Board Approval Date:
Course Title: Physical Education 9-12
Course Description: Physical education will provide students with the tools needed to live a healthy active lifestyle. Various styles of physical fitness and activities will enable students to manage and assess their own levels of health and fitness. Teamwork and sportsmanship will be instilled to foster positive social interactions built to carry on for lifetime success.

*All units are embedded throughout the school year

Course Sequence & Pacing			
Estimated Number of Blocks	**Marking Period 1**	**Estimated Number of Blocks**	**Marking Period 3**
22	**Invasion, Team and Cooperative Games** (Basketball, Softball, Speedball, Boomball, Soccer, Flag-Football, Volleyball, Floor Hockey, etc.)	22	**Lifelong Fitness** (Golf, Recreational Games, Ping Pong, Spikeball, Disc Golf)
Estimated Number of Blocks	**Marking Period 2**	**Estimated Number of Blocks**	**Marking Period 4**
22	**Physical Fitness** (Yoga, Pilates, Power Walking, Strength Training, Fitness Assessment)	22	**Net Games** (Volleyball, Pickleball, Badminton, Tennis)

Stage 1 Desired Results
Unit Title #1 Invasion, Team, and Cooperative Games
Unit Summary: Students will participate in a variety of invasion, team, and cooperative games to enhance teamwork, promote sportsmanship, adhere to rules, apply movement techniques and performance strategies.
Unit Learning Targets
NJSLS Standards: • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. • 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)***:** 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition
Computer Science & Design Thinking *(CS & DT)***:** 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product. 8.2.12.NT.2: Redesign an existing product to improve form or function.

Interdisciplinary Connections ELA, Math, VPA, etc :

RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Climate Change: *(Science, CS, CLKS, VPA, SS, WL) Embedded in learning activities or leave here*

Holocaust & Amistad: *(ELA & SS ONLY) Embedded in learning activities or leave here*

Unit Essential Questions:

- What are fundamental skills in physical education?
- To what extent does strategy influence performance in competitive games and activities?
- How do you apply sportsmanship to daily life?
- How are the social lessons learned through group activity applied to other long-term daily life experiences?
- What different ways can the body move given a specific purpose?

Unit Enduring Understandings:

- Advanced techniques and concepts will elevate confidence, performance, skills, and participation in physical activities.
- The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.

Students will know:

- How to demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
- How to apply a variety of mental strategies to improve performance.
- How to use the proper equipment to participate safely.
- The rules and strategies of each sport/activity to participate safely
- The factors that influence both intrinsic and extrinsic motivation (positive mental attitudes, competent skill levels, teamwork) and how they affect individual and team effectiveness.
- Cooperative strategies include communication, respect of others' ideas, and decision-making of oneself/group (good/poor) during cooperative activities.

Students will be able to:

- Identify and demonstrate appropriate and effective offensive, defensive and cooperative strategies that can be utilized during team and individual activities.
- Apply and assess tactical (offensive, defensive, cooperative) physical and mental strategies to evaluate and improve performance in team games/activities.
- Analyze the role, responsibilities, preparation and motivation of players/participants/officials and recommend strategies to enhance team effectiveness.
- Identify and explain the influence of globalization and technology on individual activities, develop rule changes to existing individual activities, and predict their impact on future participation

Stage 2 Assessment Evidence			
Summative Assessments: • Unit Test • Participation Rubric			
Formative Assessments: Teacher Observation			
Common Benchmark Assessments: District created multiple-choice, matching, and essay assessment.			
Alternative Assessments: Verbal explanation, teacher observation			
Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks*

2.2.12.MCS.1 2.2.12.MCS.2 2.2.12.MCS.3 2.2.12.MCS.4 2.2.12.MCS.5	Explain transfer of movement skills between sports/activities Discuss the application of movement and impact on performance Create feedback on physical activity and variations Understand roles and responsibilities within a team for performance improvement Suggest rules changes to existing games/activities for safety and participation.	**Activity # 1** (4-week period, 10 blocks) ● Week 1 (blocks 1-3): Skill Progressions/Concept Strategies New skills/concepts will be introduced to students during days 1 to 3. Skills/concepts will be dependent on the chosen activity. Example activities can be seen below. ● Week 2 (blocks 4-6): Concept Strategies/Game Management Students will use the skills and concepts learned during the previous week and incorporate them into gameplay. ● Week 3 (blocks 6-8): Playoffs/Tournament Play Students will continue to work on gameplay by competing in tournament-style play. Round-robin, single-elimination, double-elimination style tournaments will be used. ● Week 4 (blocks 9-10) Assessment/Closure/Open-Play Students will take a written assessment on rules and gameplay including offensive and defensive strategies. Open discussion and feedback to take place on transfer of skills between other sports/activities; suggestions for rule changes and levels of safety to increase participation.	*10 blocks*
2.2.12.MCS.1 2.2.12.MCS.2 2.2.12.MCS.3 2.2.12.MCS.4 2.2.12.MCS.5	Explain transfer of movement skills between sports/activities Discuss the application of movement and impact on performance Create feedback on physical activity and variations	**Activity # 2** (4-week period, 10 blocks) ● Week 1 (blocks 1-3): Skill Progressions/Concept Strategies New skills/concepts will be introduced to students during days 1 to 3. Skills/concepts will be dependent on the chosen activity. Example activities can be seen below. ● Week 2 (blocks 4-6): Concept Strategies/Game Management	

