

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

LAW ENFORCEMENT AND PUBLIC SAFETY ACADEMY DEPARTMENT

LEPS Physical Education III

COURSE PHILOSOPHY

The goal of this curriculum is to prepare students for the physical rigors necessary to effectively function in the law enforcement and public service sector. Instructors will use innovative instructional methods reflecting best practices and assist students in developing lifelong skills to create active citizens in a democratic society.

COURSE DESCRIPTION

Grade Level: 11

Department: LEPS Academy

Course Title: LEPS Physical Education III

Credits: 3.75

Course Code: 112530

BOARD OF EDUCATION INITIAL ADOPTION DATE: August 25, 2008

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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Course Philosophy

The mission of the Freehold Regional High School District is to develop global lifelong learners through a comprehensive educational program of diverse and enriching opportunities within a supportive environment. The district's educational community fosters the development of character, initiative, creativity, and excellence while maximizing the unique potential of each individual.

The Law Enforcement and Public Safety Career Academy epitomizes the district's mission by providing accepted students with opportunities to study four major areas; law enforcement, fire science, emergency management services, and homeland security. The goal is to equip students with the knowledge, skills, values, and attitudes needed to succeed in the public safety arena.

The Law Enforcement and Public Safety Career Academy employs an interdisciplinary approach which includes English, social studies, Spanish, mathematics, science, physical education and fine arts. These courses will build upon each other in order to assist students in understanding the various skills for dealing with our society's diverse needs and population.

The goal of this curriculum is to prepare students for the physical rigors necessary to effectively function in the law enforcement and public service sector. Instructors will use innovative instructional methods reflecting best practices and assist students in developing life long skills that will help create active citizens in a democratic society. This course will provide each student with the tools to develop an individual optimum level of physical fitness, acquire knowledge of physical fitness concepts, and understand the significance of lifestyle on one's health and fitness.

Course Description

LEPS Physical Education III is the third of four courses designed to engage students in preparing for the physical and mental requirements of law enforcement agencies and fire fighting and other public service programs such as Homeland Security. Students completing this course will undergo physical training exercises for three marking periods. Meetings, tutorials and guest speaker presentations will be as needed throughout the year. Drill and ceremony exercises will be two times a month for the whole year. Each learning experience will require students to be active participants, critical thinkers, effective communicators, and disciplined listeners.

**Freehold Regional High School District
Curriculum Map**

LEPS Physical Education III

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
<p>2.6 1-4 A. Fitness and Physical Activity</p> <p>1. Predict the short and long-term physical, social, and emotional benefits and potential problems associated with regular physical activity.</p> <p>2. Summarize the causes, influences, and responses of body systems during exercise.</p> <p>3. Describe how preventive healthcare, physiological monitoring, hydration, a self environment, and exercising with a partner contribute to safe fitness activities.</p> <p>4. Evaluate the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p>	<p>Physical and mental wellness requires an understanding and integration of fitness concepts and skills.</p> <p>Physical fitness is the ability of your body to work efficiently and effectively.</p>	<p>What is the minimum amount of exercise required to stay physically fit?</p> <p>What effects does exercise have on the body, both physically and mentally?</p>	<p>Pre-test current fitness levels</p> <p>Test fitness skills</p> <p>Observation</p>	<p>Revise and edit fitness plan</p> <p>Test fitness skills</p> <p>Observation</p>	<p>Post-test current fitness levels</p> <p>Improvement on fitness skills</p> <p>Observation</p> <p>Quizzes</p> <p>Tests</p> <p>Final written exam</p>
<p>2.6.1-3 B. Training</p> <p>1. Develop and implement a training program to maximize health benefits and prevent exercise related injuries and illness.</p> <p>2. Apply training principles to establish to establish a progression of activity that will improve each component of fitness and justify the use of each principle.</p> <p>3. Compare and contrast the use of drugs, fitness products, and fads to achieve fitness</p>	<p>Lifetime fitness is built upon the principles of developing and implementing a program that utilizes the appropriate training principles.</p>	<p>How do I develop an appropriate personal fitness program and find the motivation to commit to it?</p> <p>Why is it important to stretch muscle before exercising?</p>	<p>Pre-test current fitness levels</p> <p>Test fitness skills</p> <p>Observation</p>	<p>Revise and edit fitness plan</p> <p>Test fitness skills</p> <p>Observation</p>	<p>Post-test current fitness levels</p> <p>Improvement on fitness skills</p> <p>Observation</p> <p>Quizzes</p> <p>Tests</p> <p>Final written exam</p>

