

Rumson-Fair Haven Regional High School

Course: *Integrated Physical Education*

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Board Approval: September 2024

Section I: Course Description

Integrated Physical Education focuses on the physical, intellectual, and social growth of all students. Students of all ability levels come together through ongoing fitness, sports, leadership, and wellness activities. General Education Physical Education students will learn strategies to assist in teaching and leading students with disabilities. Students with disabilities will receive a variety of movement-based activities, learn how to participate in these activities and extend social skills and connections.

Section II: NJSLs: New Jersey Student Learning Standards/Learning Objectives:

1. **2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education:**
 - o “Successful preparation of students for the opportunities, rigors, and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today’s students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSLs-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences.”
2. **2020 New Jersey Student Learning Standards – Visual and Performing Arts**
 - o The NJSLs-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by: defining artistic literacy through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning; placing artistic processes and anchor standards at the forefront of the work; identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.
3. **2023 New Jersey Student Learning Standards English Language Arts:**
 - o A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. ...Students will [d]evelop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language[; r]ead rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success[; e]ngage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences)[; l]everage complex texts and digital media to develop comprehension, active listening, and discussion skills[; g]round daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens[; e]valuate the reliability, credibility, and perspective of authors and speakers across all forms of media[; e]xpress ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines [and l]earn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.
4. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:**
 - o “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”
5. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLs:**
 - o “This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.”
***Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”

6. **[*Amistad Law: N.J.S.A. 18A 52:16A-88:](#)**
 - o The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.”
7. **[*Holocaust Law: N.J.S.A. 18A 35-28:](#)**
 - o The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.”
8. **[*LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:](#)**
 - o A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.”
9. **[*Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:](#)**
 - o The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey’s schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: “A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.”
10. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objectives*

Section III: Curriculum Modifications

The *Integrated Physical Education* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include but are not limited to those outlined on the [Modifications/Accommodations for Physical Education and Health Courses](#) chart.

Section IV: Preparation for Standardized Testing

Instruction in *Integrated Physical Education* is aligned with the requirements of state and national standardized assessments, including the *NJGPA*, *NJSLA*, the *ACT*, the *PSAT* and the *SAT*.

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: <i>Integrated Physical Education</i>	Grade Level: 9-12
Unit I: Leadership/Participation in Integrated PE	Weeks 1-40 (varies)

Unit II: Ball Games	Weeks 1-40 (varies)
Unit III: Fitness/Strength and Conditioning	Weeks 1-40 (varies)
Unit IV: Invasion Games	Weeks 1-40 (varies)
Unit V: Net Games	Weeks 1-40 (varies)
Unit VI: Target Games	Weeks 1-40 (varies)
Unit VII: Yoga, Breathing, and Meditation	Weeks 1-40 (varies)

Section VI: Primary Texts and Year-Long Instructional Resources

The following texts and instructional resources are employed for all students in *Integrated Physical Education*:

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- [Special Olympics Unified Physical Education Resources](#)
- <https://www.youtube.com/>
- <https://plt4m.com/>
- <https://www.shapeamerica.org/events/healthmovesminds/>
- [PECentral.org](#)
- [sparkpe.org](#)
- [www.gophersport.com/blog](#)
- [Fitness Center Exercise Index](#)
- [www.shapenj.org](#)
- [www.openphysed.org](#)
- SHAPE America Teacher Toolbox
- SPARK PE Free Webinar Series
- Wendler's Log App
- Push App
- Dashr App
- *Spark Folio – Physical Education (9-12)*, School Specialty Physical Education and Wellness, 2012
- *Physical Activity and Sport for the Secondary School Student*, Edited by Neil J. Dougherty, National Assoc. for Sport and Physical Education, 20029
- *Quality Lesson Plans for Secondary Physical Education*, 2nd edition, by Zakrajsek, Carnes, and Pettigrew, Human Kinetics, 2003
- *Teaching Sport Concept and Skills*. 3rd edition. Mitchell, S.A, Oslin, J.L., & Griffin, L.L. (2013) Champaign, IL: Human Kinetics
- *QuickSilver: Adventure Games, Initiative Problems, Trust Activities and a Guide to Effective Leadership*, by Karl Rohnke and Steve Butler, Project Adventure Inc., Kendall/Hunt Publishing Company 1995
- *Cowtails and Cobras I: A Guide to Games, Initiatives, Ropes Courses, & Adventure Curriculum*, by Karl Rohnke, Project Adventure, Inc., Kendall/Hunt Publishing Company 1989
- *Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities*, by Karl Rohnke, Project Adventure, Inc., Kendall/Hunt Publishing Company 1984

