

CURRICULUM

FOR

PHYSICAL
EDUCATION

GRADE 9

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Dr. Kevin K. Robinson, Supervisor of Math, Health & Physical Education

The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:
Physical Education
Grade 9

Date of Board Adoption:
September 20, 2022

RAHWAY PUBLIC SCHOOLS CURRICULUM

Physical Education – Grade 9

PACING GUIDE

Unit	Title	Pacing
1	Football (Flag/Touch/Pass)	2 weeks
2	Soccer	2 weeks
3	Tennis/Pickleball	2 weeks
4	Basketball	2 weeks
5	Volleyball	2 weeks
6	Recreational Games	2 weeks
7	Softball/Wiffle Ball	2 weeks
8	Floor Hockey	2 weeks
9	Weights and Conditioning	4 weeks
10	Speedball	2 weeks
11	Badminton	2 weeks
12	Lacrosse	2 weeks
13	Ultimate Frisbee	2 weeks
14	Physical Fitness Testing	2 weeks
15	Fitness Activities (one marking period - opt-in class)	10 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps.

- Assign/allow for leadership roles during collaborative work and in other learning activities.

- Allow copying from paper/book.
- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: Physical Education

Unit Title: Football (Flag/Touch/Pass)

Target Course/Grade Level: Grade 9

Unit Summary: Understanding the rules and objectives of football. Students will learn to pass and catch the ball properly. Rules and strategies will be discussed daily which will be evident during modified small-sided game play. Daily skill themes will be utilized at the start of each lesson to promote skill development.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards: 2.3 Physical Wellness

- **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 (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.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 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).

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Interdisciplinary Connections and Standards:

English Language Arts

- **NJSLSA.R7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RL.11-12.1:** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **NJSLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Mathematics

- **MP.1:** Make sense of problems and persevere in solving them.
- **MP.2:** Reason abstractly and quantitatively.
- **MP.4:** Model with mathematics.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- **WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when

appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Unit Understandings:

Students will understand that...

- Fundamental skills and terminology for the sport of football.
- Strategies can be applied to daily life skills.
- Teamwork and collaboration have a real life connection.
- There are different skills/responsibilities that apply to each position.
- Football is played on a 100 yard field with 10 yard end zones at each end.
- The development of individual skills can promote personal interest/respect for the sport.

Unit Essential Questions:

- What is the difference between offense and defense?
- How long is a football game?
- How long is a quarter or a half?
- What are the field dimensions?
- What are some player positions and their responsibilities in the game of football?
- What are some common penalties that may occur during regulation play?
- What are repercussions for individual penalties?
- How many points are awarded to a touchdown, field goal, extra point, and safety?
- What is the maximum number of players allowed on the field at one time?

Knowledge and Skills:

Students will know...

- Fundamental skills and terminology: running, passing, catching, punting, dodging and fleeing, scoring, yard, first down, interception, center, quarterback, offensive and defensive line, defending, fumble, touchdown, field goal, safety, and basic rules.
- The importance of communication with their teammates.
- Physical and mental skill requirements at each position.
- Proper game etiquette in terms of honesty, fairness and respect.
- Class established safety rules as it pertains to football.

Students will be able to...

- Create plays to move their teams towards scoring position.
- Throw the football with proper grip/technique.
- Catch the football with proper technique.
- Explain when a change of possession takes place.
- Identify the scoring areas on a football field.

- Work collaboratively as a team.
- Track activity steps wearing pedometers.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Daily question and answer session
- Written exam on rules
- Performance based tests (catching and throwing) at the beginning and end of unit assessment to determine progress
- Effort and attempted execution of skills
- Peer/Self Assessments
- Teacher observation
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Presenting ideas/concepts through auditory, visual and tactical means.
- Students work in small groups.
- Explain each lesson’s objectives and what they can expect to experience along the way.
- Working in small increments.
- Modeling the processes that are being taught.
- Revisit content daily.

RESOURCES

Teacher Resources:

- Internet
- Physical Education Curriculum
- Personal experience
- Centers for Disease Control and Prevention Physical Education Curriculum Analysis Tool: <https://www.cdc.gov/healthyschools/pecat/index.htm>
- OPEN, Online Physical Education Network: <https://openphysed.org/>
- SHAPE NJ, Society of Health and Physical Educators New Jersey: <https://www.njahperd.org/>
- SHAPE America, Society of Health and Physical Educators: <https://www.shapeamerica.org/>
- The Physical Educator: <https://thephysicaleducator.com/>

Equipment Needed:

- Cones
- Nerf and Pigskin footballs
- Multi-Colored Flags/Belts/Vests
- Stop Watch
- Scoreboard
- Pedometer or Cellphone Application

UNIT OVERVIEW

Content Area: Physical Education

Unit Title: Soccer (Indoor/Outdoor)

Target Course/Grade Level: Grade 9

Unit Summary: Understanding the rules and objectives of soccer. Students will use their instep to pass and trap the ball properly. Rules and strategies will be discussed daily which will be evident during modified small-sided game play. Daily skill themes will be utilized at the start of each lesson to promote skill development.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards: 2.3 Physical Wellness

- **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).
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Interdisciplinary Connections and Standards:

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appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Unit Understandings:

Students will understand that...

- Fundamental skills and terminology for the sport of soccer.
- Soccer is played on a 120 yard long field that can be from 60 to 75 yards wide.
- Soccer games are played for 80 or 90 minutes depending on the level of play.
- Strategies can be applied to daily life skills.
- Teamwork and collaboration have a real life connection.
- The development of individual skills can promote personal interest/respect for the sport.

Unit Essential Questions:

- What are the positions and responsibilities on the field?
- What are the dimensions of the field?
- How long is a half?
- How many points are awarded for scoring a goal or penalty shot?
- What is the length of a soccer game in high school, college and at the professional level?
- What are some penalties of the game and the consequences of these penalties?
- What is the difference between offense and defense?
- What is the maximum number of players allowed on the field at one time?
- Where and when was American Soccer debuted?

Knowledge and Skills:

Students will know...

- Fundamental skills of the game such as dribbling, passing, trapping, shooting, etc.
- Proper terminology as it relates to soccer; passing, dribbling, blocking, trapping, dodging and fleeing, scoring, defending, slide tackle, and basic rules.
- Physical and mental skill requirements at each position.
- Proper game etiquette in terms of honesty, fairness and respect.
- Class established safety rules as it pertains to soccer.

Students will be able to...

