Physical Education

Cycle D

July, 2015

Approved August, 2015
Outdoor Activities

Football

Physical Fitness Testing

Group Activities

Tennis

Indoor Activities

Basketball

Body Conditioning

Group Activities

Weight Training
Deptford Township High School uses a rotating schedule as of September 2015. With the rotating schedule, physical education classes will not meet on a daily basis. Physical education classes will meet 3 or 4 times per week. When PE classes meet 3 times per week the amount of total class time will equal 156 minutes. When classes meet 4 times per week the amount of total class time will equal 208 minutes.

Our Physical education cycles include 4 indoor and 4 outdoor activities. The periods with 4 classes will utilize all 4 activities, while the classes with 3 activities will only utilize 3 activities.

**Pacing Guide**

**Outdoor Activities**
- Football – 3 weeks
- Physical Fitness Testing (PFT) – 3 weeks
- Group Games – 3 weeks
- Tennis – 3 weeks

**Indoor Activities**
- Basketball – 3 weeks
- Body Conditioning – 3 weeks
- Weight Training – 3 weeks
- Group Activities – 3 weeks
INTRODUCTION

Comprehensive Health and Physical Education in the 21st Century

Health literacy is an integral component of 21st century education. Healthy students are learners who are "knowledgeable and productive, [and] also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders" (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

Mission: Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

Vision: A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

Intent and Spirit of the Comprehensive Health and Physical Education Standards

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The 2009 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

Revised Standards

The Comprehensive Health and Physical Education Standards provide the foundation for creating local curricula and meaningful assessments. Revisions to the standards include cumulative progress indicators that reflect:

- Recently enacted legislation outlined in the section below
- An emphasis on health literacy, a 21st century theme
- Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other countries
- Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention
- Increased awareness of and sensitivity to the challenges related to individuals with disabilities

The 2009 standards continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public schools, including those enacted from 2004 – 2008:


**Resources**


**Hyperlinks:**

Health Literacy includes:

- Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are health enhancing.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction.
- Using available information to make appropriate health-related decisions.
- Establishing and monitoring personal and family health goals.

Approved August, 2015
New Jersey Legislative Statutes Summary

- **Accident and Fire Prevention (N.J.S.A. 18A:6-2)** requires instruction in accident and fire prevention. Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.

- **Breast Self-Examination (N.J.S.A. 18A:35-5.4)** requires instruction on breast self-examination. Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district’s implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.

- **Bullying Prevention Programs (N.J.S.A. 18A:37-17)** requires the establishment of bullying prevention programs. Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, a school district shall: (1) provide training on the school district’s harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and (2) develop a process for discussing the district’s harassment, intimidation, or bullying policy with students. Information regarding the school district policy against harassment, intimidation, or bullying shall be incorporated into a school’s employee training program.

- **Cancer Awareness (N.J.S.A. 18A:40-33)** requires the development of a school program on cancer awareness. The Commissioner of Education, in consultation with the State school boards, shall develop a cancer awareness program appropriate for school-aged children.

- **Domestic Violence Education (N.J.S.A. 18A:35-4.23)** allows instruction on problems related to domestic violence and child abuse. A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the curriculum of elementary school, middle school, and high school pupils. The instruction shall enable pupils to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.

- **Gang Violence Prevention (18A:35-4.26)** requires instruction in gang violence prevention for elementary school students. Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district’s implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample materials that may be used to support implementation of the instructional requirement.

- **Health, Safety, and Physical Education (N.J.S.A.18A:35)** requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week. Every pupil, except kindergarten pupils, attending the public schools, insofar as he or she is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation. The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week.

Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled
dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological,
psychological, sociological, and legal effects on the individual, the family, and society shall be taught in
each public school and in each grade from kindergarten through 12 in a manner adapted to the age
and understanding of the pupils. The programs shall be based upon the curriculum guidelines
established by the Commissioner of Education and shall be included in the curriculum for each grade
in such a manner as to provide a thorough and comprehensive treatment of the subject.

The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The
Commissioner of Education shall periodically review and update the guidelines to insure that the
curriculum reflects the most current information available.