¹ Including computer / information literacy, cross content work place readiness standards, and other relevant content area standards

<p>2.6.1-6 C. Achieving and Assessing Fitness</p> <ol style="list-style-type: none"> Engage in a variety of sustained, vigorous physical activities to enhance each component of fitness. Perform at the intensity level needed to enhance cardiovascular fitness, monitor physiological responses before, during, and after exercise, and modify exercise appropriately in response. Assess personal level of fitness, design a personal fitness plan considering current health and fitness status, goals and interests, skill level, accessibility and costs, and use technology to implement, monitor, and evaluate the plan. Demonstrate age and gender-specific progress towards the achievement of fitness goals for each component of health-related and skill-related fitness. Modify a fitness plan to accommodate for injury, illness, pregnancy, aging, and disability. Discuss the use of body mass index, body fat percentage, and fat deposition as measures of fitness. 	<p>Achieving and maintaining fitness requires age-appropriate intensity, duration, and frequency of exercise.</p> <p>The effectiveness of a personal fitness program relies on ongoing feedback.</p>	<p>How do you realize age-appropriate fitness?</p> <p>What are all of the steps necessary in designing a personal fitness program?</p>	<p>Pre-test current fitness levels</p> <p>Test fitness skills</p> <p>Use heart monitors to assess cardiovascular fitness</p> <p>Observation</p>	<p>Revise and edit fitness plan</p> <p>Test fitness skills</p> <p>Use heart monitors to assess cardiovascular fitness</p> <p>Observation</p>	<p>Post-test current fitness levels</p> <p>Improvement on fitness skills</p> <p>Use heart monitors to assess cardiovascular fitness</p> <p>Observation</p> <p>Quizzes</p> <p>Tests</p> <p>Final written exam</p>
<p>2.5.1 E. Sport Psychology</p> <ol style="list-style-type: none"> Compare, contrast, and apply sport psychology techniques to mentally prepare for physical activity. 	<p>Psychology techniques prepare students to compete at the optimum level.</p>	<p>How can I become more mentally prepared for competition and sports performance?</p> <p>How can I become more mentally prepared for daily activities that may raise my stress level?</p>	<p>Pre-test skills</p> <p>Observation</p>	<p>Monitor skills</p> <p>Observation</p>	<p>Post-test skills</p> <p>Observation</p> <p>Final Practical Exam</p>

<p>2.2.1-3 D. Character Development</p> <p>1. Demonstrate character based on core ethical values.</p> <p>2. Analyze how role models, and the core ethical values they represent, influence society.</p> <p>3. Analyze the impact of community or public service on individual and community core ethical values.</p>	<p>Character is developed and supported through individual and group activities, the influence of positive role models, and involvement in community service.</p>	<p>How are character and health related?</p> <p>What aspects of our character can be changed?</p> <p>To what extent do outside influences shape values?</p>	<p>Pre-test skills</p> <p>Observation</p>	<p>Monitor skills</p> <p>Observation</p>	<p>Post-test skills</p> <p>Observation</p> <p>Final Practical Exam</p>
<p>2.2.1-7 E. Leadership, Advocacy, and Service</p> <p>1. Assess personal and group contributions and strengths that lead to the achievement of goals and tasks.</p> <p>2. Evaluate personal participation as both a leader and follower.</p> <p>3. Discuss factors that influence intrinsic and extrinsic motivation and employ motivational techniques to enhance group productivity.</p> <p>4. Evaluate a group's ability to be respectful, supportive, and adherent to codes of conduct.</p> <p>5. Develop and articulate the group's goals, shared values, vision, and work plan.</p> <p>6. Plan, implement, and evaluate activities to benefit a health organization, cause, or issue.</p> <p>7. Assess community awareness and understanding about a local, state, national, or</p>	<p>Leadership and advocacy promotes personal and community wellness and impacts the local community and our society.</p>	<p>How can you inspire others to address health issues?</p> <p>How can leadership abilities build self-confidence?</p> <p>Why is teamwork important?</p>	<p>Pre-test skills</p> <p>Observation</p>	<p>Monitor skills</p> <p>Observation</p>	<p>Post-test skills</p> <p>Observation</p> <p>Final Practical Exam</p>