- Work collaboratively with teammates to foster success.
- Create plays to move their teams towards scoring position.
- Pass with their instep accurately to a partner/teammate.
- Trap the ball with their feet, thighs, and chest.
- Shoot the ball with proper technique.
- Dribble the ball close to their feet.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Daily question and answer session
- Written exam on rules
- Performance based tests (dribbling and passing) at the beginning and end of unit assessment to determine progress
- Effort and attempted execution of skills
- Peer/Self Assessments
- Teacher observation
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Presenting ideas/concepts through auditory, visual and tactical means.
- Students work in small groups.
- Explain each lesson’s objectives and what they can expect to experience along the way.
- Working in small increments through skills and game concepts.
- Modeling the processes that are being taught.
- Modifying field dimensions, goal sizes, ball sizes, length of time playing, etc.
- Revisit content daily.

RESOURCES

Teacher Resources:

- Internet
- Physical Education Curriculum
- Personal experience
- Centers for Disease Control and Prevention Physical Education Curriculum Analysis Tool: <https://www.cdc.gov/healthyschools/pecat/index.htm>
- OPEN, Online Physical Education Network: <https://openphysed.org/>
- SHAPE NJ, Society of Health and Physical Educators New Jersey: <https://www.njahperd.org/>
- SHAPE America, Society of Health and Physical Educators: <https://www.shapeamerica.org/>
- The Physical Educator: <https://thephysicaleducator.com/>

Equipment Needed:

- Cones
- Barriers (if indoors)
- Goals
- Soccer ball and other large balls for adaptation
- Scoreboard
- Stop Watch
- Multi-Colored Flags/Belts/Vests

UNIT OVERVIEW

Content Area: Physical Education

Unit Title: Tennis/Pickleball

Target Course/Grade Level: Grade 9

Unit Summary: Understanding the rules and objectives of tennis/pickleball. Students will use the proper grip to hit the ball with their forehand and backhand. Students will use the proper form to serve the ball accurately. Rules and strategies will be discussed daily which will be evident during modified small-sided game play. Daily skill themes will be utilized at the start of each lesson to promote skill development.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

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appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Unit Understandings:

Students will understand that...

- Fundamental skills and terminology for the sport of tennis and pickleball.
- Strategies can be applied to daily life skills.
- Teamwork and collaboration have a real life connection.
- The development of individual skills can promote personal interest/respect for the sport.
- Pickleball is played on a 20' by 44' hard surface court.
- Tennis is played on a 27' by 78' court for singles and 36' by 78' for doubles.

Unit Essential Questions:

- What strategies make it more likely for you to have success during game play?
- What are the dimensions of the court?
- What do the different lines on the court represent?
- What is the difference in court size in a singles game versus a doubles game?
- How do you score a match?
- How do you put spin on the ball with both forehand and backhand strokes?
- When do you use an overhead smash in a game?
- Where and when was tennis/pickleball invented?
- Why is the concept of space relevant to both tennis and pickleball?

Knowledge and Skills:

Students will know...

- Fundamental skills and terminology: volley, let, smash, forehand, backhand, serve, scoring, defending, and basic rules.
- Physical and mental skill requirements for singles and doubles play.
- Proper game etiquette in terms of honesty, fairness and respect.
- Class established safety rules as it pertains to tennis and pickleball.

Students will be able to...

- Volley back and forth for an extended amount of time.
- Change direction quickly to prevent a score.
- Serve over the net using proper mechanics.
- Work collaboratively as a team, if playing doubles.
- Contact the ball with their forehand/backhand accurately.
- Use an overhead shot to finish a point.
- Serve the ball accurately with proper technique.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Daily question and answer session
- Written exam on rules
- Performance based tests (forehand, backhand, serve) at the beginning and end of unit assessment to determine progress
- Effort and attempted execution of skills
- Peer/Self Assessments
- Teacher observation
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Presenting ideas/concepts through auditory, visual and tactical means.
- Students work in small groups or alone.
- Explain each lesson’s objectives and what they can expect to experience along the way.
- Working in small increments through skills and game concepts.
- Modeling the processes that are being taught.
- Modifying court size, ball type, or time on task to provide additional support for a struggling student or to challenge a more advanced student.
- Revisit content daily.

RESOURCES

Teacher Resources:

- Internet
- Physical Education Curriculum
- Personal experience
- Centers for Disease Control and Prevention Physical Education Curriculum Analysis Tool: <https://www.cdc.gov/healthyschools/pecat/index.htm>
- OPEN, Online Physical Education Network: <https://openphysed.org/>
- SHAPE NJ, Society of Health and Physical Educators New Jersey: <https://www.njahperd.org/>
- SHAPE America, Society of Health and Physical Educators: <https://www.shapeamerica.org/>
- The Physical Educator: <https://thephysicaleducator.com/>

Equipment Needed:

- Cones
- Courts/Nets (minimum of 4)
- Tennis balls
- Sponge balls
- Pickleballs
- Tennis rackets and pickleball paddles
- Stopwatch

UNIT OVERVIEW

Content Area: Physical Education

Unit Title: Basketball

Target Course/Grade Level: Grade 9

Unit Summary: Understanding the rules and objectives of basketball. Students will focus on ball-handling, dribbling (each hand) as well as passing and shooting with proper form. Rules and strategies will be discussed daily which will be evident during modified small-sided game play. Daily skill themes will be utilized at the start of each lesson to promote skill development.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards: 2.3 Physical Wellness

- **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 (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.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 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).

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Interdisciplinary Connections and Standards:

English Language Arts

- **NJSLSA.R7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RL.11-12.1:** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **NJSLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Mathematics

- **MP.1:** Make sense of problems and persevere in solving them.
- **MP.2:** Reason abstractly and quantitatively.
- **MP.4:** Model with mathematics.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- **WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when

appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Unit Understandings:

Students will understand that...

- Fundamental skills and terminology for the sport of basketball.
- Strategies can be applied to daily life skills.
- Teamwork, collaboration and communication are real life skills.
- The development of individual skills can promote personal interest/respect for the sport.
- Fouls exist to keep players safe and to help structure game play.
- Basketball games are played for 32, 40, or 48 minutes depending on the level of play (high school, college, professional).

Unit Essential Questions:

- What are the positions and responsibilities on the court?
- What are the dimensions of the court?
- How long is a quarter or half?
- How many points are awarded to a jump shot, layup, dunk, and free throw?
- What are some penalties of the game and the consequences to these penalties?
- How many fouls are each player permitted before being removed from the game?
- What is a 1 and 1 shot?
- What is the difference between offense and defense?
- What is the length of a basketball game in high school, college and at the professional level?
- What is the difference between offense and defense?
- What is the maximum number of players allowed on the court at one time?
- Where and when was basketball invented?

Knowledge and Skills:

Students will know...

- Fundamental skills and terminology: dribble, triple threat stance, shot, chest pass, bounce pass, overhead/baseball pass, drive, pick and roll, layup, jump shot, foul shot, foul, charge, turnover, rebound, block, and basic rules.
- Physical and mental skill requirements at each position.
- Proper game etiquette in terms of honesty, fairness and respect.
- Class established safety rules as it pertains to basketball.
- Communication is essential when working with teammates.

Students will be able to...

