

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Physical Education 9th Grade

June 2017

## **New Milford Board of Education**

David Lawson, Chairperson

Mr. Bill Dahl, Vice Chairperson

Tammy McInerney, Secretary

Robert Coppola, Assistant Secretary

Angelia Chastain

Wendy Faulenbach

David Littlefield

Brian McCauley

J.T. Schemm

### **Superintendent of Schools**

Mr. Joshua Smith

### **Assistant Superintendent**

Ms. Alisha DiCorpo

### **Authors of Course Guide**

Jason Arnauckas

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Physical Education

Physical Education in the 9th grade will provide students an opportunity to participate in a variety of lifetime activities, recreational activities and team sport activities that will be offered throughout the semester. Students will have an opportunity to choose an activity in each unit of instruction that will best fit their interest level. A wide range of units will be offered for the students to engage in activities that will enhance their learning experience in an educational setting that allows students to reach their level of success while collaborating with peers and setting personal goals and standards, as well as, reaching team goals.

Students will have an opportunity to develop a wide range of skills while participating in a variety of individual/partner and team activities. Students will be provided many opportunities to develop their skills of throwing, catching, striking, and hitting with an implement in addition to improving overall fitness levels through warm ups, lead up activities and application of skills through game play. In addition to skill development students will learn about strategies, etiquette, sportsmanship, and rules of the game while developing an appreciation of individual differences.

Units of Instruction that may be offered are broken down into three main categories: Lifetime Activities, Recreational Activities and Team Sport Activities. Units may include but are not limited to:

### **Lifetime Activities:**

Aerobics, Archery, Circuit Training, Cycling, Dance, Fitness, Golf, Tennis, Walking, Yoga

### **Recreational Activities:**

Archery, Backyard Games, Badminton, Flag Frenzy, Indoor Games, Outdoor Games, Pickleball, Table Tennis, Ulti-mania, Wiffle Ball

### **Team Sport Activities:**

Basketball, Flag Football, Floor Hockey, Soccer, Softball, Speedball, Tchoukball, Team Handball, Volleyball, Ultimate Frisbee

**Stage 1 Desired Results**

|   |   |   |
|---|---|---|
| <p><b>ESTABLISHED GOALS</b><br/>                 NPES 1: Demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NPES 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NPES 3: Demonstrates the knowledge and skills to achieve a health enhancing level of physical activity and fitness.</p> <p>NPES 4: Exhibits responsible personal and social behavior that respects self and others.</p> <p>NPES 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>NHES 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>NHES 5: Students will demonstrate the ability to use decision making skills to enhance health.</p> <p>NHES 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> | <b>Transfer</b>   |   |
|   | <p><i>Students will be able to independently use their learning to... stay physically active in a variety of activities throughout their lifetime to maintain their level of health and wellness.</i></p>   |   |
|   | <b>Meaning</b>  |   |
|   | <p><b>UNDERSTANDINGS</b><br/> <i>Students will understand that...</i></p> <p>Exposure to a variety of activities will help improve a person's chances of participating in physical activity on a regular basis throughout their lives.</p> <p>Using the SMART goal model to maintain a healthy level of fitness through goal setting.</p> <p>Learning the skill of logging workout details will benefit a person in setting personal goals.</p> | <p><b>ESSENTIAL QUESTIONS</b><br/>                 Students will consider...</p> <p>What makes an activity a lifetime activity?</p> <p>What skills and knowledge does one need in order to maintain a healthy level of fitness?</p> <p>How can one develop fitness goals that will allow one to meet his/her personal fitness/wellness goals?</p> |

|   | <b>Acquisition</b>   |   |
|---|--|---|
| <p>NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>CCSS.ELA-LITERACY.SL.9-10.1<br/>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> | <p><i>Students will know...</i></p> <p>The importance of reaching and calculating a healthy heart fitness range</p> <p>The health benefits of staying physically active throughout a lifetime.</p> <p>Techniques, skills and concepts used in a variety of activities</p> <p>How to set clear and realistic goals and how to incorporate them into daily routines.</p> | <p><i>Students will be skilled at...</i></p> <p>Finding heart rate and target zone.</p> <p>Strategies used to develop personal fitness/wellness activities that will be used to maintain a healthy lifestyle.</p> <p>Recognizing health benefits of self-selected physical activity.</p> <p>Connect the value of social interaction to participating in lifetime activities</p> |

