategies.
- M. Rules, fouls, and scoring of lacrosse.
- N. Small games, contests, round robin, and tournament game play.
- O. Rules of the game of floor hockey
- P: Techniques & Skills
- Q: Game Play, Equipment & Safety
- R. Speedball Fundamentals
- S. Speedball game play and strategy
- T. Speedball drills, lead up games, contests and team play

# Skills

- A1. 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.
- B1. Defensive stance and slides.
- B2. Man to man defense (each player guards one other player)  
-1v1,2v2,3v3,5v5
- B3. Zone Defense (each player guards and area) - 2-3 zone
- C1. Pass and cut (give and go)
- C2. Setting screens and set plays
- D1. 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
- D2. 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
- D3. Name major positions - guards, forwards, center
- D4. Diagram a regulation basketball court
- E1. Small games and contests - musical chairs, foul shots, knockout, 1v1, 2v2., hot shot, 21, around-the world
- E2. Engage in Team and tournament play
- F1. Demonstrate competence in basic team handball skills including:
  - a) dribbling
  - b) Passing - chest, bounce, overhead, hook, baseball passes.
  - c) Shooting/Scoring - throwing technique and "The Piston Shot"
  - d) goalkeeping
- G1. Demonstrate a knowledge of the rules of the game by employing them during class play, including:
  - a) no personal contact
  - b) 3 second/3step rule
  - c) avoiding the marked goal area when shooting at the goal
  - d) dribbling rules
  - e) goalie privilege
  - f) positions- rt./left wing, left backcourt, rt. backcourt, circle runner, center
- H1. Play man to man and zone defense - Goalie zone and technique, defensive zone.
- H2. Understand the importance of quick movement of ball and body down the field
- H3. Keep themselves between their man and the goal
- H4. Practice good offensive strategy- give and go, screens
- I1. Successfully compete in 2v2 and 3v3 games to master passing and spacing.
- I2. Demonstrate proper team and tournament play displaying good sportsmanship and fair play and a co-operative team spirit.
- J1. Demonstrate competency in the basic skills of lacrosse including:
  - a) Catching and receiving the ball safely
  - b) Cradling and Running to maintain possession of the ball.
  - c) Picking up ground balls.
  - d) Shooting - feed, turn, roll, and dodge shots.
  - e) Passing - long, short, back, feed, swing passes.
  - f) Goalkeeping, interception, and stealing the ball

- K1. Fast break and slow attacks.
- K2. Give and go, timing cuts, picks, screens, and rolls.
- L1. Defending space man to man or zone defense. (Basketball)
- M1. Cite rules, and understand the fouls and scoring of the game including:
- 10 players
  - Score a goal into opponents goal
  - Each score worth 1 point
  - Play begins with a face-off
  - Players can run with the ball, pass the ball, shoot the ball, or catch the ball on offense.
  - Players can stick check to gain possession of the ball on defense.
  - Only goal keeper can use their hands
  - Players can not enter the goal crease.
  - Violations: slashing, tripping, cross-checking, holding, off-sides, pushing, and stalling
- M2. Lacrosse vocabulary including:
- Cradling
  - Groundball
  - Swing PAss
  - Interception
  - Stick Check
  - Pick/Screen
  - Man to man defense
  - Zone defense
- N1. Small games and contests in small and large groups followed by team and tournament play
- O1. Cite rules, and understand the fouls and scoring of the game including:
- 5-7 players on the floor plus a goalie
  - Play begins with a faceoff at centerline
  - Ball may be stopped by hand, but not held or passed
  - Goal is scored when player hits or pushes the ball into the net directly off their stick
  - No kicking of the ball
  - Fouls include: high sticking, slashing, pushing, tripping, cross checking
- P1. Demonstrate competency in the basic skills of Floor Hockey including:
- Holding the stick: dominant hand on the shaft of the stick, weak hand on top
  - Dribbling: Primary method is side to side. Other methods include pushing, front-to-back, and diagonal.
  - Passing
  - Receiving: Three keys to remember: give, cup, right angle. Be soft with the incoming pass.
  - Shooting: slap shot (draw your stick back to waist level and bring stick down towards the puck and follow through), wrist shot, backhand shot
  - Goal tending: the goaltender has three pieces of equipment vital to stopping the puck; stick, glove, and blocker.
- Q1. Successfully compete in 2v2 and 3v3 games to master passing and spacing.
- Q2. Demonstrate proper team and tournament play displaying good sportsmanship and fair play and a co-operative team spirit.
- Q3. Understand that the use of hockey sticks are requires special attention to safe play at all times by never checking players or raising the stick about waist level. The goalie will use protective equipment at all times.
- R1. Demonstrate competency in the fundamental skills of speedball including:
- handling a ground ball: dribbling (as in soccer), kicking, trapping, kick-up
  - handling a fly ball: punting (as in football), throwing, juggling, dropping (creating a ground ball)
  - goalkeeping, interception, and stealing the ball
- S1. Fast break and slow attacks
- S2. Give and go
- S3. Marking, anticipating
- S4. Scoring:
- Field Goal: Worth 3 points – scored when a ground ball is kicked or otherwise legally propelled over the crossbar of the net within the side posts
  - Touchdown: Worth 1 point – scored when a player standing in the end zone catches and securing holds a forward pass thrown from the playing