- Communicate with teammates to foster success.
- Bounce pass or chest pass accurately to a partner/teammate.
- Participate in game play without fouling excessively.
- Shoot the ball with proper technique.
- Make successful baskets.
- Dribble the ball close to their body and below their waist.
- Dribble being both guarded and unguarded.
- Change direction quickly for offensive and defensive plays.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Daily question and answer session
- Written exam on rules
- Performance based tests (dribbling, passing and shooting) at the beginning and end of unit assessment to determine progress
- Effort and attempted execution of skills
- Peer/Self Assessments
- Teacher observation
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Presenting ideas/concepts through auditory, visual and tactical means.
- Students work in small groups.
- Explain each lesson’s objectives and what they can expect to experience along the way.
- Working in small increments through skills and game concepts.
- Modeling the processes that are being taught.
- Modifying court size, ball type, lower net, or time on task to provide additional support for a struggling student or to challenge a more advanced student.
- Revisit content daily.

RESOURCES

Teacher Resources:

- Internet
- Physical Education Curriculum

- Personal experience
- Centers for Disease Control and Prevention Physical Education Curriculum Analysis Tool: <https://www.cdc.gov/healthyschools/pecat/index.htm>
- OPEN, Online Physical Education Network: <https://openphysed.org/>
- SHAPE NJ, Society of Health and Physical Educators New Jersey: <https://www.njahperd.org/>
- SHAPE America, Society of Health and Physical Educators: <https://www.shapeamerica.org/>
- The Physical Educator: <https://thephysicaleducator.com/>

Equipment Needed:

- Cones
- Courts
- Nets
- Basketballs
- Scoreboards
- Stopwatches
- Blinders
- Multi-Colored Flags/Belts/Vests

UNIT OVERVIEW

Content Area: Physical Education

Unit Title: Volleyball

Target Course/Grade Level: Grade 9

Unit Summary: Understanding the rules and objectives of volleyball. Students will focus on properly hitting the volleyball utilizing bumps, sets, and serves (overhand and underhand). Rules and strategies will be discussed daily which will be evident during modified small-sided game play. Daily skill themes will be utilized at the start of each lesson to promote skill development.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards: 2.3 Physical Wellness

- **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 (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.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 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).

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Interdisciplinary Connections and Standards:

English Language Arts

- **NJSLSA.R7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RL.11-12.1:** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **NJSLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Mathematics

- **MP.1:** Make sense of problems and persevere in solving them.
- **MP.2:** Reason abstractly and quantitatively.
- **MP.4:** Model with mathematics.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- **WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when

appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Unit Understandings:

Students will understand that...

- Fundamental skills and terminology for the sport of volleyball.
- Strategies can be applied to daily life skills
- Teamwork and collaboration have a real life connection
- The development of individual skills can promote personal interest/respect for the sport.
- Rotating positions promotes participation and helps to structure game play.

Unit Essential Questions:

- What are the positions and responsibilities on the court?
- What are the dimensions of the court?
- How may one score?
- How do you describe a proper rotation?
- What is the difference between universal and rally scoring?
- What are some infractions of the rules of the game?
- What is the minimum number of points a team can win by?
- What is the maximum number of players allowed on the court at one time?
- Where and when was the game of volleyball debuted?

Knowledge and Skills:

Students will know...

- Fundamental skills and terminology: bump, set, dig, volley, serve, spike, block, kill, scoring, faults, and basic rules.
- Physical and mental skill requirements at each position.
- Proper game etiquette in terms of honesty, fairness and respect.
- Class established safety rules as it pertains to volleyball.

Students will be able to...

- Volley back and forth to create a competitive game like situation.
- Dig, kill, and spike at a beginner level.
- Perform an acceptable block using two hands without crossing over the net.
- Score both using Universal (rally) and traditional methods.
- Communicate with teammates to foster success.
- Bump and set the ball accurately to a partner/teammate.
- Utilize proper ball striking technique when participating in game play.
- Pass the ball with proper technique.

- Serve the ball over the net and within the boundaries.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Daily question and answer session
- Written exam on rules
- Performance based tests (bumps, sets, serves) at the beginning and end of unit assessment to determine progress
- Effort and attempted execution of skills
- Peer/Self Assessments
- Teacher observation
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Presenting ideas/concepts through auditory, visual and tactical means.
- Students work in small groups.
- Explain each lesson’s objectives and what they can expect to experience along the way.
- Working in small increments through skills and game concepts.
- Modeling the processes that are being taught.
- Modifying court size, ball type, lower net, or time on task to provide additional support for a struggling student or to challenge a more advanced student.
- Revisit content daily.

RESOURCES

Teacher Resources:

- Internet
- Physical Education Curriculum
- Personal experience
- Centers for Disease Control and Prevention Physical Education Curriculum Analysis Tool: <https://www.cdc.gov/healthyschools/pecat/index.htm>
- OPEN, Online Physical Education Network: <https://openphysed.org/>
- SHAPE NJ, Society of Health and Physical Educators New Jersey: <https://www.njahperd.org/>
- SHAPE America, Society of Health and Physical Educators: <https://www.shapeamerica.org/>
- The Physical Educator: <https://thephysicaleducator.com/>

Equipment Needed:

- Cones
- Minimum of 2 playing courts
- Volleyballs/Trainer Volleyball/Balloons/Beach Balls
- Scoreboards
- Stopwatch

UNIT OVERVIEW

Content Area: Physical Education

Unit Title: Recreational Games

Target Course/Grade Level: Grade 9

Unit Summary: Understanding the rules and objectives of multiple recreational games but not limited to: handball, frisbee, frisbee golf, kickball, Guard the Castle, cage ball, Hill Dill, cornhole, etc. Rules and strategies will be discussed daily which will be evident during modified small-sided game play. Daily skill themes will be utilized at the start of each lesson to promote skill development.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards: 2.3 Physical Wellness

- **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 (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.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 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).

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Interdisciplinary Connections and Standards:

English Language Arts

- **NJSLSA.R7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RL.11-12.1:** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **NJSLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Mathematics

- **MP.1:** Make sense of problems and persevere in solving them.
- **MP.2:** Reason abstractly and quantitatively.
- **MP.4:** Model with mathematics.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- **WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when

appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Unit Understandings:

Students will understand that...

- Fundamental skills and terminology for each of the Recreational Games.
- Strategies can be applied to daily life skills.
- Teamwork and collaboration have a real life connection.
- The development of individual skills can promote personal interest/respect for the sport/activity.

Unit Essential Questions:

- How is scoring kept in the game?
- What are some ways to score?
- What penalties/fouls are there?
- How can the game be adapted to indoor/outdoor play?
- What are some safety considerations for these activities?

Knowledge and Skills:

Students will know...

- Fundamental skills and terminology such as kicking, throwing, catching, etc..
- Rules and regulations.
- Variations due to class size, ability and game type.
- Proper game etiquette in terms of honesty, fairness and respect.
- Class established safety rules as it pertains to each game.

