**Notre Dame Academy**



**Curriculum Guide for Physical Education**

**2019/2020 School Year**

**School Mission**

The mission of South Buffalo Catholic School is to provide a comprehensive Catholic education dedicated to inspiring students to achieve the highest academic, moral and Christian values.

*Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity.*

~ John F. Kennedy

**Overview**

**Statement of Philosophy/Goals**

### Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. It is our goal that our students will know the benefits of their choice to be involved in physical activity and have a mindset that values physical activity and its benefits in sustaining healthy lifestyles.

The New York Department of Education combines standards for Health and Physical Education in its development of standards. Notre Dame Academy Buffalo recognizes this clear connection but chooses to separate these content areas in order to emphasize the unique importance of each. This is why The Physical Education Curriculum was prepared using the National Standards for Physical Education as well as the New York Core Curriculum Content Standards.

**Habits of Mind**

### The National Association for Sport and Physical Education’s (SHAPE) definition of a physically educated person includes 5 major focus areas:

To pursue a lifetime of healthful physical activity, a physically educated person:

* *Has* learned skills necessary to perform a variety of physical activities;
* *Knows* the implications of and the benefits from involvement in physical activities;
* *Does* participate regularly in physical activity;
* *Is* physically fit;
* *Values* physical activity and its contribution to a healthful lifestyle.

**Program Delivery**

### Our **Physical Education** gymnasiums are effective standards-based environments that foster understanding of physical fitness, skill development, competition and cooperation through a meaningful content that provides:

* Instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child.
* Fitness education and assessment to help children understand, improve, and/or maintain their physical well-being.
* Development of cognitive concepts about motor skill and fitness.
* Opportunities to improve their emerging social and cooperative skills and gain a multicultural perspective.
* Promotion of regular amounts of appropriate physical activity now and throughout life.

\*Physical education is an integral part of the total education of every child from Pre-kindergarten through grade 8. Quality physical education programs are needed to increase the physical competence, health- related fitness, self-responsibility, and enjoyment of physical activity for all students so that they can be physically active for a lifetime. Our physical education program aims to provide these benefits by including the following:

* **Skill development**

### Physical education develops motor skills that allow for safe, successful, and satisfying participation in physical activities.

* **Regular, healthful physical activity**

### Physical education provides a wide range of developmentally appropriate activities for all children and youth. It encourages young people to choose to be physically active and aware of the benefits of such a choice.

* **Improved physical fitness**

### Quality physical education improves cardiovascular endurance, muscular strength, flexibility, muscular endurance, and body composition.

* **Support for other subject areas**

### Physical education reinforces knowledge learned across the curriculum and serves as a laboratory for application of content in science, math, and social studies.

* **Self-discipline**

### Physical education facilitates development of responsibility for personal health, safety, and fitness.

* **Improved judgment**

### Quality physical education influences moral development. Students learn to assume leadership, cooperate with others, and accept responsibility for their own behavior.

* **Stress reduction**

### Physical activity becomes an outlet for releasing tension and anxiety and facilitates emotional stability and resilience.

* **Strengthened peer relations**

### Physical education is a major force in helping children and youth socialize with others successfully and provides opportunities to learn positive social skills. Especially during late childhood and adolescence, being able to participate in dances, games, and sports is an important part of youth and peer cultures.

* **Improved self-confidence and self-esteem**

### Physical education instills a stronger sense of self-worth in young people based on their mastery of skills and concepts in physical activity. They become more confident, assertive, independent, and self-controlled.

* **Experiencing goal setting**

### Physical education gives children and youth the opportunity to set and strive for personal, achievable goals.

\*Excerpt from *Moving into the Future: National Standards for Physical Education*

**Delivery of the NDA Physical Education Program**

**Resources**

**Elementary Schools**

* *Moving into the Future: National Standards for Physical Education* (SHAPE)
* *Children Moving: A Reflective Approach to Teaching Physical Education* (Graham)
* *SPARK PE: Research Based Movement*

**Middle School**

* *Moving into the Future: National Standards for Physical Education* (SHAPE)
* *Physical Best Activity Guide (*SHAPE*)*
* *Teaching Middle School Physical Education* (Mohnsen*)*
* *Adventure Curriculum for Physical Education, Middle School (*Panicucci*)*
* *SPARK PE: Research Based Movement Pedagogy*

**National Standards for Physical Education**

### Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

**A physically educated person**:

### **Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 3:** Participates regularly in physical activity.

### **Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**New York Core Curriculum Content Standards**

**How to Read the Standards**

### Each of the standards from the NY Core Curriculum Content can be “read” as follows:

**STANDARD 2.5 (MOTOR SKILL DEVELOPMENT) ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.**

### **Descriptive Statement:** This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. In order to meet this standard, students must participate in a wide range of developmentally appropriate games, sports, dance, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sample from PE** | Big Idea | Content | Standard | Grade Level | CPI: Cumulative Progress Indicator |
| **Movement Skills 2.5.2 A5** | Balance | **(2)**  Health and PE | **5.2** (Motor Skill Development) | **2** | **A5** Respond in movement to changes in tempo, beat, rhythm, or musical style. |

**Physical Education Scope and Sequence: Grades K-5**

**P = Prepare** Students experience a new concept physically without labeling.

**I = Introduce** Students develop an awareness and experience the new concept, skill, or strategy at a developmentally appropriate level.

**D = Develop** Students receive direct instruction with some assessment for developmentally appropriate mastery.

**A = Apply** Students apply previously taught skills at a consistent, expected level of performance without direct instruction.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **LOCOMOTOR SKILLS** | **K** | **1** | **2** | **3** | **4** | **5** |
| Running | I, D | I, D | I, D | A | A | A |
| Hopping | I, D | I, D | D | A | A | A |
| Skipping | I, D | I, D | I, D | D, A | A | A |
| Galloping | I, D | I, D | D | A | A | A |
| Chasing | P, I | D | D | A | A | A |
| Fleeing | P, I | D | D | D, A | A | A |
| Dodging | P, I | D | D | D, A | A | A |
| **MANIPULATIVE** |  |  |  |  |  |  |
| Throwing | I, D | D | D | D | D, A | A |
| Catching | I, D | D | D | D | D, A | A |
| Collecting | P | I | D | D | D | D |
| Kicking | I, D | D | D | D | D, A | A |
| Punting |  | P | I | D | D | D |
| Dribbling | I, D | D | D | D | D, A | A |
| Volleying | P, I | I | D | D | D | D |
| Striking (with short handled implements) | P, I | I | D | D | D | D |
| Striking (with long handled implements) | P | I | D | D | D | D |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **NON-MANIPULATIVE** | **K** | **1** | **2** | **3** | **4** | **5** |
| Turning | P, I, D | P, I, D | I, D | I, D | D, A | D, A |
| Twisting | P, I, D | P, I, D | I, D | I, D | D, A | D, A |
| Rolling | P, I, D | P, I, D | I, D | I, D | D, A | D, A |
| Balancing | P, I, D | P, I, D | I, D | I, D | D, A | D, A |
| Transfer of Weight | P, I, D | P, I, D | I, D | I, D | D, A | D, A |
| Jumping and Landing | P, I, D | P, I, D | I, D | I, D | D, A | D, A |
| Stretching | P, I, D | P, I, D | I, D | I, D | D, A | D, A |
| Curling | P, I, D | P, I, D | I, D | I, D | D, A | D, A |
| **PHYSICAL FITNESS** |  |  |  |  |  |  |
| Muscular Strength and  Endurance | P | P, I | I | D | D | D |
| Flexibility | P | P, I | I | D | D | D |
| Cardiovascular | P, I | I | D | D | D | D |

*At the elementary school level locomotor skills, manipulative and non-manipulative skills are routinely addressed through active participation in the activities designed by the physical education teachers.*

*Activity-based fitness is emphasized rather than fitness through formal exercises/calisthenics.*

## Physical Education Scope and Sequence: Grades 6-8

### At the middle school level, Physical Education instruction is addressed through active participation in a sequence of activity units. Fitness is addressed through a specific Fitness unit as well as through fitness activities imbedded in each activity unit.