- **Organ Donation (N.J.S.A. 18A:7F-4.3)** requires information relative to organ donation to be
given to students in grades 9 through 12.
The goals of the instruction shall be to:
  o Emphasize the benefits of organ and tissue donation to the health and well-being of society
generally and to individuals whose lives are saved by organ and tissue donations, so that
students will be motivated to make an affirmative decision to register as donors when they
become adults.
  o Fully address myths and misunderstandings regarding organ and tissue donation.
  o Explain the options available to adults, including the option of designating a decision-maker
to make the donation decision on one’s behalf.
  o Instill an understanding of the consequences when an individual does not make a decision to
become an organ donor and does not register or otherwise record a designated decision-
maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008,
c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New
Jersey driver’s license or personal identification card unless a prospective or renewing licensee or card
holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008,
c.48 (C.39:3-12.4). The Commissioner of Education, through the non-public school liaison in the
Department of Education, shall make any related instructional materials available to private schools
educating students in grades 9 through 12, or any combination thereof. Such schools are encouraged
to use the instructional materials at the school; however, nothing in this subsection shall be construed
to require such schools to use the materials.

- **Sexual Assault Prevention (N.J.S.A. 18A:35-4.3)** requires the development of a sexual assault prevention education program. The Department of Education in consultation with the advisory
committee shall develop and establish guidelines for the teaching of sexual assault prevention
techniques for utilization by local school districts in the establishment of a sexual assault prevention
education program. Such program shall be adapted to the age and understanding of the pupils and
shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate
treatment of the subject.

requires sex education programs to stress abstinence.
Any sex education that is given as part of any planned course, curriculum, or other instructional
program and that is intended to impart information or promote discussion or understanding in regard to
human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction,
pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of
whether such instruction is described as, or incorporated into, a description of "sex education," "family
any other course, curriculum program, or goal of education, and any materials including, but not
limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning
methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually
transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is
the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other
sexually transmitted diseases and of avoiding pregnancy.
Suicide Prevention (N.J.S.A. 18A: 6-111) requires instruction in suicide prevention in public schools. Instruction in suicide prevention shall be provided as part of any continuing education that public school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the Core Curriculum Content Standards in Comprehensive Health and Physical Education.
**Unit Overview**

**Content Area:** Physical Education  
**Unit Title:** Team Activities  
**Target Course/Grade Level:** Football 9-12

**Unit Summary:**
- Warm-up and Stretching
- Conditioning and Safety Procedures
- History of the Game
- Rules of the Game
- Scoring
- Offensive Strategy
- Defensive Strategy
- Knowledge of Positions
- Throwing the Ball
- Receiving the Ball
- Securing the Ball
- Defending a Person
- Defending the Ball

**Primary interdisciplinary connections:** Science, Math, Physics  
**21st century themes:** Health Literacy, Life and Career Skills

**Unit Rationale:**
Students will have to be physically active to be successful in this activity. They will have to work together to achieve a common goal. Students will also use strategy and coordination skills.

**Learning Targets**

**Standards:**

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
### Content Statements:
- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
- Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
- Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.
- Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

### CPI # | Cumulative Progress Indicator (CPI)
---|---
2.5.12.A.1 | Demonstrate and apply movement skills (overhead striking, change of direction) from one game, sport, dance, or recreational activity to another.
2.5.12.A.2 | Identify and demonstrate how force and motion (weight transfer, power, speed, agility, range of motion) impact the performance of planned movement patterns.
2.5.12.B.1 | Identify and demonstrate appropriate and effective offensive, defensive and cooperative strategies that can be utilized during team activities.
2.5.12.B.2 | Apply and assess tactical (offensive, defensive, cooperative) physical and mental strategies to evaluate and improve performance in team activities.
2.5.12.B.3 | Analyze the role, responsibilities, preparation and motivation of players/participants/officials and recommend strategies to enhance 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 | Identify and explain the influence of globalization and technology on team activities, develop rule changes to existing team activities and predict their impact on future participation and viewership.
2.6.12.A.1 | Analyze the short and long term impact of physical inactivity and apply fitness-training principles to improve personal fitness

### Unit Essential Questions
- How does the offensive team achieve a first down?
- Why is it essential for students to warm-up properly before

### Unit Enduring Understandings
- The offensive team achieves a first down when they successfully advance the ball 10 yards in 4 or less attempts.
- Warming-up is an essential part of any physical activity, it circulates blood to all of the necessary muscles and decreases the risk of injury.
Participating?