Students will be able to...

- Make clean plays.
- Make successful passes.
- Identify team rules and regulations.
- Understand roles and responsibilities of position of play.
- Collaborate and communicate with teammates.
- Design their own game using creativity or internet research.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Daily question and answer session
- Written exam on rules
- Performance based tests (bumps, sets, serves) at the beginning and end of unit assessment to determine progress
- Effort and attempted execution of skills
- Peer/Self Assessments
- Teacher observation
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Presenting ideas/concepts through auditory, visual and tactical means.
- Students work in small groups.
- Explain each lesson’s objectives and what they can expect to experience along the way.
- Working in small increments through skills and game concepts.
- Modeling the processes that are being taught.
- Modifying court size, equipment type (ball, bean bag, balloon, etc.) or time on task to provide additional support for a struggling student or to challenge a more advanced student.
- Revisit content daily.

RESOURCES

Teacher Resources:

- Internet
- Physical Education Curriculum
- Personal experience
- Centers for Disease Control and Prevention Physical Education Curriculum Analysis Tool: <https://www.cdc.gov/healthyschools/pecat/index.htm>
- OPEN, Online Physical Education Network: <https://openphysed.org/>
- SHAPE NJ, Society of Health and Physical Educators New Jersey: <https://www.njahperd.org/>
- SHAPE America, Society of Health and Physical Educators: <https://www.shapeamerica.org/>
- The Physical Educator: <https://thephysicaleducator.com/>

Equipment Needed:

- Cage balls
- Gator balls
- Corn hole sets with bean bags
- Flags
- Cones
- Goals
- Frisbees
- Scoreboards
- Stopwatch

UNIT OVERVIEW

Content Area: Physical Education

Unit Title: Softball/Wiffle ball

Target Course/Grade Level: Grade 9

Unit Summary: Understanding the rules and objectives of softball/wiffle ball. Students will focus on catching, throwing and hitting the ball with both accuracy and force. Rules and strategies will be discussed daily which will be evident during modified small-sided game play. Daily skill themes will be utilized at the start of each lesson to promote skill development.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards: 2.3 Physical Wellness

- **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 (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.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 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).

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Interdisciplinary Connections and Standards:

English Language Arts

- **NJSLSA.R7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RL.11-12.1:** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **NJSLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Mathematics

- **MP.1:** Make sense of problems and persevere in solving them.
- **MP.2:** Reason abstractly and quantitatively.
- **MP.4:** Model with mathematics.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- **WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when

appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Unit Understandings:

Students will understand that...

- Fundamental skills and terminology for the sport of softball/wiffle ball
- Strategies can be applied to daily life skills
- Teamwork and collaboration have a real life connection
- The development of individual skills can promote personal interest/respect for the sport
- Rotating positions promotes participation and helps to structure game play

Unit Essential Questions:

- What are the positions and responsibilities on the field?
- What is the difference between offense and defense?
- What are the dimensions of the field?
- How many outs complete an inning?
- How do you get an out?
- What is a double play?
- What is a stolen base?
- What is some safety equipment that is utilized during a game?
- What is a force as it pertains to baserunners?
- Where and when was softball debuted?

Knowledge and Skills:

Students will know...

- Fundamental skills and terminology: ball, strike, out, walk, ground ball, fly ball, line drive, offense, defense, bunt, interference, obstruction, slap, lead, steal, and basic rules.
- Physical and mental skill requirements at each position.
- Proper game etiquette in terms of honesty, fairness and respect.
- Class established safety rules as it pertains to softball/wiffle ball.

Students will be able to...

- Identify team rules and regulations.
- Understand roles and responsibilities of position of play.
- Throw the ball accurately and to the proper base.
- Catch a fly/ground ball with proper technique.
- Run the bases in the proper order.
- Hit the ball within fair territory.
- Utilize proper swing technique when participating in gameplay.

- Communicate with teammates to foster success.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Daily question and answer session
- Written exam on rules
- Performance based tests (hitting, fielding) at the beginning and end of unit assessment to determine progress
- Effort and attempted execution of skills
- Peer/Self Assessments
- Teacher observation
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Presenting ideas/concepts through auditory, visual and tactical means.
- Students work in small groups.
- Explain each lesson’s objectives and what they can expect to experience along the way.
- Working in small increments through skills and game concepts.
- Modeling the processes that are being taught.
- Modifying field size, equipment type (ball, batting-tee etc.) or time on task to provide additional support for a struggling student or to challenge a more advanced student.
- Revisit content daily.

RESOURCES

Teacher Resources:

- Internet
- Physical Education Curriculum
- Personal experience
- Centers for Disease Control and Prevention Physical Education Curriculum Analysis Tool: <https://www.cdc.gov/healthyschools/pecat/index.htm>
- OPEN, Online Physical Education Network: <https://openphysed.org/>
- SHAPE NJ, Society of Health and Physical Educators New Jersey: <https://www.njahperd.org/>
- SHAPE America, Society of Health and Physical Educators: <https://www.shapeamerica.org/>
- The Physical Educator: <https://thephysicaleducator.com/>

Equipment Needed:

- Playing field(s)
- Cones
- Softballs/Wiffle balls/Incrediballs/Small gator balls
- Bases
- Gloves
- Bats – wiffle and aluminum
- Scoreboard
- Targets
- Stopwatch

UNIT OVERVIEW

Content Area: Physical Education

Unit Title: Floor Hockey

Target Course/Grade Level: Grade 9

Unit Summary: Understanding the rules and objectives of floor hockey. Students will focus on grip, stick-handling, passing, and shooting. Rules and strategies will be discussed daily which will be evident during modified small-sided game play. Daily skill themes will be utilized at the start of each lesson to promote skill development.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards: 2.3 Physical Wellness

- **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 (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.
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- **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).

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
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Interdisciplinary Connections and Standards:

English Language Arts

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- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Unit Understandings:

Students will understand that...

- Fundamental skills and terminology for the sport of floor hockey.
- Strategies can be applied to daily life skills.
- Teamwork and collaboration have a real life connection.
- The development of individual skills can promote personal interest/respect for the sport.

Unit Essential Questions:

- What are the positions and responsibilities on the floor?
- How long is a period?
- What is some protective equipment worn?
- What are some penalties of the game and the consequences to these penalties?
- What constitutes a penalty shot?
- What is the difference between offense and defense?
- What is the maximum number of players allowed on the floor?
- Can you play without the maximum number of players?
- How is floor hockey similar to ice hockey?
- When and where was hockey debuted?

Knowledge and Skills:

Students will know...

- Fundamental skills and terminology: pass, forehand, backhand, clear, dribble, face-off, goal, high sticking, hooking, penalty, slap shot, wrist shot, offense, defense, and basic rules.
- Physical and mental skill requirements at each position.
- Proper game etiquette in terms of honesty, fairness and respect.
- Class established safety rules as it pertains to floor hockey.

