

**Carlstadt-East Rutherford Regional School District  
Comprehensive Health and Physical Education Department  
Physical Education Curriculum Grades 9-12**

**Course Description**

Physical Education is a full year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.

Students will choose from a variety of offerings throughout the school year during physical education. In addition, students will have one marking period (10 weeks) of either Personal and Community Health (Grade 9), Driver Education (Grade 10), First Aid and CPR (Grade 11), and Family Living (Grade 12).

**Course Overview and Pacing Guide**

Unit	Topic	Time Frame
1	Physical Education Team Sports: Basketball Volleyball Speedball/Handball Ultimate Frisbee Scooter Activities Pillow Polo/ Hockey Wiffle Ball/Kickball	4-5 weeks per sport
2	Physical Education Individual Sports: Table Tennis Badminton/Pickle Ball Archery	4-5 weeks per sport
3	Weight Room / Fitness	4-5 weeks per sport

**SUGGESTED SPORTS AND FITNESS OFFERINGS BY MARKING PERIOD  
(Students usually choose 2 and switch halfway through the marking period):**

Marking Period 1- Fitness, Weightlifting, Speedball, Volleyball, Basketball

Marking Period 2- Fitness, Weightlifting, Ultimate Frisbee, Scooter Activities

Marking Period 3- Fitness, Weightlifting, Badminton, Basketball

Marking Period 4- Fitness, Weightlifting, Hockey/Pillow Polo, Archery, Table Tennis, Wiffle Ball/Kickball

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<b>Computer Science and Design Thinking (Standard 8)</b>	
<b>Core Idea</b>	<b>Performance Expectation</b>
Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.	8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
<b>Career Readiness, Life Literacies, and Key Skills (Standard 9)</b>	
<b>Core Idea</b>	<b>Performance Expectation</b>
With a growth mindset, failure is an important part of success	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Innovative ideas or innovation can lead to career opportunities.	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
Media have embedded values and points of view.	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).
Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
<b>Interdisciplinary Connections</b>	
<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	

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<b>Modifications, Accommodations, and Differentiation</b>			
<b>English Language Learners</b>	<b>IEP / 504</b>	<b>At Risk Students</b>	<b>Gifted and Talented</b>
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities

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<b>Unit Name</b>	Unit 1 - Physical Education Team Sports	Time Frame - (4-5 weeks)
<b>Instructional Materials and Resources</b>	Sport Specific Equipment	
<b>Essential Questions</b>	<p>How can the use of teamwork develop one's interpersonal skills?          How do good sportsmanship and teamwork build confidence and support?          How does good sportsmanship affect a game?          Why do we follow rules in sports?          What are the basic skills of sport?          What is the general knowledge and history of sport?          What are the rules and strategies of the sport?</p>	

<b>Disciplinary Concept: Movement Skills and Concepts</b>	
<p>Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move)</p>	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).	<p>2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics,2 or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).</p> <p>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.</p>
The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.	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).
Individual and team execution requires interaction, respect, effort, and positive attitude.	<p>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.</p> <p>2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.</p>

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<b>Disciplinary Concept: Lifelong Fitness</b>	
<p>Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.</p>	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
<p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p>	<p>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 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)</p>

<b>Disciplinary Concept: Physical Fitness</b>	
<p>Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.</p>	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
<p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.</p>	<p>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 principals (FITT) and the components of skill related fitness.            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.</p>

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<b>General Student Learning Objectives (Knowledge and Skills)</b>	
<b>The following apply to all sports, specific sports goals and progressions are listed afterwards.</b>	
<b>CONTENT KNOWLEDGE</b>	<b>SKILLS</b>
Safety practices, rules, and terminology of various team sports.	Improve general fitness level through skill practice and game activities.
Correct techniques and form used in performing various team sports.	Develop a higher level of agility through skills practice and competition.
Benefits of participating in team sports for better health and wellness.	Demonstrate the basic skills of various team sports.
Recall the general knowledge about and history of each sport.	Demonstrate knowledge of rules and strategies of the game.

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<b>Sport-Specific Knowledge and Skills Progressions for Grades 9-12</b>				
<b>Sport: Basketball</b>			<b>Time: 4-5 weeks</b>	
	<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
<b>Knowledge</b> (Students will know...)	<p>Basic fundamentals (dribble, pass, layup, foul shot, jump shot) of basketball in order to participate in game play.</p> <p>Different shot types (layup, jump shot, foul shot).</p> <p>Court boundaries such as the baseline, sideline, and half court lines.</p> <p>Game violations/penalties (traveling, double dribble) during game play.</p> <p>Proper etiquette (honesty, respect, fairness) and established safety rules.</p>	<p>Intermediate fundamentals (dribble, pass, shot selection) of basketball in order to participate in game play.</p> <p>Shot selection (layup, jump shot, foul shot, 3 point shot).</p> <p>Ball movement on offense and defensive positioning.</p> <p>Game violations/penalties (traveling, double dribble, pushing, charging, carrying) during game play.</p> <p>Proper etiquette (respect, honesty, fairness,) and established safety rules.</p>	<p>Intermediate fundamentals (Dribble, Pass, Layup, Foul Shot, Jump Shot, 3 Point Shot) of basketball in order to participate in game play.</p> <p>Shot selection based upon distance from basket, defensive coverage, and player skill</p> <p>Offensive and defensive play and strategies (Zone vs. Man defense).</p> <p>Advanced game violations and penalties (3 second violation, Technical and Personal foul types) during game play.</p> <p>Proper etiquette and established safety rules.</p>	<p>Intermediate fundamentals (Dribble, Pass, Layup, Foul Shot, Jump Shot, 3 Point Shot) of basketball in order to participate in game play.</p> <p>Shot selection based upon distance from basket, defensive coverage, and player skill</p> <p>Offensive and defensive play and strategies (Zone vs. Man defense).</p> <p>Advanced game violations and penalties (3 second violation, Technical and Personal foul types) during game play.</p> <p>Proper etiquette and established safety rules.</p>

