

## Rumson-Fair Haven Regional High School

**Course:** *Physical Education 9-12*

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**Board Approval:** September 2022

**Revision Approval:** November 2023

### **Section I: Course Description**

*Physical Education 9, 10, 11, and 12* are marking period courses required for all 9th, 10th, 11th, and 12th graders. The curriculum presents a full spectrum of knowledge and skill experiences in the area of physical education to prepare students to maintain active lifestyles, identify fitness needs and objectives, and achieve well-being throughout their lives. To that end, the course consists of planned learning experiences that will assist students in gaining understanding, attitudes, and practices related to fitness, rhythm, and cooperative activities as well as team and individual sports. Students are allowed to choose between activities to foster motivation and promote participation.

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

1. **2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education:**
  - “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**
  - 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. **2020 New Jersey Student Learning Standards – Science:**
  - “Scientific and technological advances have proliferated and now permeate most aspects of life in the 21st century. It is increasingly important that all members of our society develop an understanding of scientific and engineering concepts and processes. Learning how to construct scientific explanations and how to design evidence-based solutions provides students with tools to think critically about personal and societal issues and needs. Students can then contribute meaningfully to decision-making processes, such as discussions about climate change, new approaches to health care, and innovative solutions to local and global problems.”
4. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:**
  - “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:**
  - “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. **LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**

- 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.”
7. *\*Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:*
    - 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.”
  8. 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 *Physical Education 9-12* curricula are 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 individually 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: Curriculum Pacing Guide**

<b>Curriculum Pacing Guide</b>	
<b>Course Title:</b> <i>Physical Education 9-12</i>	<b>Grade Level:</b> 9-12
<b>Unit I:</b> Individual & Team Sports & Activities	Weeks 1-30 (varies)
<b>Unit II:</b> Recreation & Leisure Activities & Dance	Weeks 1-30 (varies)
<b>Unit III:</b> Fitness-Aerobic Conditioning/Prevention of Cardiovascular Disease	Weeks 1-30 (varies)
<b>Unit IV:</b> Fitness-Strength & Conditioning	Weeks 1-30 (varies)
<b>Unit V:</b> Social & Emotional Learning/Experiential Education-Cooperative Games	Weeks 1-30 (varies)

**Section VI: Primary Texts and Year-Long Instructional Resources**

The following texts and instructional resources are employed in *Physical Education 9-12*:

- Google Classroom: <https://classroom.google.com/u/0/h>
- <https://www.youtube.com/>
- <https://casel.org/>
- <https://plt4m.com/>
- <https://www.shapeamerica.org/events/healthmovesminds/>
- <https://www.3rs.org/before-you-teach/>
- <https://everfi.com/k-12/teachers/>
- <https://www.etr.org/healthsmart/>
- [PECentral.org](http://PECentral.org)
- [sparkpe.org](http://sparkpe.org)
- [www.gophersport.com/blog](http://www.gophersport.com/blog)
- [Fitness Center Exercise Index](#)
- [www.cbhpe.org](http://www.cbhpe.org)
- [www.shapeni.org](http://www.shapeni.org)
- [www.openphysed.org](http://www.openphysed.org)
- SHAPE America Teacher Toolbox
- SPARK PE Free Webinar series
- Dynamic PE ASAP
- 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, 2002
- [Quality Lesson Plans for Secondary Physical Education](#), 2<sup>nd</sup> 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
- [The Guide for Challenge Course Operations: An Essential Reference for Challenge Course Practitioners](#), by Bob Ryan, Project Adventure, Inc., Publication, 2005

**Section VII: Grading Formula and Assessment Modes**

Marking period grades in *Physical Education 9-12* 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 *Physical Education 9-12* 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 *Physical Education 9-12* instructional team to inform future learning and to measure student growth.