Students will be able to...

- Stickhandle the ball while keeping it close and under control.
- Shoot the ball with accuracy and force.
- Make a successful pass to advance offensively.
- Identify team rules and regulations.
- Understand roles and responsibilities of position play.
- Track active “steps” using pedometers.
- Communicate with teammates to foster success.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Daily question and answer session
- Written exam on rules
- Performance based tests (stick-handling, shooting) at the beginning and end of unit assessment to determine progress
- Effort and attempted execution of skills
- Peer/Self Assessments
- Teacher observation
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Presenting ideas/concepts through auditory, visual and tactical means.
- Students work in small groups.
- Explain each lesson’s objectives and what they can expect to experience along the way.
- Working in small increments through skills and game concepts.
- Modeling the processes that are being taught.
- Modifying court size, equipment type (larger ball or goal size) or time on task to provide additional support for a struggling student or to challenge a more advanced student.
- Revisit content daily.

RESOURCES

Teacher Resources:

- Internet
- Physical Education Curriculum
- Personal experience
- Centers for Disease Control and Prevention Physical Education Curriculum Analysis Tool: <https://www.cdc.gov/healthyschools/pecat/index.htm>
- OPEN, Online Physical Education Network: <https://openphysed.org/>
- SHAPE NJ, Society of Health and Physical Educators New Jersey: <https://www.njahperd.org/>
- SHAPE America, Society of Health and Physical Educators: <https://www.shapeamerica.org/>
- The Physical Educator: <https://thephysicaleducator.com/>

Equipment Needed:

- Hockey pucks
- Hockey sticks
- Goals
- Gator balls
- Cones
- Court barriers
- Goggles
- Stopwatch
- Scoreboards
- Pedometers/Cell Phone Applications

UNIT OVERVIEW

Content Area: Physical Education

Unit Title: Weights and Conditioning

Target Course/Grade Level: Grade 9

Unit Summary: Understanding the rules and objectives of weights and conditioning. Students will focus on identifying weight training machines/exercises and explaining their purpose. Rules and safety will be discussed daily which will be evident during individual/partner weight training sessions. Proper warm-up and cool-down periods will take place daily to promote the benefits of exercise as well as reduce the risk for soreness/injury.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards: 2.3 Physical Wellness

- **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 (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.
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- **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).

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
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- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Interdisciplinary Connections and Standards:

English Language Arts

- **NJSLSA.R7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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- **NJSLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Mathematics

- **MP.1:** Make sense of problems and persevere in solving them.
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- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Unit Understandings:

Students will understand that...

- Fundamental skills and terminology for the sport of weights and conditioning.
- Strategies can be applied to daily life skills.
- Teamwork and collaboration have a real life connection.
- The development of individual skills can promote personal interest/respect for the sport/activity.

Unit Essential Questions:

- What is the recommended amount of time a young adult should spend exercising daily/weekly?
- What are the large muscle groups engaged during squats and lunges?
- What muscle group protects posture?
- A beginning weightlifter should lift what percent of his or her body weight?
- What is the proper way to spot a bench press?
- Should a beginner lift weights to failure?
- When is the best time to perform cardiovascular activity – beginning or end of workout?
- What is the difference between lifting to gain muscle vs. toning?
- What are four exercises one could perform to work out the triceps?
- How often should you train each muscle group?
- Where and when was Olympic Weight lifting introduced?

Knowledge and Skills:

Students will know...

- Several ways to lose weight and gain muscle mass.
- Which exercises target each body part.
- How to safely use every exercise machine.
- How to safely perform free-weight exercises.
- The importance of a warm-up and a cool-down period.
- The principles of progressive overload, specificity, and delayed onset muscle soreness.
- Anatomical names for muscles and muscle groups.
- How to modify workouts in the event of a routine injury.
- Proper cleaning responsibilities of equipment after use.

Students will be able to...

- Identify major muscles.
- Identify which muscles are engaged during specified workouts.
- Create 5 day workout plans – sport specific or goal-oriented.

- Understand roles and responsibilities of proper spotting techniques.
- Demonstrate proper spotting techniques.
- Measure BMI as compared to their age, height, and weight.
- Follow safety measures while training with exercise machines as well as free weights.
- Work efficiently and effectively with a partner or small group.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Daily question and answer session
- Written exam on rules
- Performance based tests (body weight exercises i.e. push-ups, pull-ups, sit-ups) at the beginning and end of unit assessment to determine progress
- Effort and attempted execution of skills
- Peer/Self Assessments
- Teacher observation
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students will use appropriate weights according to strength and technique.
- Students will progressively design a customized workout (sport specific or goal-oriented).
- Utilize the internet to discover new workouts
- Presenting ideas/concepts through auditory, visual and tactical means.
- Students work in pairs or small groups.
- Explain each lesson’s objectives and what they can expect to experience along the way.
- Working in small increments through skills, movements, and equipment.
- Modeling the processes that are being taught.
- Revisit content and safety procedures daily.

RESOURCES

Teacher Resources:

- Internet
- Physical Education Curriculum
- Personal experience
- Centers for Disease Control and Prevention Physical Education Curriculum Analysis Tool:
<https://www.cdc.gov/healthyschools/pecat/index.htm>

- OPEN, Online Physical Education Network: <https://openphysed.org/>
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- SHAPE America, Society of Health and Physical Educators: <https://www.shapeamerica.org/>
- The Physical Educator: <https://thephysicaleducator.com/>

Equipment Needed:

- Free weights/Dumbbells
- Exercise machines
- Medicine balls
- Stopwatch for circuit training
- Exercise mats
- Yoga ball(s)
- Bikes
- Elliptical
- Treadmill
- Arm bike
- Ladders
- Low Hurdles
- Plyometric Boxes
- Jump Ropes
- Weight rack (with bar and weighted plates)
- Security Clips
- Mats
- Cleaning Products
- Workout Log Sheets/Workout Log Application
- Internet

UNIT OVERVIEW

Content Area: Physical Education

Unit Title: Speedball

Target Course/Grade Level: Grade 9

Unit Summary: Understanding the rules and objectives of speed ball. Students will focus on kicking, passing, and shooting. Rules and strategies will be discussed daily which will be evident during modified small-sided game play. Daily skill themes will be utilized at the start of each lesson to promote skill development.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards: 2.3 Physical Wellness

- **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).
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- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- **WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when

appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Unit Understandings:

Students will understand that...

- Fundamental skills and terminology for speed ball.
- Strategies can be applied to daily life skills.
- Teamwork and collaboration have a real life connection.
- The development of individual skills can promote personal interest/respect for the sport.