international health issue.					
<p>2.5.1-5 A. Movement Skills</p> <p>1. Demonstrate mature, mechanically correct form and control when combining and modifying movement skills in applied settings.</p> <p>2. Use information from internal and external sources to detect, analyze, and correct errors in movement skills and patterns used in applied settings.</p> <p>3. Apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity.</p> <p>4. Transfer specialized movement skills that use similar patterns from one movement activity to another.</p> <p>5. Design and perform smooth flowing sequences with intentional changes in direction, flow, and speed (e.g., martial arts, line dance, roller blading, swimming).</p>	<p>Performing movement skills correctly improves overall performance and increases the likelihood of participation in lifelong physical activity.</p>	<p>How does effective and appropriate movement affect wellness?</p>	<p>Observation</p> <p>Pre-test basic skill knowledge and rules of the game</p>	<p>Observation</p> <p>Monitor skills</p>	<p>Observation</p> <p>Improvement on sports knowledge and basic skills</p> <p>Quizzes</p> <p>Tests</p> <p>Final written exam</p>
<p>2.5.1-4 B. Movement Concepts</p> <p>1. Analyze a movement performance and discuss how each part can be made more interesting, creative, efficient, and/or more effective.</p> <p>2. Predict changes in movement performance based on the application of balance, counter</p>	<p>Knowing and understanding the concepts of movement and performing movement skills will improve performance and provide the foundation for transfer of skills to a variety of lifelong physical activities.</p>	<p>Why do I have to understand concepts of movement when I can already perform the movement?</p>	<p>Observation</p> <p>Pre-test basic skill knowledge and rules of the game</p>	<p>Observation</p> <p>Monitor skills</p>	<p>Observation</p> <p>Improvement on sports knowledge and basic skills</p> <p>Quizzes</p> <p>Tests</p> <p>Final written</p>

<p>balance, weight transfer, and agility.</p> <p>3. Analyze the impact of kinesthetic awareness, "perfect" practice, motivation, and appropriate challenges in facilitating the learning and refinement of a movement skill.</p> <p>4. Analyze how movement activities reflect culture, era, geography, or historical context.</p>					exam
<p>2.5.1 C. Strategy</p> <p>1. Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies in applied settings.</p>	<p>Implementation of effective offensive, defensive and cooperative strategies is necessary for success in game situations.</p>	<p>To what extent does strategy influence performance in competitive games and activities?</p>	<p>Observation</p> <p>Pre-test basic skill knowledge and rules of the game</p>	<p>Observation</p> <p>Monitor skills</p>	<p>Observation</p> <p>Improvement on sports knowledge and basic skills</p> <p>Quizzes</p> <p>Tests</p> <p>Final written exam</p>
<p>2.5.1-2 D. Sportsmanship, Rules, and Safety</p> <p>1. Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.</p> <p>2. Investigate the impact of rules and regulations on the health and safety of participants.</p>	<p>Commitment to sportsmanship, rules and safety guidelines must be demonstrated for participants and spectators to experience the maximum benefit from games and sports.</p>	<p>Why do I have to show good sportsmanship and follow the rules when others do not?</p>	<p>Observation</p> <p>Pre-test basic skill knowledge and rules of the game</p>	<p>Observation</p> <p>Monitor skills</p>	<p>Observation</p> <p>Improvement on sports knowledge and basic skills</p> <p>Quizzes</p> <p>Tests</p> <p>Final written exam</p>

**Freehold Regional High School District
Course Proficiencies and Pacing
LEPS Physical Education III**

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit 1: Personal Fitness Plan	<p>Physical and mental wellness requires an understanding and integration of fitness concepts and skills.</p> <p>Physical fitness is the ability of your body to work efficiently and effectively.</p> <p>Lifetime fitness is built upon the principles of developing and implementing a program that utilizes the appropriate training principles.</p> <p>1. To create a personal fitness plan, put it to use, evaluate and make revisions as necessary.</p>	Ongoing throughout the course – Create, evaluate, revise, evaluate, and revise
Unit 2: Advanced Drill	<p>Psychology techniques prepare students to compete at the optimum level.</p> <p>Character is developed and supported through individual and group activities, the influence of positive role models, and involvement in community service.</p> <p>Leadership and advocacy promotes personal and community wellness and impacts the local community and our society.</p> <p>1. To develop and increase self-confidence, character development, teamwork, discipline and uniformity by the use of advanced drill.</p>	Two times a month
Unit 3: Lifelong Activities	<p>Performing movement skills correctly improves overall performance and increases the likelihood of participation in lifelong physical activity.</p> <p>Knowing and understanding the concepts of movement and performing movement skills will improve performance and provide the foundation for transfer of skills to a variety of lifelong physical activities activities.</p> <p>Implementation of effective offensive, defensive and cooperative strategies is necessary for success in game situations.</p> <p>Commitment to sportsmanship and rules and safety guidelines must be demonstrated for participants and spectators to experience the maximum benefit from games and sports.</p> <p>1. To incorporate basic physical skills into everyday games to encourage lifelong wellness.</p>	Two times a month