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<p><b>Skills</b> (Students will be able to...)</p>	<p>Demonstrate or explain ball movements (dribbling, passing techniques)</p> <p>Demonstrate successful shots (lay-up, jump shot, foul shot).</p> <p>Identify boundaries and court markings.</p> <p>Demonstrate ability to follow game rules and class rules.</p> <p>Learning good sportsmanship and cooperation.</p>	<p>Demonstrate ball movements (various dribbling techniques, chest pass vs. bounce pass)</p> <p>Demonstrate successful shots (lay-up, jump shot, foul shot, 3 point shot).</p> <p>Complete correct passing and dribbling techniques.</p> <p>Differentiate between an offensive and defensive strategies during game play.</p> <p>Employ good sportsmanship and cooperation.</p> <p>Adhere to safety procedures established in class</p>	<p>Demonstrate all aspects of ball movement (various dribbling techniques, chest pass, bounce pass).</p> <p>Demonstrate good shot selection (lay-up, jump shot, foul shot, 3 point shot).</p> <p>Evaluate different shooting and passing techniques that lead to successful field goals.</p> <p>Apply understanding of game violations and penalties (pushing, charging, carrying, and traveling) during games.</p> <p>Employ good sportsmanship/cooperation.</p> <p>Adhere to safety procedures established in class.</p>	<p>Demonstrate all aspects of ball movement (various dribbling techniques, chest pass, bounce pass).</p> <p>Demonstrate good shot selection (lay-up, jump shot, foul shot, 3 point shot).</p> <p>Evaluate different shooting and passing techniques that lead to successful field goals.</p> <p>Apply understanding of game violations and penalties (pushing, charging, carrying, and traveling) during games.</p> <p>Employ good sportsmanship/cooperation.</p> <p>Adhere to safety procedures established in class.</p>
<p><b>Activities</b> (Students will show knowledge and skills during...)</p>	<p>2 on 2 half court play 3 on 3 half court play Knockout 2-ball Shooting Drills Dribbling Drills</p>	<p>2 on 2 half court play 3 on 3 half court play Knockout 2-ball Shooting Drills Dribbling Drills</p>	<p>2 on 2 half court play 3 on 3 half court play 5 on 5 full court play Knockout 2-ball Shooting Drills Dribbling Drills</p>	<p>2 on 2 half court play 3 on 3 half court play 5 on 5 full court play Knockout 2-ball Shooting Drills Dribbling Drills</p>



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<b>Sport-Specific Knowledge and Skills Progressions for Grades 9-12</b>				
<b>Sport: Hockey/Pillow Polo</b>		<b>Time: 4-5 weeks</b>		
	<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
<b>Knowledge</b> (Students will know...)	<p>Basic Fundamentals (passing, moving off the ball, shooting) of floor hockey/pillow polo in order to participate in game play</p> <p>How to compare/contrast the difference between floor hockey and pillow polo</p> <p>The rules of the game</p> <p>The importance of communicating when playing a team sport</p> <p>Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</p>	<p>Basic Fundamentals (passing, moving off the ball, shooting) of floor hockey/pillow polo in order to participate in game play</p> <p>Team execution is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.</p> <p>Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.</p> <p>Safety, rules and regulations to ensure a safe game play</p>	<p>Intermediate fundamentals (passing, moving off the ball, shooting) of floor hockey/pillow polo in order to participate in game play</p> <p>Etiquette and sportsmanship associated with floor hockey/pillow polo</p> <p>Students will analyze the role, responsibilities, preparation and motivation of players, participants, officials and recommend strategies to enhance team effectiveness.</p> <p>Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.</p>	<p>Intermediate fundamentals (passing, moving off the ball, shooting) of floor hockey/pillow polo in order to participate in game play</p> <p>Proper etiquette and established safety rules.</p> <p>The understanding of game violations and penalties during game</p> <p>Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.</p>
<b>Skills</b> (Students will be able to...)	<p>Demonstrate communication skills as well as fine and gross motor skills while engaging in floor hockey</p> <p>Demonstrate passing skills, moving off the ball, shooting, and defensive skill sets through game play</p>	<p>Apply and assess tactical physical and mental strategies to evaluate and improve performance in team activities.</p> <p>Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and</p>	<p>Demonstrate stick and puck handling</p> <p>Apply defensive positioning</p> <p>Demonstrate shooting and passing to teammates.</p> <p>Communicating during game play.</p>	<p>Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies</p> <p>Apply factors that influence intrinsic and extrinsic motivation and employ techniques to enhance</p>

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	Students will identify and demonstrate appropriate and effective offensive, defensive, and cooperative strategies that can be utilized during team activities.	recommend strategies to improve their performance and behavior		individual and team effectiveness  Apply a variety of mental strategies to improve  Identify and explain the influence of globalization and technology on team activities, develop rule changes to existing team activities and predict their impact on future participation and viewership.
<b>Activities</b> (Students will show knowledge and skills during...)	Keep Away Passing Game Target Passing Shooting Partner Dribble Skill Testing	Group passing Lead up games Skill Testing Floor Hockey game	Lead up games Skill Testing Floor Hockey Tournament	Skill Testing Floor Hockey Tournament

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<b>Sport-Specific Knowledge and Skills Progressions for Grades 9-12</b>				
<b>Sport: Scooter Activities</b>			<b>Time: 4-5 weeks</b>	
	<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
<b>Knowledge</b> (Students will know...)	<p>Basic Fundamentals (passing, shooting, movement) of scooter handball in order to participate in game play</p> <p>The rules of the game</p> <p>The importance of communicating when playing a team sport</p> <p>Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</p> <p>Terminology</p>	<p>Basic Fundamentals (passing, shooting, movement) of scooter handball in order to participate in game play</p> <p>Team execution is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.</p> <p>Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.</p> <p>Safety, rules and regulations to ensure a safe game play</p>	<p>Intermediate fundamentals (passing, shooting, movement) of scooter handball in order to participate in game play</p> <p>Etiquette and sportsmanship associated with scooter handball</p> <p>Students will analyze the role, responsibilities, preparation and motivation of players, participants, officials and recommend strategies to enhance team effectiveness.</p> <p>Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.</p>	<p>Intermediate fundamentals (passing, shooting, movement) of scooter handball in order to participate in game play</p> <p>Proper etiquette and established safety rules.</p> <p>The understanding of game violations and penalties during game</p> <p>Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.</p>
<b>Skills</b> (Students will be able to...)	<p>Demonstrate communication skills as well as fine and gross motor skills while engaging in scooter handball</p> <p>Demonstrate passing skills, shooting, and defensive skill sets through game play Students will identify and demonstrate appropriate and</p>	<p>Apply and assess tactical physical and mental strategies to evaluate and improve performance in team activities.</p> <p>Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and</p>	<p>Demonstrate scooter movement and ball handling</p> <p>Apply defensive positioning</p> <p>Demonstrate shooting and passing to teammates.</p> <p>Communicating during game play.</p>	<p>Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies</p> <p>Apply factors that influence intrinsic and extrinsic motivation and employ techniques to enhance</p>