Unit Essential Questions:

- What are the rules of the game?
- What are the basic skills of the game? What are the terminologies of the game?
- What concepts of teamwork and sportsmanship are involved in the game?
- What skills are used from basketball, football and soccer for this game?
- What happens if a pass is not caught and is dropped on the ground?

Knowledge and Skills:

Students will know...

- Fundamental skills and terminology: running, catching, passing, shooting, and defending.
- The various positions on the field and their responsibilities.
- Communication with teammates is essential to be successful.

Students will be able to...

- Create plays to move their teams towards scoring position.
- Prevent the offense from reaching scoring position.
- Successfully receive a pass from a teammate.
- Pass successfully to a teammate.
- Work collaboratively as a team.
- Track activity steps wearing pedometers.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Daily question and answer session
- Written exam on rules
- Performance based tests (passing and catching) at the beginning and end of unit assessment to determine progress
- Effort and attempted execution of skills
- Peer/Self Assessments
- Teacher observation
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Presenting ideas/concepts through auditory, visual and tactical means.
- Explain each lesson’s objectives and what they can expect to experience along the way.
- Working in small increments through skills and game concepts.
- In small groups or pairs, the students will practice the skills of the game.
- Modeling the processes that are being taught.
- Modifying field size or time on task to provide additional support for a struggling student or to challenge a more advanced student.
- Revisit content daily.

<i>RESOURCES</i>

Teacher Resources:

- Internet
- Physical Education Curriculum
- Personal experience
- Centers for Disease Control and Prevention Physical Education Curriculum Analysis Tool: <https://www.cdc.gov/healthyschools/pecat/index.htm>
- OPEN, Online Physical Education Network: <https://openphysed.org/>
- SHAPE NJ, Society of Health and Physical Educators New Jersey: <https://www.njahperd.org/>
- SHAPE America, Society of Health and Physical Educators: <https://www.shapeamerica.org/>
- The Physical Educator: <https://thephysicaleducator.com/>

Equipment Needed:

- Gator ball
- Cones
- Goals
- Scoreboard
- Stopwatch
- Multi-Colored Flags/Belts/Vests

UNIT OVERVIEW

Content Area: Physical Education

Unit Title: Badminton

Target Course/Grade Level: Grade 9

Unit Summary: Understanding the rules and objectives of badminton. Students will use the proper grip to hit the shuttlecock with their forehand and backhand. Students will use the proper form to serve the shuttlecock accurately. Rules and strategies will be discussed daily which will be evident during modified small-sided game play. Daily skill themes will be utilized at the start of each lesson to promote skill development.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards: 2.3 Physical Wellness

- **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 (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.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 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).

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Interdisciplinary Connections and Standards:

English Language Arts

- **NJSLSA.R7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RL.11-12.1:** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **NJSLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Mathematics

- **MP.1:** Make sense of problems and persevere in solving them.
- **MP.2:** Reason abstractly and quantitatively.
- **MP.4:** Model with mathematics.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- **WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when

appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Unit Understandings:

Students will understand that...

- Fundamental skills and terminology for the sport of badminton.
- Strategies can be applied to daily life skills.
- Teamwork and collaboration have a real life connection.
- The development of individual skills can promote personal interest/respect for the sport.

Unit Essential Questions:

- How is scoring kept in the game?
- How do single and double rules differ?
- What are the dimensions of the playing surface?
- What do the different lines on the court represent?
- At what height is the net placed?
- What are some similarities between badminton and tennis?
- Where and when was badminton invented?
- What strategies make it more likely for you to have success during game play?
- What is a “drop shot”?
- Why is the concept of space relevant to the game of badminton?

Knowledge and Skills:

Students will know...

- Fundamental skills and terminology: attacking, clear, back court, backhand, base position, baseline, carry, center line, clear doubles, drive, drop shot, fault, flick, high clear, kill, let, match, rally, serve, set, smash and basic rules.
- Physical and mental skill requirements for singles and doubles play.
- Proper game etiquette in terms of honesty, fairness and respect.
- Class established safety rules as it pertains to badminton.

Students will be able to...

- Utilize proper form during a volley (forehand/backhand).
- Volley the shuttlecock successfully.
- Use an overhead shot to finish a point.
- Serve the shuttlecock accurately with proper technique.
- Identify team rules and regulations.
- Understand roles and responsibilities of position play.
- Communicate with teammates in doubles play to foster success.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Daily question and answer session
- Written exam on rules
- Performance based tests (serving, forehand, backhand) at the beginning and end of unit assessment to determine progress
- Effort and attempted execution of skills
- Peer/Self Assessments
- Teacher observation
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Presenting ideas/concepts through auditory, visual and tactical means.
- Students work in small groups or alone.
- Explain each lesson’s objectives and what they can expect to experience along the way.
- Working in small increments through skills and game concepts.
- Modeling the processes that are being taught.
- Modifying court size, net height, utilizing balloons instead of shuttlecock, or time on task to provide additional support for a struggling student or to challenge a more advanced student.
- Revisit content daily.

RESOURCES

Teacher Resources:

- Internet
- Physical Education Curriculum
- Personal experience
- Centers for Disease Control and Prevention Physical Education Curriculum Analysis Tool: <https://www.cdc.gov/healthyschools/pecat/index.htm>
- OPEN, Online Physical Education Network: <https://openphysed.org/>
- SHAPE NJ, Society of Health and Physical Educators New Jersey: <https://www.njahperd.org/>
- SHAPE America, Society of Health and Physical Educators: <https://www.shapeamerica.org/>
- The Physical Educator: <https://thephysicaleducator.com/>

Equipment Needed:

- Minimum of 3 playing courts with nets
- Cones
- Badminton rackets
- Shuttlecocks
- Balloons
- Scoreboards
- Stopwatch
- Internet

UNIT OVERVIEW

Content Area: Physical Education

Unit Title: Lacrosse

Target Course/Grade Level: Grade 9

Unit Summary: Understanding the rules and objectives of lacrosse. Students will focus on cradling, scooping ground balls, passing, and shooting. Rules and strategies will be discussed daily which will be evident during modified small-sided game play. Daily skill themes will be utilized at the start of each lesson to promote skill development.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards: 2.3 Physical Wellness

- **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 (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.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 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).

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Interdisciplinary Connections and Standards:

English Language Arts

- **NJSLSA.R7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RL.11-12.1:** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **NJSLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Mathematics

- **MP.1:** Make sense of problems and persevere in solving them.
- **MP.2:** Reason abstractly and quantitatively.
- **MP.4:** Model with mathematics.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- **WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when

appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Unit Understandings:

Students will understand that...

- Fundamental skills and terminology for lacrosse.
- Strategies can be applied to daily life skills.
- Teamwork and collaboration have a real life connection.
- The development of individual skills can promote personal interest/respect for the sport.

