

Physical Education

9th Grade

Prepared by:

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Superintendent of Schools:

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Born on Date November 2014

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Revised NJSLS Date August 22, 2022

Grade 9¹
PHYSICAL EDUCATION

Course Description:

The goal of physical education is to develop healthy, responsible students who have the knowledge, skills, and dispositions to work together in groups, think critically, and participate in a variety of activities that lead to a lifelong healthy lifestyle. The freshman Physical Education program focuses on the development of healthy attitudes and behaviors as well as a variety of physical activities that enhance fitness for all students. We believe in the development of the concepts of wellness, cooperation, and teamwork in order to provide students with the knowledge and skills needed to promote lifelong health and wellness.

Course Sequence:

Unit	Topic	Duration
1	Fitness	4 Weeks
2	Games and Team Sports	10 Weeks
3	Individual / Dual / Lifetime Sports	6 Weeks

Pre-requisite:

¹ Pre-Requisites: 8th Grade Physical Education

**Unit 1
Overview**

Content Area: Physical Education

Unit Title: Fitness

Grade Level: 9

Core Ideas: Fitness education is a major component of the physical education program, focusing on helping students acquire knowledge and higher-order understanding of health-related physical fitness, as well as habits of physical activity and other healthy lifestyles that lead to good health-related physical fitness, health and wellness.

Unit # - Standards

Standards (Content and Technology):

CPI#:	Statement:
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Performance Expectations (NJSL)

2.2.12.MSC.2	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
2.2.12.MSC.3:	Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
2.2.12.PF.1	: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
2.2.12.PF.2:	Respect and appreciate all levels of ability and encourage with care during all physical activities.
2.2.12.PF.3:	Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness.
2.2.12.PF.4	Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
2.2.12.PF.5:	Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.
2.2.12.N.1:	Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
2.2.12.N.2:	Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
2.2.12.N.3:	Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness
2.2.12.N.4:	Implement strategies and monitor progress in achieving a personal nutritional health plan.
2.2.12.N.5:	Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.

Career Readiness, Life Literacies, and Key Skills

9.2.8.CAP.1:	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2:	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.9:	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

Computer Science and Design Thinking	
8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
8.2.12.ITH.3:	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Intercultural Statements (Amistad, Holocaust, LGBT, etc...)	
AAPI	To infuse the history of Asian American Pacific Islanders into the physical education curriculum in order to provide an accurate, complete and inclusive history(Promote various Asian American athletes when introducing sports to physical education classes. (Tiger Woods, Apolo Ohno, Kristi Yamaguchi, Sunisa Lee, Chloe Kim)
Amistad	To infuse the history of Africans and African-Americans into the physical education curriculum in order to provide an accurate, complete and inclusive history(Jackie Robinson,Muhamad Ali)
LGBTQ	An inclusive curriculum benefits <i>all</i> students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (Sheryl Swoopes, Megan Rapinoe, and Billie Jean King)
Interdisciplinary Connection	
6.2.12.History UP.2.a:	: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.History CC.2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)
WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS3-3), (HS-PS3-4), (HS-PS3-5)
WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS-PS3-5)
Companion Standards	
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Unit Essential Question(s):	Unit Enduring Understandings:

<p>How would a proper workout program contribute to a healthy lifestyle? • How total health is measured using the 5 components of fitness? Unit Enduring Understandings: • How does the F.I.T.T. principle affect a long-term fitness plan?</p>	<ul style="list-style-type: none"> • An appropriately designed workout program prepares the body for safe and effective activity • The FITT principle are specific components of a workout program designed to monitor an effective and progressive workout.
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Evidence of Learning

Formative Assessments:

- Teacher observation • In Class Discussion • Written Quiz : Fitness (Multiple Choice) • 2 Rose & a Thorn : Strength and Cardio Training • One Word Summary: Fitness Testing

Summative/Benchmark Assessment(s):

- Final Activity Grade : According to MPHS Physical Education Department Grading Rubric

Alternative Assessments:

- Personal Fitness Plan

<p>Resources/Materials:</p> <p>https://www.shapeamerica.org/upload/Instructional-Framework-for-Fitness-Education-in-Physical-Education.pdf https://www.parkhill.k12.mo.us/UserFiles/Servers/Server_62416/File/Academic%20Services/Board%20Approved%20Cu https://stretchcoach.com/articles/fitt-principle/ https://www.shape.com/fitness/tips/how-guarantee-your-workout-always-working https://www.livestrong.com/article/421773-four-phases-of-exercise/</p>	<p>Key Vocabulary:</p> <p>F.I.T.T.</p> <p>Wellness</p> <p>Health</p> <p>Team Management</p>
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Assess personal level of fitness	Fitness Testing	2 Days
2	Demonstrate a variety of warm ups, workout, and cool down options and explain how they can reduce injury	Phase of Exercise	1 Day
3	Discuss the five components of fitness (cardiovascular, muscle endurance, muscle strength, flexibility, body composition) and participate in components of fitness on a daily basis through specific fitness exercises and/ or sports and games.	Components of Fitness	1 Day
4	Describe the F.I.T.T. principle and explain how these aspects relate to the progression of	FITT	1 Day