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	effective offensive, defensive, and cooperative strategies that can be utilized during team activities.	recommend strategies to improve their performance and behavior		individual and team effectiveness  Apply a variety of mental strategies to improve  Identify and explain the influence of globalization and technology on team activities, develop rule changes to existing team activities and predict their impact on future participation and viewership.
<b>Activities</b> (Students will show knowledge and skills during...)	Target Shooting Partner Passing Skill Testing Scooter Handball Game	Group passing Lead up games Skill Testing Scooter Handball Game	Lead up games Skill Testing Scooter Handball Tournament	Skill Testing Scooter Handball Tournament

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<b>Sport-Specific Knowledge and Skills Progressions for Grades 9-12</b>				
<b>Sport: Volleyball</b>			<b>Time: 4-5 weeks</b>	
	<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
<b>Knowledge</b> (Students will know...)	<p>Basic fundamentals including passing, underhand serving, and hitting.</p> <p>Boundary Lines, scoring, game violations including double hits, 3 hits, and net violations. Students will be introduced to positions on the floor.</p> <p>Proper etiquette (honesty, respect, fairness) and established safety rules.</p>	<p>Basic fundamentals including passing, underhand/overhand serving, setting, and hitting.</p> <p>Boundary lines, scoring, game violations including double hits, net violations, carries, and lifts. Students will be rotating and playing proper positions on the court.</p> <p>Proper etiquette (honesty, respect, fairness) and established safety rules.</p>	<p>Intermediate fundamentals including passing, underhand/overhand serving, setting, blocking, digging, and hitting.</p> <p>Boundary lines, scoring, game violations including double hits, net violations, carries, lifts, foot faults. Students will be rotating and playing proper positions on the court.</p> <p>Proper etiquette (honesty, respect, fairness) and established safety rules.</p>	<p>Intermediate fundamentals including passing, underhand/overhand serving, setting, blocking, digging, and hitting.</p> <p>Boundary lines, scoring, game violations including double hits, net violations, carries, lifts, foot faults. Students will be rotating and playing proper positions on the court.</p> <p>Proper etiquette (honesty, respect, fairness) and established safety rules.</p>
<b>Skills</b> (Students will be able to...)	Perform passing, underhand serving, and hitting during skill work.	Perform passing, underhand serving, overhand serving, and beginner setting and hitting techniques.	Perform proper passing, underhand serving, overhand serving, setting, hitting, and blocking techniques.	Perform proper passing, underhand serving, overhand serving, setting, hitting, digging, and blocking techniques.
<b>Activities</b> (Students will show knowledge and skills during...)	Students will demonstrate skills that include serving, passing and hitting during drills for the first 25 min of class followed by a modified game with up to 12 players on a side.	Students will demonstrate skills that include serving, passing and hitting during drills for the first 15 min of class followed by a modified game with up to 9 players on a side.	Students will play games and use skills that include passing, overhand serving, setting, hitting, and blocking. Students will execute proper rotation and have up to 6 players on a side.	Students will play games and use skills that include passing, overhand serving, setting, hitting, digging, and blocking. Students will execute proper rotation and have up to 6 players on a side.

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<b>Sport-Specific Knowledge and Skills Progressions for Grades 9-12</b>				
<b>Sport: Speedball/Handball</b>			<b>Time: 4-5 weeks</b>	
	<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
<b>Knowledge</b> (Students will know...)	<p>Basic fundamentals (throwing, shooting, and catching)</p> <p>Court boundaries such as out-bounds, half court, goalie box, and throw line.</p> <p>Game violations/penalties (traveling, picking the ball up with your hands, stepping out of bounds) during game play.</p> <p>Proper etiquette (honesty, respect, fairness) and established safety rules.</p>	<p>Basic fundamentals (throwing, shooting, kicking, and catching)</p> <p>Court boundaries such as out-bounds, half court, goalie box, and throw line.</p> <p>Game violations/penalties (traveling, picking the ball up with your hands, no full-court throws, no stealing, and proper space between offensive and defensive players) during game play.</p> <p>Proper etiquette (honesty, respect, fairness) and established safety rule.</p>	<p>Basic fundamentals (throwing, shooting, kicking, catching, shooting a 3 point basket, and proper rebounding)</p> <p>Court boundaries such as out-bounds, half court, goalie box, kick line, and throw line.</p> <p>Game violations/penalties (traveling, picking the ball up with your hands, no full-court throws, no stealing, and proper space between offensive and defensive players) during game play.</p> <p>Proper etiquette (honesty, respect, fairness) and established safety rule.</p>	<p>Basic fundamentals (throwing, shooting, kicking, catching, shooting a 3 point basket, and proper rebounding)</p> <p>Court boundaries such as out-bounds, half court, goalie box, kick line, and throw line.</p> <p>Game violations/penalties (traveling, picking the ball up with your hands, no full-court throws, no stealing, and proper space between offensive and defensive players) during game play.</p> <p>Proper etiquette (honesty, respect, fairness) and established safety rule.</p>
<b>Skills</b> (Students will be able to...)	<p>Demonstrate catching, passing, and overhand shooting skills during drills for the first 20 min of class followed by a game with up to 12 players on a side.</p> <p>Differentiate between zone and man to man defense.</p>	<p>Demonstrate catching, passing, overhand/underhand/side-arm shooting skills during drills for the first 15 min of class followed by a game with up to 10 players on a side.</p> <p>Perform zone and man to man defense.</p>	<p>Demonstrate catching, passing, kicking, overhand/underhand/side-arm shooting skills during game play.</p> <p>Demonstrate proper 3-point shot during game play.</p> <p>Demonstrate proper rebounding during game play.</p> <p>Perform zone and man to man defense.</p>	<p>Demonstrate catching, passing, kicking, overhand/underhand/side-arm shooting skills during game play.</p> <p>Demonstrate proper 3-point shot during game play.</p> <p>Demonstrate proper rebounding during game play.</p> <p>Perform zone and man to man defense.</p>