Freehold Regional High School District
LEPS Physical Education III
Unit #1: Personal Fitness Plan

Enduring Understandings:

Physical and mental wellness requires an understanding and integration of fitness concepts and skills.

Physical fitness is the ability of your body to work efficiently and effectively.

Lifetime fitness is built upon the principles of developing and implementing a program that utilizes the appropriate training principles.

Essential Questions:

What is the minimum amount of exercise I can do to stay physically fit?

What effects does exercise have on the body both physically and mentally?

How do I develop an appropriate personal fitness program and find the motivation to commit to it?

Why is it important to stretch muscles before exercising?

How do you realize age-appropriate fitness?

What are all of the steps necessary in designing a personal fitness program?

Unit Goal: To create a personal fitness plan, put it to use, evaluate and make revisions as necessary.

Duration of Unit: Ongoing throughout the course – Create, evaluate, revise, evaluate, and revise

NJCCCS: 2.6.12 A, 2.6.12 B, 2.6.12 C

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is the student's current fitness level?</p> <p>Where does the student need to improve?</p> <p>What adjustments can be made to improve the student's current fitness level?</p> <p>What are the different ways of designing an individual exercise program?</p> <p>How can an individual design a personal fitness program that will lead to or maintain an optimum level of flexibility, cardiovascular</p>	<p><u>Basic Skills</u></p> <p>Sit-n-Reach (flexibility)</p> <p>Curl Ups (muscular endurance)</p> <p>Push Ups (muscular strength)</p> <p>1.5 Mile Run/Walk (cardiovascular endurance)</p> <p><u>Advanced Skills</u> (basic skills plus)</p> <p>Pull Ups</p> <p>Agility Run</p>	<p>Personal Fitness Textbook</p> <p>Heart Monitors</p> <p>NJROTC field manual</p> <p>Local police officers</p> <p>Monmouth County Police Academy (MCPA) manual</p> <p>Presidential Fitness Challenge (PFC)</p> <p>Guest Speakers:</p> <ul style="list-style-type: none"> - Police Officers (physical training) - Personal Trainer 	<p>Write an essay that contains your strengths, weaknesses and desires to improve over the year.</p> <p>Create an individualized personal fitness plan.</p> <p>Make a timeline to show short-term and long-term goals.</p> <p>Develop a set of warm-up and cool-down stretches to be done before different physical activities.</p> <p>Evaluate and revise personal fitness plan.</p> <p>Determine body fat percentage</p>	<p>Pre-test fitness levels using heart monitors</p> <p>Pre-test basic skills and advanced skills using MCPA, PFC, and NJROTC standards</p> <p>Formative – every 2 months to check progress on skills and fitness levels</p> <p>Individual conferences</p> <p>Post-test basic skills and advanced skills using MCPA, PFC, and NJROTC standards</p> <p>Post-test fitness levels using heart monitors</p>

<p>endurance, muscular strength and muscular endurance?</p> <p>How can one design an exercise program that is enjoyable?</p> <p>How can an individual design a personal fitness program that will lead to or maintain ideal body weight?</p> <p>How can an individual design a personal fitness program that will contribute to stress management?</p> <p>How can one identify motivational strategies that will keep programs going?</p>	<p>Balance</p> <p>Standing Long Jump</p> <p>50 yd. Dash</p> <p>Shoulder Flexion</p>	<p>- Someone who has maintained an exercise program for a long time</p>	<p>and ways to improve upon it.</p> <p>Create an obstacle course.</p>	
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Suggestions on how to differentiate in this unit:

Each student is at different fitness levels and has a different body composition. Each student is designing a personal fitness plan that is individualized based on each student's fitness level and fitness goals.

Freehold Regional High School District
LEPS Physical Education III
Unit #2: Advanced Drill

Enduring Understandings:

Psychology techniques prepare students to compete at the optimum level.

Character is developed and supported through individual and group activities, the influence of positive role models, and involvement in community service.