	Understand roles and responsibilities within a team for performance improvement Suggest rules changes to existing games/activities for safety and participation.	Students will use the skills and concepts learned during the previous week and incorporate them into gameplay. ● <u>Week 3 (blocks 6-8): Playoffs/Tournament Play</u> Students will continue to work on gameplay by competing in tournament-style play. Round-robin, single-elimination, double-elimination style tournaments will be used. ● <u>Week 4 (blocks 9-10) Assessment/Closure/Open-Play</u> Students will take a written assessment on rules and gameplay including offensive and defensive strategies. Open discussion and feedback to take place on transfer of skills between other sports/activities; suggestions for rule changes and levels of safety to increase participation. ● Activity Examples include and are not limited to: Basketball, Soccer, Flag-Football, Floor Hockey, Handball, BoomBall, Ultimate Frisbee	

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
OpenPhysed	
shapenj	
cbhpe	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Title #2 Physical Fitness

Unit Summary: This course is designed to introduce, empower, educate and inspire students to develop an appreciation or passion for fitness as something they do for both physical and emotional well being. The unit will focus on safely introducing various methods of fitness that are also in alignment with individualizing fitness that are challenging for each student's personal goals and ability.

Unit Learning Targets

NJSLS Standards:

- 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
- 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.
- 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.
- 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
- 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

Computer Science & Design Thinking *(CS & DT)***:**

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
8.2.12.NT.2: Redesign an existing product to improve form or function.

Interdisciplinary Connections ELA, Math, VPA, etc :

RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Climate Change: *(Science, CS, CLKS, VPA, SS, WL) Embedded in learning activities or leave here*

Holocaust & Amistad: *(ELA & SS ONLY) Embedded in learning activities or leave here*

Unit Essential Questions: (*Open-ended, Higher-order, Thought Provoking)*	**Unit Enduring Understandings:**
• How can I include physical fitness in my life? • What factors determine your decision to be physically active? • What makes physical activity meaningful?	• Positive decision-making about fitness and nutrition contributes to a healthy lifestyle. • Physical activity, sports, dance and/or rhythms can provide opportunities for personal enjoyment, self‑expression, challenge, and social interaction. • Physical activity contributes to building and maintaining a fitness level to enable one to participate in activities of daily living for a lifetime.

Students will know: *(Content, Noun)*	**Students will be able to:** *(Verb Bloom's Taxonomy)*
• The role of genetics, gender, age, nutrition, activity level and exercise type can have on body composition. • How to compare and contrast the use of drugs, fitness products, and fads to achieve fitness. • Demonstrate age and gender-specific progress towards the achievement of fitness goals for each component of health-related and skill-related fitness.	• Identify the different types of body compositions and physical factors that may affect the body during exercise. • Describe the value of achieving physical fitness, employment and leisure pursuits. • Use the results of the fitness assessments to set personal fitness goals**.**

Stage 2 Assessment Evidence

Summative Assessments:

- Unit Test
- Participation Rubric

Formative Assessments: Do-Nows, Exit Slips, Discussions, Class Participation, Self-Evaluation

Common Benchmark Assessments: District created multiple-choice, matching, and essay assessment.