**Section VIII: Unit Templates**

The following unit templates have been established for the *Physical Education 9-12* curriculum by the *Physical Education* instructional teams/department:

## Unit I: Individual & Team Sports & Activities

### Unit Summary

The purpose of this unit is to prepare students to participate in both individual and team activities/sports outside of a school setting. Preparing students to independently participate in these types of activities will allow them to live a healthy and active lifestyle, and meet the social-emotional needs of the individual. This includes but is not limited to the following indoor and/or outdoor activities: badminton, baseball/bashball/softball, basketball, football, handball, kickball, pickleball, soccer, ultimate frisbee, and volleyball.

### Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Physical Education 9-12*:

- *2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education*
  - 2.1 Personal and Mental Health
    - 2.1.12.PGD.1-2
  - 2.2 Physical Wellness
    - 2.2.12.MSC.1-5, 2.2.12.PF.1-5, 2.2.12.LF.1-8
  - 2.3 Safety
    - 2.3.12.PS.1, 8.1.12.DA.1, 5-6
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.2.12.ED.5-6, 8.2.12.ETW.1-3, 8.2.12.EC.2-3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.1.12.CFR.1-2, 9.1.12.FP.3, 5, 9.1.12.PB.2
  - 9.2.12.CAP.2, 5-6, 18-19
  - 9.4.12.CI.1, 3, 9.4.12.CT.1-2, 9.4.12.TL.3

#### Unit Essential Questions

- How will engaging in sports positively affect my social and emotional well-being?
- Why are basic skills essential for playing individual and/or team sports?
- What are the strategies used to increase success while playing various sports?
- How do our classroom policies facilitate safety and success?
- Why are lifetime sports important to learn?
- Why is effective communication critical for a team's overall success?

#### Unit Enduring Understandings

- There are many physical, mental, emotional, and social benefits of participating in sports and lifelong activities.
- Engaging in lifelong activities is important to promote a healthy lifestyle.
- Learning the fundamental techniques related to the performance of locomotor skills is important for participation in games, sports, dance, and recreational activities.
- Repetitive practice of new skills learned is key to enhancing one's ability to play.
- Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.

### Evidence of Learning

#### Formative & Alternative Assessments:

- Warm-Ups
- In-Class Observations
- Execution of Skills
- Performance Activities
- Individual student check-ins with the teacher

#### Benchmark & Summative Assessments:

- Self/Peer/Teacher Benchmark Assessment & Follow-Up Assessment
- Skills Testing (Benchmark and Follow-Ups)
- Knowledge Assessment (rules, strategies, etc) during play

#### Resources Needed:

- Physical Education equipment
- Varies depending on the sport/activity
- Google Classroom

## Unit II: Recreation and Leisure Activities and Dance

### Unit Summary

The purpose of this unit is to develop an understanding of basic skills, rules, and strategies to apply toward game situations. This unit is designed to introduce students to a variety of experiences and the biomechanics related to incorporating skills needed to successfully participate in lifelong recreational and leisure games. Recreational and leisure games provide many health benefits in the area of cardiovascular and muscular endurance as well as coordination, balance, and hand-eye coordination. These activities also promote a lifetime of activity that will enhance social, emotional, and physical well-being. This includes but is not limited to the following indoor and/or outdoor activities: Beanbag toss, KanJam, horseshoes,

ladderball, and Spikeball.

**Standards/Core Ideas/Performance Expectations**

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

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Physical Education 9-12*:

- *2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education*
  - 2.1 Personal and Mental Health
    - 2.1.12.PGD.1-2
  - 2.2 Physical Wellness
    - 2.2.12.MSC.1-5, 2.2.12.PF.1-5, 2.2.12.LF.1-8
  - 2.3 Safety
    - 2.3.12.PS.1, 8.1.12.DA.1, 5-6
- *2020 New Jersey Student Learning Standards: Visual and Performing Arts*
  - 1.1.12.prof.Pr5a, 1.1.12.prof.Pr5b, 1.1.12.prof.Pr5c, 1.1.12.prof.Pr5d
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.2.12.ED.5-6, 8.2.12.ETW.1-3, 8.2.12.EC.2-3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.1.12.CFR.1-2, 9.1.12.FP.3, 5, 9.1.12.PB.2
  - 9.2.12.CAP.2, 5-6, 18-19
  - 9.4.12.CI.1, 3, 9.4.12.CT.1-2, 9.4.12.TL.3

