

<b>Readoption Date:</b>	January 25, 2023
<b>Created by:</b>	Curriculum Team

<b>Physical Education and Health and Wellness Education Curriculum</b>	
<b>Content Area: Physical Education 9-12th grade</b>	
<b>Course Title:Physical Education and Health</b>	<b>Grade Level:9-12th grade</b>
PE Unit1 : Movement Skills/Team Sports	Ongoing: i.e.45 days
PE Unit 2: Physical Fitness	Ongoing: i.e.45 days
PE Unit 3: Lifelong Fitness	Ongoing: i.e.45 days

### **Introduction**

All students will develop overall physical fitness, game skills, and strategies in various activities. Emphasis is placed on lifelong skills. The goal is to improve the strength, endurance, and flexibility of the student; to improve the social and emotional development of the student; to improve the students' knowledge of rules, techniques, and strategies as it pertains to specific sports; and to expose students to a variety of activities that keep them healthy and help them have fun!

<b>Unit I: Movement Skills and Concepts/Team Sports</b>	Ongoing: i.e.45 days
<b>Standards/Learning Targets</b>	
<b>Focus Standards (Major Standards)</b>	
<p><b>2.2 Physical Wellness</b></p> <ul style="list-style-type: none"> <li>● 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).</li> <li>● 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.</li> <li>● 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.</li> <li>● 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> </ul>	
<b>Supporting and Additional Standards</b>	
<ul style="list-style-type: none"> <li>● 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).</li> <li>● 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.</li> </ul>	

- 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
- 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.

### **Primary Interdisciplinary Connections:**

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

## **Computer Science & Design Thinking**

### **8.1 Computer Science**

- 8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.

### **8.2 Design Thinking**

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

## **Career Readiness, Life Literacies, & Key Skills**

### **9.1 Personal Financial Literacy**

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.

**9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

**9.4 Life Literacies & Key Skills**

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

**Evidence of Student Learning**

**Performance Tasks/Use of Technology:**

- Projector
- Laptop/computer

**Performance Tasks/Use of Technology:**

- Stopwatches
- Pedometer
- Progression Charts: i.e. sticker boards
- QR codes with iPads

**Other Assessments**

**Formative:**

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress

**Summative:**

- Student participation
- Rubric score

- Performance Test

**Benchmark:**

- Baseline SGO
- Mid-year SGO
- End of Year SGO

**Alternative**

	<ul style="list-style-type: none"> <li>• End of unit project</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><b>Core Idea</b> Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).</p> <p>The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.</p> <p>Individual and team execution requires interaction, respect, effort, and a positive attitude.</p>	<p><b>Students will be able to..</b></p> <ul style="list-style-type: none"> <li>• Explain how executing essential elements of movement may affect one's personal health and fitness.</li> <li>• Explain and demonstrate the correct skills in each activity.</li> <li>• Explain how the correction of movement errors in response to teacher/peer feedback will improve movement in games and activity.</li> <li>• Discuss how the movement of force and motion can impact performance.</li> <li>• Combine accurate rhythm, coordination, and movement patterns while participating in games, activities .</li> <li>• Implementing effective offensive and defensive strategies in a game that is necessary for all players to be successful in both game situations and practice.</li> <li>• Discuss why rules are established for a safe and healthy environment.</li> <li>• Analyze how teamwork and good sportsmanship will help develop skills for life time behaviors.</li> </ul>
<b>Essential Questioning</b>	

<p>Why is it important to demonstrate the correct skill in a sport?  How do I reach the next level of performance?  How can I move effectively and efficiently during a game?  How does following the rules help you play better?  How does knowledge of the game score influence strategy?  How does following the rules help you play better?  How do competitive games and activities develop problem solving skills?  Why is sportsmanship important in class?  What makes a good team?  What are some behaviors that express good sportsmanship?  How does each sport positively enhance my level of fitness?  Why is it important to develop all areas of team sports strategies, including defense, offense and cooperation while emphasizing sportsmanship?</p>	
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<p style="text-align: center;">Badminton, Basketball, Flag Football, Floor Hockey,  Handball,Pickleball,Soccer,Softball,Table Tennis,Tennis,Volleyball  and Ultimate Frisbbe</p> <ul style="list-style-type: none"> <li>● Skill drills</li> <li>● Small and large games</li> <li>● Tournament</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="http://www.pecentral.com">www.pecentral.com</a></li> <li>● <a href="http://www.teachingideas.co.uk">www.teachingideas.co.uk</a></li> <li>● <a href="http://www.pegames.org">www.pegames.org</a></li> <li>● <a href="http://www.letsmove.gov">www.letsmove.gov</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials</b></p> <ul style="list-style-type: none"> <li>● Textbooks</li> <li>● Chromebooks/ iPads</li> <li>● Physical Education equipment</li> <li>● Music</li> </ul>	