- How many players are on the field for each team?

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<tr>
<th>Unit Learning Targets:</th>
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<tr>
<td>Students will be able to attempt to successfully throw a pass.</td>
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<td>Students will be able to attempt to successfully catch a pass.</td>
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<td>Students will be able to attempt to successfully defend another player.</td>
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<td>Students will be able to describe the rules of the game.</td>
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<td>Students will be able to identify the positions of all players on the field.</td>
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<tr>
<td>Students will be able to work together to achieve a common goal.</td>
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<tr>
<td>Students will be able to attempt to successfully play a football game.</td>
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<tr>
<th>Evidence of Learning</th>
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**Formative Assessments:**
- Class Participation
- Teacher Observation

**Summative Assessment:**
- Football Written Test
- Football Skills Test

**Equipment needed:**
- Football Handouts
- Footballs
- Field Markers
- Colored Vests
- Flags (If playing flag football)

**Teacher Resources:** Internet Resources, Football Handout

**Differentiated Instruction**

**Basic Skills/ Special Education Accommodations:**
- Give instructions to students one to one.
- Give alternate activity for students

**Challenge Activities:**
- Coaching responsibility during games.
- Students who show advanced knowledge can assist the teacher during skill instruction.

**ELL Adaptations:**
- Place ELL students near a helpful student.
- Give instructions to students one to one.

**Technology Integration**
- Video/DVD instruction
<table>
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<tr>
<th>Calculator</th>
<th>Pedometers</th>
<th>Heart rate monitors</th>
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<tbody>
<tr>
<td><strong>Interdisciplinary Connections</strong></td>
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<tr>
<td>Physics - Objects in motion</td>
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<td>Math - Percentages</td>
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<td>Science - Heart rate</td>
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Unit Overview

Content Area: Physical Education

Unit Title: Wellness

Target Course/Grade Level: Physical Fitness Testing 9-12

Unit Summary:
- Warm-up and Stretch
- Safety Procedures
- Correct breathing and body positioning for running.
- Correct body positioning and form for curl-up (bent knees and arms across the chest).
- Correct body position and form for V-sit reach.
- Correct body position and form for push-up.
- Correct procedure for the shuttle run.

Primary interdisciplinary connections:
Anatomy and Physiology, Science, Math

21st century themes: Health Literacy, Life and Career Skills

Unit Rationale:
Students need to understand the importance of daily physical activity and activities that promote lifelong fitness. Teaching these various components of fitness will give students the opportunity to see where their fitness levels are and how they can improve them.

Learning Targets

Standards: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Content Statements:
- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

CPI # | Cumulative Progress Indicator (CPI)
--- | ---
2.5.12.A.2 | Identify and demonstrate how force and motion (weight transfer, power, speed, agility, range of motion) impact the performance of planned movement patterns.

Approved August, 2015
| 2.6.12.A.1 | Compare the short- and long-term impact on wellness associated with physical inactivity. |
| 2.6.12.A.2 | Analyze the short and long term impact of physical inactivity and apply fitness-training principles to improve personal fitness. |
| 2.6.12.A.3 | Identify and demonstrate how engaging in cooperative activities can impact the effects of genetics, gender, age, nutrition, and activity level, on body composition in a wellness plan. |
| 2.6.12.A.4 | Evaluate the health related fitness components and apply/demonstrate how these components contribute to a personalized fitness plan as a measure of fitness and health. |
| 2.6.12.A.5 | Research and debate the impact of performance enhancing drugs (anabolic steroids, HGH, ergogenic aids) on society and evaluate the short and long term consequences of their use. |

**Unit Essential Questions**
- How does being physically active improve quality of life?
- Why is it important to do the V-sit and reach?

**Unit Enduring Understandings**
- Being physically active increases cardiorespiratory endurance which leads to a healthier heart and reduces the risk of heart disease. Regular physical activity also improves self confidence, decreases body fat, and improves overall health.
- The V-sit and reach measures hamstring flexibility which is a component of fitness. Performing hamstring flexibility exercises can reduce overuse injuries, such as shin splints or lower back pain. These injuries develop when you place your body under a lot of stress without allowing a full recovery. With increased flexibility, you should also feel your posture improve and overall stress on your body decrease.