**Unit Essential Questions**

**Unit Enduring Understandings**

- How will engaging in recreational and leisure activities positively affect my physical, social and emotional well being?
- What basic skills are essential for participating in recreational and leisure activities?
- What are the strategies used to increase success while playing various recreational activities?
- How do our classroom policies facilitate safety and success?
- How can I incorporate recreational and leisure activities into a lifelong commitment to health and wellness?
- Why is effective communication critical for a team’s overall success?
- What skills are essential to effective and enjoyable participation in recreation activities?

- There are many physical, mental, emotional, and social benefits of participating in recreation and leisure activities.
- Engaging in lifelong activities is important to promote a healthy lifestyle.
- Learning the fundamental techniques related to the performance of locomotor skills is important for participation in games, sports, dance, and recreational activities.
- Repetitive practice of new skills learned is key to enhancing one’s ability to play.
- Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.
- Engaging in these types of activities can have a positive impact on one’s current and future physical, mental, social, and emotional well-being.
- Knowledge of the rules and skills of the activity when participating in a recreational activity, communication and collaboration with teammates and opponents, the implementation of varied strategies, and the ability to make sound choices during play that allow effective, enjoyable, and safe participation in recreation and leisure activities.

**Evidence of Learning**

**Formative & Alternative Assessments:**

- Warm-Ups
- In-Class Observations
- Execution of Skills
- Performance Activities
- Individual student check-ins with teacher

**Benchmark & Summative Assessments:**

- Self/Peer/Teacher Benchmark Assessment & Follow-Up Assessment
- Skills Testing (Benchmark and Follow-Ups)
- Knowledge Assessment (rules, strategies, etc) during play

**Resources Needed:**

- Physical Education equipment
- Varies depending on sport/activity
- Google Classroom

**Unit III: Fitness-Aerobic Conditioning/Prevention of Cardiovascular Disease**

**Unit Summary**

The purpose of this unit is to obtain an understanding of aerobic conditioning and wellness activities as they pertain to developing a lifelong appreciation of a healthy and active lifestyle that focuses on the prevention of cardiovascular disease.

The aerobic conditioning unit is designed for students to be able to successfully comprehend, design, analyze, and participate in various aerobic and metabolic conditioning programs. Students will become physically educated individuals who have the knowledge, skills, and confidence to prevent cardiovascular-related diseases and to enjoy a lifetime of healthful activities. More specifically, students will apply the basic understanding of anatomy and physiology as it applies to aerobic activities and the prevention of cardiovascular disease, perform aerobic conditioning movements with proper form and technique, Monitor step count, heart rate, and target heart rate as it pertains to the prevention of cardiovascular disease, self-assess levels of fitness and correct flaws in performance, assess and critique their peers' movement skills and performance, develop an aerobic conditioning program based on fitness assessments, goals, and research-based information, and gain an appreciation of the importance of aerobic training in the prevention of cardiovascular diseases.

### Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Physical Education 9-12*:

- *2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education*
  - 2.1 Personal and Mental Health
    - 2.1.12.PGD.1-2
  - 2.2 Physical Wellness
    - 2.2.12.MSC.1-5, 2.2.12.PF.1-5, 2.2.12.LF.1-8
  - 2.3 Safety
    - 2.3.12.PS.1, 8.1.12.DA.1, 5-6
- *2020 New Jersey Student Learning Standards: Science*
  - HS-LS1-2, HS-LS1-3
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.2.12.ED.5-6, 8.2.12.ETW.1-3, 8.2.12.EC.2-3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.1.12.CFR.1-2, 9.1.12.FP.3, 5, 9.1.12.PB.2
  - 9.2.12.CAP.2, 5-6, 18-19
  - 9.4.12.CI.1, 3, 9.4.12.CT.1-2, 9.4.12.TL.3

#### Unit Essential Questions

- How will engaging in aerobic conditioning positively affect my physical, mental, social and emotional well being?
- How will engaging in aerobic conditioning aid in the prevention of cardiovascular disease?
- Why are the locomotor skills of walking, jogging, running, skipping rope, and other calisthenics important to a healthy lifestyle?
- How do I properly and safely assess, monitor, and evaluate my current levels of cardiovascular fitness?
- How do our class rules facilitate safety and success?
- What are strategies used to increase success while performing aerobic activities??

