

# Physical Education Grades 9-12—**REVISED 9/9/08**

## Course Description and Philosophy

The Physical Education program for students in Mountain Lakes High School is offered to all students, grades 9-12 and is designed to help prepare for our students to attain healthful, active and satisfying lifestyles. The program in physical education strives to develop a sense of importance and enjoyment of physical fitness in each student. The course utilizes both individual and team activities. The development of physical fitness, coordination, knowledge of rules, athletic confidence, cooperation and enjoyment of activity are all important aspects of the program. Project Adventure activities are utilized to develop a feeling of mutual trust, group initiative, and problem solving.

Our program provides our students with the knowledge, skills and attitudes to acquire physical fitness, physical skills and leisure skills in a wide variety of activities. Through these activities, it is our belief that our students will develop motor skills as they are able to correctly perform the major components of various skills within the activities offered; develop cognitive skills as they will be able to correctly identify the major components of each skill they perform; develop social skills as they will interact with their peers regarding the skill components of the activities in which they participate, as well develop a sense of self-worth as they accomplish either student or teacher directed goals.

Research has proven the array of benefits that a well-planned and well-implemented physical education programs can deliver. These benefits extend beyond improved physical fitness and skill development to include self-discipline, improved judgment, stress reduction, strengthened peer relationships, improved confidence and self-esteem. The physical education program at Mountain Lakes High School has been designed so that each student may experience both the role of leader and of team player.

Students are encouraged to meet with their instructors and select activities to participate in that will increase their physical fitness levels, maintain their interest and allow them to develop and improve their skills. Students will receive instructional support in developing personal fitness goals that will facilitate their understanding of the relationship between physical activity and long term wellness. The Mountain Lakes Physical Education Program promotes the development of a complete person; physically, mentally, socially and emotionally.

### References:

Manley, Audrey F., (1996) *Physical Activity and Health: A report of the Surgeon General*. U.S. Department of Health and Human Services. Washington DC.

National Association for Sport & Physical Education web resources: [www.aahperd.org/naspe/](http://www.aahperd.org/naspe/)

New Jersey Comprehensive Health and Physical Education Standards, Strands and Cumulative Progress Indicators  
[http://education.state.nj.us/ccs/?\\_standard\\_matrix;c=2](http://education.state.nj.us/ccs/?_standard_matrix;c=2)

Project Adventure, [www.pa.org](http://www.pa.org)

*Written 2008*

**Unit I: Project Adventure** (See Appendix: Project Adventure Unit Plan)

**Essential Questions: What is a healthy risk? How do you build teams that work well together?**

**Objectives: Students will be able to:**

Demonstrate an understanding and eventually master movement concepts and motor skills necessary to participate in various Project Adventure tasks.

Model responsible personal and social behavior

Practice risk management and injury prevention in all phases of Project Adventure activities

Demonstrate the ability to weigh decisions carefully, set appropriate goals and solve problems collectively

Demonstrate an understanding that the skills developed in Project Adventure will be applicable in other areas of life

Conduct themselves in their group in such a manner as to enhance personal and group goals

Show support and encouragement for all in their group

Determine a personal level of comfort for participation for all phases of Project Adventure

<b>Topic/Content Skills</b>	<b>Assessment</b>	<b>Instructional Methods</b>	<b>NJCCCS</b>
Spotting Techniques Trust Fall Full Value Contract	Performance Technique Evaluation	Modeling Direct Instruction Peer Coaching	2.2 A, B, D, E 2.5 B, C, D, E
Tension Traverse Mohawk Walk	Performance Debriefing Exercises	Lecture/Discussion Modeling	2.5 A, B, C, D, E 2.6 A, B, C
Harnessing, Belay Techniques	Performance	Direct Instruction	2.5 A, B, D
High Element Work/Burma Bridge	Performance Group Success	Modeling Direct Instruction	2.2 A, B, C, D, E 2.5 A, B, C, D 2.6 A, B, C
Cat Walk/Outside Climbing Wall	Performance improvement/ progression	Lecture/Discussion Modeling	2.2 A, B, C, D, E 2.5 A, B, C, D 2.6 A, B, C
Two Line Bridge/Tier Two Line	Performance Group Evaluation	Modeling Direct Instruction	2.2 A, B, C 2.6 A, B, C
Vertical Playpen/Pamper Pole	Performance Group Debriefing	Modeling Direct Instruction	2.2 A, B, C, D, E 2.5 A, B, C, D 2.6 A, B, C
Flying Squirrel	Performance/Self Assessment	Modeling, Direct Instruction	2.2 A-D; 2.5 A-D; 2.6 A-C
Zip Line	Performance/Self Assessment	Modeling, Coaching	2.2 A-D; 2.5 A-D; 2.6 A-C