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<b>Activities</b> (Students will show knowledge and skills during...) 	Drills in the beginning of class Penalty shot contests 6 on 6 half court play 12 on 12 full court play 	Drills in the beginning of class Penalty shot contests 6 on 6 half court play 10 on 10 full court play 	3 point contest 6 on 6 half court play 10 on 10 full court play 	3 point contest 6 on 6 half court play 10 on 10 full court play 
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<b>Sport-Specific Knowledge and Skills Progressions for Grades 9-12</b>				
<b>Sport: Ultimate Frisbee</b>			<b>Time: 4-5 weeks</b>	
	<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
<b>Knowledge</b> (Students will know...)	<p>Basic fundamentals (throwing, catching with 2 hands, passing, hand-eye coordination, and terminology) of ultimate frisbee in order to participate in game play.</p> <p>Court boundaries such as the scoring endzone, and sidelines.</p> <p>Game violations/penalties (modified movement with frisbee, frisbee hitting walls or ceiling, stepping out of bounds with frisbee, fouling opposing players) during game play. Proper etiquette (honesty, respect, fairness) and established safety rules.</p>	<p>Intermediate fundamentals (throwing, catching with 1 or 2 hands, passing, hand-eye coordination, and terminology) of ultimate frisbee in order to participate in game play.</p> <p>Offensive and defensive play and strategies (short passes).</p> <p>Game violations/penalties (modified movement with frisbee, frisbee hitting walls or ceiling, stepping out of bounds with frisbee, fouling opposing players) during game play.</p> <p>Proper etiquette (respect, honesty, fairness) and established safety rules.</p>	<p>Intermediate fundamentals (throwing, catching with 1 or 2 hands, passing, hand-eye coordination, and terminology) of ultimate frisbee in order to participate in game play.</p> <p>Offensive and defensive play and strategies.</p> <p>Demonstrate successful passing (short and long distance).</p> <p>Differentiate between an offensive and defensive strategies during game play.</p> <p>Employ good sportsmanship and cooperation.</p> <p>Adhere to safety procedures established in class</p> <p>Advanced game violations and penalties (movement with frisbee, frisbee hitting walls or ceiling, stepping out of bounds with frisbee, fouling opposing players) during game play.</p> <p>Proper etiquette and established safety rules.</p> <p>Communication and team work in game play.</p>	<p>Advanced fundamentals (variation of throwing, catching with 1 or 2 hands, passing, hand-eye coordination, and terminology) of ultimate frisbee in order to participate in game play.</p> <p>Demonstrate or explain different ways of throwing a frisbee (backhand, overhand, hammer).</p> <p>Demonstrate successful passing (short and long distance).</p> <p>Differentiate between an offensive and defensive strategies during game play.</p> <p>Employ good sportsmanship and cooperation.</p> <p>Adhere to safety procedures established in class</p> <p>Advanced game violations and penalties (movement with frisbee, frisbee hitting walls or ceiling, stepping out of bounds with frisbee, fouling opposing players) during game play.</p> <p>Proper etiquette and established safety rules.</p>



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<p><b>Skills</b> (Students will be able to...)</p>	<p>Demonstrate or explain basic fundamentals (catching, throwing, passing).</p> <p>Identify boundaries, court markings, and scoring area.</p> <p>Demonstrate ability to follow game rules and class rules.</p> <p>Learning good sportsmanship and cooperation.</p>	<p>Demonstrate or explain intermediate fundamentals (catching, throwing, passing).</p> <p>Identify boundaries, court markings, and scoring area.</p> <p>Differentiate between an offensive and defensive strategies during game play.</p> <p>Employ good sportsmanship and cooperation.</p> <p>Adhere to safety procedures established in class</p>	<p>Demonstrate or explain intermediate fundamentals (catching, throwing, passing).</p> <p>Differentiate between an offensive and defensive strategies during game play.</p> <p>Evaluate different throwing techniques that lead to successful points.</p> <p>Apply understanding of game violations and penalties (keeping the frisbee in play, no fouling, no movement with frisbee) during games.</p> <p>Demonstrating teamwork and communication.</p> <p>Employ good sportsmanship/cooperation.</p> <p>Adhere to safety procedures established in class.</p>	<p>Demonstrate or explain advanced fundamentals (catching, throwing, passing).</p> <p>Differentiate between an offensive and defensive strategies during game play.</p> <p>Evaluate different throwing techniques that lead to successful points.</p> <p>Apply understanding of game violations and penalties (keeping the frisbee in play, no fouling, no movement with frisbee) during games.</p> <p>Demonstrating teamwork and communication.</p> <p>Employ good sportsmanship/cooperation.</p> <p>Adhere to safety procedures established in class.</p>
<p><b>Activities</b> (Students will show knowledge and skills during...)</p>	<p>Practice basic skills (overhand throwing, 2 hand catching, passing) for the first 20-25 minutes of class.</p> <p>Game Play: Demonstrating basic skills, good sportsmanship, and safety.</p>	<p>Practice intermediate skills (overhand throwing, 1-2 hand catching, passing) for the first 20-25 minutes of class.</p> <p>Game Play: Demonstrating intermediate skills, good sportsmanship, and safety.</p>	<p>Practice intermediate skills (over hand and backhand throwing, 1-2 hand catching, passing short and long distance) for the first 20-25 minutes of class.</p> <p>Game Play: Demonstrating intermediate skills, good sportsmanship, and safety.</p>	<p>Practice advanced skills (over hand, backhand, and hammer throwing, 1-2 hand catching, passing short and long distance) for the first 20-25 minutes of class.</p> <p>Game Play: Demonstrating advanced skills, good sportsmanship, and safety.</p>