#### Unit Enduring Understandings

- There are many physical, mental, emotional, and social benefits of participating in aerobic conditioning.
- Participating in aerobic conditioning is an important way to prevent cardiovascular-related illness and disease.
- Developing the proper skills and techniques to perform aerobic activities will ensure the satisfaction and safety of the participant..
- An interest in lifetime aerobic conditioning will foster good physical and mental health.
- Understanding the basic physiology of aerobic conditioning is key to the prevention of cardiovascular diseases.

#### Evidence of Learning

##### Formative & Alternative Assessments:

- Warm-Ups
- In-Class Observations
- Execution of Skills
- Performance Activities
- Individual student check-ins with teacher

##### Benchmark & Summative Assessments:

- Self/Peer/Teacher Benchmark Assessment & Follow-Up Assessment
- Skills Testing (Benchmark and Follow-Ups)
- Knowledge Assessment (rules, strategies, etc) during play

##### Resources Needed:

- Physical Education equipment
- Varies depending on sport/activity
- Google Classroom

### Unit IV: Fitness-Strength & Conditioning

#### Unit Summary

The purpose of this unit is to introduce and develop an understanding of exercises, form, technique, and programming that can be utilized in the fitness center. Students will assess and implement training protocols to improve overall muscular strength, power, and endurance. Students will also be introduced to the main foundational movements (squat, deadlift, bench press, shoulder press, hip hinge, pulls, carries, etc) as well as more advanced techniques of the Olympic lifts. More specifically, students will apply the basic understanding of anatomy and physiology as it applies to strength training and conditioning as it relates to muscular strength, power, and endurance, perform baseline fitness testing and assess individual fitness results, and implement strength training and conditioning movements with proper form and technique, monitor and evaluate muscular strength, power and endurance utilizing digital apps, points of performance, and progress indicators, self-assess levels of fitness, proper form and correct flaws in performance, assess and critique their peers' movement skills and performance and provide proper feedback, develop a strength and conditioning program based on fitness assessments, goals and research-based information, 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.

### Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Physical Education 9-12*:

- *2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education*
  - 2.1 Personal and Mental Health
    - 2.1.12.PGD.1-2
  - 2.2 Physical Wellness
    - 2.2.12.MSC.1-5, 2.2.12.PF.1-5, 2.2.12.LF.1-8
  - 2.3 Safety
    - 2.3.12.PS.1, 8.1.12.DA.1, 5-6
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.2.12.ED.5-6, 8.2.12.ETW.1-3, 8.2.12.EC.2-3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.1.12.CFR.1-2, 9.1.12.FP.3, 5, 9.1.12.PB.2
  - 9.2.12.CAP.2, 5-6, 18-19
  - 9.4.12.CI.1, 3, 9.4.12.CT.1-2, 9.4.12.TL.3

#### Unit Essential Questions

- How will engaging in strength training and conditioning positively affect my physical, mental, social and emotional well being?
- How will engaging in strength training and conditioning aid in the prevention of age-related illnesses and diseases?
- How does engaging in strength training and conditioning improve muscular strength, power, and endurance?
- Why are being able to perform the basic foundational movements important to a healthy lifestyle and lifelong wellness?
- How do I properly and safely assess, monitor, and evaluate my current levels of muscular strength, power, and endurance?
- How do our class rules facilitate safety and success?
- How can I utilize what I have learned in this class to function in everyday living?