|  |  |  |
| --- | --- | --- |
| **ACTIVITY** | **STANDARD 2.5(MOTOR SKILL DEVELOPMENT)** | **STANDARD 2.6(FITNESS)** |
| Badminton | A1-6, B1-3, B5, C1, D1-2, E1 | A1-2, B1, C1-3, C5 |
| Basketball | A1-6, B1-2, B5, C1, D1-2, E1 | A1-2, B1, C1-3, C5 |
| Creative Games | A1-6, B1-6, C1, D1-2, E1 | A1-2, B1, C1-2, C5 |
| Fitness | A1-6, B1-6, B5, C1, D1-2, E1 | A1-6, B1-4, C1-5 |
| Flag Football | A1-6, B1-3, B5, C1, D1-2, E1 | A1-2, B1, C1-3, C5 |
| Frisbee Golf | A1-6, B1-6, C1, D1-2, E1 | A1-2, B1, C1-3, C5 |
| Mass Games | A1-6, B1-3, B5, C1, D1-2, E1 | A1-2, B1, C1-3, C5 |
| Pickleball | A1-3, A5-6, B5-6, D1-2, E1 | A1-2, B1, C1-2 |
| Soccer | A1-6, B2-6, C1, D1-2, E1 | A1, B1-2, C1-2, C5 |
| Speedball | A1, A3-6, B2-6, C1, D1-2, E1 | A1, B1-2, C1-2, C5 |
| Team Handball | A1, A3-6, B2-6, C1, D1-2, E1 | A1, B1-2, C1-2, C5 |
| Track and Field | A1-6, B1-2, B4-6, D1-2, E1 | A1-2, B1, B3, C1-3, C5 |
| Ultimate Frisbee | A1-6, B1-6, C1, D1-2, E1 | A1-2, B1-2, C1-3, C5 |
| Volleyball | A1-6, B1-6, C1, D1-2, E1 | A1-2, B1-2, C1-3, C5 |

**PE**

**APPENDIX**

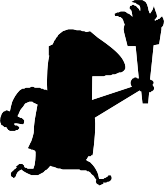


**ELEMENTARY APPENDIX**

|  |  |
| --- | --- |
| **LOCOMOTOR SKILLS** | **Sample Activites** |
| Running | *warm-up activities, tag games, relays, team sports* |
| Hopping | *station work, dance, games* |
| Skipping | *dance movements, tag games, relays, parachute* |
| Galloping | *tag games, dancing* |
| Chasing | *Pony Express and Snag Tag, etc.,* |
| Fleeing | *tag games such as Capture the Flag* |
| Dodging | *games such as Flag Football and Gotcha* |
| **MANIPULATIVE** |  |
| Throwing | *Castle Ball, Oscar’s Garbage, Bowling* |
| Catching | *partner work, games such as Team Hand Ball, Football* |
| Collecting | *Lacrosse, Scoops, Trapping* |
| Kicking | *Soccer Golf, Swiss Cheese Soccer* |
| Punting | *Balloon Exploration, Messy Backyard* |
| Dribbling | *Ball Tag, Treasure Island, Danger Zone* |
| Volleying | *partner challenges, Hand Tennis, Volleyball* |
| Striking (with short handled implements) | *Tennis, Badminton, Partner Paddle* |
| Striking (with long handled implements) | *Hockey, Golf, T-Ball, Wiffle Ball* |

|  |  |
| --- | --- |
| **NON-MANIPULATIVE** |  |
| Turning | *dancing, tag games, team sports* |
| Twisting | *warm-ups, dancing, throwing* |
| Rolling | *gymnastics* |
| Balancing | *gymnastics, general sport skills* |
| Transfer of Weight | *gymnastics, batting, throwing* |
| Jumping and Landing | *gymnastics, jump rope, basketball* |
| Stretching | *warm-ups, yoga, fitness, gymnastics* |
| Curling | *fitness, frisbee toss* |

**MIDDLE SCHOOL**



**UNIT PLAN**

#### Notre Dame Academy Buffalo

Physical Education Unit Plan

#### TOPIC: BADMINTON

**STANDARDS:**

**SHAPE Standard 1:** Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

**SHAPE Standard 2:** Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

* + NYSCCS: 2.5 A5 Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.
  + NYSCCS: 2.5 A6 Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.
  + NYSCCS: 2.5 B1 Describe how equilibrium, rotation, and range of motion impact performance.
  + NYSCCS: 2.5 B2 Analyze the application of balance and counterbalance when performing or observing movement skills.
  + NYSCCS: 2.5 B3 Compare and contrast the use of space and flow in physical activities.
  + NYSCCS: 2.5 B5 Discuss the stages of movement skill development and the importance of practice.
  + NYSCCS: 2.5 C1 Compare and contrast offensive, defensive, and cooperative strategies and use them effectively in applied settings.
  + NYSCCS: 2.5 E1 Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness.

**SHAPE Standard 3:** Participate regularly in physical activity.

* + NYSCCS: 2.6 C1 Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
  + NYSCCS: 2.6 C2 Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.

**SHAPE Standard 4:** Achieve and maintain a health-enhancing level of physical fitness.

* + NYSCCS: 2.6 A1 Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.
  + NYSCCS: 2.6 A2 Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.
  + NYSCCS: 2.6 B1 Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.
  + NYSCCS: 2.6 C1 Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
  + NYSCCS: 2.6 C2 Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.
  + NYSCCS: 2.6 C3 Monitor physiological responses before, during and after exercise and compare changes.
  + NYSCCS: 2.6 C5 Demonstrate age- and gender-specific progress towards improving each component of fitness.

**SHAPE Standard 5:** Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

* + NYSCCS: 2.5 D1 Analyze participant and observer behaviors for evidence of good sportsmanship.
  + NYSCCS: 2.5 D2 Employ general- and activity-specific rules and analyze their impact on participation.
  + NYSCCS: 2.6 B1 Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.

**SHAPE Standard 6:** Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

* + NYSCCS: 2.5 D1 Analyze participant and observer behaviors for evidence of good sportsmanship.
  + NYSCCS: 2.6 A1 Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.

#### OBJECTIVES:

Students will know and be able to:

* + - Demonstrate a basic knowledge of safety while using equipment on the court
    - Demonstrate the basic skills of badminton
    - Demonstrate the basic knowledge of rules of the game

#### ACTIVITIES:

* + - Cardio Warm up and Flexibility
    - Teacher lecture and demonstration of the serve
    - Teacher lecture and demonstration of the clear
    - Teacher lecture and demonstration of the smash
    - Teacher lecture and demonstration of the drive
    - Teacher lecture and demonstration of the drop shop
    - Teacher lecture and demonstration of net blocks
    - Skill drills and practice
    - Teacher lecture and demonstration of rules
    - King of the Court Challenge
    - Singles and doubles game play

#### ASSESSMENT:

* + - Teacher observation
    - Peer evaluation/rubric
    - Written test

#### Notre Dame Academy Buffalo

Physical Education Unit Plan

#### TOPIC: BASKETBALL

**STANDARDS:**

**SHAPE Standard 1:** Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

* + NYSCCS: 2.5 A1 Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.
  + NYSCCS: 2.5 A2 Demonstrate how equilibrium, rotation, and range of motion impact performance.
  + NYSCCS: 2.5 A3 Apply the impact of various applications of force and motion during physical activity.
  + NYSCCS: 2.5 A4 Perform and assess the quality of movement flow in response to dynamic, interactive environments.
  + NYSCCS: 2.5 A5 Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.
  + NYSCCS: 2.5 A6 Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.
  + NYSCCS: 2.5 B2 Analyze the application of balance and counterbalance when performing or observing movement skills.

**SHAPE Standard 2:** Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

* + NYSCCS: 2.5 A5 Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.
  + NYSCCS: 2.5 A6 Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.
  + NYSCCS: 2.5 B1 Describe how equilibrium, rotation, and range of motion impact performance.
  + NYSCCS: 2.5 B2 Analyze the application of balance and counterbalance when performing or observing movement skills.
  + NYSCCS: 2.5 B3 Compare and contrast the use of space and flow in physical activities.
  + NYSCCS: 2.5 B5 Discuss the stages of movement skill development and the importance of practice.
  + NYSCCS: 2.5 C1 Compare and contrast offensive, defensive, and cooperative strategies and use them effectively in applied settings.
  + NYSCCS: 2.5 E1 Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness.

**SHAPE Standard 3:** Participate regularly in physical activity.

* + NYSCCS: 2.6 C1 Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
  + NYSCCS: 2.6 C2 Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.

**SHAPE Standard 4:** Achieve and maintain a health-enhancing level of physical fitness.

* + NYSCCS: 2.6 A1 Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.
  + NYSCCS: 2.6 A2 Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.
  + NYSCCS: 2.6 B1 Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.
  + NYSCCS: 2.6 C1 Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
  + NYSCCS: 2.6 C2 Perform at the intensity level needed to enhance cardiovascular fitness, as

determined by target heart rate, perceived exertion, and recovery heart rate.