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<b>Sport-Specific Knowledge and Skills Progressions for Grades 9-12</b>				
<b>Sport: Kickball</b>			<b>Time: 4-5 weeks</b>	
	<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
<b>Knowledge</b> (Students will know...)	<p>Basic fundamentals (kicking, throwing, running) of kickball in order to participate in game play.</p> <p>Identifying terminology and basic knowledge of the game (outs, running bases, fouls).</p> <p>Court boundaries such as the baseline.</p> <p>Game violations/penalties (no pegging) during game play.</p> <p>Proper etiquette (honesty, respect, fairness) and established safety rules</p>	<p>Intermediate fundamentals (kicking, throwing, running) of kickball in order to participate in game play.</p> <p>Identifying terminology and basic knowledge of the game (outs, running bases, fouls).</p> <p>Court boundaries such as the baseline.</p> <p>Game violations/penalties (no pegging) during game play.</p> <p>Proper etiquette (honesty, respect, fairness) and established safety rules.</p>	<p>Intermediate fundamentals (kicking, throwing, running, bunting) of kickball in order to participate in game play.</p> <p>Identifying terminology and basic knowledge of the game (outs, running bases, fouls).</p> <p>Identifying proper use of bunting vs regular kicking.</p> <p>Identifying when to tagging up bases.</p> <p>Offensive and defensive play and strategies.</p> <p>Advanced game violations and penalties (no pegging, no stealing) during game play.</p> <p>Utilizing communication among team members in game play.</p> <p>Proper etiquette and established safety rules.</p>	<p>Advanced fundamentals (kicking, throwing, running, tagging up, bunting, fielding) of kickball in order to participate in game play.</p> <p>Identifying when to tagging up bases.</p> <p>Offensive and defensive play and strategies.</p> <p>Advanced fielding techniques (being aware of pop ups, tagging up, and runners)</p> <p>Advanced game violations and penalties (no pegging, no stealing) during game play.</p> <p>Utilizing communication among team members in game play.</p> <p>Proper etiquette and established safety rules.</p>

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<p><b>Skills</b> (Students will be able to...)</p>	<p>Demonstrate or explain basic fundamentals (kicking, throwing, running)</p> <p>Identify boundaries and court markings (baselines).</p> <p>Demonstrate ability to follow game rules and class rules.</p> <p>Learning good sportsmanship and cooperation.</p>	<p>Demonstrate or explain intermediate fundamentals (kicking, throwing, running)</p> <p>Demonstrate successful shots (lay-up, jump shot, foul shot, 3 point shot).</p> <p>Complete correct passing and dribbling techniques.</p> <p>Differentiate between an offensive and defensive strategies during game play.</p> <p>Employ good sportsmanship and cooperation.</p> <p>Adhere to safety procedures established in class</p>	<p>Demonstrate or explain intermediate fundamentals (kicking, throwing, running, bunting)</p> <p>Demonstrate good bunting skills.</p> <p>Evaluate the proper situation to bunt in a game.</p> <p>Demonstrate correct form of running bases in a game.</p> <p>Apply understanding of game violations and penalties (no pegging) during games.</p> <p>Employ good sportsmanship/cooperation.</p> <p>Adhere to safety procedures established in class.</p>	<p>Demonstrate or explain advanced fundamentals (kicking, throwing, running, bunting, tagging up, fielding)</p> <p>Demonstrate good bunting skills.</p> <p>Evaluate the proper situation to bunt in a game..</p> <p>Demonstrate tagging up in a game.</p> <p>Display knowledge in the field with pop ups, tagging up, and runners.</p> <p>Employ good sportsmanship/cooperation.</p> <p>Adhere to safety procedures established in class.</p>
<p><b>Activities</b> (Students will show knowledge and skills during...)</p>	<p>Practice basic skills (kicking, throwing) for the first 20-25 minutes of class.</p> <p>Game Play: Demonstrating basic skills, good sportsmanship, and safety.</p>	<p>Practice intermediate skills (kicking, throwing, running bases) for the first 15-20 minutes of class.</p> <p>Game Play: Demonstrating intermediate skills, good sportsmanship, and safety.</p>	<p>Practice intermediate skills (kicking, throwing, running bases, bunting) for the first 10-15 minutes of class.</p> <p>Game Play: Demonstrating intermediate skills, good sportsmanship, communication, and safety.</p>	<p>Practice advanced skills (kicking, throwing, running bases, bunting, tagging up, advanced fielding) for the first 10 minutes of class.</p> <p>Game Play: Demonstrating advanced skills, good sportsmanship, communication, and safety.</p>

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<b>Unit Name</b>	Unit 2 - Physical Education Individual Sports	Time Frame - (4-5 weeks)
<b>Instructional Materials and Resources</b>	Sport Specific Equipment	
<b>Essential Questions</b>	Can you demonstrate the basic skills of individual sport? What is the general history of individual sport? How do you stand when performing a skill? How do you improve your aim in individual sport? What are the basic rules and proper scoring of sport? Do you know how to appropriately care for equipment?	

<b>Disciplinary Concept: Movement Skills and Concepts</b>	
<p>Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move)</p>	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).	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, pickle ball). 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.
The quality of feedback from others, selfassessment as well as effort and repetition influences movement skills, concepts, and performance.	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).
Individual and team execution requires interaction, respect, effort, and positive attitude.	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.

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<b>Disciplinary Concept: Lifelong Fitness</b>	
<p>Lifelong Fitness requires making fitness a part of a person’s daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn’t focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.</p>	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
<p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p>	<p>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 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).</p>
<p>Community resources can support a lifetime of wellness to self and family members.</p>	<p>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>

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<b>Disciplinary Concept: Physical Fitness</b>	
Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.	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 principals (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.

<b>General Student Learning Objectives (Knowledge and Skills)</b>	
<b>The following apply to all sports, specific sports goals and progressions are listed afterwards.</b>	
<b>CONTENT KNOWLEDGE</b>	<b>SKILLS</b>
Safety practices, rules, and terminology of various team sports.	Improve general fitness level through skill practice and game activities.
Correct techniques and form used in performing various team sports.	Develop a higher level of agility through skills practice and competition.
Benefits of participating in team sports for better health and wellness.	Demonstrate the basic skills of various team sports.
Recall the general knowledge about and history of each sport.	Demonstrate knowledge of rules and strategies of the game.