Section VII: Grading Formula and Assessment Modes

Marking period grades in *Integrated Physical Education* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined before the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *Integrated Physical Education* vary greatly in format, scope/content/skills assessed, and alternative assessments, differentiation in assessments and choice will be incorporated as appropriate. Preliminary assessments of each format will be used as benchmarks and summative assessments will be created/revised collaboratively each year and planned by members of the *Dance* instructional team to inform future learning and to measure student growth.

Section VIII: Unit Templates

The following unit templates have been established for the *Integrated Physical Education* curriculum by the *Integrated Physical Education* instructional team:

Unit I: Leadership/Participation in Integrated PE		
Unit Summary		
<p>In this unit, students will get an overview of what it means to participate in an Integrated Physical Education program. It will be defined as an inclusive peer partner program that provides students of all ability levels the opportunity to lead and teach. Students will be exposed to information about different abilities and characteristics, along with strategies the students can apply to assist in forming successful partnerships. Students will work collaboratively with their peers to find ways to make Physical Education activities work so that everyone in the class can participate successfully.</p>		
Standards/Core Ideas/Performance Expectations/Progress Indicators		
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Integrated Physical Education</i>:</p> <ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards for Comprehensive Health & Physical Education <ul style="list-style-type: none"> ○ 2.1.12.PGD.1-2, 2.1.12.EH.1-4, 2.1.12.CHSS.1-2, 4, 6-7, and 9, 2.2.12.MSC.1-5, 2.2.12.PF.1-5, 2.2.12.LF.1-8 ● 2020 New Jersey Student Learning Standards for Visual and Performing Arts: 9-12 <ul style="list-style-type: none"> ○ 1.1.12.prof.Pr4b, 1.1.12.prof.Pr4c ● 2023 New Jersey Student Learning Standards: English Language Arts <ul style="list-style-type: none"> ○ W.IW.9-10.2.A-F, W.IW.11-12.2.A-F ● 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking <ul style="list-style-type: none"> ○ 8.1.12.IC.1, 8.2.12.ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1 ● 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills <ul style="list-style-type: none"> ○ 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9, 9.4.12.GCA.1 		
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> ● *What is the importance of inclusion within a school community? ● How can we advocate for ourselves to help others understand our wants and needs? ● How do we help others within the activity/ies (sportsmanship/leadership)? ● *What are some of the common disabilities we see in our school community? ● What are the best ways to communicate effectively with all students? ● How can we become more effective leaders and mentors within our school community? ● How can we create a positive experience for all participants? 	<ul style="list-style-type: none"> ● *Students will understand that a supportive group atmosphere will help develop stronger self-esteem, help overcome anxiety concerning novel experiences, encourage participation, and promote the idea that trying new things in a cooperative environment is more important than the team's success or failure. ● Students will understand that a supportive group facilitates and encourages all participants to freely express themselves, thereby creating a more positive experience for the entire group. Students will understand that communication is crucial for a team to be successful. ● Students will understand the importance of encouraging others, maintaining a positive attitude, and playing fairly. ● *Students will gain a better understanding of the different barriers and challenges some students may face. Students will learn how to adapt skill sets to the needs of all students. ● Students will understand that communication is crucial for a team to be successful and that all team members thrive when information is communicated in a way that meets each student where they are. ● Students will understand the importance of taking on a leadership role within the school community and how their actions can positively impact the lives of individual students as well as the culture of the entire student body. ● Students will understand the importance of encouraging others, maintaining a positive attitude, and playing fairly. 	
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Skill Demonstration ● Cognitive - Quiz, Exit 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Psychomotor Skills Test (Benchmark) 	Resources Needed: <ul style="list-style-type: none"> ● Special Olympics Unified Physical Education Resources ● <i>Physical Activity and Sport for the</i>