field outside the end zone.

c) End Kick: Worth 2 points – scored when an offensive player with a grounded ball in the end zone kicks or legally propels the ball over the end line and not between the goalposts. An end zone kick does not count unless the ball is grounded in the end zone immediately prior to being kicked over the end zone line.

d) Drop Kick: Worth 2 points – scored when a fly ball held by a player in the field outside the end zone is dropped to the ground and kicked over the goal crossbar between the uprights.

e) Penalty Kick: Worth 1 point – a free kick awarded for an infraction of the rules. It is taken from the penalty mark 10 feet in front of the goal.

S5. Demonstrate defensive strategies

a) Guard players 3 feet away by taking a position between the opponent and goal. Cover the area in front of the goal at all times.

b) Force the opponent to play the ball away from the goal towards the outside of the field.

c) Reduce the angle from which the opponent can shoot by moving toward the ball.

d) Move away from the opponent as the offense gets farther from the goal but move toward opponent as the offense moves toward the goal.

S6. Demonstrate offensive skills

a) Create an open space in which to shoot by moving quickly.

b) Spread out the attack so it is hard for the defense to guard.

c) Use your body to shield the ball from your opponent.

d) Keep moving when not in possession of the ball.

e) Move away from the teammate with the ball so that a crowd does not gather near the ball.

T1. Successfully compete in 2v2 and 3v3 games to master passing and spacing.

T2. Demonstrate proper team and tournament play displaying good sportsmanship and fair play and a co-operative team spirit.

## Stage 2: Assessment Evidence

### Assessments

#### **Formative: Other Visual Assessments**

Teacher Observation of level of participation and effort.

#### **Cognitive Assessment**

#### **Summative: Other written assessments**

rules test or court diagramming or webquest assignment requiring research to answer questions on the game of team handball, lacrosse or hockey

## Stage 3: Learning Plan

### Learning Activities

#### Warm-ups and stretching

1. Introduction of unit and expectations
2. Basic Skills practice (individual and group)
3. Practice and repetition of skills.
4. Small cooperative games and contests.
5. Round Robin and Tournament Games
6. Awards/Unit Closure Ceremony

### Resources

*Teaching Sport Concepts and skills: A Tactical Games Approach 2nd Edition.* Mitchell, S., Oslin, J., Griffin, L. Human Kinetics 2006

*Quality Lesson Plans for Secondary Physical Education.* Zakrajsek, Dorothy, and Carnes, Lois A., Human Kinetics, 1994

#### Team Handball

Foam Handballs, pinnies, handball/hockey nets, tape, cones, hula-hoops.

**Lacrosse**

Lacrosse sticks (beginner sticks), Indoor hockey balls, tennis balls, small goals, cones, poly spots, pinnies



# Lifetime Pursuits

Collaboration

## Stage 1: Desired Results

### NJ Standards

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

#### NJ: Grade 12

#### 2.1 Wellness

##### B. Nutrition

- 2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.

#### 2.2 Integrated Skills

**2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**

##### A. Interpersonal Communication

- 2.2.12.A.1 Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.

#### 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.

##### 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.

#### 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

Teamwork and communication is key and improves success.

Lifetime pursuits contribute to the improvement of personal physical fitness and help maintain wellness throughout the life cycle.

## Essential Questions

What activities can be learned now and practiced at later points in life to maintain good health and fitness?

How can students analyze their own and observe others behaviors to exhibit fair play and good sportsmanship?