* + NYSCCS: 2.6 C3 Monitor physiological responses before, during and after exercise and compare changes.
  + NYSCCS: 2.6 C5 Demonstrate age- and gender-specific progress towards improving each component of fitness.

**SHAPE Standard 5:** Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

* + NYSCCS: 2.5 D1 Analyze participant and observer behaviors for evidence of good sportsmanship.
  + NYSCCS: 2.5 D2 Employ general- and activity-specific rules and analyze their impact on participation.
  + NYSCCS: 2.6 B1 Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.

**SHAPE Standard 6:** Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

* + NYSCCS: 2.5 D1 Analyze participant and observer behaviors for evidence of good sportsmanship.
  + NYSCCS: 2.6 A1 Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.

#### OBJECTIVES:

Students will know and be able to:

* + - Demonstrate proper dribbling technique.
    - Demonstrate proper passing technique.
    - Demonstrate proper shooting technique.
    - Demonstrate proper skills in all game play.
    - Respect others’ strengths and weaknesses.
    - Physically challenge them in a safe environment.

#### ACTIVITIES:

* + - Cardio Warm-up and Flexibility
    - Dribbling lines of five or less (Down and back, zigzag, weak hand, etc.)
    - Dribbling relay races (speed dribble, weak hand)
    - Passing lines of five or less (chest pass, bounce pass, overhead pass)
    - Passing relay races (speed dribble turn then pass (bounce, chest, overhead))
    - Star-passing drill (goal: to complete a specified amount of passes in a row)
    - Team passing game (no traveling or dribbling with the ball) (2 on 1, 3 on 2, 4 on 3, etc.)
    - Control dribble “knockout” game (when eliminated practice dribbling on side)
    - Shooting drills (two per basket) (lay-ups, jump shots)
    - Shooting relay races (first group to a specified number advances)
    - “Knockout” game (when eliminated, practice shooting on another basket)
    - Lay-up drills
    - Defensive drills
    - Games: “No Dribble Basketball,” “3 on 3,” 4 on 4,” etc., “King of the Court.” “Minimum Passing Before Shooting.”
    - Tournament Play

#### ASSESSMENT:

* + - Teacher observation
    - Student questioning: (What are the important keys to remember when dribbling? How can you effectively protect the ball when dribbling in traffic? What are the important keys to remember when passing? What are the three main passes discussed in class? What are the important keys to remember when shooting?)

Peer evaluation/rubric

#### TOPIC: CREATIVE GAMES

**Notre Dame Academy Buffalo**

Physical Education Unit Plan

#### STANDARDS:

**SHAPE Standard 1:** Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

* + NYSCCS: 2.5 A1 Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.
  + NYSCCS: 2.5 A3 Apply the impact of various applications of force and motion during physical activity.
  + NYSCCS: 2.5 A4 Perform and assess the quality of movement flow in response to dynamic, interactive environments.
  + NYSCCS: 2.5 A5 Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.
  + NYSCCS: 2.5 A6 Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.

**SHAPE Standard 2:** Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

* + NYSCCS: 2.5 A5 Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.
  + NYSCCS: 2.5 A6 Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.
  + NYSCCS: 2.5 B1 Describe how equilibrium, rotation, and range of motion impact performance.
  + NYSCCS: 2.5 B2 Analyze the application of balance and counterbalance when performing or observing movement skills.
  + NYSCCS: 2.5 B3 Compare and contrast the use of space and flow in physical activities.
  + NYSCCS: 2.5 B5 Discuss the stages of movement skill development and the importance of practice.
  + NYSCCS: 2.5 C1 Compare and contrast offensive, defensive, and cooperative strategies and use them effectively in applied settings.
  + NYSCCS: 2.5 E1 Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness.

**SHAPE Standard 3:** Participate regularly in physical activity.

* + NYSCCS: 2.6 C1 Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
  + NYSCCS: 2.6 C2 Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.

**SHAPE Standard 4:** Achieve and maintain a health-enhancing level of physical fitness.

* + NYSCCS: 2.6 A1 Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.
  + NYSCCS: 2.6 A4 Analyze the positive and negative impacts of technological advances on exercise, health, and fitness.
  + NYSCCS: 2.6 B1 Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.
  + NYSCCS: 2.6 C1 Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
  + NYSCCS: 2.6 C2 Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.
  + NYSCCS: 2.6 C5 Demonstrate age- and gender-specific progress towards improving each component of fitness.

**SHAPE Standard 5:** Exhibit responsible personal and social behavior that respects self and others in

physical activity settings.

* + NYSCCS: 2.5 D1 Analyze participant and observer behaviors for evidence of good sportsmanship.
  + NYSCCS: 2.5 D2 Employ general- and activity-specific rules and analyze their impact on participation.
  + NYSCCS: 2.6 B1 Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.
  + NYSCCS: 2.6 B2 Apply training principles to establish a progression of activity that will improve each component of fitness.
  + NYSCCS: 2.6 B4 Investigate the physical, behavioral, legal, and competitive consequences of the use of anabolic steroids and other performance enhancing substances.

**SHAPE Standard 6:** Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

* + NYSCCS: 2.5 B4 Summarize how movement can be made more interesting, creative, or effective.
  + NYSCCS: 2.5 B6 Describe the influence of history and culture on games, sports, and dance.
  + NYSCCS: 2.5 D1 Analyze participant and observer behaviors for evidence of good sportsmanship.
  + NYSCCS: 2.6 A1 Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.

#### OBJECTIVES:

Students will know and be able to:

* + - Explain the safety rules of each activity.
    - Effectively move safely through space while actively participating. This will benefit their development of spatial awareness.
    - Demonstrate an understanding of movement concepts and the use of motor skills.
    - Demonstrate the ability to use effective interpersonal skills.
    - Demonstrate the ability to use decision-making skills of appropriate goal setting, risk-taking, and problem solving.
    - Responsibly demonstrate personal and social behavior.
    - Develop the understanding that challenge, enjoyment, creativity, and self/social expression are important, life-enhancing experiences that are found in creative activities.
    - Demonstrate an understanding and respect for themselves, each other, equipment, and the rules of the game.
    - Play safe, play fair, and have fun!

#### ACTIVITIES:

* + - Cardio Warm-up and Flexibility
    - Various Tag games
    - Spud
    - Red Rover
    - Scooter Relays
    - Steal the Bacon
    - Mat-ball
    - Crazy/Cardio Kickball
    - Flag Tag
    - Defenders
    - Tennis Baseball
    - Wizards, Giants, & Gnomes
    - Paper, rock, scissor: Challenge tournament
    - “Color Games” (includes various obstacle relays)

#### ASSESSMENT:

* + - XRDS Physical Education Grading Rubric
    - Teacher observations

#### Notre Dame Academy Buffalo

Physical Education Unit Plan

#### TOPIC: FITNESS

**STANDARDS:**

**SHAPE Standard 1:** Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

* + NYSCCS: 2.5 A1 Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.
  + NYSCCS: 2.5 A2 Demonstrate how equilibrium, rotation, and range of motion impact performance.
  + NYSCCS: 2.5 A3 Apply the impact of various applications of force and motion during physical activity.
  + NYSCCS: 2.5 A4 Perform and assess the quality of movement flow in response to dynamic, interactive environments.
  + NYSCCS: 2.5 A5 Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.
  + NYSCCS: 2.5 A6 Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.
  + NYSCCS: 2.5 A6 Create and perform movement activities that combine movement skills into smooth flowing sequences (e.g., gymnastic routine, interpretative dance, tai chi)
  + NYSCCS: 2.5 B2 Analyze the application of balance and counterbalance when performing or observing movement skills.

**SHAPE Standard 2:** Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

* + NYSCCS: 2.5 A5 Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.
  + NYSCCS: 2.5 A6 Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.
  + NYSCCS: 2.5 A6 Create and perform movement activities that combine movement skills into smooth flowing sequences (e.g., gymnastic routine, interpretative dance, tai chi)
  + NYSCCS: 2.5 B1 Describe how equilibrium, rotation, and range of motion impact performance.
  + NYSCCS: 2.5 B2 Analyze the application of balance and counterbalance when performing or observing movement skills.
  + NYSCCS: 2.5 B3 Compare and contrast the use of space and flow in physical activities.
  + NYSCCS: 2.5 B5 Discuss the stages of movement skill development and the importance of practice.
  + NYSCCS: 2.5 E1 Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness.

**SHAPE Standard 3:** Participate regularly in physical activity.

* + NYSCCS: 2.6 C1 Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
  + NYSCCS: 2.6 C2 Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.

