

# Marlboro High School

## Physical Education

9 – 12 Grades

### ABSTRACT

Students in Physical Education develop movement skills in diverse physical activities that include rhythmic movement, games, sports, and cardiovascular exercises. Lifelong health and physical fitness is supported through challenging units of study that are developmentally and age appropriate. Students develop personal fitness goals and track progress towards attaining those goals over time to ensure an individual focus on achieving and maintaining a healthy lifestyle that supports physical activity, analytical skills, team-building skills, goal setting, and self-assessment.

Month/ Marking Period	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
<b>2015-2016 New York Common Core Curriculum Standards (AAPHERD)</b>	2.1.12.B.1-2, 2.5.12.A.1-2, 2.5.12.A.4, 2.5.12.B.1-3, 2.5.12.C.1, 2.6.12.A.4	2.1.12.B.1-2, 2.5.12.A.1-2, 2.5.12.A.4, 2.5.12.B.1-3, 2.5.12.C.1, 2.6.12.A.4	2.1.12.B.1-2, 2.5.12.A.1-2, 2.5.12.A.4, 2.5.12.B.1-3, 2.5.12.C.1, 2.6.12.A.4	2.1.12.B.1-2, 2.5.12.A.1-2, 2.5.12.A.4, 2.5.12.B.1-3, 2.5.12.C.1, 2.6.12.A.4
<b>Essential Question:</b>	What skills are essential to support effective participation in physical activity?	In what ways do athletic endeavors impact lifelong decisions and activities?	What qualities define a good team player?	How does physical activity benefit the quality of life?
<b>Content:</b>	Movement Skills	Sportsmanship, Rules, and Safety	Strategies for Individual and Team Excellence	Lifelong Fitness
<b>Skills and Topics:</b>	<ul style="list-style-type: none"> <li>analyze the application of movement skills in diverse physical activities (e.g., power, speed, agility, range of motion)</li> <li>demonstrate the transfer of movement skills in games, sports, and recreational activities</li> <li>assess and apply appropriate offensive, defensive, and cooperative strategies in play (e.g., football, soccer, field hockey, fitness assessment planning)</li> <li>assimilate mental strategies, such as planning, anticipating, and visualizing plays and movement in game play</li> <li>coordinate reciprocal and cooperative movement with team members</li> <li>design and implement a personal fitness plan</li> <li>employ a scoring rubric to assess personal and team play</li> </ul>	<ul style="list-style-type: none"> <li>collaborate to determine the characteristics of good Sportsmanship</li> <li>discuss safety and game rules</li> <li>compare and contrast protocols for various games and venues (e.g., indoor versus outdoor, diverse terrains)</li> <li>demonstrate the impact of physical activities, such as volleyball, dance, basketball, group games, cardiovascular training, weight training, swimming, badminton and ping pong on lifelong fitness</li> <li>apply identified rules and safety strategies in class activities</li> <li>investigate the impact of diverse cultures on physical activities in the United States and globally</li> <li>design and perform a rhythmic activity (e.g., a dance, aerobic exercise, or game).</li> </ul>	<ul style="list-style-type: none"> <li>discuss the personal qualities that contribute to the development of a good team player (e.g., positive attitude, good sportsmanship, cooperative spirit)</li> <li>assess the necessary group dynamic that contributes to team success (e.g., unselfish play, mutual support, strong mental focus, cohesive game plan)</li> <li>collaborate with teammates to strategize game plan and execution</li> <li>apply strategies for team success in play of games (e.g., volleyball, basketball, pickle ball, floor hockey, group games)</li> <li>track progress in attaining personal fitness goal</li> <li>employ a scoring rubric to assess personal and team play</li> </ul>	<ul style="list-style-type: none"> <li>analyze the factors that contribute to lifelong fitness (e.g., genetics, activity level, diet, cultural background)</li> <li>compare and contrast attitudes regarding the use of performance-enhancing substances</li> <li>apply personal skills and strategies in play of games (e.g., softball, baseball, ultimate Frisbee, can jam, lacrosse)</li> <li>assimilate knowledge of rules and good sportsmanship in individual and team play</li> <li>assess progress in the attainment of personal fitness goal</li> <li>create new fitness goals based on previous achievement and self-reflection</li> <li>employ a scoring rubric to assess personal and team play</li> </ul>

<b>Month/ Marking Period</b>	<b>Marking Period 1</b>	<b>Marking Period 2</b>	<b>Marking Period 3</b>	<b>Marking Period 4</b>
<b>Skills and Topics:</b>	<ul style="list-style-type: none"> <li>collect, organize, display, and analyze individual and group performance data using applicable digital tools (e.g., cardiovascular, speed and agility, strength and fitness data)</li> </ul>	<ul style="list-style-type: none"> <li>track progress in attaining personal fitness goals</li> <li>employ a scoring rubric to assess personal and team play</li> <li>collect, organize, display, and analyze individual and group performance data using applicable digital tools (e.g., cardiovascular, speed and agility, strength and fitness data)</li> </ul>	<ul style="list-style-type: none"> <li>collect, organize, display, and analyze individual and group performance data using applicable digital tools (e.g., cardiovascular, speed and agility, strength and fitness data)</li> </ul>	<ul style="list-style-type: none"> <li>collect, organize, display, and analyze individual and group performance data using applicable digital tools (e.g., cardiovascular, speed and agility, strength and fitness data)</li> </ul>
<b>Integration of Technology:</b>	Internet, Web Quests, wireless laptop computers, SMART Boards, digital tools, video streaming, podcasting			
<b>Writing:</b>	Open-ended responses			
<b>Formative Assessments:</b>	Self and peer evaluations, teacher observations, written responses, scoring rubric			
<b>Summative Assessments:</b>	Quizzes, tests, written responses, performance tasks, midterm and final examinations			
<b>Performance Assessments:</b>	Oral presentations, group presentations, written responses			
<b>Interdisciplinary Connections:</b>	*ELA: W.9-12.1-10 *Mathematics: Science: Arts: Technology: World Language: Social Studies: 6.1.4.A.5 21st Century Life/Careers: 9.1.12.C.5	*ELA: W.9-12.1-10 *Mathematics: Science: Arts: Technology: World Language: Social Studies: 6.1.4.A.5 21st Century Life/Careers: 9.1.12.C.5	*ELA: W.9-12.1-10 *Mathematics: Science: Arts: Technology: World Language: Social Studies: 6.1.4.A.5 21st Century Life/Careers: 9.1.12.C.5	*ELA: W.9-12.1-10 *Mathematics: Science: Arts: Technology: World Language: Social Studies: 6.1.4.A.5 21st Century Life/Careers: 21st Century Life/Careers:
<b>21st Century Themes:</b>	<input type="checkbox"/> Global Awareness	<input type="checkbox"/> Civic Literacy	<input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	
<b>21st Century Skills:</b>	<input type="checkbox"/> Creativity and Innovation	<input type="checkbox"/> Media Literacy	<input type="checkbox"/> Critical Thinking and Problem Solving	<input type="checkbox"/> Life and Career Skills
	<input type="checkbox"/> Information and Communication Technologies Literacy	<input type="checkbox"/> Communication and Collaboration		<input type="checkbox"/> Information Literacy