Alternative Assessments: Verbal explanation, teacher observation

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks*
2.2.12.PF.1 2.2.12.PF.2 2.2.12.PF.3 2.2.12.PF.4 2.2.12.PF.5	Recognize the short and long term impact physical fitness has on overall wellness. Appreciate all levels of ability during physical fitness activities. Develop a fitness plan using fitness-training principles and the components of skill related fitness. Determine how gender, age, and nutrition impact wellness. Analyze energy output effects on the mind and body before, during and after physical fitness activities.	**Activity # 1** (4-week period, 10 blocks) • <u>Week 1 (blocks 1-3): Skill Progressions/Fitness Principle Introduction</u> New skills/concepts will be introduced to students during days 1 to 3, such as FITT principle and skill related health and fitness components. Skills/concepts will be dependent on the chosen activity. Example activities can be seen below. • <u>Week 2 (blocks 4-6): Concept Strategies/Planning Stage</u> Students will use the skills and concepts learned during the previous week and incorporate them to begin developing a fitness plan. • <u>Week 3 (blocks 6-8): Exercise Plan Implementation</u> Students will continue to work on fitness planning and begin to implement their strategies in their chosen setting. • <u>Week 4 (blocks 9-10) Assessment/Closure/Open-Play</u> Students will take a written assessment on safety rules, vocabulary words, fitness principles and other core strategies. Open discussion will take place on short and long term goals, pre and post workout feedback and self-evaluation on fitness level.	*4 weeks*

2.2.12.PF.1 2.2.12.PF.2 2.2.12.PF.3 2.2.12.PF.4 2.2.12.PF.5	Recognize the short and long term impact physical fitness has on overall wellness. Appreciate all levels of ability during physical fitness activities. Develop a fitness plan using fitness-training principles and the components of skill related fitness. Determine how gender, age, and nutrition impact wellness. Analyze energy output effects on the mind and body before, during and after physical fitness activities.	**Activity # 2** (4-week period, 10 blocks) • <u>Week 1 (blocks 1-3): Skill Progressions/Fitness Principle Introduction</u> New skills/concepts will be introduced to students during days 1 to 3, such as FITT principle and skill related fitness components. Skills/concepts will be dependent on the chosen activity. Example activities can be seen below. • <u>Week 2 (blocks 4-6): Concept Strategies/Planning Stage</u> Students will use the skills and concepts learned during the previous week and incorporate them to begin developing a fitness plan. • <u>Week 3 (blocks 6-8): Exercise Plan Implementation</u> Students will continue to work on fitness planning and begin to implement their strategies in their chosen setting. • <u>Week 4 (blocks 9-10) Assessment/Closure/Open-Play</u> Students will take a written assessment on safety rules, vocabulary words, fitness principles, and other core strategies. Open discussion will take place on short and long term goals, pre and post-workout feedback and self-evaluation on fitness level. Example activities include but are not limited to: Yoga, Strength Training, Power Walking, Pilates	4 weeks

Core Instructional & Supplemental Materials
(including various levels of texts)

Texts	*Notes*
OpenPhysed	
shapenj	
cbhpe	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Title #3 Lifelong Fitness

Unit Summary: Students will participate in a variety of activities that can help them develop habits and routines to continue throughout life.

Unit Learning Targets

NJSLS Standards:

- 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
- 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
- 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
- 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
- 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
- 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
- 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.

- 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
- 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
- 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

Computer Science & Design Thinking *(CS & DT)***:**

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

8.2.12.NT.2: Redesign an existing product to improve form or function.

Interdisciplinary Connections ELA, Math, VPA, etc :

RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Climate Change: *(Science, CS, CLKS, VPA, SS, WL) Embedded in learning activities or leave here*

Holocaust & Amistad: *(ELA & SS ONLY) Embedded in learning activities or leave here*

Unit Essential Questions:	**Unit Enduring Understandings:**
• How does fitness affect my body over a lifetime? • What strategies will work best to maintain my mental/emotional/physical and social health throughout my lifetimes?	• Students will have an understanding for the role, responsibilities, preparation and motivation of players/participants/officials and recommend and employ strategies to enhance individual effectiveness throughout a lifetime of physical fitness, healthy self expression and positive social interactions.
Students will know:	**Students will be able to:**

• How to demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. • How to apply a variety of mental strategies to improve performance. • How to use the proper equipment to participate safely. • The rules and strategies of each sport/activity to participate safely. • The factors that influence both intrinsic and extrinsic motivation (positive mental attitudes, competent skill levels, teamwork) and how they affect individual and team effectiveness. • The fundamental skills necessary to participate in lifetime physical activities • The benefits of engaging in physical activity and movement throughout their lifetime.	• Identify and demonstrate appropriate and effective offensive, defensive and cooperative strategies that can be utilized during team and individual activities. • Apply and assess tactical (offensive, defensive, cooperative) physical and mental strategies to evaluate and improve performance in team games/activities. • Analyze the role, responsibilities, preparation and motivation of players/participants/officials and recommend strategies to enhance team effectiveness. • Identify and explain the influence of globalization and technology on individual activities, develop rule changes to existing individual activities, and predict their impact on future participation

Stage 2 Assessment Evidence

Summative Assessments:

- Unit Test
- Participation Rubric

Formative Assessments: Teacher Observation

Common Benchmark Assessments: District created multiple-choice, matching, and essay assessment.