**SHAPE Standard 4:** Achieve and maintain a health-enhancing level of physical fitness.

* + NYSCCS: 2.6 A1 Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.
  + NYSCCS: 2.6 A2 Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.
  + NYSCCS: 2.6 A4 Analyze the positive and negative impacts of technological advances on exercise, health, and fitness.
  + NYSCCS: 2.6 A5 Describe ways to achieve a healthy body composition through healthy eating and physical activity.
  + NYSCCS: 2.6 B1 Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.
  + NYSCCS: 2.6 B3 Describe and demonstrate various training methods, including isotonic, isometric, interval, and circuit methods.
  + NYSCCS: 2.6 C1 Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
  + NYSCCS: 2.6 C2 Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.
  + NYSCCS: 2.6 C3 Monitor physiological responses before, during and after exercise and compare changes.
  + NYSCCS: 2.6 C4 Use health data and information from internal and external sources, to develop a personal fitness plan and use technology to evaluate the implementation and outcomes of the plan.
  + NYSCCS: 2.6 C5 Demonstrate age- and gender-specific progress towards improving each component of fitness.

**SHAPE Standard 5:** Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

* + NYSCCS: 2.5 D1 Analyze participant and observer behaviors for evidence of good sportsmanship.
  + NYSCCS: 2.5 D2 Employ general- and activity-specific rules and analyze their impact on participation.
  + NYSCCS: 2.6 A4 Analyze the positive and negative impacts of technological advances on exercise, health, and fitness.
  + NYSCCS: 2.6 A5 Describe ways to achieve a healthy body composition through healthy eating and physical activity.
  + NYSCCS: 2.6 A6 Distinguish between facts and fallacies regarding the marketing of fitness products, services, and information.
  + NYSCCS: 2.6 B1 Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.
  + NYSCCS: 2.6 B2 Apply training principles to establish a progression of activity that will improve each component of fitness.
  + NYSCCS: 2.6 B4 Investigate the physical, behavioral, legal, and competitive consequences of the use of anabolic steroids and other performance enhancing substances.

**SHAPE Standard 6:** Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

* + NYSCCS: 2.5 B4 Summarize how movement can be made more interesting, creative, or effective.
  + NYSCCS: 2.5 B6 Describe the influence of history and culture on games, sports, and dance.
  + NYSCCS: 2.5 D1 Analyze participant and observer behaviors for evidence of good sportsmanship.
  + NYSCCS: 2.6 A1 Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.
  + NYSCCS: 2.6 A3 Predict how factors such as health status, interests, environmental conditions, and available time impact personal fitness.
  + NYSCCS: 2.6 A6 Distinguish between facts and fallacies regarding the marketing of fitness products, services, and information.

#### OBJECTIVES:

Students will know and be able to:

* + - Demonstrate an understanding of the components of cardiovascular fitness.
    - Demonstrate an understanding of the components of muscular strength.
    - Demonstrate an understanding of the components of muscular endurance.
    - Demonstrate an understanding of the components of flexibility.
    - Demonstrate an understanding of the components of core body strength.
    - Demonstrate an understanding of how proper nutrition, proper health habits affect overall fitness levels.
    - Demonstrate an understanding of proper safety measures associated with fitness training.
    - Demonstrate an understanding of proper warm up an cool down techniques and procedures.

#### CARDIOVASCULAR FITNESS ACTIVITIES:

* + - Lecture and Demonstration
    - Warm up
    - Circuit Training
    - Jump Rope Training
    - Interval Training
    - Cross Country Running
    - Walking for fitness
    - Heart Rate training with pulse monitors
    - Target Heart Rates as they apply to warm up, basic aerobic, threshold training, Max VO2, Lactic Acid tolerance, and power and speed.
    - Commercial aerobic activities (Tae-Bo, Power 90, etc.)
    - Weight Training
    - Plyometrics
    - Speed and agility training
    - Fitness games
    - Dance

#### MUSCULAR STRENGTH ACTIVITIES

* Warm up and cool down
* Stretching
* Weight Lifting
* Stretch cords
* Kettle bells
* Physio balls
* Balance pads
* Core body activities
* Body weight activities
* Circuit training
* Plyometrics
* Speed and agility training
* Isometric
* Pilates
* Yoga
* Lecture and Demonstration
* Fitness games
* Dance
* Dumb Bells
* Rope Climbing

#### MUSCULAR ENDURANCE ACTIVITIES

* Weight training
* Stretching
* Calisthenics
* Lecture and Demonstration
* Warm up
* Circuit Training
* Jump Rope Training
* Interval Training
* Cross Country Running
* Walking for fitness
* Weight Training
* Commercial aerobic activities (i.e. Tae-Bo, Power 90, etc.)
* Plyometrics
* Speed and agility training
* Fitness games
* Dance
* Medicine Ball Activities
* Balance Pads
* Dumbbells
* Stretch Cords

#### FLEXIBILITY ACTIVITIES

* Warm up and Cool down
* Lecture and Demonstration
* Stretching
* Yoga
* Pilates
* Meridian Stretching
* Static Stretching
* Physio balls
* Partner stretching
* Medicine Balls
* Balance Pads
* Dance

#### CORE BODY STRENGTH ACTIVITIES

* Warm up and Cool down
* Lecture and Demonstration
* Stretching
* Yoga
* Pilates
* Meridian Stretching
* Physio balls
* Medicine Balls
* Balance pads

#### NUTRITION, HEALTH HABITS

* Lecture and Demonstration
* Nutrition and strength gains
* Nutrition and endurance
* Nutrition and sport performance
* Nutrition and recovery
* Effect of negative health habits on general fitness and athletic performance

#### SAFETY

* Lecture and Demonstration
* Proper use of equipment
* Proper cleaning of equipment after use
* Use of safety equipment
* Understanding mechanics, capabilities and training thresholds for personal safety

#### WARM UP AND COOL DOWN

* Lecture and Demonstration
* Stretching
* Jogging
* Calisthenics
* Jump Rope
* Breathing activities
* Game activity
* Walking
* Pulse meters and pedometers

#### ASSESSMENT:

* + Student Rubric
  + Self Evaluation
  + Pulse Rate Monitors
  + Teacher Observation
  + Written tests
  + Performance Charts
  + Performance tests
  + Skill test

#### Notre Dame Academy Buffalo

Physical Education Unit Plan

#### TOPIC: FLAG FOOTBALL

**STANDARDS:**

**SHAPE Standard 1:** Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

* NYSCCS: 2.5 A1 Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.
* NYSCCS: 2.5 A2 Demonstrate how equilibrium, rotation, and range of motion impact performance.
* NYSCCS: 2.5 A3 Apply the impact of various applications of force and motion during physical activity.
* NYSCCS: 2.5 A4 Perform and assess the quality of movement flow in response to dynamic, interactive environments.
* NYSCCS: 2.5 A5 Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.
* NYSCCS: 2.5 A6 Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.
* NYSCCS: 2.5 A6 Create and perform movement activities that combine movement skills into smooth flowing sequences
* NYSCCS: 2.5 B2 Analyze the application of balance and counterbalance when performing or observing movement skills.

**SHAPE Standard 2:** Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

* NYSCCS: 2.5 A5 Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.
* NYSCCS: 2.5 A6 Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.
* NYSCCS: 2.5 A6 Create and perform movement activities that combine movement skills into smooth flowing sequences.
* NYSCCS: 2.5 B1 Describe how equilibrium, rotation, and range of motion impact performance.
* NYSCCS: 2.5 B2 Analyze the application of balance and counterbalance when performing or observing movement skills.
* NYSCCS: 2.5 B3 Compare and contrast the use of space and flow in physical activities.
* NYSCCS: 2.5 B5 Discuss the stages of movement skill development and the importance of practice.
* NYSCCS: 2.5 C1 Compare and contrast offensive, defensive, and cooperative strategies and use them effectively in applied settings.
* NYSCCS: 2.5 E1 Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness.

**SHAPE Standard 3:** Participate regularly in physical activity.

* NYSCCS: 2.6 C1 Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
* NYSCCS: 2.6 C2 Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.

**SHAPE Standard 4:** Achieve and maintain a health-enhancing level of physical fitness.

* NYSCCS: 2.6 A1 Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.
* NYSCCS: 2.6 A2 Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.
* NYSCCS: 2.6 B1 Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.
* NYSCCS: 2.6 C1 Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
* NYSCCS: 2.6 C2 Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.
* NYSCCS: 2.6 C3 Monitor physiological responses before, during and after exercise and compare changes.
* NYSCCS: 2.6 C5 Demonstrate age- and gender-specific progress towards improving each component of fitness.