**Stage 2 – Evidence**

| Code    | Evaluative Criteria   | Assessment Evidence   |
|---------|---|---|
| T, M, A | <p>Rubric showing student level:</p> <p>Emerging - Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.</p> <p>Maturing - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level outcomes, which will continue to refine with practice.</p> <p>Applying - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level outcomes in a variety of physical activity environments.</p> | <p>PERFORMANCE TASK(S):</p> <p>Students will be able to perform the skills to demonstrate muscular strength, muscular endurance, cardiovascular endurance and flexibility and relate them to the lifetime activities.</p> <p>Students will create a list of opportunities to engage in lifetime activities outside of the school setting.</p> |

|  |                  |   |
|--|------------------|---|
|  | Assessment Based | <p>OTHER EVIDENCE:</p> <p>Checklists</p> <p>Quiz</p> <p>Exit slips</p> <p>Teacher Observation</p> |
|--|------------------|---|

| Stage 3 – Learning Plan |   |   |
|-------------------------|---|---|
| <b>Code</b>             | <b><i>Pre-Assessment</i></b>  |   |
| T, M, A                 | <ul style="list-style-type: none"> <li>- Assess prior knowledge at the beginning of a unit</li> <li>- Student will self-assess using the emerging, maturing or applying rubric</li> </ul>   |   |
|                         | <p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>- Rules and essential skills in a variety of lifetime activities.</li> <li>- Benefits of participating in a variety of lifetime activities.</li> <li>- Life skills that are developed through the participation in a variety of lifetime activities.</li> <li>- The components of fitness that are used in a variety of activities.</li> </ul> | <p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>- Will confer with students</li> <li>- Teacher Observation in activity</li> <li>- Checklists</li> </ul> |



**Stage 1 Desired Results**

|  |  |   |
|--|--|---|
| <p><b>ESTABLISHED GOALS</b><br/>                 NPES 1: Demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NPES 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NPES 3: Demonstrates the knowledge and skills to achieve a health enhancing level of physical activity and fitness.</p> <p>NPES 4: Exhibits responsible personal and social behavior that respects self and others.</p> <p>NPES 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>NHES 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>NHES 5: Students will demonstrate the ability to use decision making skills to enhance health.</p> | <b>Transfer</b>  |   |
|  | <p><i>Students will be able to independently use their learning to...</i><br/>                 stay physically active in a variety of activities that are done for enjoyment, pleasure, and are considered to be fun.</p>  |   |
|  | <b>Meaning</b>   |   |
|  | <p><b>UNDERSTANDINGS</b><br/> <i>Students will understand that...</i></p> <p>Specific rules, strategies, techniques and positioning are used on the field/court to be successful.</p> <p>Participation in recreational activities are an important aspect in keeping a healthy lifestyle.</p> <p>Recreational games are ideal to play regardless of age and ability.</p> | <p><b>ESSENTIAL QUESTIONS</b><br/>                 Students will consider...</p> <p>What skills and knowledge does one need in order to participate in recreational activities?</p> <p>How can recreational activities help in my lifetime fitness and wellness goals?</p> <p>What makes recreational activities a lifetime activity?</p> |

| <p>NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>CCSS.ELA-LITERACY.SL.9-10.1<br/>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> | <b>Acquisition</b>  |  |
|---|---|--|
|   | <p><i>Students will know...</i></p> <p>Rules and essential skills in a variety of recreational activities</p> <p>The method of scoring in a variety of recreational activities.</p> <p>Life skills that are developed through the participation in a variety of recreational activities</p> <p>The components of fitness that are used in a variety of activities</p> | <p><i>Students will be skilled at...</i></p> <p>Understanding the connection between recreational activities and a healthy fitness level.</p> <p>Utilize the life skills of communication and collaboration in a variety of recreational activities</p> <p>Demonstrating the ability to score and follow the rules in a variety of recreational activities</p> |

**Stage 2 – Evidence**

| Code    | Evaluative Criteria   | Assessment Evidence   |
|---------|---|---|
| T, M, A | <p>Rubric showing student level:</p> <p>Emerging - Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.</p> <p>Maturing - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level outcomes, which will continue to refine with practice.</p> <p>Applying - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level outcomes in a variety of physical activity environments.</p> | <p>PERFORMANCE TASK(S):</p> <p>Students will be able to perform the skills and apply rules and strategies needed to effectively be engaged in game play.</p> <p>Students will describe ways to be an effective participant during the chosen recreational activity.</p> |

|  |                  |  |
|--|------------------|--|
|  | Assessment Based | <p>OTHER EVIDENCE:</p> <p>Checklists</p> <p>Quiz</p> <p>Exit Slips</p> <p>Teacher Observations</p> |
|--|------------------|--|

| Stage 3 – Learning Plan |   |   |
|-------------------------|---|---|
| <b>Code</b>             | <b><i>Pre-Assessment</i></b>  |   |
| T, M, A                 | <ul style="list-style-type: none"> <li>- Assess prior knowledge at the beginning of a unit</li> <li>- Student will self-assess using the emerging, maturing or applying rubric</li> </ul>   |   |
|                         | <p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>- Introduce recreational activity to students</li> <li>- Introduce all equipment needed to perform tasks related to skill development and game play</li> <li>- Explain basic skills needed to participate in specific activity</li> <li>- Discuss rules that will need to be applied to activity and game play situations.</li> <li>- Discuss all safety expectations</li> </ul> | <p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>- Will confer with students</li> <li>- Teacher Observation in activity</li> <li>- Checklists</li> </ul> |

