

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



High School Physical Education

Length of Course:	3/4
Elective/Required:	Required
Schools:	EHS/JPS
Eligibility:	Grade 9-12
Credit Value:	3.75
Date Approved:	August 23, 2022

TABLE OF CONTENTS

Pacing Guide	3
Statement of Purpose	4
Unit Title:	
Fitness	5
Individual/Lifelong Sports	9
Team Sports	12
Supplementary Resources	16

Modifications will be made to accommodate IEP mandates for classified students

PACING GUIDE

Page Number	Standard 2.2 Physical Wellness	
5	Fitness	Every Other Day
9	Individual/Lifelong Sports	Unit Specific
12	Team Sports	Unit Specific

*The following pacing guide was prepared to assist all stakeholders in understanding exactly what our teaching staff is going to review with students during their High School Physical Education coursework. Each disciplinary concept has core ideas, essential questions, performance expectations, concepts and skills which provide an overview of the content matter. The instructional actions are some examples of how the teaching staff will implement instruction and assessment. **Modifications will be made to accommodate IEP mandates for classified students.** Our staff is continuously analyzing best practices, strategies and resources to enhance educational outcomes and learning experiences by reflecting on each quarter, unit of study, and lesson.*

STATEMENT OF PURPOSE

The purpose of Physical Education is to foster participation in physical activities by applying movement concepts and skills that the students can appreciate for the rest of their life. In the process, the students will use critical thinking skills, decision-making and problem-solving skills as they relate to the middle school student and physical education. The curriculum has been contoured to meet the 2020 New Jersey Student Learning Standards for Comprehensive Health and Physical Education. The activities included in this curriculum guide targets the physical, mental and social well being of the high school student. Emphasis will be placed on developing personal attitudes, behaviors, and values in addition to addressing health-related fitness concepts and their application towards a lifetime of physical activity. Fitness activities will be performed throughout the school year or included as an extension of warm ups. Rules, strategies, and tactics of both individual and team sports will be included. Students will participate in a combination of team sports, lifetime or individual activities and fitness activities throughout the school year. This curriculum will also encourage and develop appropriate cooperative and social behavior necessary to interact with a group to achieve a common goal.

LITERACY AND TECHNOLOGY INTEGRATION

Students may be given written/reading assessments each marking period. These activities may include a current event related to the unit, written/online assessments, surveys, portfolio creation, internet scavenger hunts, Google Slide presentations, peer, team & self assessments, student generated rubrics, etc. These assessments are to be used at the teacher's discretion.

PRE-CLASS WARM-UP

As professional educators we recognize the importance of warm-ups as an essential beginning of every active class. Our students are prepared through a series of specifically designed flexibility, strength, and cardiovascular activities created to meet the demands of each particular lesson. Both Dynamic and Static stretching will be utilized. As students work on their warm-up routines, they should be supplied with the necessary knowledge about the muscle groups involved and their influence on movement. While they participate in endurance training, the components of heart rate, circulation, lung capacity, and their benefits of exercise can be discussed.

Unit Title: Fitness**New Jersey Student Learning Standard - 2.2 Physical Wellness****Core Idea/s:**

- The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health. Exploring wellness components provide a foundational experience of physical movement activities.
- The students will be able to understand that the fitness principles of muscular strength, endurance, flexibility, as well as cardiovascular endurance are all important parts of overall physical health.

Essential Question/s:

- What are the steps and key components for developing a physical fitness program to have life-long benefits?
- What are the muscle groups and different ways to target different areas of the body through exercise?

Lifetime Practices:

- Understanding how to perform workouts and exercises in a gym/ rec center setting.

Primary Teaching Resources

Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> • 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). • 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. 	<ul style="list-style-type: none"> • Physical fitness implies a combination of muscular strength, endurance, flexibility, and coordination. • Various programs or techniques may be employed to contribute to physiological development, including aerobics, anaerobic, weight training, interval training, circuit training, testing, etc. • Evaluation to develop and maintain acceptable levels of fitness will be encouraged throughout the year. • This unit will provide a variety of methods and techniques that can be used and applied throughout life. 	<ul style="list-style-type: none"> • Demonstrate the ability to perform self-directed health related fitness activities. • Recognize the commitment that is necessary to maintain fitness related activities. • Take their own pulse and that of others. • Explain the Target Heart Rate and apply it to their own exercise regimen • Compare and contrast walking, jogging, and running programs. • List many different types of exercise programs.