Leadership and advocacy promotes personal and community wellness and impacts the local community and our society.

Essential Questions:

How can I become more mentally prepared for competition and sports performance?

How can I become more mentally prepared for daily activities that may raise my stress level?

How are character and health related?

What aspects of our character can be changed?

To what extent do outside influences shape values?

How can you inspire others to address health issues?

How can leadership abilities build self-confidence?

Why is teamwork important?

Unit Goal: To develop and increase self-confidence, character development, teamwork, discipline and uniformity by the use of advanced drill.

Duration of Unit: Two times a month

NJCCCS: 2.5.12 E, 2.2.12 D, 2.2.12 E

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How can one gain discipline through drill?</p> <p>How can drill help to mentally prepare students for real-life situations?</p> <p>How can drill help to make a person mentally stronger?</p> <p>What happens if individuals work together as a whole versus working alone?</p> <p>How can drill increase the self-confidence of the students?</p> <p>How does drill aid in character development?</p>	<p><u>Review drill basics</u></p> <p>Attention</p> <p>Parade rest</p> <p>Right face</p> <p>Left face</p> <p>About face</p> <p>Snap</p> <p>March</p> <p>Halt</p> <p>Fall in</p> <p>Fall out</p> <p>Dress right dress</p> <p>Cover</p> <p>At close intervals dress right dress</p> <p>Open ranks</p> <p>Close ranks</p> <p><u>New drill commands</u></p> <p>Salute</p> <p>Folding a flag</p>	<p>Drill instructors from the Monmouth County Police Academy</p> <p>NJROTC field manual</p> <p>Guest Speakers:</p> <ul style="list-style-type: none"> - Drill Instructors - Local Honor Guard - Firefighters and EMTs to discuss parade march 	<p>Drill Practice</p> <ul style="list-style-type: none"> - Individual - Small Groups - Large Groups <p>Write an essay describing what make a good role model, pick your role model and tell why.</p> <p>Develop their own mini drill to present to the class.</p>	<p>Check for drill basics prior to progressing.</p> <p>Monitor and assess – ongoing – make corrections as necessary</p> <p>Final practical exam to check for understanding and correct movements.</p>

	Carrying a flag Parade march Discussion topics: - Self-confidence - Discipline - Uniformity - Character Development			
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Suggestions on how to differentiate in this unit:
 All students must learn to work together as a whole. There is no room for error or differentiation in this unit. If one individual falls out of line, it could case a colleague or a victim to get seriously injured in the real world.

Freehold Regional High School District
LEPS Physical Education III
Unit #3: Lifelong Activities

Enduring Understandings:

Performing movement skills correctly improves overall performance and increases the likelihood of participation in lifelong physical activity.
 Knowing and understanding the concepts of movement and performing movement skills will improve performance and provide the foundation for transfer of skills to a variety of lifelong physical activities.
 Implementation of effective offensive, defensive and cooperative strategies is necessary for success in game situations.
 Commitment to sportsmanship and rules and safety guidelines must be demonstrated for participants and spectators to experience the maximum benefit from games and sports.

Essential Questions:

How does effective and appropriate movement affect wellness?
 Why do I have to understand concepts of movement when I can already perform the movement?
 To what extent does strategy influence performance in competitive games and activities?
 Why do I have to show good sportsmanship and follow the rules when others do not?

Unit Goal: To incorporate basic physical skills into everyday games to encourage lifelong wellness.

Duration of Unit: Two times a month

NJCCCS: 2.5.12 A, 2.5.12 B, 2.5.12 C, 2.5.12 D

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How can a person develop lifelong wellness? What are some activities that encourage lifelong wellness? What are the benefits for lifelong fitness? Why is it important to have good sportsmanship? Why is it important to know the rules of the activity and to follow them?	New games, Tag games Tennis Track Weight Training Relays Adventure Education Volleyball Wiffleball Etc...Lifelong wellness	Physical education books New games books Sports equipment such as balls, racquets, weights, bats, etc... Video	Have students play games that are for individuals, partners or groups. Have students create a new game that the students can play which includes the rules and strategies. Have students watch a video that covers the correct form for weight training. Set up a low ropes course to teach adventure education.	Pre-test knowledge and basic skills of the current sports activity. Monitor progress Post-test knowledge and basic skills of the activities.

Suggestions on how to differentiate in this unit:

Students can get into different groups and play different games. This way all students find activities that they really enjoy and want to continue participating in for a lifetime.