<p>Slip, Assignment, Checklists, Worksheet</p> <ul style="list-style-type: none"> ● Question and answer ● Fitness Log/Journal ● Teacher evaluation ● Self / Peer evaluation ● Small Group Work/Evaluation ● Discussions before, during, and after activities. ● Individual student check-ins with teacher ● Progress Tracking 	<ul style="list-style-type: none"> ● Fitness Assessments (Benchmark) ● Activity Performance (Benchmark) ● Written Assessments (Benchmark) ● Portfolios (Benchmark) ● Behavioral Assessment (participation, motivation, effort, sportsmanship) (Benchmark) 	<p><i>Secondary School Student</i>, Edited by Neil J. Dougherty, National Assoc. for Sport and Physical Education, 2002</p> <ul style="list-style-type: none"> ● <i>Quality Lesson Plans for Secondary Physical Education</i>, 2nd edition, by Zakrajsek, Carnes, and Pettigrew, Human Kinetics, 2003 ● <i>Teaching Sport Concept and Skills</i>, 3rd edition. Mitchell, S.A, Oslin, J.L., & Griffin, L.L. (2013) Champaign, IL: Human Kinetics ● <i>QuickSilver: Adventure Games, Initiative Problems, Trust Activities and a Guide to Effective Leadership</i>, by Karl Rohnke and Steve Butler, Project Adventure Inc., Kendall/Hunt Publishing Company 1995 ● <i>Cowtails and Cobras I: A Guide to Games, Initiatives, Ropes Courses, & Adventure Curriculum</i>, by Karl Rohnke, Project Adventure, Inc., Kendall/Hunt Publishing Company 1989 ● <i>Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities</i>, by Karl Rohnke, Project Adventure, Inc., Kendall/Hunt Publishing Company 1984
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Unit II: Ball Games

Unit Summary

In this unit, students will learn and play a variety of ball sports including baseball, bashball, football, four square, kickball, and soccer. Special Education students will learn gameplay, mini-games, physical skills, rules, strategy, communication, teamwork, and sportsmanship within a variety of different games using different balls of multiple sizes and shapes. General Education students will learn to teach specific game and mini-game concepts, necessary rules, and effective communication techniques that will help lead to student-run classes.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Integrated Physical Education*:

- *2020 New Jersey Student Learning Standards for Comprehensive Health & Physical Education*
 - 2.1.12.PGD.1-2, 2.1.12.EH.1-4, 2.1.12.CHSS.1-2, 4, 6-7, and 9, 2.2.12.MSC.1-5, 2.2.12.PF.1-5, 2.2.12.LF.1-8
- *2020 New Jersey Student Learning Standards for Visual and Performing Arts: 9-12*
 - 1.1.12prof.Pr4b, 1.1.12prof.Pr4c
- *2023 New Jersey Student Learning Standards: English Language Arts*
 - W.IW.9-10.2.A-F, W.IW.11-12.2.A-F
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.1C.1, 8.2.12ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9, 9.4.12.GCA.1

Unit Essential Questions

- What physical skills are essential for success within the activity/ies?
- What are the rules/strategies associated with the activity/ies?
- How do we use communication for success within the activity/ies?
- How do we help others within the activity/ies (sportsmanship/leadership)?
- What strategies can we use to help each student participate and succeed in the activity/ies?

Unit Enduring Understandings

- Students will understand which physical skills are essential for success in a variety of ball games (throwing, catching, kicking, dribbling, swinging, etc.)
- Students will understand the basic rules and regulations associated with a variety of ball games.
- Students will understand that communication is crucial for a team to be successful.
- Students will understand the importance of encouraging others, maintaining a positive attitude, and sportsmanship.
- Students will understand strategies to overcome challenges, such as communication, speech and language, cognition, and mobility.

<ul style="list-style-type: none"> • How can we modify rules/gameplay to help students within the activity/ies? • How can we work to bring out the best in all students within the activity/ies? • How can we create a positive experience for all participants? 	<ul style="list-style-type: none"> • Students will understand that everyone has capabilities and that with small modifications everyone can participate and succeed. • Students will understand that effective teams acknowledge each player’s strengths and use one another’s abilities to be successful. • Students will understand the importance of encouraging others, maintaining a positive attitude, and sportsmanship.
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Evidence of Learning