	physical activity. (frequency, intensity, time, type)		
5	Select proper equipment and apply all appropriate safety procedures; identify risks	Safety issues with fitness	1 Day
6	Analyze characteristics of sport and physical activities that are personally enjoyable, challenging and fulfilling; differentiate between intrinsic and extrinsic reasons for participating.	Endurance Games	7 Days
7	Understand fitness concepts and skills and integrate them into everyday routine supporting wellness along with the importance of nutrition	Strength and Cardiovascular Training/Nutrition	10 Days

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
<ul style="list-style-type: none"> ● Allow Errors ● Rephrase directions ● Allow extended time for activities ● Provide one-on-one assistance ● Consult with case managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Give instructions/directions in writing and orally, as needed ● Use of translation 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations

	<p>dictionaries to locate words in native language</p> <ul style="list-style-type: none"> • Modified assessments/assignments, as needed • Allow spelling errors 			<p>ons/modifications</p>
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Unit 2 Overview	
Content Area: Physical Education	
Unit Title: Games and Sports	
Grade Level: 9	
<p>Core Ideas: The development of skills, an understanding of the strategies, and the tactics and techniques employed in various activities, allows a student to become more competent in that sport, or hopefully become an educated spectator. Students will participate in a combination of team sports and cooperative games. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in team activities, cooperative games, fitness, and movement activity for a lifetime.</p>	
Unit # - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSL)	
2.2.12.MSC.1:	Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).
2.2.12.MSC.2:	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
2.2.12.MSC.3:	Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
2.2.12.MSC.4:	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
2.2.12.MSC.5:	Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
Career Readiness, Life Literacies, and Key Skills	
9.2.8.CAP.1:	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2:	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.9:	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.
Computer Science and Design Thinking	

8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
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W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Unit Essential Question(s):	
Unit Enduring Understandings:	

<ul style="list-style-type: none"> • How can games and sports help develop a healthy lifestyle? • Why are skills and game knowledge important to participate in physical activities/sports? • What are the characteristics of good sportsmanship? • What role does cooperation, effort and teamwork play in physical activities/sports? 	<ul style="list-style-type: none"> • Physical and cognitive skills are necessary to successfully participate in a variety of physical activities • Efficient movement improves performance. • Rules and etiquette in physical activities/ sports can make the experience both enjoyable and successful • Cooperation, sportsmanship, and preparation are necessary for successful performance of movement.
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Evidence of Learning

Formative Assessments:

- Teacher observation - skill and modified game play
- Class Discussion
- Written Quiz : Multiple Choice Team Sports
- Rate on a Scale : Skill and strategies
- Modified Game Play

Summative/Benchmark Assessment(s):

- Final Activity Grade : According to MPHS Physical Education Department Grading Rubric

Alternative Assessments:

- Checklist self Assessment : Skill Development

Resources/Materials:

<https://www.strength-and-power-for-volleyball.com/basic-volleyball-skills.html>
<http://www.wovc.org/TI/Skills/vbprog.pdf>
<https://msu.edu/~bakers12/Softball%20Unit%20Plan.html>
<https://www.thepecialist.com/teaching-basketball-ball-handling-dribbling/>
<https://www.charlaphysed.com/speedball.html>
<https://www.soccerxpert.com/soccer-drills.aspx>
<http://www.hohokus.org/hohokus/Teacher%20Web%20Pages/Physical%20Education%20Department/Team%20Handball%20Unit/>

Key Vocabulary:

Team Building
 Wellness
 Health
 Team Management

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	<ul style="list-style-type: none"> • Improve their level of fitness • Demonstrate basic skills of flag football • Apply the rules of flag football in modified game play 	Flag Football	2 weeks
2	<ul style="list-style-type: none"> • Improve their level of fitness • Demonstrate basic skills of softball • Apply the rules of softball in modified game play 	Softball	2 weeks
3	<ul style="list-style-type: none"> • Improve their level of fitness • Demonstrate basic skills of soccer • Apply the rules of soccer in modified game play 	Soccer	2 weeks
4	<ul style="list-style-type: none"> • Improve their level of fitness • Demonstrate basic skills of 	Ultimate Frisbee	2 weeks

	ultimate frisbee • Apply the rules of ultimate frisbee in modified game play		
5	• Improve their level of fitness • Demonstrate basic skills of volleyball • Apply the rules of volleyball in modified game play	Volleyball	2 Weeks
6	• Improve their level of fitness • Demonstrate basic skills of team handball • Apply the rules of team handball in modified game play	Team Handball	2 Weeks
7	• Improve their level of fitness • Demonstrate basic skills of basketball • Apply the rules of basketball in modified game play	Basketball	2 Weeks
8	• Improve their level of fitness • Apply the rules of in modified game play	Group Games	2 Weeks
9	• Improve their level of fitness • Demonstrate basic skills of hockey • Apply the rules of hockey in modified game play	Floor Hockey	2 Weeks
10	• Improve their level of fitness • Demonstrate basic skills of speedball • Apply the rules of speedball in modified game play	Speedball	2 Weeks