**Unit Learning Targets:**
- Students will follow all safety instructions.
- Students will attempt to successfully complete a 1 mile run/walk test as fast as they can.
- Students will attempt to successfully complete as many curl-ups as possible in one minute.
- Students will attempt to successfully complete as many push-ups as possible.
- Students will attempt to successfully complete the V-sit and reach test.
- Students will attempt to successfully complete the shuttle run as fast as possible.

**Evidence of Learning**

**Formative Assessments:**
- Class Participation
- Teacher observation

**Summative Assessment:**
- Physical fitness test scores

Approved August, 2015
<table>
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<th><strong>Equipment needed:</strong></th>
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<tbody>
<tr>
<td>• Stopwatch</td>
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<td>• Shuttle run blocks</td>
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<tr>
<td>• Mats</td>
</tr>
<tr>
<td>• Tape measure</td>
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<tr>
<td>• V-sit and reach</td>
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**Teacher Resources:** [www.presidentschallenge.org](http://www.presidentschallenge.org)

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<th><strong>Differentiated Instruction</strong></th>
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**Basic Skills/ Special Education Accommodations:**

- Give instructions to students one to one.
- Give alternate activity for students

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<tr>
<th><strong>Challenge Activities:</strong></th>
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<tr>
<td>• Have students perform a more challenging fitness activity</td>
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<td>• Have students assist and motivate other students.</td>
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<th><strong>ELL Adaptations:</strong></th>
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<td>• Video/DVD instruction</td>
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<tr>
<td>• Math - Averages</td>
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<td>• Anatomy and Physiology - Body Movements</td>
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<td>• Sciences - Body Systems</td>
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### Unit Overview

<table>
<thead>
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<th>Content Area: Physical Education</th>
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<tbody>
<tr>
<td><strong>Unit Title:</strong> Cooperative Games</td>
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<tr>
<td><strong>Target Course/Grade Level:</strong> Outdoor Group Games 9-12</td>
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</tbody>
</table>

#### Unit Summary:
- Warm-up and stretching
- Safety rules
- Teamwork
- Cooperation
- Leadership
- Working together to accomplish a common goal.
- Activities can include but are not limited to Speedball, Ultimate Frisbee, Handball, and Soccer and Football lead up games.

**Primary interdisciplinary connections:** Math, Anatomy and Physiology  
**21st century themes:** Health Literacy, Life and Career Skills

#### Unit Rationale:
Group activities teach students the importance of working as a group to accomplish a common goal. Teamwork is an integral part of life and students need to experience this in a controlled setting.

### Learning Targets

**Standards:** 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

#### Content Statements:
- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
- Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
- Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.
- Outdoor group games may consist of any group activity, including but not limited to, tag games, elementary style games, lead up games, team building activities, and recreational games.
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<td>Demonstrate and apply movement skills (overhead striking, change of direction) from one game, sport, dance, or recreational activity to another.</td>
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<td>2.5.12.A.3</td>
<td>Design and lead a rhythmic activity (time, space, force and flow) and critique the movement skill/performance discussing how each part can be made more interesting, creative, efficient and/or effective.</td>
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<tr>
<td>2.5.12.A.4</td>
<td>Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.</td>
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<tr>
<td>2.5.12.B.1</td>
<td>Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</td>
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<tr>
<td>2.5.12.B.2</td>
<td>Assess and apply tactical (offensive, defensive, and cooperative) physical and mental strategies to improve performance.</td>
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<tr>
<td>2.5.12.B.3</td>
<td>Describe and analyze factors that influence both intrinsic and extrinsic motivation (positive mental attitudes, competent skill levels, teamwork) and how they affect individual and team effectiveness.</td>
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<tr>
<td>2.5.12.C.2</td>
<td>Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.</td>
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<td>Identify and explain the influence of globalization and technology on team activities, develop rule changes to existing team activities and predict their impact on future participation and viewership.</td>
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**Unit Essential Questions**

- How can teamwork translate to daily life?
- 

**Unit Enduring Understandings**

- Teamwork can be utilized in all aspects of life including team sports, career, family, and other daily tasks.
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**Unit Learning Targets:**

- Students will be able to follow directions and follow safety rules.
- Students will be able to work together with classmates to accomplish a common goal.
- Students will attempt to successfully accomplish all challenges presented.
- Students will attempt to successfully be a leader.
- Students will attempt to successfully participate in all activities.

