Physical Education

Grades 9 – 12

Prerequisite: None

Credit Value: 3.75

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.

Adopted by the Somerville Board of Education on July 25, 2017
### Physical Education
**Grades 9 – 12**

#### Essential Question:
1. What skills are essential to support effective participation in physical activity?
2. In what ways do athletic endeavors impact lifelong decisions and activities?
3. What qualities define a good team player?
4. How does physical activity benefit the quality of life?

#### Content:
- **Movement Skills**
- **Sportsmanship, Rules, and Safety**
- **Strategies for Individual and Team Excellence**
- **Lifelong Fitness**

#### Skills and Topics:
- **Movement Skills**
  - Analyze the application of movement skills in diverse physical activities (e.g., power, speed, agility, range of motion)
  - Demonstrate the transfer of movement skills in games, sports, and recreational activities
  - Assess and apply appropriate offensive, defensive, and cooperative strategies in play (e.g., football, soccer, field hockey, fitness assessment planning)
  - Assimilate mental strategies, such as planning, anticipating, and visualizing plays and movement in game play
  - Coordinate reciprocal and cooperative movement with team members
  - Design and implement a personal fitness plan
  - Employ a scoring rubric to assess personal and team play

- **Sportsmanship, Rules, and Safety**
  - Collaborate to determine the characteristics of good sportsmanship
  - Discuss safety and game rules
  - Compare and contrast protocols for various games and venues (e.g., indoor versus outdoor, diverse terrains)
  - Demonstrate the impact of physical activities, such as volleyball, dance, basketball, group games, cardiovascular training, and weight training, on lifelong fitness
  - Apply identified rules and safety strategies in class activities
  - Investigate the impact of diverse cultures on physical activities in the United States and globally
  - Design and perform a rhythmic activity (e.g., a dance, aerobic exercise, or game)

- **Strategies for Individual and Team Excellence**
  - Discuss the personal qualities that contribute to the development of a good team player (e.g., positive attitude, good sportsmanship, cooperative spirit)
  - Assess the necessary group dynamic that contributes to team success (e.g., unselfish play, mutual support, strong mental focus, cohesive game plan)
  - Collaborate with teammates to strategize game plan and execution
  - Apply strategies for team success in play of games (e.g., volleyball, basketball, floor hockey, group games)
  - Track progress in attaining personal fitness goal
  - Employ a scoring rubric to assess personal and team play

- **Lifelong Fitness**
  - Analyze the factors that contribute to lifelong fitness (e.g., genetics, activity level, diet, cultural background)
  - Compare and contrast attitudes regarding the use of performance-enhancing substances
  - Apply personal skills and strategies in play of games (e.g., softball, baseball, pickle ball, ultimate Frisbee, lacrosse)
  - Assimilate knowledge of rules and good sportsmanship in individual and team play
  - Assess progress in the attainment of personal fitness goal
  - Create new fitness goals based on previous achievement and self-reflection
  - Employ a scoring rubric to assess personal and team play
### Physical Education
**Grades 9 – 12**