#### Unit Enduring Understandings

- There are many physical, mental, emotional, and social benefits of participating in aerobic conditioning.
- Applying the proper form and techniques is critical to perform strength training exercises safely and effectively.
- Safety procedures and rules are necessary for proper strength training.
- Muscular strength, power, and endurance are critical components to overall strength, conditioning, and physical wellness.
- The ability to perform the foundational movements can improve overall daily living.
- Improving muscular strength, power, and endurance will help to prevent injuries now and in the future.

### Evidence of Learning

#### Formative & Alternative Assessments:

- Warm-Ups
- In-Class Observations
- Execution of Skills
- Performance Activities

#### Benchmark & Summative Assessments:

- Self/Peer/Teacher Benchmark Assessment & Follow-Up Assessment
- Skills Testing (Benchmark and Follow-Ups)

#### Resources Needed:

- Physical Education equipment
- Varies depending on sport/activity
- Google Classroom

<ul style="list-style-type: none"> <li>Individual student check-ins with teacher</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Assessment (rules, strategies, etc) during play</li> </ul>	
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**Unit V: Social & Emotional Learning/Experiential Education-Cooperative Games**

**Unit Summary**

The purpose of this unit is to develop cooperative learning concepts and experiential education. Experiential education is a hands-on form of learning that begins with a concrete experience. After problem-solving, learners reflect on the process and can apply lessons more broadly in their lives. This course first implements adventure and challenge, which pushes students out of their comfort zone, through risk-taking and team-building, where the greatest educational gains occur. Next, students utilize thoughtful observation and reflection of experiences. Then students will apply abstract thinking, problem solving, and team building. Finally, students will apply what they have learned to real-life experiences. Experiential education also provides a platform for self-reflection and social and emotional learning. Specifically, students will take initiative, make decisions, and be accountable for results.

**Standards/Core Ideas/Performance Expectations**

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Physical Education 9-12*:

- 2020 New Jersey Student Learning Standards: *Comprehensive Health and Physical Education*
  - 2.1 Personal and Mental Health
    - 2.1.12.PGD.1-2
  - 2.2 Physical Wellness
    - 2.2.12.MSC.1-5, 2.2.12.PF.1-5, 2.2.12.LF.1-8
  - 2.3 Safety
    - 2.3.12.PS.1, 8.1.12.DA.1, 5-6
- 2020 New Jersey Student Learning Standards: *Computer Science and Design Thinking*
  - 8.2.12.ED.5-6, 8.2.12.ETW.1-3, 8.2.12.EC.2-3
- 2020 New Jersey Student Learning Standards: *Career Readiness, Life Literacies, and Key Skills*
  - 9.1.12.CFR.1-2, 9.1.12.FP.3, 5, 9.1.12.PB.2
  - 9.2.12.CAP.2, 5-6, 18-19
  - 9.4.12.CI.1, 3, 9.4.12.CT.1-2, 9.4.12.TL.3

Unit Essential Questions	Unit Enduring Understandings
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- How will engaging in experiential education positively affect my social and emotional well-being?
- How will a deeper understanding of interpersonal skills such as collaboration, leadership, and creative problem-solving positively influence my future performance in all aspects of life?
- How can I better nurture the relationships in my life? (me to self, me to others, me to the world) ?
- How can I utilize and apply the skills learned in this class to real-life scenarios and situations?
- How do I push my limits as well as become an active participant as part of a team to accomplish individual and group goals?

- Challenge, enjoyment, creativity, self-expression, and social interaction are important, life-enhancing experiences and are found in experiential education.
- Going out of one’s comfort zone yields educational gains.
- Physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.
- Various types of communication can be helpful tools when engaging in collaboration, leadership activities, problem-solving, and in relationship-building.
- Thoughtful observation and reflection are important steps in distilling one’s experiences into learning outcomes
- Developing proper communication skills will encourage social interaction.