## Content

- A. Golf Fundamentals and Skills
- B. Golf game play and strategy
- C. Golf drills, lead up games, contests
- D: Softball Rules and Regulations
- E: Softball Skills & Techniques
- F: Softball Equipment & Safety
- G. Fitness walking

## Skills

- A1. Determine the difference between the lengths and lofts of clubs and what each are used for.
- A2. Learn that a golf ball is a dimpled (often white) ball the size of a ping pong ball.
- A3. Examine why the Driver (wood) hits the golf ball the furthest and the putter is used on and around the green. Irons are used for mid range shots, the lower the number of iron, the further you will hit the ball.
- A4. Wear proper attire while playing golf
  - a) golf shoes with "soft spikes"
  - b) hat or visor
  - c) slacks or shorts with collared shirt
- A5. Understand that at some golf courses a "caddy" is a person who carries your bag of golf clubs for you during your round
- A6. Demonstrate placement of feet shoulder width apart while addressing the ball with the non-dominant side pointing towards the hole.
- A7. Demonstrate correct grip the club comfortably with the dominant hand on the bottom
- A8. Carry out a "pendulum" swing to strike the golf ball.
- B1. Demonstrate knowledge of golf courses
  - a) 18 holes of play (front 9 and back 9)
  - b) Par 3's, 4's & 5's
  - c) Tee, fairway, rough, bunker(sand), water hazard, out of bounds, green
- B2. Understand that par is the number assigned to a hole, it suggests that a player should be able to get the golf ball in the hole in that number of shots to stay on "par".
  - a) 2 under par=eagle
  - b) 1 under par=birdie
  - c) 1 over par=bogey
  - d) 2 over par=double bogey
- B3. Realize that walking the course or riding in a golf cart are the two options to complete your round. Par for an entire course is usually around 70-72 shots.
- B4. Assess the different clubs that should be used in certain situations and how hard to swing depending on distance from hole
- B5. Understand the respect for other players that is involved in the sport of golf.
  - a) It is imperative that a player does not speak when another player is carrying out their shot.
  - b) It is common practice to replace divots or ball marks made while playing on the course.
  - c) If players hit the ball out of the sand trap the sand should be raked after completing the shot
  - d) If your shot is traveling towards another player or group of players, it is common courtesy to yell "FORE" to alert those players of a potential danger.
  - e) 4 players are allowed on a hole at one time. Once all players tee off, the person furthest away from the hole shall shoot first.
- B6. Note that a player cannot touch their golf ball unless on the tee or green. The lowest amount of strokes made on the 18 hole course would win, breaking any rules results in a stroke penalty.
- B7. Notice that pace of play is an important part of the game. Playing 18 holes should take around 4 hrs 15 min.



B8. Note that professional golfers are members of the PGA Tour. These professional athletes travel the world to play in tournaments for cash prizes and world rankings.

B9. Examine the "Major" Tournaments

- a)The Masters
- b)The US Open
- c)The British Open
- d)The PGA Championship

C1. utilize practice equipment to improve skills and technique

- a)driving mat
- b)chipping net
- c)putting strip/holes
- d)whiffle golf balls

C2. participate in lead up games to compete with others

- a)battle golf
- b)chipping relay
- c)putting contest
- d)chipping target work

D1. Understand that softball is played with 2 teams on a diamond shaped infield and vast outfield.

- a) Each team consists of 9 players. Each game consists of a # of innings.
- b)The home team gets to bat in the bottom half of each inning and therefore gets the last shot at being on offense in the game if they trail on the scoreboard.

D2. Note that softball pitchers all throw underhand to the batter.

E1. Explain that 9 positions on the field are 1. Pitcher 2. Catcher 3. First Base. 4 Second Base 5. Third Base 6. Shortstop 7. Left Field 8. Center Field 9. Right Field

E2. Observe how a batter stands in the "batters box" and attempts to hit the ball that the pitcher throws

E3. Notice how fielders will receive ground balls, line drives, or fly balls to field. A pitcher may also record an out by striking the batter out by getting 3 strikes.

F1. Notice that balls, bats, helmets, uniforms, gloves and other protective measures are all equipment used.

F2. Realize that safety is key in a sport where bats are swung and balls are thrown.

G1. Walk progressively longer distances each period using a monitoring device such as a pedometer and/or heart monitor

G2. Chart daily walking on a log and monitor steps walked/distance traveled/calories used and/maximum heart rate

## Stage 2: Assessment Evidence

### Assessments

**Teaching observation of student participation**

**Formative: Self Assessment**

**Cognitive Assignment Appropriate to Unit of Study**

**Formative: Other written assessments**

**Preparation**

**Formative: Self Assessment**

## Stage 3: Learning Plan

Learning Activities

Resources

1. Warm Up and stretching
2. Introduction of unit and expectations
3. Basic Skills practice (individual and group)
4. Practice and repetition of skills.
5. Small cooperative games and contests.
6. Round Robin and Tournament Games
7. Awards/Unit Closure Ceremony