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	505 Students
<ul style="list-style-type: none"> • Allow Errors • Rephrase directions • Allow extended time for activities • Provide one-on-one assistance • Consult with case managers and follow IEP accommodati 	<ul style="list-style-type: none"> • Assign a buddy, same language or English speaking • Allow errors in speaking • Rephrase questions, directions, and explanations • Allow extended time to 	<ul style="list-style-type: none"> • Provide extension activities • Build on students' intrinsic motivations • Consult with parents to accommodate students' interests in completing tasks at their 	<ul style="list-style-type: none"> • Provide extended time to complete tasks • Consult with Guidance Counselors and follow I&RS procedures/ac tion plans • Consult with classroom teacher(s) for 	<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Provide one-on-one assistance

ons/modifications	<p>answer questions</p> <ul style="list-style-type: none"> • Give instructions/directions in writing and orally, as needed • Use of translation dictionaries to locate words in native language • Modified assessments/assignments, as needed • Allow spelling errors 	level of engagement	<p>specific behavior interventions</p> <ul style="list-style-type: none"> • Provide rewards as necessary 	<ul style="list-style-type: none"> • Accept participation at any level • Consult with Case Managers and follow IEP accommodations/modifications
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Unit 3 Overview	
Content Area: Physical Education	
Unit Title: Individual / Dual / Lifetime Sports	
Grade Level: 9	
<p>Core Ideas: In this unit, students are taught basic skills and have the opportunity to enhance their knowledge about sport, exercise, and other forms of physical activity. The emphasis of this unit is to develop immediate and life-long benefits and enjoyment of regular physical activity. This unit focuses on skill instruction, knowledge of rules and etiquette, and strategy for effective play in lifetime and individual activities. The curriculum provides diverse offerings to meet the individual needs of all students and to develop competency in a variety of activities.</p>	
Unit # - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSL)	
2.2.12.LF.1:	Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
2.2.12.LF.2:	Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
2.2.12.LF.3	Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
2.2.12.LF.4:	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
2.2.12.LF.5	Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

2.2.12.LF.6:	Implement a financial plan for participation in physical activity in the community for self and family members.
2.2.12.LF.7	Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.
2.2.12.LF.8:	Identify personal and community resources to explore career options related to physical activity and health.
2.2.12.MSC.1	Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).
2.2.12.MSC.2:	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
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Evidence of Learning			
<p>Formative Assessments: Teacher observation ● Class Discussion ● Written Quiz : Multiple Choice Unit Quiz ● Rate on a Scale ● Misconception Check : Skill ● Modified Game Play</p> <p>Summative/Benchmark Assessment(s): ● Final Activity Grade : According to MPHS Physical Education Department Grading Rubric</p> <p>Alternative Assessments: ● Self-Assessment : Skill Scale</p>			

Resources/Materials: http://kurtmccconnell.weebly.com/uploads/1/5/4/8/1548848/golf_unit_plan.pdf https://www.whscsatx.com/5-basic-badminton-skills-every-beginner-needs-to-learn/ https://allabouttennisforbeginners.wordpress.com/	Key Vocabulary: Etiquette Strategy
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	<ul style="list-style-type: none"> ● Improve their level of fitness ● Demonstrate basic skills of badminton ● Apply the rules of badminton in modified game play 	Badminton	2 Weeks
2	<ul style="list-style-type: none"> ● Improve their level of fitness ● Demonstrate basic skills of pickleball ● Apply the rules of pickleball in modified game play 	Pickleball	2 Weeks
3	<ul style="list-style-type: none"> ● Improve their level of fitness ● Demonstrate basic skills of tennis ● Apply the rules of tennis in modified game play 	Tennis	2 Weeks

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	506 Students
<ul style="list-style-type: none"> ● Allow Errors ● Rephrase directions ● Allow extended time for activities ● Provide one-on-one assistance ● Consult with case managers and follow IEP accommodati 	<ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/ac tion plans ● Consult with classroom teacher(s) for 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance

<p>ons/modifications</p>	<p>answer questions</p> <ul style="list-style-type: none"> ● Give instructions/directions in writing and orally, as needed ● Use of translation dictionaries to locate words in native language ● Modified assessments/assignments, as needed ● Allow spelling errors 	<p>level of engagement</p>	<p>specific behavior interventions</p> <ul style="list-style-type: none"> ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications
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