**Stage 1 Desired Results**

|   |  |  |
|---|--|--|
| <p><b>ESTABLISHED GOALS</b><br/>                 NPES 1: Demonstrates competency in a variety of motor skills and movement patterns.<br/><br/>                 NPES 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>   | <b>Transfer</b>  |  |
|   | <p><i>Students will be able to independently use their learning to...</i><br/>                 stay physically active in a variety of activities that are organized into teams and compete against an opponent.</p>  |  |
| <p>NPES 3: Demonstrates the knowledge and skills to achieve a health enhancing level of physical activity and fitness.<br/><br/>                 NPES 4: Exhibits responsible personal and social behavior that respects self and others.<br/><br/>                 NPES 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.<br/><br/>                 NHES 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.<br/><br/>                 NHES 5: Students will demonstrate the ability to use decision making skills to enhance health.</p> | <b>Meaning</b>   |  |
|   | <p><b>UNDERSTANDINGS</b><br/> <i>Students will understand that...</i></p> <p>Offensive and defensive strategies, and positioning on the field/court to be successful.</p> <p>Maintaining and improving flexibility, cardio-respiratory endurance, muscular strength and muscular endurance will all help in performance.</p> <p>Utilizing the skills of all players on the team, cooperation and communication will all help improve a team's performance.</p> <p>Rules are restrictions and responsibilities.</p> | <p><b>ESSENTIAL QUESTIONS</b><br/>                 Students will consider...</p> <p>What skills and knowledge does one need to be successful in a team sport?</p> <p>How will working collaboratively with one's teammates improve one's team performance?</p> <p>How does conditioning and practice help improve performance in a team sport?</p> |

| <p>NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>CCSS.ELA-LITERACY.SL.9-10.1<br/>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> | <b>Acquisition</b>   |   |
|---|--|---|
|   | <p><i>Students will know...</i></p> <p>Techniques, skills and concepts used in a variety of team sports</p> <p>How to communicate and work with teammates to improve team performance</p> <p>Strategies that are used to help team be successful.</p> <p>Field/court markings and lines that are used in the game situations</p> | <p><i>Students will be skilled at...</i></p> <p>Identifying skills and strategies used to perform in a team sport.</p> <p>Effectively communicating with teammates to be able to put team in the best position.</p> <p>Describing the scoring process and major rules in a variety of team sports.</p> <p>Showing an awareness and appreciation for the difference in skill levels.</p> |

**Stage 2 – Evidence**

| Code    | Evaluative Criteria   | Assessment Evidence  |
|---------|---|--|
| T, M, A | <p>Rubric showing student level:</p> <p>Emerging - Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.</p> <p>Maturing - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level outcomes, which will continue to refine with practice.</p> <p>Applying - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level outcomes in a variety of physical activity environments.</p> | <p>PERFORMANCE TASK(S):</p> <p>Students will apply specific game related strategies and rules while working collaboratively with teammates in a game situation.</p> <p>Students will describe ways to replay specific game situations to show effective team play through the perspective of a teammate.</p> |

|  |                  |  |
|--|------------------|--|
|  | Assessment Based | <p>OTHER EVIDENCE:</p> <p>Checklist</p> <p>Quiz</p> <p>Exit slip</p> |
|--|------------------|--|

| <b>Stage 3 – Learning Plan</b>    |   |   |
|-----------------------------------|---|---|
| <p><b>Code</b></p> <p>T, M, A</p> | <p style="text-align: center;"><b><i>Pre-Assessment</i></b></p> <ul style="list-style-type: none"> <li>- Assess prior knowledge at the beginning of a unit</li> <li>- Student will self-assess using the emerging, maturing or applying rubric</li> </ul>   |   |
|                                   | <p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>- Introduce team sport to students</li> <li>- Introduce all equipment needed to perform tasks related to skill development and game play</li> <li>- Explain basic skills needed to participate in specific team activity</li> <li>- Discuss rules that will need to be applied to activity and game play situations.</li> <li>- Discuss all safety expectations</li> </ul> | <p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>- Will confer with students</li> <li>- Teacher Observation in activity</li> <li>- Checklists</li> </ul> |



|  |  |  |
|--|--|--|
|  | <p>Resources:</p> <p>National Standards &amp; Grade-Level Outcomes for K-12 Physical Education</p> |  |
|--|--|--|