Physical Education
(Freshman Seminar)

Grade 9

Credits: 3.75

ABSTRACT

The Freshman Seminar Curriculum is designed to help freshman students identify their strengths and weaknesses to help cope with the change and stresses associated with high school life. Students will formulate a plan for overall physical, mental, and emotional well-being. This curriculum is used concurrently with the Physical Education - Grades 9-12 curriculum.

BOE Approved 08/21/2018
**STAGE 1: Desired Results**

<table>
<thead>
<tr>
<th>Established Goals: NJSLS: (Standards that are only applicable to the unit; include technology and 21st century standards)</th>
<th>Comprehensive Health and Physical Education</th>
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<tbody>
<tr>
<td>2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others. 2.2.12.B.2 Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers. 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.</td>
<td>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.</td>
<td>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. 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</td>
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Enduring Understandings:  
(What big ideas will students know?)

- High School life offers a variety of classes, and extracurricular activities where I can use my gifts, talents, and interests.
- Familiarizing myself with important individuals in my school such as administrators, counselors, teachers, and coaches can help me get involved in high school life and help plan my future.
- High School life provides many opportunities to develop positive relationships with my peers, teachers, and coaches.
- Getting to know one another helps to develop a sense of community and creates a

- Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle choices.
- Understanding fitness concepts and skills, and integrating them into everyday routines supports wellness.
- Developing and implementing a program that utilizes training principles is necessary for lifetime fitness.
- A fitness program must apply the principles of intensity, frequency, and time. Ongoing feedback and assessment is necessary to achieve personal fitness goals.

- Performing pickleball and volleyball movement skills in a technically correct manner improves accuracy, prevents injury, and promotes the involvement in lifelong activity.
- Understanding movement concepts will improve performance and provide for success as well as offer the foundation for the transfer of skills to other sports and activities.
- To experience the maximum benefit from sports and games it is important to have 100% commitment to character and sportsmanship.

to enhance individual and team effectiveness.

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.
MONTVILLE TOWNSHIP PUBLIC SCHOOLS

positive classroom and school climate.
- Involvement in sports and games provide opportunities to learn teamwork, working together, and good decision making.
- Students demonstrate significant improvement in their sense of self-efficacy and prosocial skills.

Essential Questions:
(What questions are open-ended, debatable, global and spark critical thinking?)

1. What programs and activities are available at my school that matches my interests and talents?
2. Who are the important individuals at my school where I can obtain information or help?
3. How do I establish positive relationships with my teachers, administrators, and peers?
4. Are there some activities I can participate in to help meet new people and make friends?

1. What are the consequences of our choices in terms of wellness?
2. Is there a difference between being physically fit and physically active?
3. How do I develop an appropriate personal fitness program and find the motivation to commit to it?
4. How do I assess my personal fitness program?
5. How do I assess my current fitness level?

1. How does effective and appropriate movement affect wellness and overall performance?
2. Why is it important to understand movement concepts when you have already mastered a skill?
3. Why is it important to show integrity and good sportsmanship even when others don’t?
4. Can I better prepare mentally for competition and performance?

STAGE 2: Evidence

Assessment & Evidence:
(Through what authentic performance tasks will students demonstrate the desired understandings?)
(By what criteria will performances of understanding be judged?)

Formative Assessments
- Journal
- Formal Debates
- Oral/Multimedia presentations.
- Active participation in class discussions
- Think-pair-share
- Healthy foods/establishment/Nutrition assessment

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### STAGE 3: Learning Plan

**Learning Activities/Content:**
*What is the core content of this unit? What performance tasks/activities will students do? What skills will students know?*

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**Summative Assessments**
- Decision-making scenarios about teamwork/character
- Analysis and research of team building strategies.
- Assessment on collaborative exercises; best practices

**Benchmarks**
- Beginning/End of Marking Period - project-based assessment

**Alternative Assessments**
- Create Teamwork Websites
- Portfolio
- Website Design
- Create a journal
- Peer assessed rubrics
- Projects Independent/Group
- Written assessment

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<td>● Compare and contrast the benefits of individual versus collaborative decision making skills in a variety of activities and sports.</td>
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<td>● Implement a variety of cooperative strategies in a variety of activities and sports.</td>
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<td>● Analyze and assess personal behavior, including communication, respect of others, decision making, emotional awareness and safety during cooperative activities.</td>
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<td>● Describe how positive mental attitudes and teamwork may affect cooperative strategies in large group settings.</td>
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<td>● Compare and contrast the effectiveness of cooperative strategies in a variety of setting (games, sports, career, life).</td>
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<td>● Evaluate feedback received from self-evaluation and peers to improve performance during cooperative activities.</td>
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<td>● Identify and assess the effectiveness of critical thinking strategies that are implemented to complete tasks and to improve group performance.</td>
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<td>● Analyze individual and team effectiveness strategies in how they may change during one’s lifetime.</td>
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<td>● Develop a personal fitness plan using data from a physical fitness assessment.</td>
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<td>● Define the differences between skill and health-related fitness and how to enhance and practice those components.</td>
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<td>● Measure body composition and identify health strategies for gaining, maintaining or losing weight safely. (E.g. applying healthy eating principles, modifying lifestyle behaviors, and increasing physical activity.</td>
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<td>● Describe and apply the FITT principle (frequency, intensity, time and type) to improve personal wellness.</td>
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<td>● Identify and utilize available technology to improve personal health data (HR monitors, pedometers, fitness assessments) to create and implement a comprehensive health and fitness program.</td>
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<td>● Have the students go through a safe exercise circuit and discuss the importance of safe exercise.</td>
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<td>● Have students create their own exercise programs using HIIT, ARMRAP and TABATA training methods. (with references to the FITT principle)</td>
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<td>● Demonstrate the ability to adjust performance/strategic recommendations to improve both individual and team effectiveness during team activities.</td>
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<td>● Demonstrate rules and procedures that promote sportsmanship, maximum participation, and safety during team activities.</td>
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<td>● Identify and conduct a self/team sportsmanship assessment of participants and observers using a checklist of sportsmanlike behavior.</td>
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<td>● Develop a plan to improve team sportsmanship and safety behaviors.</td>
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| ● Research and identify the historical origins of games, rules, and safety.
achieving a goal to assess performance using critical thinking skills and make recommendations for improvement.
- SIGN FULL VALUE CONTRACT along will fully understanding and agreeing to the contract. (be here, be safe, be honest let go and move on, set goals).

COOPERATIVE ACTIVITIES:
- Human Juggler
- Name by number
- Look up – look down
- Gotcha
- Minefield
- Pass the ball
- Human knot
- Turn style
- Zipper
- Hula Hook Relay
- Zipper
- Turn Style
- Traffic Jam
- Pathways
- Alligator Alley
- Letter connections

GROUP GAMES:
- Over and Under
- Corporate connection
- Cycle time puzzle
- Change up
- Trust wave
- Levitation

● Students design a strength building workout with and without the use of weights.
● Students explain and demonstrate the proper technique of an exercise movement.
● Students keep a journal of their physical, emotional and cognitive growth and progress.

TEACHING FITNESS THROUGH ADVENTURE ACTIVITIES:
- 52 Pickup
- Human Bingo
- Goal setting
- Handshakes
- Poppers play/tag
- Toss a name game
- Sit up toss
- Jugglers on the move
- Team tag
- Look up, look down, run
- Pass a stretch
- FVC review sequence….
- Pairs tag/ pairs squared “be Safe”
- Ten on the move “be here”
- Fill the basket “setting goals”- STAR goals
- Asteroids “be honest”
- Transformer Tag “Leg go and move on”
- Speed Rabbit (FVC)
- Opposites attract
- Whole note
- Ice cube tag
- Triangle tag
- Examine how various types of equipment, products, and changes to rules and procedures have had an impact on the evolution of safety in specific team activities and sports.
| Resources: | “100th Monkey” – Nate Folan  
Internet sources:  
YouTube  
Ted Talks  
Google Apps  
Media sources | “Achieving Fitness- An Adventure Activity Guide” – Jane Panicucci  
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| --- | --- | --- | --- |
| Interdisciplinary Connections: (e.g. writing, literacy, math, science, history, 21st century life and careers, technology) | Technology:  
8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.  
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question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

- WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.
- SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

### 21st Century Life and Careers

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.

## 21st Century Life and Careers

- 9.2.12.C.4 Analyze how economic conditions and societal

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**Differentiation:** (What type of differentiated instruction will be used for ELL, SP.ED. and G&T students?)

**Special Education**
- Individualized Education Plans (IEPs)
- Exemplars of performance levels
- Modeling
- Modified games
- Peer coaching
- Extra practice time
- Consultation with CST
- Group strategies

**English Language Learners (ELLS)**
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Sheltered Instruction (SIOP)
- Modeling
- Creating different modified games for different levels of mastery.
- Various levels of movement challenges.

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**Students At Risk (BSI)**

- Consultation with ESL teachers
- Manipulatives
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- Creating different modified games for different levels of mastery.
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● Advanced problems to extend the critical thinking skills of advanced learner  
● Flexible grouping  
● Student presenters and leaders  
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| **504 Plans:**  
● Extra time to perform tasks  
● Preferential placement  
● Modified games  
● Peer coaching  
● Extra practice time  
● Extra breaks (medical) |
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