**Teacher Notes:**

- Progression/ regression of students' skills

**SUGGESTED OPTIONS FOR DIFFERENTIATION****English Language Learners**

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

*Strategies:*

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

**Special Education**

- Work longer books as skills in reading increase
- Use visuals

- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

#### **504 Plans**

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group

- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

### **Gifted and Talented**

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities

- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

**Students at Risk of School Failure**

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

PE Unit 2: Physical Fitness	Ongoing: i.e.45 days
<b>Standards/Learning Targets</b>	

## Focus Standards (Major Standards)

### 2.2 Physical Wellness

- 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).
- 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
- 2.2.12.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.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.

## Supporting and Additional Standards

- 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
- 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
- 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
- 2.2.12.PF.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.

### **Primary Interdisciplinary Connections:**

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

## **Computer Science & Design Thinking**

### **8.1 Computer Science**

- 8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.

### **8.2 Design Thinking**

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

## **Career Readiness, Life Literacies, & Key Skills**

### **9.1 Personal Financial Literacy**

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.

### **9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

**9.4 Life Literacies & Key Skills**

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

**Evidence of Student Learning**

**Performance Tasks/Use of Technology:**

- Progression Charts: i.e. sticker boards
- QR codes with iPads
- Projector
- Laptop/computer
- Stopwatches
- Pedometer
- Progression Charts: i.e. sticker boards
- QR codes with iPads

**Other Assessments**

**Formative:**

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress

**Summative:**

- Student participation
- Rubric score
- Performance Test

**Benchmark:**

- Baseline SGO
- Mid-year SGO
- End of Year SGO

**Alternative**

- End of unit project

**Knowledge and Skills**

**Content**

**Skills**

*Core Idea:*

*Students will be able to:*

- Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction.

**Essential Questioning**

What are the benefits of physical exercise?  
 What are the benefits of working out with a partner?  
 What are the fitness training principles( FITT)?  
 Why is it important to have a fitness plan?  
 What are some barriers why people don't exercise?  
 How does exercise affect your mental health?  
 How is running/Power walking a cardiovascular activity?  
 What does it mean to be physically fit?  
 How do I increase my level of muscle strength and endurance?

- Develop a fitness goal and monitor towards achievement of the goal by using fitness- training principles.
- Classify movements within specific activities and sports
- Compare muscle groups used for movement skills
- Compare movements used in fitness activities
- Distinguish muscle groups used for movement skills
- Compare and contrast the short term and long term benefits of physical exercise.
- Discuss the importance of sportsmanship during exercise.
- Determine factors that promote fitness and negative factors that hinder fitness.
- Demonstrate the correct form and technique during exercise.

**Instructional Plan**

**Suggested Activities**

Track  
 Fitness Circuit  
 Weight Room-program card  
 Yoga  
 Time exercises

**Resources**

- [www.pecentral.com](http://www.pecentral.com)
- [www.teachingideas.co.uk](http://www.teachingideas.co.uk)
- [www.pegames.org](http://www.pegames.org)
- [www.letsmove.gov](http://www.letsmove.gov)
- openphysed.org

**Core Instructional and Supplemental Materials**

- Textbooks
- Chromebooks/ iPads

**Teacher Notes:**

- Progression/ Regression of students' skills

### SUGGESTED OPTIONS FOR DIFFERENTIATION

**English Language Learners**

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

*Strategies:*

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

### **Special Education**

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

### **504 Plans**

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing

- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

### **Gifted and Talented**

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning

- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

**Students at Risk of School Failure**

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

<b>Unit 3: Lifelong Fitness</b>	Ongoing: i.e.45 days
<b>Standards/Learning Targets</b>	
<b>Focus Standards (Major Standards)</b>	
<p><b>2.2 Physical Wellness</b></p> <ul style="list-style-type: none"> <li>● 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).</li> <li>● 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.</li> <li>● 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.</li> <li>● 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> </ul>	
<b>Supporting and Additional Standards</b>	
<ul style="list-style-type: none"> <li>● 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).</li> <li>● 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.</li> </ul>	

- 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
- 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.