**SHAPE Standard 5:** Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

* NYSCCS: 2.5 D1 Analyze participant and observer behaviors for evidence of good sportsmanship.
* NYSCCS: 2.5 D2 Employ general- and activity-specific rules and analyze their impact on participation.
* NYSCCS: 2.6 B1 Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.

**SHAPE Standard 6:** Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

* NYSCCS: 2.5 D1 Analyze participant and observer behaviors for evidence of good sportsmanship.
* NYSCCS: 2.6 A1 Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.

#### OBJECTIVES:

Students will know and be able to:

* + Demonstrate proper throwing and catching technique.
  + Demonstrate proper route running.
  + Discuss and demonstrate basic rules and strategy of football game play.
  + Apply correct technique to create a cooperative and safe environment.
  + Demonstrate proper skills in all game play.
  + Respect others’ strengths and weaknesses.
  + Physically challenge themselves in a safe environment.

#### ACTIVITIES:

* + Cardio Warm-up and Flexibility
  + Passing lines (teacher thrown, then student thrown)
  + Catching drills
  + Partner passing/catching
  + “Superstar Football” with scoring zones
  + Small-sided games (midfield first downs)
  + Games with properly set up positions (line is eligible) One on one offense/defense route

#### ASSESSMENT:

* + Teacher observation
  + Student questioning
  + Peer evaluation/rubric
  + Written test
  + Individual participation

#### Notre Dame Academy Buffalo

Physical Education Unit Plan

#### TOPIC: FRISBEE GOLF

**STANDARDS:**

**SHAPE Standard 1:** Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

* NYSCCS: 2.5 A1 Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.
* NYSCCS: 2.5 A2 Demonstrate how equilibrium, rotation, and range of motion impact performance.
* NYSCCS: 2.5 A3 Apply the impact of various applications of force and motion during physical activity.
* NYSCCS: 2.5 A4 Perform and assess the quality of movement flow in response to dynamic, interactive environments.
* NYSCCS: 2.5 A5 Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.
* NYSCCS: 2.5 A6 Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.
* NYSCCS: 2.5 B2 Analyze the application of balance and counterbalance when performing or observing movement skills.

**SHAPE Standard 2:** Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

* NYSCCS: 2.5 A5 Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.
* NYSCCS: 2.5 A6 Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.
* NYSCCS: 2.5 B1 Describe how equilibrium, rotation, and range of motion impact performance.
* NYSCCS: 2.5 B2 Analyze the application of balance and counterbalance when performing or observing movement skills.
* NYSCCS: 2.5 B3 Compare and contrast the use of space and flow in physical activities.
* NYSCCS: 2.5 B5 Discuss the stages of movement skill development and the importance of practice.
* NYSCCS: 2.5 E1 Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness.

**SHAPE Standard 3:** Participate regularly in physical activity.

* NYSCCS: 2.6 C1 Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
* NYSCCS: 2.6 C2 Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.

**SHAPE Standard 4:** Achieve and maintain a health-enhancing level of physical fitness.

* NYSCCS: 2.6 A1 Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.
* NYSCCS: 2.6 A2 Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.
* NYSCCS: 2.6 B1 Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.
* NYSCCS: 2.6 C1 Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
* NYSCCS: 2.6 C2 Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.
* NYSCCS: 2.6 C3 Monitor physiological responses before, during and after exercise and compare changes.

**SHAPE Standard 5:** Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

* NYSCCS: 2.5 D1 Analyze participant and observer behaviors for evidence of good sportsmanship.
* NYSCCS: 2.5 D2 Employ general- and activity-specific rules and analyze their impact on participation.
* NYSCCS: 2.6 B1 Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.

**SHAPE Standard 6:** Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

* NYSCCS: 2.5 B4 Summarize how movement can be made more interesting, creative, or effective.
* NYSCCS: 2.5 D1 Analyze participant and observer behaviors for evidence of good sportsmanship.

#### OBJECTIVES:

Students will know and be able to:

* + Demonstrate proper throwing skills with accuracy
  + Understand vocabulary associated with the game
  + Demonstrate a basic knowledge of game courtesy and safety
  + Apply all rules learned to game play including keeping a score card

#### ACTIVITIES:

* + Cardio Warm up and Flexibility
  + Teacher lecture and demonstration of backhand and underhand throw and forehand pass
  + Skill drills and practice - partner hoop drill, relay race with target
  + Lead up games for accuracy - can jam, Frisbee horseshoes
  + Teacher lecture and demonstration of vocabulary and rules of the game

#### ASSESSMENT:

* + Teacher observation
  + Keep a correct scorecard
  + Peer evaluation/rubric
  + Written test

#### Notre Dame Academy Buffalo

Physical Education Unit Plan

#### TOPIC: PICKLEBALL

**STANDARDS**

**SHAPE Standard 1:** Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

* NYSCCS: 2.5 A1 Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.
* NYSCCS: 2.5 A2 Demonstrate how equilibrium, rotation, and range of motion impact performance.
* NYSCCS: 2.5 A3 Apply the impact of various applications of force and motion during physical activity.
* NYSCCS: 2.5 A5 Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.
* NYSCCS: 2.5 A6 Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.

**SHAPE Standard 2:** Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

* NYSCCS: 2.5 B5 Discuss the stages of movement skill development and the importance of practice.
* NYSCCS: 2.5 E1 Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness.

**SHAPE Standard 3:** Participate regularly in physical activity.

* NYSCCS: 2.6 C1 Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
* NYSCCS: 2.6 C2 Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.

**SHAPE Standard 4:** Achieve and maintain a health-enhancing level of physical fitness.

* NYSCCS: 2.6 A1 Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.
* NYSCCS: 2.6 A2 Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.
* NYSCCS: 2.6 B1 Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.
* NYSCCS: 2.6 C1 Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.

**SHAPE Standard 5:** Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

* NYSCCS: 2.5 D1 Analyze participant and observer behaviors for evidence of good sportsmanship.
* NYSCCS: 2.5 D2 Employ general- and activity-specific rules and analyze their impact on participation.

**SHAPE Standard 6:** Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

* NYSCCS: 2.5 B6 Describe the influence of history and culture on games, sports, and dance.
* NYSCCS: 2.5 D1 Analyze participant and observer behaviors for evidence of good sportsmanship.

#### OBJECTIVES:

Students will know and be able to:

* + Demonstrate an understanding of movement concepts and the use of motor skills.
  + Demonstrate the ability to use effective interpersonal skills.
  + Develop the understanding that challenge, enjoyment, creativity, and self/social expression are important, life-enhancing experiences that are found in creative activities.
  + Demonstrate an understanding and respect for themselves, each other, equipment, and the rules of the game.
  + Demonstrate a basic knowledge of safety while using equipment on the court.
  + Demonstrate the basic skills of Pickleball.
  + Demonstrate basic knowledge of rules of the game.

#### ACTIVITIES:

* + Cardio Warm up and Flexibility
  + Teacher lecture and demonstration of the serve
  + Teacher lecture and demonstration of the lob
  + Teacher lecture and demonstration of the smash
  + Teacher lecture and demonstration of the drive
  + Teacher lecture and demonstration of the drop shop
  + Skill drills and practice
  + 1 on 1 tennis ball game using hands only
  + Teacher lecture and demonstration of rules
  + King of the Court Challenge in teams of 2-4 students
  + 2-4 players per side game play

#### ASSESSMENT:

* + Teacher observation
  + Student participation
  + Peer evaluation/rubric
  + Written test

#### TOPIC: SOCCER

**Notre Dame Academy Buffalo**

Physical Education Unit Plan

#### STANDARDS:

**SHAPE Standard 1:** Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

* NYSCCS: 2.5 A1 Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.
* NYSCCS: 2.5 A3 Apply the impact of various applications of force and motion during physical activity.
* NYSCCS: 2.5 A4 Perform and assess the quality of movement flow in response to dynamic, interactive environments.
* NYSCCS: 2.5 A5 Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.
* NYSCCS: 2.5 A6 Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.

**SHAPE Standard 2:** Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

* NYSCCS: 2.5 B2 Analyze the application of balance and counterbalance when performing or observing movement skills.
* NYSCCS: 2.5 B3 Compare and contrast the use of space and flow in physical activities.
* NYSCCS: 2.5 B5 Discuss the stages of movement skill development and the importance of practice.
* NYSCCS: 2.5 C1 Compare and contrast offensive, defensive, and cooperative strategies and use them effectively in applied settings.
* NYSCCS: 2.5 E1 Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness.