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<b>Sport-Specific Knowledge and Skills Progressions for Grades 9-12</b>				
<b>Sport: Table Tennis</b>		<b>Time: 4-5 weeks</b>		
	<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
<b>Knowledge</b> (Students will know...)	<p>Basic Fundamentals (serving, different strokes, maintaining a rally) in table tennis order to participate in game play</p> <p>The rules of the game and safety precautions</p> <p>History of Table Tennis</p> <p>Proper Equipment/ Use</p> <p>Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</p> <p>Terminology</p>	<p>Basic Fundamentals (serving, different strokes, maintaining a rally) in table tennis order to participate in game play</p> <p>Transfer of body weight along with quick determination</p> <p>Paddle grip and position</p> <p>Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.</p> <p>Safety, rules and regulations to ensure a safe match play</p>	<p>Intermediate fundamentals (serving, different strokes, maintaining a rally) in table tennis order to participate in game play</p> <p>Etiquette and sportsmanship associated with ping pong</p> <p>Basic offensive strategies/strokes including forehand, backhand and serve</p> <p>Basic defensive strategies including volley</p> <p>How to properly serve in singles and doubles</p>	<p>Intermediate fundamentals (serving, different strokes, maintaining a rally) in table tennis order to participate in game play</p> <p>The understanding of game violations and penalties during match</p> <p>Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.</p>
<b>Skills</b> (Students will be able to...)	<p>Demonstrate basic techniques while employing the rules involved in the game of table tennis.</p> <p>Demonstrate the basic fundamental skills through match play</p> <p>Employ good sportsmanship and cooperation</p>	<p>Demonstrate basic techniques while employing the rules and strategy involved in the game of table tennis.</p> <p>Apply and assess tactical physical and mental strategies to evaluate and improve performance in activity.</p> <p>Adhere to safety procedures established in class</p>	<p>Demonstrate proper stroke techniques while employing the rules and strategy involved in the game of table tennis.</p> <p>Apply a variety of mental strategies to improve match</p> <p>Demonstrate knowledge from sources to detect, analyze and correct errors in movement skills and patterns</p>	<p>Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive strategies</p> <p>Apply and analyze the use of movement and force during match play</p> <p>Demonstrate understanding by using appropriate and effective offensive, defensive and cooperative strategies</p>

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<b>Activities</b> (Students will show knowledge and skills during)	Skill Testing Table Tennis matches (Modified)	Skill Testing Table Tennis matches (Modified)	Skill Testing Table Tennis Tournament	Skill Testing Table Tennis Tournament
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<b>Sport-Specific Knowledge and Skills Progressions for Grades 9-12</b>				
<b>Sport: Badminton</b>			<b>Time: 4-5 weeks</b>	
	<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
<b>Knowledge</b> (Students will know...)	<p>Basic fundamentals (underhand serve, hand-eye coordination, how to hold a racket, and terminology) of badminton in order to participate in game play.</p> <p>Court boundaries such as the serving line, net line, and sidelines.</p> <p>Game violations/penalties (touching the net, hitting the shuttlecock into the net, double hit) during game play.</p> <p>Proper etiquette (honesty, respect, fairness) and established safety rules.</p>	<p>Intermediate fundamentals (overhand serve, underhand serve, hand-eye coordination, how to hold a racket, scoring, and terminology) of badminton in order to participate in game play.</p> <p>Stroke selections: serves &amp; clears.</p> <p>Offensive and defensive play and strategies (Movement of shuttlecock).</p> <p>Game violations/penalties (touching the net, crossing the serving line, hitting the shuttlecock into the net, double hit) during game play</p> <p>Proper etiquette (respect, honesty, fairness) and established safety rules.</p>	<p>Intermediate fundamentals (overhand serve, underhand serve, hand-eye coordination, how to hold a racket, footwork/movement on the court, scoring, rules of singles vs doubles, terminology) of badminton in order to participate in game play.</p> <p>Stroke selections: serves, clears, smashes, drives and drops.</p> <p>Advanced offensive and defensive play and strategies (Movement of shuttlecock).</p> <p>Advanced game violations and penalties (touching the net, crossing the serving line, hitting the shuttlecock into the net, double hit, switching serving positions during doubles play) during game play.</p> <p>Proper etiquette and established safety rules.</p> <p>Communication and team work in doubles play.</p>	<p>Advanced fundamentals (overhand serve, underhand serve, hand-eye coordination, how to hold a racket, footwork/movement on the court, scoring, rules of singles vs doubles, terminology) of badminton in order to participate in game play.</p> <p>Stroke selections: serves, clears, smashes, drives and drops.</p> <p>Advanced offensive and defensive play and strategies (Movement of shuttlecock).</p> <p>Advanced game violations and penalties (touching the net, crossing the serving line, hitting the shuttlecock into the net, double hit, switching serving positions during doubles play) during game play.</p> <p>Proper etiquette and established safety rules.</p> <p>Communication and team work in doubles play.</p>
<b>Skills</b> (Students will be able to...)	Demonstrate or explain racket movements (underhand techniques).	Demonstrate or explain racket movements (underhand and overhand techniques).	Demonstrate or explain racket movements (underhand and overhand techniques)	Demonstrate or explain racket movements (underhand and overhand techniques) and advanced footwork on the court.

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	<p>Demonstrate successful serves (overhand).</p> <p>Identify boundaries and court markings.</p> <p>Demonstrate ability to follow game rules and class rules.</p> <p>Learning good sportsmanship and cooperation.</p>	<p>Demonstrate successful serves (overhand and underhand).</p> <p>Differentiate between offensive and defensive strategies during game play.</p> <p>Employ good sportsmanship and cooperation.</p> <p>Adhere to safety procedures established in class</p>	<p>Demonstrate successful serves (overhand and underhand).</p> <p>Differentiate between offensive and defensive strategies during game play.</p> <p>Evaluate different stroke techniques that lead to successful points.</p> <p>Apply understanding of game violations and penalties (keeping the shuttlecock in play, not crossing the serving line, switching positions on serves in doubles) during games.</p> <p>Employ good sportsmanship/cooperation.</p> <p>Adhere to safety procedures established in class.</p>	<p>Demonstrate successful serves (overhand and underhand).</p> <p>Differentiate between offensive and defensive strategies during game play.</p> <p>Evaluate different stroke techniques that lead to successful points.</p> <p>Apply understanding of game violations and penalties (keeping the shuttlecock in play, not crossing the serving line, switching positions on serves in doubles) during games.</p> <p>Employ good sportsmanship/cooperation.</p> <p>Adhere to safety procedures established in class.</p>
<p><b>Activities</b> (Students will show knowledge and skills during...)</p>	<p>Practice basic skills for the first 20-25 minutes of class.</p> <p>Game Play: Singles Only-Demonstrating skills,good sportsmanship, and safety.</p>	<p>Practice basic skills for the first 20-25 minutes of class.</p> <p>Game Play: Singles Only-Demonstrating skills,good sportsmanship, and safety.</p>	<p>Practice advanced skills) for the first 20-25 minutes of class.</p> <p>Game Play: Doubles &amp; Singles-Demonstrating skills,good sportsmanship, and safety.</p>	<p>Practice advanced skills for the first 20-25 minutes of class.</p> <p>Game Play: Doubles &amp; Singles-Demonstrating skills,good sportsmanship, and safety.</p>