## **Differentiated Learning Activities**

In all phases of Project Adventure activities, students learn to explore their ability and confidence levels; students and instructors work together to develop appropriately challenging, yet unique physical fitness goals for each student.

## **Ethical Decision Making/Character Education**

Teamwork, cooperation and communication are essential skills that are emphasized in each phase of Project Adventure activities. Students who demonstrate these qualities consistently are recognized for their contributions to the program. The underpinning of the Project Adventure experience is the Full Value Contract, “A Full Value Contract fits the unique spirit and purpose of the group. It is a shared creation, developed in words that are understandable to all group members, that creates an emotionally and physically safe environment supported by all group members. All versions of the Full Value Contract ask the group: 1) to understand and/or create safe and respectful behavioral norms under which it will operate, 2) for a commitment to those norms by everyone in the group and 3) to accept a shared responsibility for the maintenance of those norms. While the principles of the Full Value Contract are consistent throughout all Project Adventure programs, the exact wording of the FVC has evolved over time. Starting with the concepts of asking group members not to ‘devalue’ themselves or others, the Full Value Contract has changed into the more positive language of giving and receiving full value from a group experience. As it is currently used, specific points that it identifies and the manner of wording may vary considerably based on group membership and purpose. The very fact that there are many variations and that the Full Value Contract continues to evolve in its adaptations underscores its value and importance as a versatile learning tool.”

[www.pa.org/about/glossary.php#](http://www.pa.org/about/glossary.php#)

## **Unit II: Lifetime Sports**

***Essential Question: What physical activities can I enjoy with my family? What sports and activities can I learn that can always be a part of my life?***

### **Objectives: Students will be able to:**

Explain the value of lifetime fitness goals and activities  
Share with family members their fitness plans and activities  
Explain the connection between fitness and cardiovascular health  
Acquire skills in sports that are appropriate for intramural competitions  
Identify the basic rules of the game and follow them  
Listen to feedback from instructors and use it to improve performance  
Develop useful and desirable skills in leisure time

Identify suitable lifetime sports  
Develop skills that are transferable to a variety of lifetime sports  
Describe how physical activity affects the body at different stages of life  
Explore new activities and sports in a supportive learning environment  
Detect and correct errors of technique  
Employ the appropriate equipment for each sport/activity (size, type weight)