**SHAPE Standard 3:** Participate regularly in physical activity.

* NYSCCS: 2.6 C1 Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
* NYSCCS: 2.6 C2 Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.

**SHAPE Standard 4:** Achieve and maintain a health-enhancing level of physical fitness.

* NYSCCS: 2.6 A1 Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.
* NYSCCS: 2.6 B1 Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.
* NYSCCS: 2.6 C5 Demonstrate age- and gender-specific progress towards improving each component of fitness.

**SHAPE Standard 5:** Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

* NYSCCS: 2.5 D1 Analyze participant and observer behaviors for evidence of good sportsmanship.
* NYSCCS: 2.5 D2 Employ general- and activity-specific rules and analyze their impact on participation.
* NYSCCS: 2.6 B2 Apply training principles to establish a progression of activity that will improve each component of fitness.

**SHAPE Standard 6:** Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

* NYSCCS: 2.5 B4 Summarize how movement can be made more interesting, creative, or effective.
* NYSCCS: 2.5 B6 Describe the influence of history and culture on games, sports, and dance.
* NYSCCS: 2.5 D1 Analyze participant and observer behaviors for evidence of good sportsmanship.
* NYSCCS: 2.6 A3 Predict how factors such as health status, interests, environmental conditions, and available time impact personal fitness.

#### OBJECTIVES:

Students will know and be able to:

* + Explain the safety rules of each activity.
  + Effectively move safely through space while actively participating. This will benefit their development of spatial awareness.
  + Demonstrate an understanding of movement concepts and the use of motor skills.
  + Demonstrate the ability to use effective interpersonal skills.
  + Responsibly demonstrate personal and social behavior.
  + Demonstrate an understanding and respect for themselves, each other, equipment, and the rules of the game.
  + Demonstrate proper technique when dribbling a soccer ball.
  + Demonstrate proper technique when passing a soccer ball.
  + Demonstrate proper technique when chipping a soccer ball
  + Demonstrate proper technique when trapping a soccer ball.
  + Demonstrate proper technique when shooting a soccer ball.
  + Demonstrate proper technique when heading a soccer ball.
  + Demonstrate proper technique when catching the ball as a goalkeeper.
  + Demonstrate proper technique when punting the ball as a goalkeeper.
  + Play safe, play fair, and have fun!

#### ACTIVITIES:

* + Cardio Warm-up and Flexibility
  + Safety Rules, Equipment, & Precautions
  + Dribbling Drills
  + Passing Drills
  + Trapping Drills
  + Chipping Drills
  + Heading Drills
  + Instep Shooting Drills
  + Throw-in Drills
  + Corner and Goal Kicks
  + Goaltending Drills
  + Defending
  + Small group activities
  + Small-sided games (3v3, 4v4, etc.,)
  + Class vs. Class games

#### ASSESSMENT:

* + XRDS Physical Education Grading Rubric
  + Teacher observations

#### Notre Dame Academy Buffalo

Physical Education Unit Plan

#### TOPIC: SPEEDBALL

**STANDARDS:**

**SHAPE Standard 1:** Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

* NYSCCS: 2.5 A1 Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.
* NYSCCS: 2.5 A3 Apply the impact of various applications of force and motion during physical activity.
* NYSCCS: 2.5 A4 Perform and assess the quality of movement flow in response to dynamic, interactive environments.
* NYSCCS: 2.5 A5 Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.
* NYSCCS: 2.5 A6 Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.

**SHAPE Standard 2:** Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

* NYSCCS: 2.5 B2 Analyze the application of balance and counterbalance when performing or observing movement skills.
* NYSCCS: 2.5 B3 Compare and contrast the use of space and flow in physical activities.
* NYSCCS: 2.5 B5 Discuss the stages of movement skill development and the importance of practice.
* NYSCCS: 2.5 C1 Compare and contrast offensive, defensive, and cooperative strategies and use them effectively in applied settings.
* NYSCCS: 2.5 E1 Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness.

**SHAPE Standard 3:** Participate regularly in physical activity.

* NYSCCS: 2.6 C1 Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
* NYSCCS: 2.6 C2 Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.

**SHAPE Standard 4:** Achieve and maintain a health-enhancing level of physical fitness.

* NYSCCS: 2.6 A1 Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.
* NYSCCS: 2.6 B1 Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.
* NYSCCS: 2.6 C5 Demonstrate age- and gender-specific progress towards improving each component of fitness.

**SHAPE Standard 5:** Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

* NYSCCS: 2.5 D1 Analyze participant and observer behaviors for evidence of good sportsmanship.
* NYSCCS: 2.5 D2 Employ general- and activity-specific rules and analyze their impact on participation.
* NYSCCS: 2.6 B2 Apply training principles to establish a progression of activity that will improve each component of fitness.

**SHAPE Standard 6:** Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

* NYSCCS: 2.5 B4 Summarize how movement can be made more interesting, creative, or effective.
* NYSCCS: 2.5 B6 Describe the influence of history and culture on games, sports, and dance.
* NYSCCS: 2.5 D1 Analyze participant and observer behaviors for evidence of good sportsmanship.

#### OBJECTIVES:

Students will know and be able to:

* + Explain the safety rules of each activity.
  + Effectively move safely through space while actively participating. This will benefit their development of spatial awareness.
  + Demonstrate an understanding of movement concepts and the use of motor skills.
  + Demonstrate the ability to use effective interpersonal skills.
  + To learn and practice good sportsmanship and team work
  + To acquire self discipline, self-control, and self-confidence.
  + Demonstrate an understanding and respect for themselves, each other, equipment, and the rules of the game.
  + Demonstrate proper technique when dribbling a soccer ball.
  + Demonstrate proper technique when passing a soccer ball.
  + Demonstrate proper technique when chipping a soccer ball
  + Demonstrate proper technique when trapping a soccer ball.
  + Demonstrate proper technique when shooting a soccer ball.
  + Demonstrate proper technique when heading a soccer ball.
  + Demonstrate proper technique when catching the ball as a goalkeeper.
  + Demonstrate proper technique when punting the ball as a goalkeeper.
  + Demonstrate proper technique when converting the ball from the ground to the air.
  + Play safe, play fair, and have fun!

#### ACTIVITIES:

* + Cardio Warm-up and Flexibility
  + Safety Rules, Equipment, & Precautions
  + Dribbling Drills
  + Passing Drills
  + Trapping Drills
  + Chipping Drills
  + Heading Drills
  + Instep Shooting Drills
  + Converting from ground to air drills.
  + Throw-in Drills
  + Corner and Goal Kicks
  + Goaltending Drills
  + Defending
  + Small group activities
  + Small-sided games (3v3, 4v4, etc.)
  + Class vs. Class games

#### ASSESSMENT:

* + XRDS Physical Education Grading Rubric
  + Teacher/student observations
  + Level of skills and improvement through play.
  + Students’ knowledge of rules through play.

#### Notre Dame Academy Buffalo

Physical Education Unit Plan

#### TOPIC: TEAM HANDBALL

**STANDARDS:**

**SHAPE Standard 1:** Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

* NYSCCS: 2.5 A1 Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.
* NYSCCS: 2.5 A3 Apply the impact of various applications of force and motion during physical activity.
* NYSCCS: 2.5 A4 Perform and assess the quality of movement flow in response to dynamic, interactive environments.
* NYSCCS: 2.5 A5 Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.
* NYSCCS: 2.5 A6 Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.

**SHAPE Standard 2:** Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

* NYSCCS: 2.5 A5 Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.
* NYSCCS: 2.5 A5 Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.
* NYSCCS: 2.5 B2 Analyze the application of balance and counterbalance when performing or observing movement skills.
* NYSCCS: 2.5 B3 Compare and contrast the use of space and flow in physical activities.
* NYSCCS: 2.5 B5 Discuss the stages of movement skill development and the importance of practice.
* NYSCCS: 2.5 C1 Compare and contrast offensive, defensive, and cooperative strategies and use them effectively in applied settings.
* NYSCCS: 2.5 E1 Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness.

**SHAPE Standard 3:** Participate regularly in physical activity.

* NYSCCS: 2.6 C1 Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
* NYSCCS: 2.6 C2 Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.

**SHAPE Standard 4:** Achieve and maintain a health-enhancing level of physical fitness.

* NYSCCS: 2.6 A1 Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.
* NYSCCS: 2.6 B1 Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.
* NYSCCS: 2.6 C1 Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
* NYSCCS: 2.6 C2 Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.
* NYSCCS: 2.6 C5 Demonstrate age- and gender-specific progress towards improving each component of fitness.