Unit Essential Questions:

- What are the rules of the game?
- What are the basic skills of the game?
- What concepts of teamwork and sportsmanship are involved in the game?
- What are player positions and responsibilities in the game of lacrosse?
- What are some common penalties that may occur during regulation play?
- What are the repercussions for individual penalties?
- What are the field dimensions?
- How long is a quarter?
- What is the difference between offense and defense?
- What is the maximum number of players allowed on the field at one time?

Knowledge and Skills:

Students will know...

- Fundamental skills and terminology: running, cradling, carrying, scooping, pickup, catching, throwing, shooting, passing, faceoff, goal crease, safety, and basic rules.
- Physical and mental skill requirements at each position.
- Proper game etiquette in terms of honesty, fairness and respect.
- Class established safety rules as it pertains to floor hockey.

Students will be able to...

- Stickhandle the ball while keeping it close and under control.
- Shoot the ball with accuracy and force.
- Make a successful pass to advance offensively.
- Identify team rules and regulations.
- Understand roles and responsibilities of position of play.
- Track active “steps” using pedometers.
- Create plays to move their teams towards scoring position.
- Prevent the offense from reaching scoring position.

- Communicate with teammates to foster success.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Daily question and answer session
- Written exam on rules
- Performance based tests (cradling, passing, and shooting) at the beginning and end of unit assessment to determine progress
- Effort and attempted execution of skills
- Peer/Self Assessments
- Teacher observation
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- In small groups, students will practice the skills of the game.
- The students will participate in gameplay, learning teamwork and sportsmanship.
- Presenting ideas/concepts through auditory, visual and tactical means.
- Explain each lesson’s objectives and what they can expect to experience along the way.
- Working in small increments through skills and game concepts.
- Modeling the processes that are being taught.
- Modifying field size, goal size, or time on task to provide additional support for a struggling student or to challenge a more advanced student.
- Revisit content daily.

RESOURCES

Teacher Resources:

- Internet
- Physical Education Curriculum
- Personal experience
- Centers for Disease Control and Prevention Physical Education Curriculum Analysis Tool: <https://www.cdc.gov/healthyschools/pecat/index.htm>
- OPEN, Online Physical Education Network: <https://openphysed.org/>
- SHAPE NJ, Society of Health and Physical Educators New Jersey: <https://www.njahperd.org/>
- SHAPE America, Society of Health and Physical Educators: <https://www.shapeamerica.org/>

- The Physical Educator: <https://thephysicaleducator.com/>

Equipment Needed:

- Soft lacrosse sticks for each student
- Soft lacrosse balls
- Goggles
- Indoor/Outdoor goals
- Multi-Colored Flags/Belts/Vests
- Cones
- Barriers if indoors

UNIT OVERVIEW

Content Area: Physical Education

Unit Title: Ultimate Frisbee

Target Course/Grade Level: Grade 9

Unit Summary: Understanding the rules and objectives of ultimate frisbee. Students will focus on passing and catching. Rules and strategies will be discussed daily which will be evident during modified small-sided game play. Daily skill themes will be utilized at the start of each lesson to promote skill development.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards: 2.3 Physical Wellness

- **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 (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.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 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).

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Interdisciplinary Connections and Standards:

English Language Arts

- **NJSLSA.R7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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- **NJSLSA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Mathematics

- **MP.1:** Make sense of problems and persevere in solving them.
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- **WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when

appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Unit Understandings:

Students will understand that...

- Fundamental skills and terminology for ultimate frisbee.
- Strategies can be applied to daily life skills.
- Teamwork and collaboration have a real life connection.
- The development of individual skills can promote personal interest/respect for the sport.

Unit Essential Questions:

- What are the rules of the game?
- What are the basic skills of the game?
- What are the terminologies of the game?
- What concepts of teamwork and sportsmanship are involved in the game?
- What happens if a pass is not caught and is dropped on the ground?
- What happens if there is a turn over?

Knowledge and Skills:

Students will know...

- Fundamental skills and terminology: Grip, stance, throwing, catching, and basic rules.
- The various positions on the field and their responsibilities.
- Communication with teammates is essential to be successful.

Students will be able to...

- Create plays to move their teams towards scoring position.
- Prevent the offense from reaching scoring position.
- Successfully receive a pass from a teammate.
- Pass successfully to a teammate.
- Work collaboratively as a team.
- Track activity steps wearing pedometers.

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Daily question and answer session
- Written exam on rules
- Performance based tests (passing and receiving the frisbee) at the beginning and end of unit assessment to determine progress
- Effort and attempted execution of skills
- Peer/Self Assessments
- Teacher observation
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Presenting ideas/concepts through auditory, visual and tactical means.
- Explain each lesson’s objectives and what they can expect to experience along the way.
- Working in small increments through skills and game concepts.
- In small groups or pairs, the students will practice the skills of the game.
- Modeling the processes that are being taught.
- Modifying field size or time on task to provide additional support for a struggling student or to challenge a more advanced student.
- Revisit content daily.

RESOURCES

Teacher Resources:

- Internet
- Physical Education Curriculum
- Personal experience
- Centers for Disease Control and Prevention Physical Education Curriculum Analysis Tool: <https://www.cdc.gov/healthyschools/pecat/index.htm>
- OPEN, Online Physical Education Network: <https://openphysed.org/>
- SHAPE NJ, Society of Health and Physical Educators New Jersey: <https://www.njahperd.org/>
- SHAPE America, Society of Health and Physical Educators: <https://www.shapeamerica.org/>
- The Physical Educator: <https://thephysicaleducator.com/>

Equipment Needed:

- Cones
- Frisbees
- Scoreboard
- Stopwatch
- Multi-Colored Flags/Belts/Vests

UNIT OVERVIEW

Content Area: Physical Education

Unit Title: Physical Fitness Testing

Target Course/Grade Level: Grade 9

Unit Summary: At the start and the conclusion of every grading quarter, students' fitness levels will be measured and evaluated/compared to national fitness scores to test physical fitness levels. Students will focus on personal performance in the following testing categories: 600 yard run; pull-ups; sit-ups; sit and reach flexibility test; push-ups; standing broad jump; shuttle run. Rules and safety will be discussed daily.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards: 2.3 Physical Wellness

- **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 (e.g., creative, cultural, social, aerobics dance, fitness).
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- **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.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 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).

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Interdisciplinary Connections and Standards:

English Language Arts

- **NJSLSA.R7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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Mathematics

- **MP.1:** Make sense of problems and persevere in solving them.
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NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

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- **WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when

appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- **WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Unit Understandings:

Students will understand that...

- Safe and effective execution of fitness activities are important facets of a fitness program and leading a healthy, active lifestyle.
- The major muscle groups and the exercises associated with those groups help to build strong bodies.
- Fitness principles of muscular strength, endurance, flexibility, as well as, cardiorespiratory endurance are all part of overall physical health.
- Strategies can be applied to daily life skills.
- The development of individual skills can promote personal interest/respect for the particular test category(s).