Formative & Alternative Assessments: <ul style="list-style-type: none"> • Skill Demonstration • Cognitive - Quiz, Exit Slip, Assignment, Checklists, Worksheet • Question and answer • Fitness Log/Journal • Teacher evaluation • Self / Peer evaluation • Small Group Work/Evaluation • Discussions before, during, and after activities. • Individual student check-ins with teacher • Progress Tracking 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> • Psychomotor Skills Test • Fitness Assessments • Activity Performance • Written Assessments • Portfolios • Behavioral assessment (participation, motivation, effort, sportsmanship) 	Resources Needed: <ul style="list-style-type: none"> • <i>Common Sense Education</i> (www.commonsense.org) • Special Olympics Unified Physical Education Resources • https://www.youtube.com/ • https://plt4m.com/ • https://www.shapeamerica.org/events/healthmoves/minds/ • PECentral.org • sparkpe.org • www.gophersport.com/blog • Fitness Center Exercise Index • www.shapenj.org • www.openphysed.org • SHAPE America Teacher Toolbox • SPARK PE Free Webinar series • Spark Folio – Physical Education (9-12) • Physical Activity and Sport for the Secondary School Student • Quality Lesson Plans for Secondary Physical Education • Teaching Sport Concept and Skills
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Unit III: Fitness-Strength and Conditioning

Unit Summary

In this unit, students will learn and perform fitness activities, including strength and conditioning, in a fitness center setting. Included will be the introduction, development, and understanding of exercises, form, technique, and programming that help implement training protocols to improve overall muscular strength, power, and endurance for daily life activities. All students will gain an appreciation of the importance of strength training and conditioning as it relates to physical, emotional, mental, and social wellness, and explain how strength training prevents injuries, age-related illnesses, and disease. Specifically, Special Education students will focus on basic foundational movements (squat, hinge, push, pull, press) with a variety of equipment to improve their daily life activities. General Education students will identify proper form, correct flaws in performance, assess and critique their peers’ movement skills, and provide proper feedback, encouragement, and motivation to peers.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Integrated Physical Education*:

- *2020 New Jersey Student Learning Standards for Comprehensive Health & Physical Education*
 - 2.1.12.PGD.1-2, 2.1.12.EH.1-4, 2.1.12.CHSS.1-2, 4, 6-7, and 9, 2.2.12.MSC.1-5, 2.2.12.PF.1-5, 2.2.12.LF.1-8
- *2020 New Jersey Student Learning Standards for Visual and Performing Arts: 9-12*
 - 1.1.12prof.Pr4b, 1.1.12prof.Pr4c
- *2023 New Jersey Student Learning Standards: English Language Arts*
 - W.IW.9-10.2.A-F, W.IW.11-12.2.A-F
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.1C.1, 8.2.12ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9, 9.4.12.GCA.1

Unit Essential Questions	Unit Enduring Understandings
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<ul style="list-style-type: none"> • How can engaging in a strength and conditioning program help with activities of daily living and foster an independent future? • What are the main foundational movements required for strength and conditioning in the fitness center? • What are the basic safety procedures and rules in the fitness center? • How can we self-assess and monitor progress in the fitness center? • What are ways that we can provide direction, feedback, and motivation to peers? • How does strength training and conditioning assist with physical, emotional, and social wellness? • What are the main foundational movements required for strength and conditioning in the fitness center? • Safety procedures and rules are necessary for proper strength training. • How can we self-assess and assess movement skills in peers? • How can we effectively communicate and provide direction, feedback, and motivation to all peers? • How does strength training and conditioning relate to physical, emotional, mental, and social wellness, and how can strength training prevent injuries, age-related illnesses, and disease? 	<ul style="list-style-type: none"> • Students will understand the short and long-term benefits of a strength and conditioning routine. • Students will understand the main foundational movements for strength and conditioning in the fitness center including the squat, hinge, push, pull, and press. • Students will understand the safety procedures and rules that are necessary for proper strength training. • Students will understand the importance of monitoring their fitness to ensure that they are meeting their fitness goals. • Students will understand the importance of positive reinforcement and feedback as a motivator for themselves and their peers. • Students will understand that muscular strength, power, and endurance are critical components to overall strength, conditioning, and physical wellness and can improve overall daily living. • Students will understand the main foundational movements for strength and conditioning in the fitness center including the squat, hinge, push, pull, and press. • Students will understand the safety procedures and rules that are necessary for proper strength training. • Students will understand the many physical, mental, emotional, and social benefits of participating in aerobic conditioning for themselves and their peers. • Students will understand the importance of encouraging others and maintaining a positive attitude as they communicate feedback, critique, and motivation. • Students will understand that muscular strength, power, and endurance are critical components to overall strength, conditioning, and physical wellness and can improve overall daily living and prevent injuries and age-related illnesses and diseases.
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Evidence of Learning