**Evidence of Learning**

<b>Formative &amp; Alternative Assessments:</b> <ul style="list-style-type: none"> <li>Warm-Ups</li> <li>In-Class Observations</li> <li>Execution of Skills</li> <li>Performance Activities</li> <li>Individual student check-ins with teacher</li> </ul>	<b>Benchmark &amp; Summative Assessments:</b> <ul style="list-style-type: none"> <li>Self/Peer/Teacher Benchmark Assessment &amp; Follow-Up Assessment</li> <li>Skills Testing (Benchmark and Follow-Ups)</li> <li>Knowledge Assessment (rules, strategies, etc) during play</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>Physical Education equipment</li> <li>Varies depending on sport/activity</li> <li>Google Classroom</li> </ul>
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## Unit VI: Yoga/Meditation/Breathing

### Unit Summary

The purpose of this unit is to introduce and develop an understanding of the practice of yoga, meditation, and breathwork. Not only does yoga build upon basic tenets of physical fitness, such as muscle strength, bone strength, and flexibility, but it does so in a way that is developmentally appropriate, accessible, and non-competitive for students of diverse capacities. Yoga and meditation also enhance self-awareness, self-management, and self-efficacy, helping students to build essential life skills and draw connections to their everyday life 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 get 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

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Physical Education 9-12*:

- *2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education*
  - 2.1 Personal and Mental Health
    - 2.1.12.PGD.1-2
  - 2.2 Physical Wellness
    - 2.2.12.MSC.1-5, 2.2.12.PF.1-5, 2.2.12.LF.1-8
  - 2.3 Safety
    - 2.3.12.PS.1, 8.1.12.DA.1, 5-6
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.2.12.ED.5-6, 8.2.12.ETW.1-3, 8.2.12.EC.2-3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.1.12.CFR.1-2, 9.1.12.FP.3, 5, 9.1.12.PB.2
  - 9.2.12.CAP.2, 5-6, 18-19
  - 9.4.12.CI.1, 3, 9.4.12.CT.1-2, 9.4.12.TL.3

#### Unit Essential Questions

- How will engaging in yoga, meditation and breathwork positively affect my physical, mental, social and emotional well being?
- How will engaging in yoga, meditation, and breathwork aid in the prevention of age-related illnesses and diseases?
- How does engaging in yoga, meditation, and breathwork improve flexibility, body awareness, balance, and coordination?
- Why is learning how to manage my stress in healthy ways important now and in my future?
- How can I utilize what I have learned in this class to function in everyday living?
- How do meditation and breathing physiologically affect my body?
- How do our class rules facilitate safety and success?

#### Unit Enduring Understandings

- There are many physical, mental, emotional, and social benefits of participating in yoga, meditation, and breathwork.
- Applying the proper form and techniques to perform yoga, meditation, and breathwork ensures safety and satisfaction.
- Body awareness, balance, and coordination are critical to overall wellness.
- Participating in yoga, meditation, and deep breathing can improve overall daily living.
- The importance of developing healthy behaviors and thoughts cannot be stressed enough.
- Stress management is essential to overall health and well-being.

### Evidence of Learning

#### Formative & Alternative Assessments:

- Warm-Ups
- In-Class Observations
- Execution of Skills
- Performance Activities
- Individual student check-ins with teacher

#### Benchmark & Summative Assessments:

- Self/Peer/Teacher Benchmark Assessment & Follow-Up Assessment
- Skills Testing (Benchmark and Follow-Ups)
- Knowledge Assessment (rules, strategies, etc) during play

#### Resources Needed:

- Physical Education Equipment
- Varies depending on sport/activity
- Google Classroom

### **Section IX: Unit Reflection**

The *Physical Education 9, 10, 11 and 12* instructional teams must confer upon the completion of each instructional unit in the *Physical Education 9-12* 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 *Physical Education 9-12* curriculum.

<b>Unit Reflection Form: <i>Physical Education 9-12</i></b>			
<b>Lesson Activities:</b>	<b>Strongly</b>	<b>Moderately</b>	<b>Weakly</b>
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 <sup>st</sup> 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)