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<b>Sport-Specific Knowledge and Skills Progressions for Grades 9-12</b>				
<b>Sport: Archery</b>			<b>Time: 4-5 weeks</b>	
	<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
<b>Knowledge</b> (Students will know...)	<p>Basic fundamentals (body positioning and stance, bow handling, knocking in arrows, hitting the target trying to reach a score of 15-20 pts, retrieving arrows from the target, and terminology [pre-draw, draw, anchor, aiming, release] of archery in order to participate in the activity.</p> <p>Listening to instructor's commands (stand in position, knocking arrows, pull back, aim, fire/release, retrieve, arrows down).</p> <p>Game violations/penalties (not following instructor's commands, not retrieving all arrows, not using the proper technique) during activity.</p> <p>Proper etiquette (respect) and established safety rules.</p>	<p>Intermediate fundamentals (body positioning, bow handling, knocking in arrows, hitting the target trying to reach a score of 20-30 pts, retrieving arrows from the target, and terminology [pre-draw, draw, anchor, aiming, release] of archery in order to participate in the activity.</p> <p>Listening to instructor's commands (stand in position, knocking arrows, pull back, aim, fire/release, retrieve, arrows down)</p> <p>Game violations/penalties (not following instructor's commands, not retrieving all arrows, not using the proper technique) during activity.</p> <p>Proper etiquette (respect) and established safety rules.</p>	<p>Intermediate fundamentals (body positioning, bow handling, knocking in arrows, hitting the target trying to reach a score of 30-45 pts, retrieving arrows from the target, and terminology [pre-draw, draw, anchor, aiming, release] of archery in order to participate in the activity.</p> <p>Listening to instructor's commands (stand in position, knocking arrows, pull back, aim, fire/release, retrieve, arrows down)</p> <p>Game violations/penalties (not following instructor's commands, not retrieving all arrows, not using the proper technique) during activity.</p> <p>Proper etiquette (respect) and established safety rules.</p>	<p>Advanced fundamentals (body positioning, bow handling, knocking in arrows, hitting the target trying to reach a score of 45-54 pts, retrieving arrows from the target, and terminology [pre-draw, draw, anchor, aiming, release] of archery in order to participate in the activity.</p> <p>Listening to instructor's commands (stand in position, knocking arrows, pull back, aim, fire/release, retrieve, arrows down)</p> <p>Game violations/penalties (not following instructor's commands, not retrieving all arrows, not using the proper technique) during activity.</p> <p>Proper etiquette (respect) and established safety rules.</p>
<b>Skills</b> (Students will be able to...)	<p>Basic demonstration or explanation intermediate proper technique (body positioning and stance, bow handling, knocking in arrows).</p> <p>Demonstrate good listening skills with instructor's commands.</p>	<p>Intermediate demonstration or explanation intermediate proper technique (body positioning and stance, bow handling, knocking in arrows).</p> <p>Demonstrate good listening skills with instructor's commands.</p>	<p>Intermediate demonstration or explanation intermediate proper technique (body positioning and stance, bow handling, knocking in arrows).</p> <p>Demonstrate good listening skills with instructor's commands.</p>	<p>Advanced demonstration or explanation of proper technique (body positioning and stance, bow handling, knocking in arrows).</p> <p>Demonstrate good listening skills with instructor's commands.</p>

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	<p>Demonstrating basic hand-eye coordination, accuracy, and target aim.</p> <p>Demonstrating a target score of 15-20 pts.</p> <p>Identify the scoring system.</p> <p>Demonstrate ability to follow game rules and class rules.</p> <p>Learning good sportsmanship and cooperation.</p>	<p>Demonstrating intermediate hand-eye coordination, accuracy, and target aim.</p> <p>Demonstrating a target score of 20-35 pts.</p> <p>Identify the scoring system.</p> <p>Demonstrate ability to follow game rules and class rules.</p> <p>Learning good sportsmanship and cooperation.</p>	<p>Demonstrating intermediate hand-eye coordination, accuracy, and target aim.</p> <p>Demonstrating a target score of 35-45 pts.</p> <p>Identify the scoring system.</p> <p>Demonstrate ability to follow game rules and class rules.</p> <p>Learning good sportsmanship and cooperation.</p>	<p>Demonstrating advanced hand-eye coordination, accuracy, and target aim.</p> <p>Demonstrating a target score of 45-54 pts.</p> <p>Identify the scoring system.</p> <p>Demonstrate ability to follow game rules and class rules.</p> <p>Learning good sportsmanship and cooperation.</p>
<p><b>Activities</b> (Students will show knowledge and skills during...)</p>	<p>Shoot 3 arrows from first line Shoot 4 arrows from first line Shoot 6 arrows from second line Add score for Skill Grade</p>	<p>Shoot 3 arrows from first line Shoot 4 arrows from first line Shoot 6 arrows from second line Add score for Skill Grade Add balloons for target practice</p>	<p>Shoot 3 arrows from first line Shoot 4 arrows from first line Shoot 6 arrows from second line Add score for Skill Grade Add balloons for target practice Archery Relay (6 arrows) Score/Color Tournaments</p>	<p>Shoot 3 arrows from first line Shoot 4 arrows from first line Shoot 6 arrows from second line Add score for Skill Grade Add balloons for target practice Archery Relay (6 arrows) Score/Color Tournaments</p>

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<b>Unit Name</b>	Unit 3 - Physical Education Fitness	Time Frame - (4-5 weeks)
<b>Instructional Materials and Resources</b>	Sport Specific Equipment Weight Room Implements	
<b>Essential Questions</b>	How does one's fitness level impact their overall health and well-being in the present and future? Why is cardiovascular endurance important? How does exercise help your body? What activities fit in your personal preferences and how can you incorporate it into a life-long fitness plan?	