<b>Topic/Content Skills</b>	<b>Assessment</b>	<b>Instructional Methods</b>	<b>NJCCCS</b>
<b>Archery</b> (Stringing/ Unstringing, stance, nocking, anchor, aiming, follow through, scoring)	Performance Technique Evaluation Target Success	Modeling Direct Instruction, Coaching Isolated Skill Development	2.1 E 2.2 B, C 2.5 A, B, C, D, E 2.6 A, B, C
<b>Volleyball</b> (Serving, passing, offense, defense, games)	Performance Command of the Game Rules	Direct Instruction Modeling Isolated Skill Development	2.1 E 2.2 A, B, C, E 2.5 A, B, C, D, E 2.6 A, B, C
<b>Badminton</b> (Grip, strokes, service, doubles rules, and activities/games)	Performance Command of the Game Rules	Direct Instruction Modeling Isolated Skill Development	2.1 E 2.2 A, B, C, E 2.5 A, B, C, D, E 2.6 A, B, C
<b>Tennis</b> (Grip, strokes, service, doubles rules, and activities/games)	Performance Command of the Game Rules	Modeling Direct Instruction	2.1 E 2.2 A, B, C, E 2.5 A, B, C, D, E 2.6 A, B, C
<b>Dance</b> (Coordination, balance, agility, genres and types of dance)	Performance improvement/ progression; Use of appropriate movement	Modeling Peer coaching	2.1 E 2.2 A, B, C, D, E 2.5 A, B, C, D, E 2.6 A, B, C
<b>Ping Pong</b> (Grips, strokes, services, games)	Performance Command of Game Rules	Modeling Direct Instruction	2.1 E 2.2 A, B, C, D, E 2.5 A, B, C, D, E 2.6 A, B, C
<b>Golf</b> (Parts of the clubs, grip, stance, swing, types of clubs, general)	Performance Command of Game Rules	Modeling Direct Instruction Isolated Skill Development	2.1 E 2.2 B, C, D, E 2.5 A, B, C, D, E 2.6 A, B, C
<b>Jogging</b> (Stretching, stride, arm swing, pace, breathing, relaxation, breathing, pulse rate)	Performance of timed runs Self Assessment	Discussion Strength Training Personal Goal Setting	2.1 E 2.2 A, B, C, D, E 2.5 A, B, C, D, E 2.6 A, B, C
<b>Frisbee</b> (throwing, catching, ultimate Frisbee, Guts Frisbee, Frisbee golf)	Performance Ability to communicate well with team Creativity	Modeling Peer Coaching	2.1 E 2.2 B, C, D, E 2.5 A, B, C, D, E 2.6 A, B, C

<b>Topic/Content Skills</b>	<b>Assessment</b>	<b>Instructional Methods</b>	<b>NJCCCS</b>
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<b>Yoga</b> (Elementary poses, breathing, stretching)	Performance Improvement of poses Ability to meet personal goals	Discussion Instructional DVD	2.1 E 2.2 A, B, C, D, E 2.5 A, B, C, D, E 2.6 A, B, C
<b>Juggling</b> (Throwing, catching)	Performance Technique Self-Assessment	Personal Goal Setting Direct Instruction Coaching Isolated Skill Development	2.1 E 2.2 B, C 2.5 A, B, C, D, E 2.6 A, B, C
<b>Shuffleboard</b>	Performance Technique Command of the Game Rules	Direct Instruction Modeling Discussion	2.1 E 2.2 A, B, C, D, E 2.5 A, B, C, D, E 2.6 A, B, C
<b>Bocce</b>	Performance Technique Command of the Game Rules	Modeling Direct Instruction Discussion	2.1 E 2.2 A, B, C, D, E 2.5 A, B, C, D, E 2.6 A, B, C
<b>Watermelon</b>	Performance Technique Command of Game Rules	Modeling Peer coaching Discussion	2.1 E 2.2 A, B, C, D, E 2.5 A, B, C, D, E 2.6 A, B, C
<b>Horseshoes</b>	Performance Technique Command of Game Rules	Modeling Peer coaching Discussion	2.1 E 2.2 A, B, C, D, E 2.5 A, B, C, D, E 2.6 A, B, C

### **Differentiated Learning Activities**

The goal of the MLHS Physical Education instruction and program in each lifetime sport and activity is to encourage students to focus on their strengths and interests. Students have the opportunity to select a lifetime sport/activity to participate in based on their interest and readiness. All students are not required to participate in every lifetime sport/activity but instead will discuss his/her choices with the instructor.

### **Ethical Decision Making/Character Education**

“Sportsmanship and the development of positive character have long been explicit goals of school sports. A strong belief exists that sport programs have the power to promote the development of "...sportsmanlike behaviors, ethical decision-making skills, and a total curriculum for moral character development" (Stoll, 1995, p. 335) and provide a social environment to acquire personal and social values and behaviors contributing to good character and good citizenship (Arnold, 1984; Sage, 1998). The arena of sport can provide one of "the greatest opportunities for a student to learn honesty, integrity... and ethical behavior" or it can provide "one of the greatest opportunities in school for a youngster to learn how to be dishonest...or how to be hypocritical" (Sabock, 1985, p. 271). Little empirical research exists supporting that mere participation in and of itself leads to the development of moral character. In fact, the opposite appears true, that sport participation may be more likely to negatively affect moral character (Bredemeier, 1984; Priest, Krause, & Beach, 1999; Stoll & Beller, 2000). Whether positive or negative, "[s]ports have

immense power to shape consciousness, values, and beliefs of athletes and to pass on selected aspects of the dominant culture" (Sage, 1998, p. 264)." <http://www.ericdigests.org/2004-1/sport.htm>

The Mountain Lakes High School physical education department has reviewed and discussed research related to school sports programs and character development. Instructors are dedicated to moving program involvement from participation to thoughtful engagement in physical activity.