<ul style="list-style-type: none"> • 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities. • 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness. • 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants). • 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities. • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. 	<ul style="list-style-type: none"> • Dynamic and Static stretching will be part of every class period Students will know that fitness is a very important aspect of being a well-rounded person. • Without physical fitness, a person cannot function at his/her capacity. • Physical fitness should be an on-going activity as part of all units throughout the year. • This is also a concept we want our students to value and use the rest of their lives to encourage a healthy active lifestyle. 	<ul style="list-style-type: none"> • Compare and contrast exercise programs and fitness programs in relation to cost, benefit, lifestyle, convenience, duration, etc. • Discuss all terminology in relationship to fitness. • Demonstrate proper technique when performing a fitness related activity. • Perform fundamental motor skills. • Recognize the need for a cool down period and recovery heart rate. • Develop a personalized exercise program that will fit their schedule, budget, lifestyle, needs, etc. • Determine the proper clothing and footwear for a number of different activities. • Safely perform fitness related activities. Perform a series of Dynamic and Static stretches prior to participating in fitness activities. • Define and give examples of all fitness related terms and techniques. • Learn the muscle groups and different exercises to target specific muscle groupings (i.e push, pull, legs, core full body etc.) • Learn and perform the proper mechanics for and techniques for a multitude of different exercise and workouts.
--	--	--

<ul style="list-style-type: none">• 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.• 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.• 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).• 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.• 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.• 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.		
---	--	--

- | | | |
|---|--|--|
| <ul style="list-style-type: none">• 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.• 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.• 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. | | |
|---|--|--|

Instructional Actions

Activities/Strategies- (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, Google Slides, Debates, Create an Advertisement, Internet, Question Box, Reflection, Kahoot, Quizlet, Other web services.

Formative Assessment Check Points- Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Current Event Assignments, Q and A and any other assignment that checks for understanding.

Summative Unit Assessments: Teacher Observation, Written/Oral Assessments, Question and Answer, Laptop Presentations and SGO's

Unit Title: Individual/Lifelong Sports**New Jersey Student Learning Standard - 2.2 Physical Wellness****Core Idea/s:**

- The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.
- Exploring wellness components provide a foundational experience of physical movement activities.
- Resources that support physical activity are all around you.

Essential Question/s:

- What course of action will you take to maintain mental, physical, and social health in your future?
- What are the steps and key components for developing a physical fitness program to have life-long benefits?

Lifetime Practices:

- Understanding the role individual sports can play in improving one's lifelong fitness.
- Demonstrating a knowledge for how to perform and play a variety of individual sport activities.

Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. • 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships 	<ul style="list-style-type: none"> • Proper equipment necessary to participate safely. • All proper terminology associated with the activity. • All the fundamentals, proper techniques, and skills necessary for each activity. • The rules and strategies of each activity. • Safety factors for each activity. • Objectives of each activity. • Fitness and conditioning benefits of each activity. • Proper terminology related to Physical fitness, such as aerobic, anaerobic, circuit and interval training, isometrics, sets, reps, etc. 	<ul style="list-style-type: none"> • Practice their skills on their own. • Perform in a short – sided or modified game. • Perform in a regular game. • Mentally prepare for participation. • Use skills learned in one activity and apply them in another practice for improvement. • Participate effectively and to the best of their ability without using performance enhancing substances. • Recognize the commitment that is necessary to maintain fitness related activities. • Explain the Target Heart Rate and apply it to their own exercise regimen. • Develop a personalized exercise program that will fit their schedule, budget, lifestyle, needs, etc.