**SHAPE Standard 5:** Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

* NYSCCS: 2.5 D1 Analyze participant and observer behaviors for evidence of good sportsmanship.
* NYSCCS: 2.5 D2 Employ general- and activity-specific rules and analyze their impact on participation.
* NYSCCS: 2.6 B1 Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.
* NYSCCS: 2.6 B2 Apply training principles to establish a progression of activity that will improve each component of fitness.

**SHAPE Standard 6:** Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

* NYSCCS: 2.5 B4 Summarize how movement can be made more interesting, creative, or effective.
* NYSCCS: 2.5 B6 Describe the influence of history and culture on games, sports, and dance.
* NYSCCS: 2.5 D1 Analyze participant and observer behaviors for evidence of good sportsmanship.
* NYSCCS: 2.6 A1 Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.

#### OBJECTIVES:

Students will know and be able to:

* + Explain the safety rules of each activity.
  + Effectively move safely through space while actively participating. This will benefit their development of spatial awareness.
  + Demonstrate an understanding of movement concepts and the use of motor skills.
  + Demonstrate the ability to use effective interpersonal skills.
  + Demonstrate the ability to use decision-making skills of appropriate goal setting, risk-taking, and problem solving.
  + Responsibly demonstrate personal and social behavior.
  + Develop the understanding that challenge, enjoyment, creativity, and self/social expression are important, life-enhancing experiences that are found in creative activities.
  + Demonstrate an understanding and respect for themselves, each other, equipment, and the rules of the game.
  + Students will be able to identify the safety rules of the unit.
  + Students will be able to explain how hand-eye coordination, communication skills, team strategy, and spatial awareness are developmental components used in team handball.
  + Students will be able to demonstrate proper technique when performing specific unit skills: dribbling, passing, shooting, and defending.
  + Students will be able to self-assess their progress through game play.
  + Students will be able to justify the benefits of team handball as a cardiovascular activity that also incorporates agility.
  + Play safe, play fair, and have fun!

#### ACTIVITIES:

* + Cardio Warm-up and Flexibility
  + Safety Rules, Equipment, & Precautions
  + Dribbling
  + Passing (bounce, chest, overhead passes)
  + Shooting
  + Defending
  + Relay activities
  + Small group activities
  + Practice games
  + Class vs. Class games

#### ASSESSMENT:

* + XRDS Physical Education Grading Rubric
  + Teacher observations

#### Notre Dame Academy Buffalo

Physical Education Unit Plan

#### TOPIC: MASS GAMES

**STANDARDS:**

**SHAPE Standard 1:** Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

* NYSCCS: 2.5 A1 Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.
* NYSCCS: 2.5 A2 Demonstrate how equilibrium, rotation, and range of motion impact performance.
* NYSCCS: 2.5 A3 Apply the impact of various applications of force and motion during physical activity.
* NYSCCS: 2.5 A4 Perform and assess the quality of movement flow in response to dynamic, interactive environments.
* NYSCCS: 2.5 A5 Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.
* NYSCCS: 2.5 A6 Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.
* NYSCCS: 2.5 B2 Analyze the application of balance and counterbalance when performing or observing movement skills.

**SHAPE Standard 2:** Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

* NYSCCS: 2.5 A5 Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.
* NYSCCS: 2.5 A6 Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.
* NYSCCS: 2.5 B1 Describe how equilibrium, rotation, and range of motion impact performance.
* NYSCCS: 2.5 B2 Analyze the application of balance and counterbalance when performing or observing movement skills.
* NYSCCS: 2.5 B3 Compare and contrast the use of space and flow in physical activities.
* NYSCCS: 2.5 C1 Compare and contrast offensive, defensive, and cooperative strategies and use them effectively in applied settings.
* NYSCCS: 2.5 E1 Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness.

**SHAPE Standard 3:** Participate regularly in physical activity.

* NYSCCS: 2.6 C1 Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
* NYSCCS: 2.6 C2 Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.

**SHAPE Standard 4:** Achieve and maintain a health-enhancing level of physical fitness.

* NYSCCS: 2.6 A1 Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.
* NYSCCS: 2.6 A2 Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.
* NYSCCS: 2.6 B1 Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.
* NYSCCS: 2.6 C1 Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
* NYSCCS: 2.6 C2 Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.
* NYSCCS: 2.6 C3 Monitor physiological responses before, during and after exercise and compare changes.

**SHAPE Standard 5:** Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

* NYSCCS: 2.5 D1 Analyze participant and observer behaviors for evidence of good sportsmanship.
* NYSCCS: 2.5 D2 Employ general- and activity-specific rules and analyze their impact on participation.

**SHAPE Standard 6:** Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

* NYSCCS: 2.5 B4 Summarize how movement can be made more interesting, creative, or effective.
* NYSCCS: 2.5 B6 Describe the influence of history and culture on games, sports, and dance.
* NYSCCS: 2.5 D1 Analyze participant and observer behaviors for evidence of good sportsmanship.
* NYSCCS: 2.6 A1 Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.

#### OBJECTIVES:

Students will know and be able to:

* + Physically challenge themselves in a safe environment.
  + Apply their own strengths and weaknesses appropriately.
  + Respect others strengths and weaknesses.
  + Rely on the group to support positive risk taking.
  + Identify how fatigue can lead to injury.
  + Apply all rules to game play.
  + Demonstrate proper skills in all game play.
  + Apply correct technique to create a cooperative and safe environment.
  + Work cooperatively and productively in a group to accomplish common goal.

#### ACTIVITIES:

* + Cardio Warm-up and Flexibility
  + Teacher lecture and demonstration of skills
  + Teacher lecture and demonstration of rules
  + Small group stations
  + Small group game play
  + Large group game play
  + Tournament play

#### ASSESSMENT:

* + Teacher observation
  + Student questioning
  + Peer evaluation/rubric
  + Written Test
  + Individual participation

#### Notre Dame Academy Buffalo

Physical Education Unit Plan

#### TOPIC: TRACK and FIELD

**STANDARDS:**

**SHAPE Standard 1:** Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

* NYSCCS: 2.5 A1 Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.
* NYSCCS: 2.5 A2 Demonstrate how equilibrium, rotation, and range of motion impact performance.
* NYSCCS: 2.5 A3 Apply the impact of various applications of force and motion during physical activity.
* NYSCCS: 2.5 A4 Perform and assess the quality of movement flow in response to dynamic, interactive environments.
* NYSCCS: 2.5 A5 Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.
* NYSCCS: 2.5 A6 Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.
* NYSCCS: 2.5 B2 Analyze the application of balance and counterbalance when performing or observing movement skills.

**SHAPE Standard 2:** Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

* NYSCCS: 2.5 A5 Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.
* NYSCCS: 2.5 A6 Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.
* NYSCCS: 2.5 B1 Describe how equilibrium, rotation, and range of motion impact performance.
* NYSCCS: 2.5 B2 Analyze the application of balance and counterbalance when performing or observing movement skills.
* NYSCCS: 2.5 B5 Discuss the stages of movement skill development and the importance of practice.
* NYSCCS: 2.5 E1 Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness.

**SHAPE Standard 3:** Participate regularly in physical activity.

* NYSCCS: 2.6 C1 Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
* NYSCCS: 2.6 C2 Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.

**SHAPE Standard 4:** Achieve and maintain a health-enhancing level of physical fitness.

* NYSCCS: 2.6 A1 Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.
* NYSCCS: 2.6 A2 Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.
* NYSCCS: 2.6 B1 Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.
* NYSCCS: 2.6 B3 Describe and demonstrate various training methods, including isotonic, isometric, interval, and circuit methods.
* NYSCCS: 2.6 C1 Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
* NYSCCS: 2.6 C2 Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.
* NYSCCS: 2.6 C3 Monitor physiological responses before, during and after exercise and compare changes.
* NYSCCS: 2.6 C5 Demonstrate age- and gender-specific progress towards improving each component of fitness.

**SHAPE Standard 5:** Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

* NYSCCS: 2.5 D1 Analyze participant and observer behaviors for evidence of good sportsmanship.
* NYSCCS: 2.5 D2 Employ general- and activity-specific rules and analyze their impact on participation.
* NYSCCS: 2.6 B1 Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.
* NYSCCS: 2.6 B2 Apply training principles to establish a progression of activity that will improve each component of fitness.

**SHAPE Standard 6:** Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

* NYSCCS: 2.5 B4 Summarize how movement can be made more interesting, creative, or effective.
* NYSCCS: 2.5 B6 Describe the influence of history and culture on games, sports, and dance.
* NYSCCS: 2.5 D1 Analyze participant and observer behaviors for evidence of good sportsmanship.
* NYSCCS: 2.6 A1 Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.