### Unit III: Team Sports

#### **Essential Question: What is my role in a large team sport?**

#### **Objectives: Students will be able to:**

Develop essential safety skills in activities suitable to handle the body skillfully in a variety of situations for the protection of self and others

Develop a knowledge of rules, techniques, and strategies to be effectively implemented in team sports

Develop acceptable social standards, appreciation and attitudes as the result of intensive participation in team sports in a supportive environment

Develop the powers of observation, analysis and judgment and effective decision-making through the medium of complex physical situations

Develop leadership capacity as captains, team leaders and officials

Develop the power of self-expression and self-confidence (physical and mental poise); by mastery of difficult physical, mental and social problems

<b>Topic/Content Skills</b>	<b>Assessment</b>	<b>Instructional Methods</b>	<b>NJCCCS</b>
<b>Soccer</b> (Kicking, tapping, dribbling, volleying, goal keeping, tackling, special kicks, strategy, activities/games)	Performance Technique evaluation Interaction with team mates Mastery of rules Ability to meet personal goals	Modeling Direct Instruction, Coaching Isolated Skill Development	2.1 A, B 2.2 A, B, C, D, E 2.5 A, B, C, D, E 2.6 A, B, C
<b>Touch Football</b> (Passing, catching, kicking, offensive positions, defensive positions, blocking, strategy, plays, activities/games)	Performance Technique evaluation Interaction with team mates Mastery of rules Ability to meet personal goals	Modeling Direct Instruction, Coaching Isolated Skill Development	2.1 A, B 2.2 A, B, C, D, E 2.5 A, B, C, D, E 2.6 A, B, C
<b>Speedball, European Handball, and Speed away</b> (Aerial passing, positioning, goalie privileges, blocking, offensive patterns, game rules, strategy, blocking, activities/games)	Performance Technique evaluation Interaction with team mates Mastery of rules Ability to meet personal goals	Modeling Direct Instruction, Coaching Isolated Skill Development	2.1 A, B 2.2 A, B, C, D, E 2.5 A, B, C, D, E 2.6 A, B, C
<b>Softball, T-ball, Wiffle ball, two pitch softball,</b> (Catching, throwing, hitting, rules, strategies, activities/games)	Performance Technique evaluation Interaction with team mates Mastery of rules Ability to meet personal goals	Modeling Direct Instruction, Coaching Isolated Skill Development	2.1 A, B 2.2 A, B, C, D, E 2.5 A, B, C, D, E 2.6 A, B, C
<b>Topic/Content Skills</b>	<b>Assessment</b>	<b>Instructional Methods</b>	<b>NJCCCS</b>
<b>Basketball, Horse, Knockout, 3 on 3</b> (Dribbling, passing, shooting, defense, offense footwork,	Performance Technique evaluation Interaction with team mates	Modeling Direct Instruction, Coaching Isolated Skill Development	2.1 A, B 2.2 A, B, C, D, E 2.5 A, B, C, D, E

rebounding)	Mastery of rules Ability to meet personal goals		2.6 A, B, C
<b>Field/Floor Hockey</b> (Dribbling, fielding, passing, tackling, goal keeping, driving, positions, strategy, activities/games)	Performance Technique evaluation Interaction with team mates Mastery of rules Ability to meet personal goals	Modeling Direct Instruction, Coaching Isolated Skill Development	2.1 A, B 2.2 A, B, C, D, E 2.5 A, B, C, D, E 2.6 A, B, C
<b>Stxball</b> (Passing, catching, shooting, scooping, dodging, defensive play, activities/games)	Performance Technique evaluation Interaction with team mates Mastery of rules Ability to meet personal goals	Modeling Direct Instruction, Coaching Isolated Skill Development	2.1 A, B 2.2 A, B, C, D, E 2.5 A, B, C, D, E 2.6 A, B, C
<b>Aerobic Walking</b> (heart rate, recovery rate)	Performance Ability to meet personal goals	Modeling Direct Instruction Coaching	2.1 A, B 2.2 A, B, C, D, E 2.5 A, B, C, D, E 2.6 A, B, C

