



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Physical Education

COURSE Physical Education, Grades 9-12

Curriculum Development Timeline

School: Ocean Township High School
Course: Physical Education, Grades 9-12
Department: Physical Education

Board Approval	Supervisor	Notes
October 2012	Gina Hagerman	Born Date
December 2017	Mike Lambusta	Revisions
March 2019	Mike Lambusta	Review
August 2022	Patrick Sullivan	Alignment to New Standards & Incorporate State Standards
August 2024	Patrick Sullivan	Updated to include New State Mandates
August 2025	Patrick Sullivan	Alignment to Standards and Revisions

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Week	Marking Period 1	Week	Marking Period 3
1	Health	21	Racquet Sports/Volleyball
2	Health	22	Racquet Sports/Volleyball
3	Health	23	Racquet Sports/Volleyball
4	Health	24	Weight Room/ Fitness
5	Health	25	Weight Room/ Fitness
6	Health	26	Weight Room/ Fitness
7	Health	27	Hockey
8	Health	28	Hockey
9	Health	29	Hockey
10	Health	30	Volleyball/Weight Room/ Hockey
Week	Marking Period 2	Week	Marking Period 4
11	Yoga	31	Walking
12	Yoga	32	Walking
13	Yoga	33	Biking
14	Basketball	34	Biking
15	Basketball	35	Turf Games
16	Basketball	36	Turf Games
17	Badminton	37	Ultimate Frisbee
18	Badminton	38	Ultimate Frisbee
19	Badminton	39	Backyard Games
20	Racquet Sports/Volleyball	40	Backyard Games

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Core Instructional & Supplemental Materials, including various levels of Texts

- Sports Equipment such as Fitness mats, basketballs, softballs, bats, gloves, volleyballs and net standards, 3-speed bicycles, Free weights and machines, frisbees, cones, flags, badminton racquets, and backyard game materials
- Fitness App, Apple Heart App, Charity Miles walking App, My Fitness Blender, Map my Walk, and GPS Tracker

[NJ Diversity, Equity, and Inclusion Educational Resources*](#)

*NJ Diversity, Equity, and Inclusion/NJ LGBT and Persons with Disabilities Education

Time Frame	3 Weeks
Topic	
Yoga	
Alignment to Standards	
• 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.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, and 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.	
Learning Objectives and Activities	

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COURSE Physical Education, Grades 9-12

SKILLS:

- Knowledge of the history of Hatha Yoga
 - Sitting postures
 - Standing Postures
 - Inverted Postures
 - Balance Postures
 - Backbend Postures
 - Progressive Relaxation/Mental Imagery
 - Knowledge of safety procedures
 - Knowledge of terminology
- **STATE MANDATE: Mental Health (N.J.S.A. 18A:35-4.39)** Discuss how yoga can improve mental health and reduce stress
- Suggestions on how to differentiate in this unit:
 - Students work to their ability. (change reps, sets, pace, time, levels)

Assessments

- **Formative:**
 - Journal and Reflection log
 - Flexibility and Yoga Pose Progress Assessment
 - Partner Yoga Activity
- **Summative:**
 - Demonstrate Mastery of Various Yoga Poses via Fitness Rubric
- **Benchmark:**
 - Pre and Post Flexibility Assessment
- **Alternative:**
 - End of Unit project- Students will create their Yoga Routine collaboratively, with a partner, and teach it to the class

Interdisciplinary Connections

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COURSE Physical Education, Grades 9-12

L.KL.9-10.2 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening.

L.KL.11-12.2 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Technology Integration

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12).

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP4: Communicate clearly and effectively and with reason
- CRP6: Demonstrate creativity and innovation
- CRP7: Employ valid and reliable research strategies
- CRP12: Work productively in teams while using cultural global competence

Time Frame	3 Weeks
Topic	
Basketball	
Alignment to Standards	

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- 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.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.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.
- 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.

Learning Objectives and Activities

- Demonstrate fundamental technical skills
- Participate with cooperation and respect
- Identify rules and fouls
- Organize Lead up Games (Two-Ball, 3v3, Knockout)

Assessments

- Formative
 - Small-sided games
 - **STATE MANDATE: BULLYING PREVENTION PROGRAMS (N.J.S.A. 18A:37-17)**
 - Lead up Games: Two-Ball, 3v3, Knockout
 - Progress monitoring - keep track of foul shot shooting percentages
 - Visual Assessment of students' skills
- Summative

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COURSE Physical Education, Grades 9-12

- March Madness Basketball Tournament
- Benchmark
 - Pre-Assessment
 - Post-Assessment
- Alternative
 - Student-created drills that focus on specific skills
 - Student referees - Rule Reference Sheet

Interdisciplinary Connections

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L.KL.11-12.2 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Technology Integration

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP6: Demonstrate creativity and innovation
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them
- CRP12: Work productively in teams while using cultural global competence