<p>(e.g., creative, cultural, social, aerobics dance, fitness).</p> <ul style="list-style-type: none"> ● 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. ● 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. ● 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. ● 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. ● 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. ● 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to 	<ul style="list-style-type: none"> ● Proper technique for running, jogging, weight lifting, etc., to maintain a good physical fitness program. ● How to officiate and manage the activities. ● The dangers of performance enhancing substances. ● A physical fitness program is not the same for everyone, and it is something that will constantly be evolving over time to meet your individual needs at different times in your life. ● The principles of overload: frequency, intensity, duration. ● Mental toughness needed to participate in individual activities . ● Individual activities include the following: <ul style="list-style-type: none"> ○ Archery ○ Badminton ○ Dance ○ Golf ○ Gymnastics ○ Paddleball ○ Racquetball ○ Pickleball ○ Tennis ○ Horseshoes ○ Ping Pong ○ Croquet ○ Frisbee ○ Weight Training 	
--	--	--

<p>solve problems in groups, teams, and in pairs during physical activity.</p> <ul style="list-style-type: none"> • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new). • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health. 		
<p style="text-align: center;">Instructional Actions</p> <p>Activities/Strategies- (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, Google Slides, Debates, Create an Advertisement, Internet, Question Box, Reflection, Kahoot, Quizlet, Other web services.</p> <p>Formative Assessment Check Points- Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Current Event Assignments, Q and A and any other assignment that checks for understanding.</p> <p>Summative Unit Assessments: Teacher Observation, Written/Oral Assessments, Question and Answer, Laptop Presentations, Unit Tests, and SGO's.</p>		

Unit Title: Team Sports**New Jersey Student Learning Standard - 2.2 Physical Wellness****Core Idea/s:**

- The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.
- Exploring wellness components provide a foundational experience of physical movement activities.
- Resources that support physical activity are all around you.

Essential Question/s:

- What is physical education and why is it important in our schools?
- What are the goals of Physical Education outside of learning skills & activities?
- What 21st century skills will be developed during Physical Education?
- How will the student develop teamwork & communication skills?

Lifetime Practices:

- Examine the importance teamwork plays when playing a team sport.
- Demonstrate cooperation and sportsmanship while playing team sports.

Primary Teaching Resources

Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range 	<ul style="list-style-type: none"> • History of each activity • Proper equipment necessary to participate safely • All proper terminology associated with the activity • All the fundamentals, proper techniques, and skills necessary for each activity • The rules and strategies of each activity • Proper sportsmanship • Safety factors for each activity • Objectives of each activity • Fitness and conditioning 	<ul style="list-style-type: none"> • Adjust to the new indoor rules for all activities • Adjust to the different equipment used indoors • Adjust to the different space constraints when playing indoors • Communicate & cooperate with their teammates • Use higher order thinking to solve strategic problems within gameplay • Develop socialization skills use critical thinking/problem solving skills

<p>of motion) and modify movement to impact performance.</p> <ul style="list-style-type: none"> • 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. • 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. • 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities. • 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness. 	<ul style="list-style-type: none"> • Benefits of each activity • Values of teamwork • How to officiate and manage the activities • The dangers of performance enhancing substance 	<ul style="list-style-type: none"> • Create a new skill set & adapt their existing skill set to the activity • Learn a lifetime participation activity through skill & knowledge development. • Research and find information on the activity • Appreciate the mental, social, and physical benefits of these activities. • Practice their skills on their own • Perform in a short – sided or modified game • Perform in a regular game Officiate a game • Play many positions effectively Keep score effectively • Exhibit the qualities of a good teammate • Serve as captain or manager of a team • Enforce the rules and settle arguments • Display good sportsmanship • Mentally prepare for participation • Use skills learned in one activity and apply them in another • Practice for improvement • Participate effectively and to the best of their ability without using performance enhancing substances.
---	---	---

- | | | |
|--|--|--|
| <ul style="list-style-type: none">• 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).• 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.• 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.• 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.• 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.• 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve | | |
|--|--|--|

<p>problems in groups, teams, and in pairs during physical activity.</p> <ul style="list-style-type: none">• 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).• 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.• 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.• 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.		
---	--	--

Supplementary Resources**Resources:**

- Supportive Videos/[YouTube](#)
- Best Practices
- G-Suite for Education
- Interactive Study Guides
- [Quizizz](#)
- [Kahoot](#)
- [PLT4M](#)
- [CBHPE.org](#)
- [ShapeAmerica.org](#)
- [N.J. State Department of Education Standards \(2020\)](#)
- [NJ Department of Motor Vehicle Text Book](#)

Instructional Adjustments:

- Modifications
- Differentiated Instruction
- Modify Curriculum to Suit Individual Needs
- Consult IEPs and 504 Plans
- Provide Study Guides
- Utilize Peer Tutors
- Assign Roles or Specific Tasks for Group Projects
- Adapt lessons to accommodate learner engagement
- Mask breaks as needed