**Evidence of Learning**

**Formative Assessments:**

- Student Participation
- Teacher Observation

**Summative Assessment:**

- Students will be able to follow directions and follow safety rules.
- Students will be able to work together with classmates to accomplish a common goal.
- Students will attempt to successfully accomplish all challenges presented.
- Students will attempt to successfully be a leader.
- Students will attempt to successfully participate in all activities.
**Equipment needed:**
- Various types of balls
- Nets
- Racquets
- Mats
- Bats
- Striking implements.

**Teacher Resources:**
Teacher handouts, Internet resources

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### Differentiated Instruction

**Basic Skills/ Special Education Accommodations:**
- Give instructions to students one to one.
- Give alternate activity for students

**Challenge Activities:**
- Have students assist and motivate other students.
- Allow students to help with instructions.
- Allow student to create an activity.

**ELL Adaptations:**
- Place ELL students near a helpful student.
- Give instructions to students one to one.

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### Technology Integration

- Video/DVD instruction
- Calculator
- Pedometers
- Heart rate monitors

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### Interdisciplinary Connections

- Physics - Objects in motion
- Math - Percentages
### Unit Overview

**Content Area:** Physical Education  
**Unit Title:** Cooperative Activities  
**Target Course/Grade Level:** Tennis 9-12

**Unit Summary:**  
- Warm-up and Stretch  
- Safety Procedures  
- Rules of the games  
- Scoring of the Tennis  
- Proper technique for the serve  
- Proper technique for the return  
- Proper technique for the forehand  
- Proper technique for the backhand  
- Game strategy  
- Court Markings

**Primary interdisciplinary connections:** Math, Physics  
**21st century themes:** Health Literacy, Life and Career Skills

**Unit Rationale:**  
Tennis is an activity that can be played at any age. Teaching the proper skills for this game will enable our students to become and remain physically active for a lifetime.

### Learning Targets

**Standards:**

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Content Statements:**  
- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.  
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<td>Identify and assess tactical understanding of cooperative strategies including communication, respect of others’ ideas, and decision making of oneself/group (good/poor) during cooperative activities.</td>
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<td>2.5.12.B.2</td>
<td>Assess and apply tactical (offensive, defensive, and cooperative) physical and mental strategies to improve performance.</td>
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<td>Describe and analyze factors that influence both intrinsic and extrinsic motivation (positive mental attitudes, competent skill levels, teamwork) and how they affect individual and team effectiveness.</td>
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<td>Analyze the role, responsibilities, preparation and motivation of players/participants/officials and recommend and employ strategies to enhance individual effectiveness.</td>
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**Unit Essential Questions**
- How is a tennis game scored?
- Why are there alleys on a tennis court?

**Unit Enduring Understandings**
- A tennis game is scored Love (0), 15, 30, 40, game. If the game is tied at 40 that is called deuce. During deuce a player must score two consecutive points to win the game.
- During a doubles game of tennis the alleys are in play. During a singles game the alleys are out of play.

**Unit Learning Targets:**
- Students will be able to identify and explain court markings.
- Students will be able to understand the basic rules of tennis and apply them.
- Students will attempt to successfully serve a tennis ball into the correct box.
- Students will attempt to successfully return a serve.
- Students will attempt to successfully volley.
- Students will attempt to successfully use a forehand and backhand stroke.
- Students will attempt to successfully play a tennis match.

**Evidence of Learning**

**Formative Assessments:**
- Student Participation
- Teacher Observation

**Summative Assessment:**
- Tennis test
- Tennis skills test
<table>
<thead>
<tr>
<th><strong>Equipment needed:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tennis racquets</td>
</tr>
<tr>
<td>• Tennis balls</td>
</tr>
<tr>
<td>• Tennis nets</td>
</tr>
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### Differentiated Instruction

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<td>• Give instructions to students one to one.</td>
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### Technology Integration