Alternative Assessments: Verbal explanation, teacher observation

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks*
2.2.12.LF.1 2.2.12.LF.2 2.2.12.LF.3 2.2.12.LF.4 2.2.12.LF.5 2.2.12.LF.6 2.2.12.LF.7 2.2.12.LF.8	Develop a physical fitness vocabulary. Develop a willingness to try a variety of physical activities Evaluate fitness level to successfully participate in a range of activities Exhibit proper cooperative behavior when playing in teams or pairs Recognize social benefits gained from physical activity Apply a financial plan for physical activity participation Analyze use and impact of technology on physical activity Identify resources to explore career options related to physical activity.	**Activity # 1** (4-week period, 10 blocks) ● <u>Week 1 (blocks 1-3): Skill Progressions/Concept Strategies</u> New skills/concepts will be introduced to students during days 1 to 3. Skills/concepts will be dependent on the chosen activity. Example activities can be seen below. ● <u>Week 2 (blocks 4-6): Concept Strategies/Game Management</u> Students will use the skills and concepts learned during the previous week and incorporate them into gameplay. ● <u>Week 3 (blocks 6-8): Playoffs/Tournament Play</u> Students will continue to work on gameplay by competing in tournament-style play. Round-robin, single-elimination, double-elimination style tournaments will be used. ● <u>Week 4 (blocks 9-10) Assessment/Closure/Open-Play</u> Students will take a written assessment on rules and gameplay including offensive and defensive strategies. Open discussion and feedback to take place on transfer of skills between other sports/activities; suggestions for rule changes and levels of safety to increase participation.	*4 weeks*
2.2.12.LF.1 2.2.12.LF.2 2.2.12.LF.3 2.2.12.LF.4	Develop a physical fitness vocabulary. Develop a willingness to try a variety of physical activities Evaluate fitness level to successfully participate in a range of activities	**Activity # 2** (4-week period, 10 blocks) ● <u>Week 1 (blocks 1-3): Skill Progressions/Concept Strategies</u>	4 weeks

2.2.12.LF.5 2.2.12.LF.6 2.2.12.LF.7 2.2.12.LF.8	Exhibit proper cooperative behavior when playing in teams or pairs Recognize social benefits gained from physical activity Apply a financial plan for physical activity participation Analyze use and impact of technology on physical activity Identify resources to explore career options related to physical activity.	New skills/concepts will be introduced to students during days 1 to 3. Skills/concepts will be dependent on the chosen activity. Example activities can be seen below. • <u>Week 2 (blocks 4-6): Concept Strategies/Game Management</u> Students will use the skills and concepts learned during the previous week and incorporate them into gameplay. • <u>Week 3 (blocks 6-8): Playoffs/Tournament Play</u> Students will continue to work on gameplay by competing in tournament-style play. Round-robin, single-elimination, double-elimination style tournaments will be used. • <u>Week 4 (blocks 9-10) Assessment/Closure/Open-Play</u> Students will take a written assessment on rules and gameplay including offensive and defensive strategies. Open discussion and feedback to take place on transfer of skills between other sports/activities; suggestions for rule changes and levels of safety to increase participation. • Activity Examples include and are not limited to: Golf, Disc Golf, Corn Hole, Spikeball, Ping Pong	

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
OpenPhysed	
shapenj	
cbhpe	

Accommodations and Modifications:

Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share

- Cooperative learning groups

Stage 1 Desired Results

Unit Title #4 Net Games

Unit Summary: Students will participate in a variety of net games, focusing on cooperative game play, offensive and defensive strategies and enhancing movement skills and concepts.

Unit Learning Targets

NJSLS Standards:

- 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).
- 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
- 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
- 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
- 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

Computer Science & Design Thinking *(CS & DT)***:**

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

8.2.12.NT.2: Redesign an existing product to improve form or function.