#### OBJECTIVES:

Students will know and be able to:

* + Demonstrate proper mechanics for throwing the discus.
  + Demonstrate proper mechanics for throwing the javelin.
  + Demonstrate proper mechanics for putting the shot.
  + Know and demonstrate safety procedures for all throwing events
  + Demonstrate proper mechanics for high jumping
  + Demonstrate proper mechanics for long jumping
  + Demonstrate proper mechanics for distance running
  + Demonstrate pacing techniques
  + Demonstrate proper mechanics for sprinting
  + Demonstrate a sprint start

#### ACTIVITIES:

* + Cardio Warm-up and Flexibility
  + Lead-up drills
  + Practice drills
  + Practice drills with modified apparatus
  + Practice drills with apparatus

#### ASSESSMENT:

* + Student participation in throwing activities.
  + Student and teacher observation of mechanics in all throwing events.
  + Demonstration of all safety procedures.
  + Student participation in jumping activities.
  + Student and teacher observation of mechanics in jumping events.
  + Student participation in timed runs.
  + Student participation in races.
  + Student and teacher observation of mechanics in all running events

#### Notre Dame Academy Buffalo

Physical Education Unit Plan

#### TOPIC: ULTIMATE FRISBEE

**STANDARDS:**

**SHAPE Standard 1:** Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

* NYSCCS: 2.5 A1 Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.
* NYSCCS: 2.5 A2 Demonstrate how equilibrium, rotation, and range of motion impact performance.
* NYSCCS: 2.5 A3 Apply the impact of various applications of force and motion during physical activity.
* NYSCCS: 2.5 A4 Perform and assess the quality of movement flow in response to dynamic, interactive environments.
* NYSCCS: 2.5 A5 Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.
* NYSCCS: 2.5 A6 Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.
* NYSCCS: 2.5 B2 Analyze the application of balance and counterbalance when performing or observing movement skills.

**SHAPE Standard 2:** Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

* NYSCCS: 2.5 A5 Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.
* NYSCCS: 2.5 A6 Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.
* NYSCCS: 2.5 B1 Describe how equilibrium, rotation, and range of motion impact performance.
* NYSCCS: 2.5 B2 Analyze the application of balance and counterbalance when performing or observing movement skills.
* NYSCCS: 2.5 B3 Compare and contrast the use of space and flow in physical activities.
* NYSCCS: 2.5 B5 Discuss the stages of movement skill development and the importance of practice.
* NYSCCS: 2.5 C1 Compare and contrast offensive, defensive, and cooperative strategies and use them effectively in applied settings.
* NYSCCS: 2.5 E1 Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness.

**SHAPE Standard 3:** Participate regularly in physical activity.

* NYSCCS: 2.6 C1 Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
* NYSCCS: 2.6 C2 Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.

**SHAPE Standard 4:** Achieve and maintain a health-enhancing level of physical fitness.

* NYSCCS: 2.6 A1 Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.
* NYSCCS: 2.6 A2 Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.
* NYSCCS: 2.6 B1 Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.
* NYSCCS: 2.6 C1 Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
* NYSCCS: 2.6 C2 Perform at the intensity level needed to enhance cardiovascular fitness, as

determined by target heart rate, perceived exertion, and recovery heart rate.

* NYSCCS: 2.6 C3 Monitor physiological responses before, during and after exercise and compare changes.
* NYSCCS: 2.6 C5 Demonstrate age- and gender-specific progress towards improving each component of fitness.

**SHAPE Standard 5:** Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

* NYSCCS: 2.5 D1 Analyze participant and observer behaviors for evidence of good sportsmanship.
* NYSCCS: 2.5 D2 Employ general- and activity-specific rules and analyze their impact on participation.
* NYSCCS: 2.6 A5 Describe ways to achieve a healthy body composition through healthy eating and physical activity.
* NYSCCS: 2.6 B1 Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.
* NYSCCS: 2.6 B2 Apply training principles to establish a progression of activity that will improve each component of fitness.

**SHAPE Standard 6:** Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

* NYSCCS: 2.5 B4 Summarize how movement can be made more interesting, creative, or effective.
* NYSCCS: 2.5 B6 Describe the influence of history and culture on games, sports, and dance.
* NYSCCS: 2.5 D1 Analyze participant and observer behaviors for evidence of good sportsmanship.
* NYSCCS: 2.6 A1 Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.

#### OBJECTIVES:

Students will know and be able to:

* + Demonstrate proper throwing and catching skills.
  + Demonstrate a basic knowledge of offensive and defensive skills.
  + Apply all rules and skills learned to game play.

#### ACTIVITIES:

* + Cardio Warm up and Flexibility
  + Teacher lecture and demonstration of backhand throw and catches (thumb up and thumb down)
  + Skill drills and practice - line drills, keep a way, cutting drill
  + Teacher lecture and demonstration of rules
  + Game play

#### ASSESSMENT:

* + Teacher observation
  + Peer evaluation/rubric

#### Notre Dame Academy Buffalo

Physical Education Unit Plan

#### TOPIC: VOLLEYBALL

**STANDARDS:**

**SHAPE Standard 1:** Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

* NYSCCS: 2.5 A1 Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.
* NYSCCS: 2.5 A2 Demonstrate how equilibrium, rotation, and range of motion impact performance.
* NYSCCS: 2.5 A3 Apply the impact of various applications of force and motion during physical activity.
* NYSCCS: 2.5 A4 Perform and assess the quality of movement flow in response to dynamic, interactive environments.
* NYSCCS: 2.5 A5 Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.
* NYSCCS: 2.5 A6 Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.
* NYSCCS: 2.5 B2 Analyze the application of balance and counterbalance when performing or observing movement skills.

**SHAPE Standard 2:** Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

* NYSCCS: 2.5 A5 Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.
* NYSCCS: 2.5 A6 Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.
* NYSCCS: 2.5 B1 Describe how equilibrium, rotation, and range of motion impact performance.
* NYSCCS: 2.5 B2 Analyze the application of balance and counterbalance when performing or observing movement skills.
* NYSCCS: 2.5 B3 Compare and contrast the use of space and flow in physical activities.
* NYSCCS: 2.5 B5 Discuss the stages of movement skill development and the importance of practice.
* NYSCCS: 2.5 C1 Compare and contrast offensive, defensive, and cooperative strategies and use them effectively in applied settings.
* NYSCCS: 2.5 E1 Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness.

**SHAPE Standard 3:** Participate regularly in physical activity.

* NYSCCS: 2.6 C1 Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
* NYSCCS: 2.6 C2 Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.

**SHAPE Standard 4:** Achieve and maintain a health-enhancing level of physical fitness.

* NYSCCS: 2.6 A1 Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.
* NYSCCS: 2.6 A2 Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.
* NYSCCS: 2.6 B1 Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.
* NYSCCS: 2.6 C1 Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
* NYSCCS: 2.6 C2 Perform at the intensity level needed to enhance cardiovascular fitness, as

determined by target heart rate, perceived exertion, and recovery heart rate.

* NYSCCS: 2.6 C3 Monitor physiological responses before, during and after exercise and compare changes.
* NYSCCS: 2.6 C5 Demonstrate age- and gender-specific progress towards improving each component of fitness.

**SHAPE Standard 5:** Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

* NYSCCS: 2.5 D1 Analyze participant and observer behaviors for evidence of good sportsmanship.
* NYSCCS: 2.5 D2 Employ general- and activity-specific rules and analyze their impact on participation.
* NYSCCS: 2.6 B1 Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.
* NYSCCS: 2.6 B2 Apply training principles to establish a progression of activity that will improve each component of fitness.

**SHAPE Standard 6:** Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

* NYSCCS: 2.5 B4 Summarize how movement can be made more interesting, creative, or effective.
* NYSCCS: 2.5 B6 Describe the influence of history and culture on games, sports, and dance.
* NYSCCS: 2.5 D1 Analyze participant and observer behaviors for evidence of good sportsmanship.
* NYSCCS: 2.6 A1 Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.

#### OBJECTIVES:

Students will know and be able to:

* + Understand and apply all rules to game play
  + Execute proper Volleyball techniques.
  + Practice improving communication skills by working with teammates in the game
  + Increase eye hand coordination.
  + Demonstrate positive working relationships with each other.
  + Physically challenge themselves in a safe environment.

#### ACTIVITIES:

* + Cardio Warm-up and Flexibility
  + Pairs drills (set, bump)
  + Circle drills (set, bump)
  + Serving drills
  + Wall drills (set, bump)

#### ASSESSMENT:

* + XRDS Physical Education Grading Rubric
  + Skills rubric
  + Teacher observation