- Video/DVD instruction
- Calculator
- Pedometers
- Heart rate monitors

### Interdisciplinary Connections

- Physics - Objects in motion
- Math - Percentages
### Unit Overview

**Content Area:** Physical Education  
**Unit Title:** Team Activities  
**Target Course/Grade Level:** Advanced Basketball 9-12

#### Unit Summary:
- Warm-up and Stretching
- Safety Rules
- Basic Dribbling
- Control Dribbling
- Cross Over Change
- Reverse Pivot Change
- Chest Pass Technique
- Overhead Pass Technique
- Lay-up Shooting Technique
- Jump Shot Technique
- Rebounding
- Basketball Strategy
- 1v1, 3v3, tournament play

**Primary interdisciplinary connections:** Math, Anatomy and Physiology, Physics  
**21st century themes:** Health Literacy, Life and Career Skills

#### Unit Rationale:
Basketball is an activity that encompasses every aspect of physical fitness. It can also be played competitively or recreationally at any age. Basketball also requires students to work together to accomplish a common goal.

### Learning Targets

**Standards:**

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Content Statements:**
- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and
Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.

Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.

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<td>2.5.12.C.2</td>
<td>Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.</td>
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**Unit Essential Questions**
- How does being physically active improve quality of life?
- What type of defensive strategies is used in a game of basketball?

**Unit Enduring Understandings**
- Being physically active increases cardiorespiratory endurance which leads to a healthier heart and reduces the risk of heart disease. Regular physical activity also improves self confidence, decreases body fat, and improves overall health.
- Teams can play zone or man defense. In a zone defense a player covers a zone of the court, where in man defense a player covers a player.

**Unit Learning Targets:**
- Students will be able to describe the basic rules of basketball.
- Students will be able to identify and describe the court markings.
- Students will be able to identify the 5 players on a basketball team.
- Students will attempt to successfully dribble a basketball.
- Students will attempt to successfully use a cross over change technique.
- Students will attempt to successfully use a reverse pivot change technique.
- Students will attempt to successfully use a chest pass.
- Students will attempt to successfully use a bounce pass.
- Students will attempt to successfully use an overhead pass.
- Students will attempt to successfully complete a lay-up.
- Students will attempt to successfully complete a jump shot.
- Students will attempt to successfully complete a rebound.
- Students will attempt to successfully compete in a basketball game.
## Evidence of Learning

### Formative Assessments:
- Student Participation
- Teacher Observation

### Summative Assessment:
- Basketball Test
- Basketball Skills Test

### Equipment needed:
- Basketballs
- Basketball Nets
- Colored Vests


## Differentiated Instruction

### Basic Skills/ Special Education Accommodations:
- Give instructions to students one to one.
- Give alternate activity for students

### Challenge Activities:
- Allow students to help with instructions.
- Have students create a new basketball activity.

### ELL Adaptations:
- Place ELL students near a helpful student.
- Give instructions to students one to one.

## Technology Integration

- Video/DVD instruction
- Calculator
- Pedometers
- Heart rate monitors

## Interdisciplinary Connections

- Physics - Objects in motion
- Math - Percentages
- Anatomy and Physiology - Body Movements
### Unit Overview

<table>
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<td><strong>Unit Title:</strong> Wellness</td>
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<tr>
<td><strong>Target Course/Grade Level:</strong> Body Conditioning 9-12</td>
</tr>
</tbody>
</table>

**Unit Summary:**
- Warm-up and stretching
- Safety rules
- Calculate maximum heart rate
- Calculate target heart rate
- Use heart rate monitors
- Low impact physical activities
- High impact physical activities
- Aerobic conditioning

**Primary interdisciplinary connections:** Math, Science, Anatomy and Physiology

**21st century themes:** Health Literacy, Life and Career Skills

**Unit Rationale:**
Body conditioning will introduce students to a variety of physical fitness activities that will allow them to become and remain physically fit for a lifetime. These activities will also teach students to calculate heart rate.