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Skill and technique demonstration • Cognitive - Quiz, Exit Slip, Assignment, Checklists, Worksheet • Question and answer • Fitness Log/Journal • Teacher evaluation • Self / Peer evaluation • Small Group Work/Evaluation • Discussions before, during, and after activities. • Individual student check-ins with teacher • Progress Tracking 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Psychomotor Skills Test • Fitness Assessments • Activity Performance • Written Assessments • Portfolios • Behavioral assessment (participation, motivation, effort, sportsmanship) 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • Google Classroom • <i>Common Sense Education</i> (www.commonsense.org) • Special Olympics Unified Physical Education Resources • https://www.youtube.com/ • https://www.shapeamerica.org/events/healthmovesminds/ • www.gophersport.com/blog • Fitness Center Exercise Index • www.shapenj.org • www.openphysed.org • SHAPE America Teacher Toolbox • SPARK PE Free Webinar series • Wendler’s Log App • Spark Folio – Physical Education (9-12) • Physical Activity and Sport for the Secondary School Student • Quality Lesson Plans for Secondary Physical Education
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Unit IV: Invasion Games

Unit Summary

In this unit, students will learn and play a variety of invasion games including basketball, football, soccer, and Jai Alai. Special Education students will learn gameplay, mini-games, physical skills, rules, strategy, communication, teamwork, and sportsmanship within a variety of different games using different balls of multiple sizes and shapes, as well as

different usable equipment. General Education students will learn to teach specific game and mini-game concepts, necessary rules, and effective communication techniques that will help lead to student-run classes.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Integrated Physical Education*:

- 2020 New Jersey Student Learning Standards for Comprehensive Health & Physical Education
 - 2.1.12.PGD.1-2, 2.1.12.EH.1-4, 2.1.12.CHSS.1-2, 4, 6-7, and 9, 2.2.12.MSC.1-5, 2.2.12.PF.1-5, 2.2.12.LF.1-8
- 2020 New Jersey Student Learning Standards for Visual and Performing Arts: 9-12
 - 1.1.12.prof.Pr4b, 1.1.12.prof.Pr4c
- 2023 New Jersey Student Learning Standards: English Language Arts
 - W.IW.9-10.2.A-F, W.IW.11-12.2.A-F
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
 - 8.1.12.IC.1, 8.2.12.ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills
 - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9, 9.4.12.GCA.1

Unit Essential Questions

- What physical skills are essential for success in the activity?
- What are the rules/strategies associated with the activity?
- How do we use communication for success within the activity?
- How do we help others within the activity (sportsmanship/leadership)?
- What strategies can we use to help each student participate in the activity?
- How can we modify rules/gameplay to help students in the activity?
- How can we work to bring out the best in all students within the activity?
- How can we create a positive experience for all participants?

Unit Enduring Understandings

- Students will understand which physical skills are essential for success in a variety of invasion games (throwing, catching, kicking, dribbling, use of equipment, etc.)
- Students will understand the basic rules and regulations associated with a variety of invasion games.
- Students will understand that communication is crucial in order for a team to be successful.
- Students will understand the importance of encouraging others, maintaining a positive attitude, and sportsmanship.
- Students will understand strategies to overcome challenges, such as communication, speech and language, cognition, and mobility.
- Students will understand that everyone has capabilities and that with small modifications everyone can participate and succeed.
- Students will understand that effective teams acknowledge each individual player’s strengths and use one another’s abilities to be successful.
- Students will understand the importance of encouraging others, maintaining a positive attitude, and sportsmanship.