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>Marking Period 1</th>
<th>Marking Period 2</th>
<th>Marking Period 3</th>
<th>Marking Period 4</th>
</tr>
</thead>
</table>
| **Skills and Topics:** | • collect, organize, display, and analyze individual and group performance data using applicable digital tools (e.g., cardiovascular, speed and agility, strength and fitness data) | • track progress in attaining personal fitness goals  
• employ a scoring rubric to assess personal and team play  
• collect, organize, display, and analyze individual and group performance data using applicable digital tools (e.g., cardiovascular, speed and agility, strength and fitness data) | • collect, organize, display, and analyze individual and group performance data using applicable digital tools (e.g., cardiovascular, speed and agility, strength and fitness data) | • collect, organize, display, and analyze individual and group performance data using applicable digital tools (e.g., cardiovascular, speed and agility, strength and fitness data) |
| **Integration of Technology:** | Internet, Web Quests, wireless laptop computers, SMART Boards, digital tools, video streaming, podcasting | | | |
| **Writing:** | Open-ended responses | | | |
| **Formative Assessments:** | Self and peer evaluations, teacher observations, written responses, scoring rubric | | | |
| **Summative Assessments:** | Quizzes, tests, written responses, performance tasks, midterm and final examinations | | | |
| **Performance Assessments:** | Oral presentations, group presentations, written responses | | | |
| **Interdisciplinary Connections:** | *ELA: W.9-12.1-10  
*Mathematics:  
Science:  
Arts:  
Technology:  
World Language:  
Social Studies: 6.1.4.A.5  
21st Century Life/Careers: CRP3, CRP8, CRP12 | *ELA: W.9-12.1-10  
*Mathematics:  
Science:  
Arts:  
Technology:  
World Language:  
Social Studies: 6.1.4.A.5  
21st Century Life/Careers: CRP3, CRP8, CRP12 | *ELA: W.9-12.1-10  
*Mathematics:  
Science:  
Arts:  
Technology:  
World Language:  
Social Studies: 6.1.4.A.5  
21st Century Life/Careers: CRP3, CRP8, CRP12 | *ELA: W.9-12.1-10  
*Mathematics:  
Science:  
Arts:  
Technology:  
World Language:  
Social Studies: 6.1.4.A.5  
21st Century Life/Careers: CRP3, CRP8, CRP12 |
<p>| <strong>21st Century Themes:</strong> | ☒Global Awareness  ☒Civic Literacy | ☒Global Awareness  ☒Civic Literacy | ☒Global Awareness  ☒Civic Literacy | ☒Global Awareness  ☒Civic Literacy |
| <strong>21st Century Skills:</strong> | ☒Creativity and Innovation  ☒Media Literacy  ☒Critical Thinking and Problem Solving  ☒Life and Career Skills  ☒Information and Communication Technologies Literacy  ☒Communication and Collaboration  ☒Information Literacy | ☒Creativity and Innovation  ☒Media Literacy  ☒Critical Thinking and Problem Solving  ☒Life and Career Skills  ☒Information and Communication Technologies Literacy  ☒Communication and Collaboration  ☒Information Literacy | ☒Creativity and Innovation  ☒Media Literacy  ☒Critical Thinking and Problem Solving  ☒Life and Career Skills  ☒Information and Communication Technologies Literacy  ☒Communication and Collaboration  ☒Information Literacy | ☒Creativity and Innovation  ☒Media Literacy  ☒Critical Thinking and Problem Solving  ☒Life and Career Skills  ☒Information and Communication Technologies Literacy  ☒Communication and Collaboration  ☒Information Literacy |</p>
<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>Marking Period 1</th>
<th>Marking Period 2</th>
<th>Marking Period 3</th>
<th>Marking Period 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources:</td>
<td>Textbook, periodicals, health websites, public health resources, teacher-created resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Careers:</td>
<td>Applicable career options are discussed as they arise throughout the physical education program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*2016 NJSLS:*
- **RL:** Reading Literature
- **RI:** Reading Informational Text
- **W:** Writing
- **SL:** Speaking and Listening
- **L:** Language
- **A:** Algebra
- **F:** Functions
- **G:** Geometry
- **S:** Statistics and Probability
- **MD:** Measurement and Data
Physical Education
Course Requirements

Grades: 9-12  
Prerequisite: None  
Credit Value: 3.75  
Length of Course: Academic Year

Course Description

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.

Course Content

This course will consist of the following units of study:

• Movement Skills
• Sportsmanship, Rules, and Safety
• Strategies for Individual and Team Excellence
• Lifelong Fitness

Course Objectives

The student will demonstrate the ability to answer in detail the following essential questions:

• 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?
• What are the post-graduation and/or career options that apply to the course content?
**Evaluation Process**

A final average of 65% or better is required to be awarded course credit. Throughout the length of this course, students may be evaluated on the basis of, but not limited to:

- Formative Assessments, such as writing prompts, journals, and portfolios
- Summative Assessments, such as quizzes, tests, and midterm and final examinations
- Performance Assessments, such as projects and presentations
- Technology-based Applications, such as electronic portfolios, Web Quests, ThinkQuest, and podcasting
- Class Participation
- Homework

Specific weights will be determined by course and level.
Physical Education
Student Agreement

STUDENT NAME: 

Last Name
First Name

GRADE: 

My signature below indicates that I have received a copy of the Somerville Public Schools Course Requirements for Physical Education.

I acknowledge my responsibility to read and understand all of the information contained in the Physical Education Course Requirements information and syllabus packet.

_________________________________________    ______________________________________
Student Signature                         Date

Note: Please share the course requirements for Physical Education with your parents.