### Learning Targets

**Standards:**

- **2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

- **2.6 Fitness:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Content Statements:**
- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

**CPI #** | **Cumulative Progress Indicator (CPI)**
--- | ---
2.5.12.A.2 | Identify and demonstrate how force and motion (weight transfer, power, speed, agility, range of motion) impact the performance of planned movement patterns

Approved August, 2015
<table>
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<td>2.5.12.A.3</td>
<td>Design and lead a rhythmic activity (time, space, force and flow) and critique the movement skill/performance discussing how each part can be made more interesting, creative, efficient and/or effective.</td>
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<td>Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.</td>
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<td>Analyze the short and long term impact of physical inactivity and apply fitness-training principles to improve personal fitness.</td>
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<td>2.6.12.A.2</td>
<td>Analyze and reflect on personal health data utilizing technology and medical advances to create and implement a comprehensive health and fitness program applying fitness-training principles.</td>
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<td>Analyze how genetics, gender, age, nutrition, activity level, and exercise/physical activity impact body compositions and healthy weight maintenance.</td>
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<td>2.6.12.A.4</td>
<td>Evaluate the health related fitness components and apply/demonstrate how these components contribute to a personalized fitness plan as a measure of fitness and health.</td>
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**Unit Essential Questions**
- Why is it important to know your maximum heart rate?
- What is a target heart rate?

**Unit Enduring Understandings**
- Knowing your maximum heart rate is important because during exercise you never want to exceed your maximum heart rate. It is very important for people to understand how to check and calculate their target heart rate.
- A target heart rate is a desired range of heart rate reached during aerobic exercise which enables one's heart and lungs to receive the most benefit from a workout.

**Unit Learning Targets:**
- Students will be able to calculate their resting heart rate.
- Students will be able to calculate their target heart rate.
- Students will be able to calculate their maximum heart rate.
- Students will attempt to successfully develop and improve cardiovascular endurance.
- Students will attempt to successfully develop and improve flexibility, strength, and cardiorespiratory endurance.
- Students will attempt to successfully develop and improve aerobic fitness.

**Evidence of Learning**

**Formative Assessments:**
- Class participation
- Teacher observation

**Summative Assessment:**
- Body conditioning test

**Equipment needed:** Mats, TV, Video/DVD, Heart rate monitors

**Teacher Resources:** Fitness videos/DVD, Journal of Physical Fitness, Recreation, and Dance, Internet resources

Approved August, 2015
### Differentiated Instruction

#### Basic Skills/ Special Education Accommodations:
- Give instructions to students one to one.
- Give alternate activity for students

#### Challenge Activities:
- Allow students to help with instructions.
- Have students create a new fitness activity or dance.

#### ELL Adaptations:
- Place ELL students near a helpful student.
- Give instructions to students one to one.

### Technology Integration
- Video/DVD instruction
- Calculator
- Pedometers
- Heart rate monitors

### Interdisciplinary Connections
- Math - Calculations
- Anatomy and Physiology - Body Movements
- Science - Body Systems
## Unit Overview

**Content Area:** Physical Education  
**Unit Title:** Wellness  
**Target Course/Grade Level:** Weight Training 9-12  

**Unit Summary:**  
- Warm-up and stretching  
- Safety rules  
- Introduce and apply the overload principle  
- Introduce and apply progressive resistance  
- Circuit training  
- Free weights  
- Spotting  
- Proper breathing

**Primary interdisciplinary connections:** Math, Anatomy and Physiology  
**21st century themes:** Health Literacy, Life and Career Skills

**Unit Rationale:**  
Weight training is an excellent physical activity that can be performed at any age. The health benefits of weight training are tremendous. Teaching students the proper technique when lifting weights is very important for their health and safety.

## Learning Targets

**Standards**

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Content Statements:**  
- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.  
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<td>Evaluate the health related fitness components and apply/demonstrate how these components contribute to a personalized fitness plan as a measure of fitness and health.</td>
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<tr>
<td>2.6.12.A.5</td>
<td>Research and debate the impact of performance enhancing drugs (anabolic steroids, HGH, ergogenic aids) on society and evaluate the short and long term consequences of their use.</td>
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**Unit Essential Questions**
- How do you determine what is a proper starting weight on a specific exercise.
- Why is breathing properly so important during weight lifting?

**Unit Enduring Understandings**
- When first starting a weight training program students should use a weight that is easy to use for the first 8 repetitions and is difficult to do on the 10th repetition.
- Breathing during weight lifting helps in preventing internal injury such as hernia, blood vessel strain, and high blood pressure.