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Time Frame	*Optional Activity
Topic	
Softball	
Alignment to Standards	
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Learning Objectives and Activities	
• Demonstrate fundamental technical skills (Throwing, Catching, Batting, Fielding, and Base Running) • Participate with cooperation, safety, and respect • Identify the rules of the game • GAME STRATEGIES ○ Team Offense and Team Defense ○ Lead-up drills	
Assessments	

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COURSE Physical Education, Grades 9-12

- **Formative:**
 - Visual Assessment of students' skills
 - Lead-up drills: Throwing & Catching, Batting
- **Summative:**
 - Specific Skill Rubrics
- **Benchmark:**
 - Pre-Assessment
- **Alternative:**
 - Student-centered and organized softball game

Interdisciplinary Connections

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L.KL.11-12.2 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
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COURSE Physical Education, Grades 9-12

- CRP12: Work productively in teams while using cultural global competence

Time Frame	7 Weeks
Topic	
Racquet Sports	
Alignment to Standards	
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Learning Objectives and Activities	
• Participate with cooperation and respect ◦ STATE MANDATE: BULLYING PREVENTION PROGRAMS (N.J.S.A. 18A:37-17) • Demonstrate fundamental technical skills	

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1. Grip
 - Forehand
 - Backhand
2. Service
 - Short serve
 - Long serve
3. Service Rotation
 - Singles
 - Doubles
4. Basic Strokes
 - Forehand
 - Backhand
5. Volley Skills
 - Drop shot
 - Lob
 - Smash
 - Net flight
- Game Strategies
 - Offense and Defense
 - Knowledge of the activity rules: Sportsmanship and Teamwork
 - Lead-up Games

- Formative
 - Peer-Assessments
 - Self-Assessments
 - Lead up Games using Skills Rubrics
 - Visual Skills Assessment
- Summative
 - Post-Assessment
- Benchmark
- Alternative:
 - Student-centered badminton tournament

Interdisciplinary Connections

L.KL.9-10.2 Apply knowledge of language to make effective choices for meaning, or style,

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and to comprehend more fully when reading, writing, speaking, or listening.

L.KL.11-12.2 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP4: Communicate clearly and effectively and with reason
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them
- CRP12: Work productively in teams while using cultural global competence

Time Frame

4 Weeks

Topic

Volleyball

Alignment to Standards

- 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.

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- 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.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.
- 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.

Learning Objectives and Activities

- Demonstrate fundamental skills:
 - Forearm pass – Bump
 - Hand position, Stance, Ball contact
 - Set
 - Hand position, Stance, Ball contact
 - Serve – Underhand, Overhand, & Sidearm
 - Stance, Ball toss, Ball contact
 - Spike and Dink
 - Body positioning, Timing
 - Block
 - Body positioning, Timing
 - Dig
 - Hand position, Stance, Ball contact
- Discuss game strategies
 - Team Offense
 - Team Defense
 - Rotation
- Identify safety procedures and rules

Suggestions on how to differentiate in this unit:

- Students work to their ability. (change reps, sets, pace, time, levels)

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COURSE Physical Education, Grades 9-12

Assessments

- **Formative:**
 - Peer-Assessments
 - Self-Assessments
 - Student Led Volleyball Skill Drills - Rubric
 - Visual Assessment
- **Summative:**
- **Benchmark:**
- **Alternative:** Student Centered Volleyball Tournament

Interdisciplinary Connections

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Career Readiness, Life Literacies, and Key Skills

- 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

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Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP8: Utilize critical thinking to make sense of problems and persevere in

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COURSE Physical Education, Grades 9-12

solving them

- CRP12: Work productively in teams while using cultural global competence

Time Frame	2 Weeks
Topic	
Walking	
Alignment to Standards	
• 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.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, and 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.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.	
Learning Objectives and Activities	
• Monitor Heart Rate while walking • Exhibit a positive attitude toward physical fitness • Demonstration Safety Protocols while walking • Participate in fitness walking to the local park • Track total miles throughout the unit • Discuss Lyme Disease Prevention (N.J.S.A. 18A:35-5.1)	
Assessments	
• Formative: ○ Self-assessments - Fitness Tracker and Borg Rating Scale	

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- Teacher Visual Checklist - Safety Guidelines
- Environmental & Safety Awareness
 - **STATE MANDATE: LYMES DISEASE PREVENTION (N.J.S.A. 18A:35-5.1)**
- **Summative:**
 - End of Unit Fitness Log and Reflection
- **Benchmark:**
 - Timed walk 1-mile on track
- **Alternative:**
 - Digital Fitness Apps

Interdisciplinary Connections

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L.KL.11-12.2 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6).