#### **Differentiated Learning Activities**

Students will be placed in positions on team sports that enable them to develop their skills and abilities. Not every student will be required to play every team sport nor every position, instead students will work with their instructors to participate in team sports in a way that is comfortable for them, responds to their readiness and interest level and develops their personal physical fitness levels.

#### **Ethical Decision Making/Character Education**

Learning to be part of a team requires that students develop sound judgment and demonstrate an ability to be a part of team, as a leader and a player.

### **Unit IV: Cardiovascular Fitness**

*Essential Question: How do I keep my heart healthy?*

#### **Objectives: Students will be able to:**

- Learn and apply health related fitness concepts
- Understand the way the heart works and how physical activity affects heart rate
- Plan physical activity that is heart healthy
- Learn how to safely incorporate cardiovascular fitness activities into a fitness routine
- Identify steps one can take to avoid injury
- Practice stretching, warm up and cool down exercises

<b>Topic/Content Skills</b>	<b>Assessment</b>	<b>Instructional Methods</b>	<b>NJCCCS</b>
<b>Spin bikes</b> <b>Jump rope</b> <b>Running</b>	Performance Technique evaluation Ability to meet personal goals	Modeling Direct Instruction Coaching	2.1 A, B, D, E, F 2.2 A, B, C, D 2.3 A 2.5 A, B, C, D, E 2.6 A, B, C

### Differentiated Learning Activities

While warm up and cool down activities will involve full group participation, individuals will develop personal fitness routines and goals .

## Unit V: Strengthening and Conditioning

*Essential Question: How can I best prepare myself for athletic participation and competitions? How can I achieve and maintain optimal health?*

### Objectives: Students will be able to:

Develop essential health habits, health knowledge and health attitudes as a result of specific instruction in health principles and careful supervision

Learn and apply health related fitness concepts

Learn to apply movement concepts and skills that foster participation in physical activities throughout life

Identify muscle groups and engage in exercise routines that isolate and strengthen specific muscle groups

Maintain a personal fitness strength and conditioning program to promote optimal health

Topic/Content Skills	Assessment	Instructional Methods	NJCCCS
<b>Gymnastics</b> (Tumbling, rolls, cartwheels, round-offs, limbers, walkovers)	Performance Technique evaluation Mastery of rules Ability to meet personal goals	Modeling Direct Instruction, Coaching Isolated Skill Development	2.1 A, B, C, D, E, F 2.2 A, B, C, D, E 2.5 A, B, C, D, E 2.6 A, B, C
<b>Physical Conditioning</b> (Cardiorespiratory fitness, muscle strength and endurance, flexibility, body composition)	Performance Technique evaluation Mastery of rules Ability to meet personal goals	Modeling Direct Instruction, Coaching Isolated Skill Development	2.1 A, B, C, D, E, F 2.2 A, B, C, D, E 2.5 A, B, C, D, E 2.6 A, B, C



<b>Topic/Content Skills</b>	<b>Assessment</b>	<b>Instructional Methods</b>	<b>NJCCCS</b>
<b>Kickboxing</b> (Stances, strikes)	Performance Mastery of Rules Techniques	Modeling Instructional DVD Direct Instruction Coaching	2.1 A, B, C, D, F, 2.2 A, B, C, D, E 2.5 A, B, C, D, E 2.6 A, B, C
<b>Pilates</b>	Performance Proper Technique	Modeling Instructional DVD Direct Instruction Coaching	2.1 E 2.2 A, B, C, D, E, 2.5 A, B, C, D, E 2.6 A, B, C,
<b>Weight Training</b>	Performance Techniques Ability to meet personal goals	Modeling Instructional DVD Direct Instruction Coaching	2.1 A, B, C, D, E, F, 2.2 A, B, C, D, E 2.5 A, B, C, D, E 2.6 A, B, C