<b>Disciplinary Concept: Movement Skills and Concepts</b>	
<p>Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move)</p>	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).	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, pickle ball). 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.
The quality of feedback from others, selfassessment as well as effort and repetition influences movement skills, concepts, and performance.	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).
Individual and team execution requires interaction, respect, effort, and positive attitude.	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.

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<b>Disciplinary Concept: Lifelong Fitness</b>	
<p>Lifelong Fitness requires making fitness a part of a person’s daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn’t focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.</p>	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
<p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p>	<p>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 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).</p>
<p>Community resources can support a lifetime of wellness to self and family members.</p>	<p>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>

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<b>Disciplinary Concept: Physical Fitness</b>	
Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.	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 principals (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.

<b>General Student Learning Objectives (Knowledge and Skills)</b>	
<b>The following apply to all sports, specific sports goals and progressions are listed afterwards.</b>	
<b>CONTENT KNOWLEDGE</b>	<b>SKILLS</b>
Learn how to develop a personal fitness program.	Elevate heart rate dance steps and calisthenics set to music.
Learn safety practices related to fitness.	Increase activity level to attain target heart rate during activity.
Learn correct techniques used in executing exercises.	Develop a sense of socialization through aerobic dance and group activity.
Learn how to use various types of fitness equipment.	Increase flexibility through a combination of dance steps and calisthenics.
Learn the benefits of physical activity to improve overall health.	Demonstrate dance patterns that reinforce rhythm.
Develop a better awareness of the body's limitations and capabilities.	Improve physical fitness levels through various conditioning techniques.

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<b>Sport-Specific Knowledge and Skills Progressions for Grades 9-12</b>				
<b>Sport: Weight Room/Fitness</b>			<b>Time: 4-5 weeks</b>	
	<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
<b>Knowledge</b> (Students will know...)	<p>Students will follow all safety precautions and weight room rules.</p> <p>Students will use proper exercise/lifting techniques.</p> <p>Students will use proper spotting techniques.</p> <p>Students will execute proper warm-up and cool-down procedures.</p> <p>Students will be able to identify all major muscle groups</p> <p>Students will be able to perform stretches and exercises on yoga mats.</p>	<p>Students will follow all safety precautions and weight room rules.</p> <p>Students will use proper exercise/lifting techniques.</p> <p>Students will use proper spotting techniques.</p> <p>Students will execute proper warm-up and cool-down procedures.</p> <p>Students will be able to identify all major muscle groups</p> <p>Students will be able to perform stretches and exercises on yoga mats.</p> <p>Students will know how weight and reps effect results.</p>	<p>Students will follow all safety precautions and weight room rules.</p> <p>Students will use proper exercise/lifting techniques.</p> <p>Students will use proper spotting techniques.</p> <p>Students will execute proper warm-up and cool-down procedures.</p> <p>Students will be able to perform stretches and exercises on yoga mats.</p> <p>Students will be able to identify all major muscle groups.</p> <p>Students will know how weight and reps effect results.</p>	<p>Students will follow all safety precautions and weight room rules.</p> <p>Students will use proper exercise/lifting techniques.</p> <p>Students will use proper spotting techniques.</p> <p>Students will execute proper warm-up and cool-down procedures.</p> <p>Students will be able to perform stretches and exercises on yoga mats.</p> <p>Students will be able to identify all major muscle groups.</p> <p>Different style of training including sport specific, powerlifting, endurance, and toning.</p>



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<p><b>Skills</b> (Students will be able to...)</p>	<p>Identify machines and equipment</p> <p>Demonstrate proper warm-up exercises including kettle swings, planks, and air squats.</p> <p>Demonstrate proper lifting techniques using machines, barbells, and dumbbells.</p> <p>Differentiate between body specific exercises and muscle groups.</p> <p>Correctly use treadmills and exercise bikes.</p>	<p>Identify machines and equipment</p> <p>Demonstrate proper warm-up exercises including kettle swings, planks, and air squats.</p> <p>Demonstrate proper lifting techniques using machines, barbells, and dumbbells.</p> <p>Differentiate between body specific exercises and muscle groups.</p> <p>Correctly use treadmills and exercise bikes.</p> <p>Students will be able to follow specific strength/endurance programs created by instructor.</p>	<p>Identify machines and equipment</p> <p>Demonstrate proper warm-up exercises including kettle swings, planks, and air squats.</p> <p>Demonstrate proper lifting techniques using machines, barbells, and dumbbells.</p> <p>Differentiate between body specific exercises and muscle groups.</p> <p>Correctly use treadmills and exercise bikes.</p> <p>Identify and properly execute core and auxiliary lifts.</p> <p>Students will be able to develop a strength/endurance workout to fit their specific needs</p>	<p>Identify machines and equipment</p> <p>Demonstrate proper warm-up exercises including kettle swings, planks, and air squats.</p> <p>Demonstrate proper lifting techniques using machines, barbells, and dumbbells.</p> <p>Differentiate between body specific exercises and muscle groups.</p> <p>Correctly use treadmills and exercise bikes.</p> <p>Identify Powerlifting/Olympic lifting exercises.</p> <p>Perform interval training on treadmills and exercise bikes</p> <p>Students will be able to develop a full strength/endurance program to fit their specific needs that includes warm-up and cool-down exercises.</p>
<p><b>Activities</b> (Students will show knowledge and skills during...)</p>	<p>Warm up with planks and kettle swings</p> <p>Students work in small groups</p> <p>3 weeks of full body workouts</p> <p>3 weeks of upper/lower</p>	<p>Warm up with planks and kettle swings</p> <p>Students work in small groups or pairs</p> <p>2 weeks of upper/lower</p> <p>4 weeks of muscle specific exercises (chest, arms, back, legs, shoulders, core)</p>	<p>Warm up with planks and kettle swings</p> <p>Students work in small groups or pairs</p> <p>4 weeks of muscle specific exercises (chest, arms, back, legs, shoulders, core)</p> <p>*Students can split time between cardio machines and lifting weights</p>	<p>Warm up with planks and kettle swings</p> <p>Students will work in pairs or as individuals.</p> <p>4 weeks of muscle specific exercises (chest, arms, back, legs, shoulders, core)</p>

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	*Students can split time between cardio machines and lifting weights	*Students can split time between cardio machines and lifting weights	2 weeks of circuit training  *Students have the option of creating and using individual workouts	*Students can split time between cardio machines and lifting weights  2 weeks of circuit training  *Students have the option of creating and using individual programs
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