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason

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COURSE Physical Education, Grades 9-12

- CRP5: Consider the environmental, social, and economic impacts of decisions
- CRP12: Work productively in teams while using cultural global competence

Time Frame	2 Weeks
Topic	
Biking	
Alignment to Standards	
● 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.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, and 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.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.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. ● 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.	
Learning Objectives and Activities	
● Review the different bike gears ● Discuss bike safety (proper helmet fit, pedestrians) ● Demonstrate starting and stopping ● Identity ABCs (Air, Brakes, Chains) of the bike ● Perform adequate steering and control while riding ● Review the importance of hydration and nutrition	

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- Demonstrate bike hand signals
- Students will participate in bike drills on the track

Assessments

- Formative
 - Bike Safety Check Assessment (ABCs)
 - Fitness Tracker App: Track miles
 - Environmental & Safety Awareness
 - **STATE MANDATE: LYMES DISEASE PREVENTION (N.J.S.A. 18A:35-5.1)**
- Summative:
 - End of Unit Fitness Log and Reflection
 - Create a Community Resource Financial Plan
- Benchmark:
 - Bike drills on track

Interdisciplinary Connections

L.KL.9-10.2 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening.

L.KL.11-12.2 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3)

Technology Integration

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- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6).

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP5: Consider the environmental, social, and economic impacts of decisions
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them

Time Frame	3 Weeks
Topic	
Physical Fitness	
Alignment to Standards	
● 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.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities. ● 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence, and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill-related fitness. ● 2.2.12.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.6: Implement a financial plan for participation in physical activity in the community for self and family members.	

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Learning Objectives and Activities

- Students will track individual progress throughout the fitness unit
- Students will participate in various fitness routines safely.
- Exhibit a positive attitude toward physical activity.
- Monitor resting and active heart rate.
- Identify and explain key fitness concepts that contribute to lifelong fitness.
- Improve all health and skill-related fitness components
- Use Fitness videos to assist during workouts
- Students will work cooperatively with peers.

Assessments

- **Formative:**
 - Peer-Assessment: Partner form check
 - Psychomotor Skill Checklist - Safety & Exercise Preparation
 - Fitness Log
- **Summative:**
 - End of Unit Reflection Journal
 - Create a Community Resource Financial Plan
- **Benchmark:**
 - Pre-Test & Post-Test Fitness Benchmark: 1 Rep Max, Flexibility, Resting Heart Rate
- **Alternative:**
 - Fitness Digital Apps
 - FitnessBlender
 - YouTube - Fitness Videos
 - Sport Specific Fitness Plan

Interdisciplinary Connections

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L.KL.11-12.2 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Technology Integration

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12).

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP5: Consider the environmental, social, and economic impacts of decisions
- CRP7: Employ valid and reliable research strategies
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them
- CRP12: Work productively in teams while using cultural global competence

Time Frame	2 Weeks
Topic	
Backyard Games	
Alignment to Standards	

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DEPARTMENT Physical Education

COURSE Physical Education, Grades 9-12

- 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.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.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

Learning Objectives and Activities

- Demonstrate using equipment safety
- Knowledge of the activity rules and scoring
- Demonstration of basic fundamental skills
- Analyze and create modifications to games
- Students will work cooperatively in small groups to keep proper scoring
- **STATE MANDATE: BULLYING PREVENTION PROGRAMS (N.J.S.A. 18A:37-17)**

Assessments

- **Formative:**
 - Visual Peer-Assessment
 - Self-assessments
- **Summative:**
- **Benchmark:**
- **Alternative:**
 - Backyard Games Olympics

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DEPARTMENT Physical Education

COURSE Physical Education, Grades 9-12

Interdisciplinary Connections

L.KL.9-10.2 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening.

L.KL.11-12.2 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

S.CP.A.5 () Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Technology Integration

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP5: Consider the environmental, social, and economic impacts of decisions
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them
- CRP12: Work productively in teams while using cultural global competence

Time Frame

2 Weeks

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DEPARTMENT Physical Education

COURSE Physical Education, Grades 9-12

Topic

Ultimate Frisbee

Alignment to Standards

- 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.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.

Learning Objectives and Activities

- Demonstration of basic fundamental Skills:
 - Throwing
 - Grip
 - Stance
 - Sidearm throw
 - Underhand throw
 - Catching
 - One-handed catch
 - Two-handed catch
 - Hand positioning
 - Guarding
 - Athletic stance
 - Positioning
 - Intercepting
- Participate in small-sided games to demonstrate skills.