**Unit Learning Targets:**
- Students will be able to identify all exercise equipment and its function.
- Students will be able to understand and follow all safety rules while in the weight room.
- Students will be able to determine individual working weight.
- Students will be able to use proper breathing technique.
- Students will be able to assess individual progression and adjust intensity of program accordingly.
- Students will be able to apply the principle of progressive resistance.
- Students will be able to use proper spotting techniques while lifting free weights
- Students will be able to demonstrate maximum strength individually acquired.

**Evidence of Learning**

**Formative Assessments:**
- Class participation
- Teacher observation

**Summative Assessment:**
- Weight Lifting test

Approved August, 2015
- Weight lifting evaluation

**Equipment needed:**
- Weight machines
- Dumbbells
- Barbells
- Free Weights

**Teacher Resources:** Weight training handouts, Journal of Physical Fitness, Recreation, and Dance, Internet resources

### Differentiated Instruction

**Basic Skills/ Special Education Accommodations:**
- Give instructions to students one to one.
- Give alternate activity for students

**Challenge Activities:**
- Allow students to help with instructions.

**ELL Adaptations:**
- Place ELL students near a helpful student.
- Give instructions to students one to one.

### Technology Integration

- Video/DVD instruction
- Calculator
- Pedometers
- Heart rate monitors

### Interdisciplinary Connections

- Math - Calculations
- Anatomy and Physiology - Body Movements
- Science - Body Systems
Unit Overview

Content Area: Physical Education

Unit Title: Cooperative Activities

Target Course/Grade Level: Indoor Group Games 9-12

Unit Summary:
- Warm-up and stretching
- Safety rules
- Teamwork
- Cooperation
- Leadership
- Working together to accomplish a common goal.

Primary interdisciplinary connections: Math, Anatomy and Physiology

21st century themes: Health Literacy, Life and Career Skills

Unit Rationale:
Group activities teach students the importance of working as a group to accomplish a common goal. Teamwork is an integral part of life and students need to experience this in a controlled setting.

Learning Targets

Standards:

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle

Content Statements:
- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
- Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
- Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.
- Indoor group games can consist of any group activity, including but not limited to, pickle ball, floor hockey, team building, tag games, and elementary style games.

CPI # Cumulative Progress Indicator (CPI)

2.5.12.A.1 Demonstrate and apply movement skills (overhead striking, change of direction) from one game, sport, dance, or recreational activity to another.
2.5.12.A.3 Design and lead a rhythmic activity (time, space, force and flow) and critique the movement skill/performance discussing how each part can be made more interesting, creative, efficient and/or effective.

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 Assess and apply tactical (offensive, defensive, and cooperative) physical and mental strategies to improve performance.

2.5.12.B.3 Describe and analyze factors that influence both intrinsic and extrinsic motivation (positive mental attitudes, competent skill levels, teamwork) and how they affect individual and team effectiveness.

2.5.12.C.2 Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.

2.5.12.C.3 Identify and explain the influence of globalization and technology on team activities, develop rule changes to existing team activities and predict their impact on future participation and viewership.

Unit Essential Questions
- How can teamwork translate to daily life?

Unit Enduring Understandings
- Teamwork can be utilized in all aspects of life including team sports, career, family, and other daily tasks.

Unit Learning Targets:
- Students will be able to follow directions and follow safety rules.
- Students will be able to work together with classmates to accomplish a common goal.
- Students will attempt to successfully accomplish all challenges presented.
- Students will attempt to successfully be a leader.
- Students will attempt to successfully participate in all activities.

Evidence of Learning

Formative Assessments:
- Class Participation
- Teacher Observation

Summative Assessment:
- Written test
- Skills Evaluation

Equipment needed: Various types of balls, nets, racquets, mats, bats, and other striking implements.

Teacher Resources: Teacher handouts, Internet resources

Differentiated Instruction

Basic Skills/ Special Education Accommodations:
- Give instructions to students one to one.
- Give alternate activity for students

**Challenge Activities:**
- Allow students to help with instructions.
- Allow student to create an activity.

**ELL Adaptations:**
- Place ELL students near a helpful student.
- Give instructions to students one to one.

**Technology Integration**
- Video/DVD instruction
- Calculator
- Pedometers
- Heart rate monitors

**Interdisciplinary Connections**
- Math - Calculations
- Anatomy and Physiology - Body Movements