Evidence of Learning

Formative & Alternative Assessments:

- Skill Demonstration
- Cognitive - Quiz, Exit Slip, Assignment, Checklists, Worksheet
- Question and answer
- Fitness Log/Journal
- Teacher evaluation
- Self / Peer evaluation
- Small Group Work/Evaluation
- Discussions before, during, and after activities.
- Individual student check-ins with teacher
- Progress Tracking

Benchmark & Summative Assessments:

- Psychomotor Skills Test
- Fitness Assessments
- Activity Performance
- Written Assessments
- Portfolios
- Behavioral assessment (participation, motivation, effort, sportsmanship)

Resources Needed:

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- [Special Olympics Unified Physical Education Resources](#)
- <https://www.youtube.com/>
- <https://plt4m.com/>
- <https://www.shapeamerica.org/events/healthmovesminds/>
- PECentral.org
- sparkpe.org
- www.gophersport.com/blog
- [Fitness Center Exercise Index](#)
- www.shapenj.org
- www.openphysed.org
- SHAPE America Teacher Toolbox
- SPARK PE Free Webinar series
- Spark Folio – Physical Education (9-12)
- Physical Activity and Sport for the Secondary School Student
- Quality Lesson Plans for Secondary Physical Education
- Teaching Sport Concept and Skills

Unit V: Net Games

Unit Summary

In this unit, students will learn and play a variety of net games including badminton, pickleball, and volleyball. Special Education students will learn gameplay, mini-games, physical skills, rules, strategy, communication, teamwork, and sportsmanship within a variety of different games using different equipment of multiple sizes and shapes. General Education students will learn to teach specific game and mini-game concepts, necessary rules, and effective communication techniques that will help lead to student-run classes.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Integrated Physical Education*:

- 2020 New Jersey Student Learning Standards for Comprehensive Health & Physical Education
 - 2.1.12.PGD.1-2, 2.1.12.EH.1-4, 2.1.12.CHSS.1-2, 4, 6-7, and 9, 2.2.12.MSC.1-5, 2.2.12.PF.1-5, 2.2.12.LF.1-8
- 2020 New Jersey Student Learning Standards for Visual and Performing Arts: 9-12
 - 1.1.12prof.Pr4b, 1.1.12prof.Pr4c
- 2023 New Jersey Student Learning Standards: English Language Arts
 - W.IW.9-10.2.A-F, W.IW.11-12.2.A-F
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
 - 8.1.12.1C.1, 8.2.12ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills
 - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9, 9.4.12.GCA.1

Unit Essential Questions

- What physical skills are essential for success in the activity?
- What are the rules/strategies associated with the activity?
- How do we use communication for success within the activity?
- How do we help others within the activity (sportsmanship/leadership)?
- What strategies can we use to help each student participate in the activity?
- How can we modify rules/gameplay to help students within the activity?
- How can we work to bring out the best in all students within the activity?
- How can we create a positive experience for all participants?

Unit Enduring Understandings

- Students will understand which physical skills are essential for success in a variety of net games (hand hitting, swinging, striking, use of equipment, etc)
- Students will understand the basic rules and regulations associated with a variety of net games.
- Students will understand that communication is crucial for a team to be successful.
- Students will understand the importance of encouraging others, maintaining a positive attitude, and sportsmanship.
- Students will understand strategies to overcome challenges, such as communication, speech and language, cognition and mobility.
- Students will understand that everyone has capabilities and that with small modifications everyone can participate and succeed.
- Students will understand that effective teams acknowledge each individual player's strengths and use one another's abilities to be successful.
- Students will understand the importance of encouraging others, maintaining a positive attitude, and sportsmanship.

Evidence of Learning

Formative & Alternative Assessments:

- Skill Demonstration
- Cognitive - Quiz, Exit Slip, Assignment, Checklists, Worksheet
- Question and answer
- Fitness Log/Journal
- Teacher evaluation
- Self/ Peer evaluation
- Small Group Work/Evaluation
- Discussions before, during, and after activities.
- Individual student check-ins with teacher
- Progress tracking

Benchmark & Summative Assessments:

- Psychomotor Skills Test
- Fitness Assessments
- Activity Performance
- Written Assessments
- Portfolios
- Behavioral assessment (participation, motivation, effort, sportsmanship)

Resources Needed:

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- [Special Olympics Unified Physical Education Resources](#)
- <https://www.youtube.com/>
- <https://plt4m.com/>
- <https://www.shapeamerica.org/events/healthmovesminds/>
- PECentral.org
- sparkpe.org
- www.gophersport.com/blog
- [Fitness Center Exercise Index](#)
- www.shapenj.org
- www.openphysed.org
- SHAPE America Teacher Toolbox
- SPARK PE Free Webinar series
- Spark Folio – Physical Education (9-12)

		<ul style="list-style-type: none"> Physical Activity and Sport for the Secondary School Student Quality Lesson Plans for Secondary Physical Education Teaching Sport Concept and Skills
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Unit VI: Target Games