Assessments

- **Formative:**

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COURSE Physical Education, Grades 9-12

- Peer-Assessment
- Self-Assessment
- Two-on-Two lead-up games
- Sportsmanship Assessment

■ **BULLYING PREVENTION PROGRAMS (N.J.S.A. 18A:37-17)**

- **Summative:**
- **Benchmark:**
 - Field Goal Accuracy Challenge
- **Alternative:**
 - Student Centered Ultimate Frisbee Tournament

Interdisciplinary Connections

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L.KL.11-12.2 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Technology Integration

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP6: Demonstrate creativity and innovation
- CRP8: Utilize critical thinking to make sense of problems and persevere in

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DEPARTMENT Physical Education

COURSE Physical Education, Grades 9-12

solving them

- CRP12: Work productively in teams while using cultural global competence

Time Frame	2 Weeks
Topic	
Turf Games	
Alignment to Standards	
• 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.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.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.	
Learning Objectives and Activities	
• Students will participate in games cooperatively and with sportsmanship • Analyze offensive and defensive principles to improve the game • Understand game tactical awareness • Demonstrate fundamental skills in Lead up Games	
Assessments	
• <u>Formative:</u>	

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DEPARTMENT Physical Education

COURSE Physical Education, Grades 9-12

- Peer-Assessment
- Self-Assessments
- Turf Games Safety Rubric
- Student-led turf games tournament

- **Summative:**
- **Benchmark:**

Interdisciplinary Connections

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L.KL.11-12.2 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

S.CP.A.5 () Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Technology Integration

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP8: Utilize critical thinking to make sense of problems and persevere in

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DEPARTMENT Physical Education

COURSE Physical Education, Grades 9-12

- solving them
- CRP12: Work productively in teams while using cultural global competence

Time Frame	4 Weeks
Topic	
Floor Hockey	
Alignment to Standards	
● 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.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.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.	
Learning Objectives and Activities	
● Focus on teamwork and cooperation ● Demonstrate Gross and Fine Motor Skills ● Offensive and Defensive Principles ● Game Tactical Awareness ● Participate in lead-up games ● Discuss the importance of safety and rules	
Assessments	

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DEPARTMENT Physical Education

COURSE Physical Education, Grades 9-12

- **Formative:**
 - Peer-Assessment
 - Self-Assessments
 - Small-sided drills

- **Summative:**
- **Benchmark:**

Interdisciplinary Connections

L.KL.9-10.2 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening.

L.KL.11-12.2 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Technology Integration

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP4: Communicate clearly and effectively and with reason
- CRP6: Demonstrate creativity and innovation
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them

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DEPARTMENT Physical Education

COURSE Physical Education, Grades 9-12

Time Frame	*Optional Activity
Topic	
Dance Fitness	
Alignment to Standards	
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Learning Objectives and Activities	
- Know the benefits of physical activity (physical, mental, social/emotional). - Identify the different training methods: interval, circuit, weight training, and group fitness. - Analyze the physiological response to exercise: resting heart rate, target heart rate, and recovery heart rate. - Investigate what music to choose for a proper cardiovascular workout, including a warm-up song, workout songs, and a cool-down song. - Recognize which of the components of health-related fitness are being improved: muscular strength, muscular endurance, flexibility, cardiovascular endurance, and body composition. - Discuss exercise safety and the importance of hydration. - Participate in group routines - Teacher demonstration of dance skills and techniques	
Assessments	
<u>Formative</u> - Exit Slips - Perform in teacher-led choreographed Dance Fitness combinations - Student-led warm-up and/or cool-down activity	

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COURSE Physical Education, Grades 9-12

- **Summative**
 - Student-led Dance Fitness Routine.
- **Benchmark**
 - Skills Test
 - Content Test
 - Self-Assessments
 - Heart Rate Readings

Interdisciplinary Connections

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L.KL.11-12.2 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Technology Integration

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6).

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP6: Demonstrate creativity and innovation
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them
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DEPARTMENT Physical Education

COURSE Physical Education, Grades 9-12

Modifications for Physical Education/Dance/or any other physical coursework (ELL, Special Education, At-Risk Students, Gifted and Talented, and 504 Plans)

ELL:

- Use visuals
- Demonstrate all movements
- Introduce key vocabulary for movements and equipment
- Provide peer support/partnering
- Use of Bilingual Dictionary (only in safe situations)
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments instead of written tests.

Supports for Students With IEPs:

- Demonstrate all movements
- Allow extra time for practice drills, adapt where necessary
- Guided notes and/or scaffold outline for any assessments or written assignments
- Provide peer support/partnering
- Accept demonstration and verbal evaluations instead of written tests.
- Follow all IEP modifications.

At-Risk Students:

- Demonstrate all movements
- Lesson taught again using a differentiated approach
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments instead of written tests.

Gifted and Talented:

- Create an enhanced set of practice/drill activities
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Encourage students to focus on challenging themselves
- Propose interest-based extension activities

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COURSE Physical Education, Grades 9-12

- Allow independent projects/learning objectives that allow students to extend their learning and achieve fitness gains.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Demonstrate all movements.
- Amplification system as needed
- Fine motor skill stations embedded in rotation as needed
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments instead of written tests.

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