### **Primary Interdisciplinary Connections:**

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

## **Computer Science & Design Thinking**

### **8.1 Computer Science**

- 8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.

### **8.2 Design Thinking**

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

## **Career Readiness, Life Literacies, & Key Skills**

### **9.1 Personal Financial Literacy**

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.

**9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

**9.4 Life Literacies & Key Skills**

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

**Evidence of Student Learning**

**Performance Tasks/Use of Technology:**

- Progression Charts: i.e. sticker boards
- QR codes with iPads
- Projector
- Computer/Laptop
- Stopwatches
- Pedometer
- Progression Charts: i.e. sticker boards
- QR codes with iPads

**Other Assessments**

**Formative:**

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress

**Summative:**

- Student participation
- Rubric score
- Fitnessgram
- Performance Test

**Benchmark:**

- Baseline SGO
- Mid-year SGO
- End of Year SGO

**Alternative**

	<ul style="list-style-type: none"> <li>• End of unit project</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><b><i>Core Idea:</i></b></p> <p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> <p>Community resources can support a lifetime of wellness to self and family members.</p>	<p><b><i>Students will be able to..</i></b></p> <ul style="list-style-type: none"> <li>• Discuss the proper mindset to motivate oneself and others to exercise</li> <li>• Demonstrate the proper skills in new fitness activities.</li> <li>• Discuss the importance of lifelong activities for their health.</li> <li>• Explore career options related to physical activity and health.</li> <li>• Individuals who learn to practice safely, effectively, and efficiently will feel comfortable and confident in the performance of skill related components during participation.</li> <li>• Understanding game scores promotes cognitive strategies to improve chances of success.</li> <li>• Develop strategies provide desires to improve skill related components directed at correct, controlled physical execution.</li> <li>• Develop social interaction skills, sportsmanship, and cooperation through competitive activities.</li> </ul>
<p><b><i>Essential Questioning</i></b></p> <p>How do I improve my level of performance?</p> <p>How does knowledge of the game score influence strategy?</p> <p>To what extent does strategy influence performance?</p>	

<p>Why is sportsmanship important in Physical Education class?</p> <p>What are the social benefits of exercise?</p> <p>How does technology influence fitness?</p> <p>What are 5 activities that you enjoy now that could become lifelong activities?</p>	
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>● Badminton, Basketball, Flag Football, Floor Hockey, Handball, Pickleball, Soccer, Softball, Table Tennis, Tennis, Volleyball and Ultimate Frisbee</li> <li>● Fitness Circuit</li> <li>● Weight Room-program card</li> <li>● Yoga</li> <li>● Backyard games- spike ball,, Kan Jam and Cornhole</li> <li>● Lifetime physical activity questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="http://www.pecentral.com">www.pecentral.com</a></li> <li>● <a href="http://www.teachingideas.co.uk">www.teachingideas.co.uk</a></li> <li>● <a href="http://www.pegames.org">www.pegames.org</a></li> <li>● <a href="http://www.letsmove.gov">www.letsmove.gov</a></li> <li>● openphysed.org</li> </ul>
<b>Core Instructional and Supplemental Materials</b> <ul style="list-style-type: none"> <li>● Textbooks</li> </ul>	

- Chrome Books/ iPads

**Teacher Notes:**

- Progression/ regression of students' skills

### SUGGESTED OPTIONS FOR DIFFERENTIATION

**English Language Learners**

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

*Strategies:*

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities

- Providing a student buddy

### **Special Education**

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

### **504 Plans**

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words

- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

### **Gifted and Talented**

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy

- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

#### **Students at Risk of School Failure**

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program