Unit Summary

In this unit, students will learn and play a variety of target games including adventure education, bowling, and backyard games like spike ball, washers, bean bag toss, kan jam, etc). Special Education students will learn gameplay, mini-games, physical skills, rules, strategy, communication, teamwork, and sportsmanship within a variety of different games that involve different types of strategy and non-traditional gameplay. General Education students will learn to teach specific game and mini-game concepts, necessary rules, and effective communication techniques that will help lead to student-run classes.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Integrated Physical Education*:

- 2020 New Jersey Student Learning Standards for Comprehensive Health & Physical Education
 - 2.1.12.PGD.1-2, 2.1.12.EH.1-4, 2.1.12.CHSS.1-2, 4, 6-7, and 9, 2.2.12.MSC.1-5, 2.2.12.PF.1-5, 2.2.12.LF.1-8
- 2020 New Jersey Student Learning Standards for Visual and Performing Arts: 9-12
 - 1.1.12.prof.Pr4b, 1.1.12.prof.Pr4c
- 2023 New Jersey Student Learning Standards: English Language Arts
 - W.IW.9-10.2.A-F, W.IW.11-12.2.A-F
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
 - 8.1.12.IC.1, 8.2.12.ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills
 - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9, 9.4.12.GCA.1

Unit Essential Questions	Unit Enduring Understandings
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<ul style="list-style-type: none"> What physical skills are essential for success in the activity? What are the rules/strategies associated with the activity? How do we use communication for success within the activity? How do we help others within the activity (sportsmanship/leadership)? What strategies can we use to help each student participate in the activity? How can we modify rules/gameplay to help students within the activity? How can we work to bring out the best in all students within the activity? How can we create a positive experience for all participants? 	<ul style="list-style-type: none"> Students will understand which physical skills are essential for success in a variety of target games (throwing, tossing, spiking, rolling, striking, fine motor skills, etc.) Students will understand the basic rules and regulations associated with a variety of target games. Students will understand that communication is crucial for a team to be successful. Students will understand the importance of encouraging others, maintaining a positive attitude, and sportsmanship. Students will understand strategies to overcome challenges, such as communication, speech and language, cognition, and mobility. Students will understand that everyone has capabilities and that with small modifications everyone can participate and succeed. Students will understand that effective teams acknowledge each player's strengths and use one another's abilities to be successful. Students will understand the importance of encouraging others, maintaining a positive attitude, and sportsmanship.
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Evidence of Learning

Formative & Alternative Assessments: <ul style="list-style-type: none"> Skill Demonstration Cognitive - Quiz, Exit Slip, Assignment, Checklists, Worksheet Question and answer Fitness Log/Journal Teacher evaluation Self / Peer evaluation 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> Psychomotor Skills Test Fitness Assessments Activity Performance Written Assessments Portfolios Behavioral assessment (participation, 	Resources Needed: <ul style="list-style-type: none"> Google Classroom <i>Common Sense Education</i> (www.commonsense.org) Special Olympics Unified Physical Education Resources https://www.youtube.com/ https://plt4m.com/ https://www.shapeamerica.org/events/healthmoves/minds/ PECentral.org
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<ul style="list-style-type: none"> • Small Group Work/Evaluation • Discussions before, during, and after activities. • Individual student check-ins with teacher • Progress tracking 	<p>motivation, effort, sportsmanship)</p>	<ul style="list-style-type: none"> • sparkpe.org • www.gophersport.com/blog • www.shapenji.org • www.openphysed.org • Spark Folio – Physical Education (9-12) • Physical Activity and Sport for the Secondary School Student • Quality Lesson Plans for Secondary Physical Education • Teaching Sport Concept and Skills
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Unit VII: Yoga, Breathing, and Meditation

Unit Summary

In this unit, students will be introduced to and develop an understanding of the practice of yoga, meditation, and breathwork. Yoga builds upon the basics of physical fitness, such as muscle strength, bone strength, and flexibility, in a developmentally appropriate, accessible, and non-competitive way for students of diverse capacities. Yoga, meditation, and breathing additionally enhance self-awareness, self-management, and self-efficacy, helping students build essential life skills and draw connections to their everyday lives in a way that team sports may not. This unit provides students with the tools for healthy stress management, as well as provide social, emotional, and mental well-being. Specifically, students will learn to observe their needs and their environment and be intentional about how they feel and move; gain respect for their bodies in the present and long term; obtain body control, coordination, and balance, develop key social, emotional, cognitive and academic life skills such as attention and focus, decision-making, cooperation, stress management, and empathy; become introspective; slow down and be quiet within their bodies and minds; challenge themselves to ask big questions and take ownership of their thoughts, feelings and actions; and learn to face future challenges with confidence and resilience.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Integrated Physical Education*:

- *2020 New Jersey Student Learning Standards for Comprehensive Health & Physical Education*
 - 2.1.12.PGD.1-2, 2.1.12.EH.1-4, 2.1.12.CHSS.1-2, 4, 6-7, and 9, 2.2.12.MSC.1-5, 2.2.12.PF.1-5, 2.2.12.LF.1-8
- *2020 New Jersey Student Learning Standards for Visual and Performing Arts: 9-12*
 - 1.1.12prof.Pr4b, 1.1.12prof.Pr4c
- *2023 New Jersey Student Learning Standards: English Language Arts*
 - W.IW.9-10.2.A-F, W.IW.11-12.2.A-F
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.1C.1, 8.2.12.1TH.1-3, 8.2.12.1ETW.1, 8.2.12.1ETW.4, 8.2.12.1EC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.1CI.1-3, 9.4.12.1CT.1-4, 9.4.12.1IML.1-2,7-9, 9.4.12.1GCA.1

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • What physical, mental, and emotional skills are essential for success in yoga, meditation, and breathing? • What are the positive outcomes of participation in yoga, meditation, and breathing? • How do we use communication for success within the activity? • How do we help others within the activity (sportsmanship/leadership)? • What strategies can we use to help each student participate in the activity? • How can we modify poses to help students within the activity? • How can we work to bring out the best in all students within the activity? • How can we create a positive experience for all participants? 	<ul style="list-style-type: none"> • Students will understand which physical, mental, and emotional skills are essential for success in a variety of target games (flexibility, dynamic movement, body control) • Students will understand the positive benefits of yoga, meditation, and breathing like relaxation, stress management, positive self-esteem, etc. • Students will understand that communication is crucial to be successful. • Students will understand the importance of encouraging others, maintaining a positive attitude, and sportsmanship. • Students will understand strategies to overcome challenges, such as communication, speech and language, cognition, and mobility. • Students will understand that everyone has capabilities and that with small modifications everyone can participate and succeed. • Students will understand that effective teams acknowledge each player’s strengths and use one another’s abilities to be successful.

		<ul style="list-style-type: none"> Students will understand the importance of encouraging others, maintaining a positive attitude, and sportsmanship.
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> Skill Demonstration Cognitive - Quiz, Exit Slip, Assignment, Checklists, Worksheet Question and answer Fitness Log/Journal Teacher evaluation Self/ Peer evaluation Small Group Work/Evaluation Discussions before, during, and after activities. Individual student check-ins with teacher Progress tracking 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> Psychomotor Skills Test Fitness Assessments Activity Performance Written Assessments Portfolios Behavioral assessment (participation, motivation, effort, sportsmanship) 	Resources Needed: <ul style="list-style-type: none"> Google Classroom <i>Common Sense Education</i> (www.common Sense.org) Special Olympics Unified Physical Education Resources https://www.youtube.com/ https://plt4m.com/ https://www.shapeamerica.org/events/healthmoversminds/ PECentral.org sparkpe.org www.gophersport.com/blog Fitness Center Exercise Index www.shapenj.org www.openphysed.org SHAPE America Teacher Toolbox SPARK PE Free Webinar series Spark Folio – Physical Education (9-12) Physical Activity and Sport for the Secondary School Student Quality Lesson Plans for Secondary Physical Education Teaching Sport Concept and Skills

Section IX: Unit Reflection

The *Integrated Physical Education* instructional team must confer upon the completion of each instructional unit in the *Integrated Physical Education* curriculum and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *Integrated Physical Education* curriculum.

Unit Reflection Form: Integrated Physical Education			
Lesson Activities:	Strongly	Moderately	Weakly
Foster student use of technology as a tool to develop critical thinking, creativity, and innovation skills;			
Are challenging and require higher-order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			

Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			

Appendix
Writing Instruction and the RFH Community

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

What types of writing situations should RFH students engage in?

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report

- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends across the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)