Unit Essential Questions:

- Why is understanding physical fitness a key component to developing a healthy lifestyle as an adult?
- How can one make accommodations for tests that may seem too challenging at first?
- How can one improve on these tests throughout the marking period by doing daily exercises/stretches?
- What are five fitness tests we perform to count as 10% of your final grade?
- How does your score reflect your fitness level?
- How would you change the fitness testing?
- Do you think fitness testing is accurate?
- Will only athletes excel at these tests?

Knowledge and Skills:

Students will know...

- New terminology and how to apply strategies effectively.
- Where they rank relative to the national standards.
- Terminology of muscle groups.
- Modification processes to increase fitness levels.
- How to challenge themselves to show steady progress.
- Encourage others to make progress.

Students will be able to...

- Safely and successfully perform a variety of fitness techniques which aim at the principles of fitness and leading a healthy lifestyle.

- Use the knowledge from physical fitness testing to better themselves in other areas of physical education and life skills.
- View their yearly progression using a shared file/folder.
- Compare their score on each test to the national standards.
- Perform/complete each of the fitness tests to the best of their ability.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Daily question and answer session
- Performance based fitness tests will be compared quarterly with formative and summative assessments to determine progress
- Effort and attempted execution of skills
- Self Assessments
- Teacher observation
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Explain each lesson’s objectives and what they can expect to experience along the way.
- Group discussion.
- Modeling the processes that are being taught.
- Demonstration of modifications.
- Presenting ideas/concepts through auditory, visual and tactical means.
- Practice regularly.
- Engage muscle groups in a variety of ways.
- Revisit content and safety procedures daily.

RESOURCES

Teacher Resources:

- Internet
- Physical Education Curriculum
- Personal experience
- Centers for Disease Control and Prevention Physical Education Curriculum Analysis Tool:
<https://www.cdc.gov/healthyschools/pecat/index.htm>
- OPEN, Online Physical Education Network: <https://openphysed.org/>

- SHAPE NJ, Society of Health and Physical Educators New Jersey: <https://www.njahperd.org/>
- SHAPE America, Society of Health and Physical Educators: <https://www.shapeamerica.org/>
- The Physical Educator: <https://thephysicaleducator.com/>

Equipment Needed:

- Cones
- Stopwatch
- Mat
- Pull up bar
- Lateral Pull down machine
- Flexibility scale for sit and reach station
- Long jump mat or measurement instrument
- Space in a flat area – 600 yards, 50 yards
- Broad jump mat
- Google Classroom/Internet

UNIT OVERVIEW

Content Area: Physical Education

Unit Title: Fitness Activities

Target Course/Grade Level: Grade 9

Unit Summary: Students will focus on their performance utilizing many different exercise genres (step aerobics, kickboxing, tai-chi, tae-bo, pilates, yoga, zumba, etc.) as well as daily discussions regarding proper nutrition. Students will gain an understanding of the importance of a balanced diet combined with daily exercise which will lead to good habits and a healthy lifestyle. Students will be able to identify the components of a healthy lifestyle and become familiar with the newest workout methods to fit individual wants and needs.

Approximate Length of Unit: 10 weeks (used for one marking period as an opt-in class)

LEARNING TARGETS

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Unit Understandings:

Students will understand that...

- Fundamental skills and terminology for the fitness activities class are important.
- Exercise is essential for leading a healthy lifestyle.
- There are a variety of exercise routines or programs that are available.
- Fad diets are not a safe way to lose weight.
- Nutrition plays a key role in development and function.
- All exercise does not have to be high intensity.
- MyPlate is a food guidance system created by our government to remind us of the five different food groups to include with each meal.

Unit Essential Questions:

- What is portion control?
- How do we monitor portion sizes?
- Where can you go out to eat that offers a menu which caters to healthy eating habits?
- What foods should we make sure that we get enough of on a daily basis?
- What foods should we eat sparingly if at all?
- How can you burn calories without exercising?
- What is a safe and healthy range of weight loss in a 14 day period?
- How do you calculate body fat percentage?
- Where can you find a chart that shows age, height, weight standards to see if you are within the healthy range?
- What are the advantages vs. disadvantages to dieting?
- What are the advantages of eating healthy?
- Can exercise be fun and social?

Knowledge and Skills:

Students will know...

- Proper eating habits when looking to gain/lose/maintain weight.
- Where they can go to eat healthy.
- The foods that we should limit.
- Their proper weight based on their height and activity level.
- That weight loss should be done in a slow and steady manner.
- The foods that healthy people incorporate in their diet.

- Basics of: yoga, kettlebells, resistance band exercises, aerobic step, interval training, speed and agility, toning, and kickboxing.
- Proper form and execution of exercises.
- Safe dieting vs. crash dieting.

Students will be able to...

- Create their own routines.
- Adapt weights and resistance to their wants and needs of the workout.
- Track progress on applications relative to their goal(s).
- Identify exercises and muscle groups engaged in workouts.
- Incorporate more healthy foods in their diet.
- Eliminate or reduce some of the unhealthy foods in their diet.
- Perform several different types of exercise genres.
- Gain an appreciation for taking care of their body.
- Use knowledge into adulthood to create a lifelong, healthy lifestyle.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Daily question and answer session
- Written exam on rules
- Performance based tests (exercise routines) at the beginning and end of unit assessment to determine progress
- Effort and attempted execution of skills
- Peer/Self Assessments
- Teacher observation
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students adapt workouts to fit their wants and needs
- Students can review online workouts to make it more challenging or lessen intensity.
- Presenting ideas/concepts through auditory, visual and tactical means.
- Students work in small groups, pairs or alone.
- Explain each lesson’s objectives and what they can expect to experience along the way.
- Working in small increments through skills and exercise concepts.
- Modeling the processes that are being taught.
- Modifying workouts as necessary.
- Revisit content daily.

RESOURCES

Teacher Resources:

- MyPlate: <https://www.myplate.gov/>
- Internet
- Physical Education Curriculum
- Personal experience
- Centers for Disease Control and Prevention Physical Education Curriculum Analysis Tool: <https://www.cdc.gov/healthyschools/pecat/index.htm>
- OPEN, Online Physical Education Network: <https://openphysed.org/>
- SHAPE NJ, Society of Health and Physical Educators New Jersey: <https://www.njahperd.org/>
- SHAPE America, Society of Health and Physical Educators: <https://www.shapeamerica.org/>
- The Physical Educator: <https://thephysicaleducator.com/>

Equipment Needed:

- Exercise equipment – jump ropes, agility ladder, resistance bands, body bars, free weights/dumbbells, kettlebells, plates, or aerobic steps
- Safe footwear/Socks for wrestling room
- Mats
- Music and Speakers
- Stopwatch
- Google Classroom/Online spreadsheets to track progress
- Internet for workout/nutrition log applications and cell phones