Interdisciplinary Connections ELA, Math, VPA, etc :

RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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<tr><td colspan="2">Climate Change: (Science, CS, CLKS, VPA, SS, WL) Embedded in learning activities or leave here</td></tr>
<tr><td colspan="2">Holocaust & Amistad: (ELA & SS ONLY) Embedded in learning activities or leave here</td></tr>
<tr><td>Unit Essential Questions:
What are fundamental skills in physical education?
To what extent does strategy influence performance in competitive games and activities?
How do you apply sportsmanship to daily life?
How are the social lessons learned through group activity applied to other long-term daily life experiences?
What different ways can the body move given a specific purpose?</td><td>Unit Enduring Understandings:
Advanced techniques and concepts will elevate confidence, performance, skills, and participation in physical activities.
The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.</td></tr>
<tr><td>Students will know:
How to demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
How to apply a variety of mental strategies to improve performance.
How to use the proper equipment to participate safely.
The rules and strategies of each sport/activity to participate safely
The factors that influence both intrinsic and extrinsic motivation (positive mental attitudes, competent skill levels, teamwork) and how they affect individual and team effectiveness.
Cooperative strategies include communication, respect of others' ideas, and decision-making of oneself/group (good/poor) during cooperative activities.</td><td>Students will be able to:
Identify and demonstrate appropriate and effective offensive, defensive and cooperative strategies that can be utilized during team and individual activities.
Apply and assess tactical (offensive, defensive, cooperative) physical and mental strategies to evaluate and improve performance in team games/activities.
Analyze the role, responsibilities, preparation and motivation of players/participants/officials and recommend strategies to enhance team effectiveness.
Identify and explain the influence of globalization and technology on individual activities, develop rule changes to existing individual activities, and predict their impact on future participation</td></tr>
</table>

Stage 2 Assessment Evidence			
Summative Assessments: • Unit Test • Participation Rubric			
Formative Assessments: Teacher Observation			
Common Benchmark Assessments: District created multiple-choice, matching, and essay assessment.			
Alternative Assessments: Verbal explanation, teacher observation			
Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks*

2.2.12.MCS.1 2.2.12.MCS.2 2.2.12.MCS.3 2.2.12.MCS.4 2.2.12.MCS.5	Explain transfer of movement skills between sports/activities Discuss the application of movement and impact on performance Create feedback on physical activity and variations Understand roles and responsibilities within a team for performance improvement Suggest rules changes to existing games/activities for safety and participation.	**Activity # 1** (4-week period, 10 blocks) ● Week 1 (blocks 1-3): Skill Progressions/Concept Strategies New skills/concepts will be introduced to students during days 1 to 3. Skills/concepts will be dependent on the chosen activity. Example activities can be seen below. ● Week 2 (blocks 4-6): Concept Strategies/Game Management Students will use the skills and concepts learned during the previous week and incorporate them into gameplay. ● Week 3 (blocks 6-8): Playoffs/Tournament Play Students will continue to work on gameplay by competing in tournament-style play. Round-robin, single-elimination, double-elimination style tournaments will be used. ● Week 4 (blocks 9-10) Assessment/Closure/Open-Play Students will take a written assessment on rules and gameplay including offensive and defensive strategies. Open discussion and feedback to take place on transfer of skills between other sports/activities; suggestions for rule changes and levels of safety to increase participation.	*4 weeks*
2.2.12.MCS.1 2.2.12.MCS.2 2.2.12.MCS.3 2.2.12.MCS.4 2.2.12.MCS.5	Explain transfer of movement skills between sports/activities Discuss the application of movement and impact on performance Create feedback on physical activity and variations	**Activity # 2** (4-week period, 10 blocks) ● Week 1 (blocks 1-3): Skill Progressions/Concept Strategies New skills/concepts will be introduced to students during days 1 to 3. Skills/concepts will be dependent on the chosen activity. Example activities can be seen below. ● Week 2 (blocks 4-6): Concept Strategies/Game Management	4 weeks

	Understand roles and responsibilities within a team for performance improvement Suggest rules changes to existing games/activities for safety and participation.	Students will use the skills and concepts learned during the previous week and incorporate them into gameplay. • <u>Week 3 (blocks 6-8): Playoffs/Tournament Play</u> Students will continue to work on gameplay by competing in tournament-style play. Round-robin, single-elimination, double-elimination style tournaments will be used. • <u>Week 4 (blocks 9-10) Assessment/Closure/Open-Play</u> Students will take a written assessment on rules and gameplay including offensive and defensive strategies. Open discussion and feedback to take place on transfer of skills between other sports/activities; suggestions for rule changes and levels of safety to increase participation. • Activity Examples include and are not limited to: Tennis, Badminton, Pickleball, Volleyball	

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
OpenPhysed	
shapenj	
cbhpe	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups