

**Southern Regional High School
Manahawkin, New Jersey**

Course of Study

For

**Physical Education
Grade 12**

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Southern Regional High School District Course of Study

Department: Physical Education

Course Title: Physical Education Grade 12
Living a lifestyle that reflects personal health and fitness.

Essential Questions of the Course:

- 1. How do I define a healthy lifestyle?**
- 2. How does my personal fitness plan ensure my overall well being?**
- 3. How does effective use of movement concepts impact my ability to maintain a healthy level of activity?**

Assessments:

- Motor Skills testing**
- Written testing**
- Structured Observations**
- Student Logs**
- Successful participation**
- Student Journals**
- Self-evaluation**
- Student Portfolios**

Unit of Study

**Unit Title: Grade 12 Unit #1
Fitness Activity**

Essential Questions of the Unit:

- 1. How do I develop a fitness plan and choose activities?**
- 2. How does muscular strength and endurance affect my overall life long wellness?**
- 3. How does cardiovascular fitness affect my overall life long wellness?**
- 4. How do I modify my fitness program as I age?**
- 5. How do I apply preventative health care in choosing safe physical activity?**
- 6. How does my personal fitness plan impact my body composition?**

Assessments:

- Design a personal fitness plan**
- Self/teacher evaluation of fitness (all components)**
- Written test**
- Successful participation**
- Observation**
- Worksheets**

Content:

- I. Assess personal level of fitness**
- II. Design a personal fitness plan**
 - A. Your health status: Body composition**
 - B. Personal goals**
 - C. Skill level**
 - D. Time allotment**
- III. Components of fitness plan**
 - A. Muscular strength and endurance**
 - a. Strength vs. endurance**
 - b. Frequency, intensity time**
 - c. Training methods**
 - B. Cardiovascular fitness**
 - a. Resting heart rate/target heart rate**
 - b. Age/sex: impact on heart rate**
 - c. Intensity levels needed to enhance cardiovascular fitness.**
- IV. Healthy eating and fitness plans impacting body composition.**
- V. Modifying a fitness plan throughout life**
 - A. Age**
 - B. Gender**
 - C. Injuries**
 - D. Pregnancy**

Skills:

- **Evaluate and assess personal strengths and weaknesses**
- **Design a fitness plan**
- **Explain and apply proper techniques and training methods**
- **Goal setting**
- **Work well in groups**

Purpose / Rational of the unit:

The students will understand the components of health related fitness and how participation in a fitness program/plan enhances well being and longevity. The student will apply the information on health related fitness in designing a personal fitness plan.

New Jersey Core Curriculum Content Standards:

- 2.1 C.4** Analyze and evaluate how healthy and unhealthy eating patterns impact the functioning of the human body, including healthy bone development and immune system functioning.
- 2.1 E.1** Evaluate work and leisure situations for perceived and actual risk of intentional and unintentional injuries.
- 2.1 E.2** Develop personal protection strategies to reduce the incidence of injuries and evaluate their effectiveness.
- 2.2 C.1** Appraise individual and family needs in order to achieve and maintain wellness and design a plan for lifelong wellness.
- 2.2 C.2** Evaluate how family, peers healthcare providers and the community support or hinder the achievement of a wellness plan.
- 2.2 E.1** Assess personal and group contributions and strengths that lead to the achievement of goals and tasks.
- 2.2 E.2** Evaluate personal participation as both a leader and follower.
- 2.2 E.3** Discuss factors that influence intrinsic and extrinsic motivation and employ motivational techniques to enhance group productivity.
- 2.2 E.4** Evaluate a group's ability to be respectful, supportive, and adherent to codes of conduct.
- 2.2 E.6** Plan, implement and evaluate activities to benefit a health organization, cause or issue.
- 2.6 A.1** Predict the short and long-term physical, social and emotional benefits and potential problems associated with regular physical activity.
- 2.6 A.4** Evaluate the role of genetics, gender, age, nutrition, activity level and exercise type on body composition.
- 2.6 B.1** Develop and implement a training program to maximize health benefits and prevent exercise related injuries and illnesses.
- 2.6 B.2** Apply training principles to establish a progression of activity that will improve each component of fitness and justify the use of each principle.
- 2.6 C.1** Engage in a variety of sustained, vigorous physical activities to enhance each component of fitness.
- 2.6 C.2** Perform at the intensity level needed to enhance cardiovascular fitness, monitor physiological responses before, during and after exercise and modify exercise appropriately in response.
- 2.6 C.3** Assess personal level of fitness, design a personal fitness plan. considering current health and fitness status, goals and interests, skill level, accessibility and costs and use technology to implement monitor and evaluate the plan.
- 2.6 C.4** Demonstrate age and gender specific progress towards the achievement of fitness goals for each component of health-related and skill-related fitness.
- 2.6 C.5** Modify a fitness plan to accommodate for injury, illness, pregnancy, aging and disability.

Time Frame of Unit: 4 -5 weeks

Instructional Activities:

- **Weight room**
- **Heart rate monitors/pedometers**
- **Fitness assessment packets**
- **Circuit training**
- **Stations**
- **Games**
- **Fitness Walk-A-Thon (to benefit Relay for Life)**

Materials and Resources:

Southern Fitness 500
Health and Fitness Through Physical Education Pate, Hohn
Physical Education for Lifelong Fitness AAHPERD
Physical Activity for Health and Fitness Jackson, Morrow, Hill,
Dishman

Unit of Study

**Unit Title: Grade 12 Unit #2
Fitness Content**

Essential Questions of the Unit:

- 1. How do I incorporate short and long term physical activity into my overall well being?**
- 2. How do I interpret my body's responses to exercise?**
- 3. What are some factors that impact personal individualization fitness plans?**
- 4. How can I demonstrate supportive encouraging conduct to peers during physical activity?**

Assessments:

- Quiz**
- Worksheets**
- Written test**
- Successful participation**
- Self/partner/teacher evaluation**
- Skill test**

Content:

- I. Stress Management**
 - A. Reaction, original purpose, long term effects**
 - B. Techniques to handle stress**

- II. Fitness: Facts and fallacies**
 - A. Fads**
 - B. Drugs**
 - C. Fitness products**

- III. Modifying my fitness plan**
 - A. Genetics**
 - B. Age**
 - C. Gender**

- IV. Preventative health care**
 - A. Injury prevention**
 - B. Resources in our community**

Skills:

- **Understand the significance of stress and personal wellness.**
- **Explain the difference between facts and fallacies in regards to Fitness fads, products, and drugs.**
- **Defend safe exercise practices.**

Purpose / Rational of the unit:

The student will understand how to design and modify a fitness plan throughout life in order to help maintain and encourage an active healthy lifestyle.

New Jersey Core Curriculum Content Standards:

- 2.1 E.1** Evaluate work and leisure situations for perceived and actual risk of intentional and unintentional injuries.
- 2.1 E.2** Develop personal protection strategies to reduce the incidence of injuries and evaluate their effectiveness.
- 2.2 C.2** Evaluate how family, peers, healthcare providers, and the community support or hinder the achievement of a wellness plan.
- 2.2 E.1** Assess personal and group contributions and strengths that lead to the achievement of goals and tasks.
- 2.2 E.2** Evaluate personal participation as both a leader and a follower.
- 2.2 E.3** Discuss factors that influence intrinsic and extrinsic motivation and employ motivational techniques to enhance group productivity.
- 2.2 E.4** Evaluate a group's ability to be respectful, supportive and adherent to codes of conduct.
- 2.2 F.2** Analyze the preparation, licensing and responsibilities of wellness and fitness professionals.
- 2.6 A.1** Predict the short and long-term physical, social and emotional benefits and potential problems associated with regular physical activity.
- 2.6 A.2** Summarize the causes, influences and responses of body systems during exercise.
- 2.6 A.3** Describe how preventive healthcare, physiological monitoring hydration, a safe environment and exercising with a partner contribute to safe fitness activities.
- 2.6 B.3** Compare and contrast the use of drugs, fitness products and fads to achieve fitness.
- 2.6 C.4** Demonstrate age and gender specific progress towards the achievement of fitness goals for each component of health-related and skill-related fitness.

Time Frame of Unit: 4-5 weeks

Instructional Activities:

- **Weight Room**
- **Heart rate monitors/pedometers**
- **Fitness assessment packets**
- **Circuit training**
- **Stations**
- **Games**

Materials and Resources:

Personal Fitness Looking Good- Feeling Good Williams,
Harageones, Johnson, Smith, 4th edition
Foundation of Personal Fitness Glencoe

Unit of Study

Unit Title: Grade 12 Unit#3

Motor Skill Development: Team and Dual/Individual Activity

Essential Questions of the Unit:

- 1. How can I learn to move safely, effectively and efficiently in the performance of motor skills?**
- 2. What are the skills, rules, sportsmanship and basic strategies necessary for successful participation in this activity?**
- 3. How is my movement effected through torques and levers?**
- 4. How can I define an ethical character through physical activity?**

Assessments:

Motor Skills tests

Written test

Observation/demonstrations

Successful participation

Self/partner/teacher evaluation of participation

Content:

I. Motor Skill Development

A. Movement Skills

- a. Correct form**
- b. Error detection**
- c. Torque and levers enhancing performance**
- d. Design and perform smooth flowing sequences with intentional changes in directions, flow and speed.**

B. Movement Concepts

- a. Analyze movement**
- b. Perfect Practice**
- c. Activities reflecting culture, geography or historical context.**

C. Strategies

- a. Offensive**
- b. Defensive**
- c. Cooperative strategies**

D. Sportsmanship, Rules and Safety

- a. Role, responsibilities, preparation**
- b. Rules and regulations on health and safety and participants.**

E. Apply/Compare/Contrast Psychological Techniques in Mental Preparation for Activity.

Skills:

- **Explain, execute game skills**
- **Analyze and explain the impact of torque and levers on movement**
- **Explain identify game rules and penalties**
- **Evaluate participation**
- **Working collaboratively in groups to reach skills**

Purpose / Rational of the unit:

This unit will further enhance a student's understanding of the mechanics of correct movement and form to applied activities. The student will also understand the significance of effective and efficient movement in contributing to comfort and confidence in performance.

New Jersey Core Curriculum Content Standards:

- 2.1E.1** Evaluate work and leisure situations for perceived and actual risk of intentional and unintentional injuries.
- 2.1 E.2** Develop personal strategies to reduce the incidence of injuries and evaluate their effectiveness.
- 2.2 E.1** Assess personal and group contributions and strengths that lead to the achievement of goals and tasks.
- 2.2 E.2** Evaluate personal participation as both a leader and follower.
- 2.2 E.3** Discuss factors that influence intrinsic and extrinsic motivation and employ motivation techniques to enhance group productivity.
- 2.2 E.4** Evaluate a group's ability to be respectful, supportive and adherent to codes of conduct.
- 2.2 E.5** Develop and articulate the group's goals, shared values, vision and work plan.
- 2.5 A.1** Demonstrate mature, mechanically correct form and control when combining and modifying movement skills in applied settings.
- 2.5 A.2** Use information from internal and external sources to detect, analyze and correct errors in movement skills and patterns in applied settings.
- 2.5 A.3** Apply and analyze the use of momentum, force, torque to enhance or change the performance of movement skills during physical activity.
- 2.5 A.4** Transfer specialized movement skills that use similar patterns from one movement activity to another.
- 2.5 A.5** Design and perform smooth flowing sequences with intentional changes in direction, flow and speed.
- 2.5 B.1** Analyze a movement performance and discuss how each part can be made more interesting, creative, efficient and/or more effective.
- 2.5 B.2** Predict changes in movement performance based on the application of balance, counter balance, weight transfer and agility.
- 2.5 B.3** Analyze the impact of kinesthetic awareness "perfect" practice motivation and appropriate challenges in facilitating the learning and refinement of a movement skill.
- 2.5 B.4** Analyze how movement activities reflect culture, era, geography or historical context.
- 2.5 C.1** Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive and cooperative strategies in applied settings.
- 2.5 D.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 D.2** Investigate the impact of rules and regulations on the health and safety of participants.
- 2.5 E.1** Compare, contrast and apply sport psychology techniques to mentally prepare for physical activity.

Time Frame of Unit: 4-5 weeks/activity

Instructional Activities:

- **Drills**
- **Small games**
- **Lead up games**
- **Skill testing**
- **Tournament play**
- **Dance-Partner, Latin and Ballroom**

Materials and Resources:

Journals- JOPERD

Strategies

Teaching Cues for Sport Skills for Secondary School Students

Heather Fronske, 4th edition