Board Approval Date:
Course Title: Physical Education – Grade 6-8
Course Description: Students make decisions about a lifetime of physical activity by exploring a variety of recreational games that promote positive emotions, activity outside of physical education and opportunities for social interaction.

Course Sequence & Pacing

Periods	Unit 1: Lifetime Pursuits	**Periods**	Unit 2: Court Sports
30	Movement Education	45	Volleyball
	Team Building/Cooperative Activities		Badminton
	Recreational Games: Bean Bag Toss		Pickleball
	Recreational Games: Kan Jam		Basketball
	Recreational Games: Spike Ball		Floor Hockey/Pillo Polo
Periods	Unit 3: Field Sports	**Periods**	Unit 4: Fitness Activities
45	Ultimate Frisbee	15	Cardiovascular Endurance
	Soccer		Flexibility/Mindfulness
	Flag Football		Muscular Strength
	Softball		Muscular Endurance

Stage 1 Desired Results

Unit One: Lifetime Pursuits

Unit Summary: Engaging in Lifetime of Physical Activity is a personal choice that leads to a healthier, more active lifestyle.

Unit Learning Targets

NJSLS Standards:

- 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- 2.2.8.LF.3: Explore by leading yourself and others to experience and participate in different cultures' physical fitness activities.
- 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.
- 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
- 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.
- 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

Physical Education Practices:

- Acting as a responsible and contributing member of society
  - A physically active lifestyle leads to a life of physical, emotional and social health that leads to better decision-making, clear thinking and less illness.
- Attending to personal health, emotional, social and physical well-being

- A focus on one's health allows for higher levels of confidence and self-esteem

- Engaging in an active lifestyle
  - Regular activity lowers levels of stress, depression, anxiety and lowers the risk for several preventable diseases.
- Making decisions
- Managing-self
- Setting goals
- Using technology tools responsibly

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills:

- 9.2 Career Awareness, Exploration, Preparation, and Training
- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.
- 9.4 Life Literacies and Key Skills: Critical Thinking and Problem-solving

Computer Science & Design Thinking:

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

Interdisciplinary Connections ELA, Math, VPA, etc.:

- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

VPA Dance

- 1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.

- 1.1.8.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space.

- 1.1.8.Pr4b: Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing.

- 1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.

- 1.1.8.Pr5b: Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.

- 1.1.8.Pr5c: Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. Demonstrate the placement and shifting of energy in the body. Use vertical, off-center and non- vertical alignment. Maintain organization of the body while moving through space.

- 1.1.8.Pr5d: Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).

- 1.1.8.Pr6a: Investigate visualization, motor imagery and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.

- 1.1.8.Pr6b: Apply specific feedback in rehearsal to refine performance accuracy, consistency and expressiveness. Clarify the execution of complex patterns, sequences and formations.

Climate Change:

Holocaust & Amistad:

Unit Essential Questions:	**Unit Enduring Understandings:**
• What are the benefits to a healthy, active lifestyle? • What activities do you most enjoy that you can replicate outside of school? • Why is it important to maintain a lifetime of health and physical activity?	• Community resources can provide participation in physical activity for self and family members. • Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
Students will know:	**Students will be able to:**
• Vocabulary related to physical fitness. • The benefits of an active lifestyle.	• Explain the importance of assuming responsibility for personal health behaviors through physical activity

• What barriers exist to a life of physical activity and how to overcome them.	• Explore activities they most enjoy and motivate them to internalize the joy of physical activity. • Engages in a variety of physical activities (i.e.Bean Bag Toss, Can Jam, Spike Ball)

Stage 2 Assessment Evidence

Summative Assessments:

- Physical Activity Questionnaire

Formative Assessments:

- Unit Quiz
- Class Discussions
- Teacher Observations
- Exit Slips

Alternative Assessments: *For students who are on a medical excuse.*

- Inquiry Project
  - Conduct an inquiry to explain what Wall Township offers for young people to engage in outdoor physical activity: before and after school, on the weekends and in the summer.
- Brochure Project
  - Create a brochure about the places young people can be active in Wall Township including indoor and outdoor locations.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and Diversity, Equity & Inclusion [DEI]*	***Periods***
	Demonstrate how to transition between dance steps and how to use	• *Line Dancing*	*10 Periods*

2.2.8.LF.1 **2.2.8.LF.2** **2.2.8.LF.3** **2.2.8.LF.4** **2.2.8.LF.5** **2.2.8.LF.6** **2.2.8.LF.7** **2.2.8.MSC.1** **2.2.8.MSC.2** **2.2.8.MSC.3**	the rhythm of music to dictate the speed of movement. Demonstrate an effort to improve personal skill level. Demonstrate the ability to put a sequence of movement steps together in a routine.	- *Stayin' Alive* - *Boom, Boom, Pow* - *Cha Cha Slide* • *Step Aerobics* - *Basic* - *Around the World* - *Knee up, Kick, Hamstring Curl*	
	Investigate multiple ways to overcome obstacles when participating in cooperative activities. Compare and contrast strength versus intelligence when problem solving. Determine factors that will help and hinder one's success during trust activities.	• *Ice Breakers* - *Ice Berg* - *Peek-A-Boo* • *Trust Activities* - *Trust Falls* - *Willow in the Wind* • *Team Building Activities* - *Islands* - *Caterpillar Relay*	*10 Periods*
	Instill a drive for lifelong learning that can motivate students to be active outside of school.	• *Bean Bag Toss* - *Underhand Toss* • *Kan Jam* - *Throwing a Frisbee* • *Spike Ball* - *Round Net Lead Up Games*	*10 Periods*

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

Materials and Texts	*Notes*
Recreational Games: Bean Bag Sets, Kan Jam Sets, Spike Ball Sets	
Movement Education: Steps, Sound System, Microphone	
Teambuilding: Various equipment for trust/team building activities.	

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:

- Modify games and activities by switching out different objects and equipment.
- Use of visual and multisensory formats when explaining activities.
- Use of assistive technology
  - *Microphone*
  - *Google Slides*
  - *Videos*
- Testing accommodations

Specific Strategies and Practices that Support Gifted & Talented Students:

- 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:

- 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 Two: Court Sports

Unit Summary: The goal of this unit is to provide students with the opportunity to explore a variety of activities to help students improve and maintain their current fitness levels as well as introduce ways to stay fit and healthy in the future.

Unit Learning Targets

NJSLS Standards:

- 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- 2.2.8.LF.3: Explore by leading yourself and others to experience and participate in different cultures' physical fitness activities.
- 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).

- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
- 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
- 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
- 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Physical Education Practices:

- Acting as a responsible and contributing member of society
  - A physically active lifestyle leads to a life of physical, emotional and social health that leads to better decision-making, clear thinking and less illness.
- Attending to personal health, emotional, social and physical well-being
  - A focus on one's health allows for higher levels of confidence and self-esteem
- Engaging in an active lifestyle
  - Regular activity lowers levels of stress, depression, anxiety and lowers the risk for several preventable diseases.
- Making decisions
- Managing-self
- Setting goals
- Using technology tools responsibly

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills:

- 9.2 Career Awareness, Exploration, Preparation, and Training
- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.
- 9.4 Life Literacies and Key Skills: Critical Thinking and Problem-solving

Computer Science & Design Thinking:

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

Interdisciplinary Connections ELA, Math, VPA, etc.:

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- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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<tr><td colspan="2">Climate Change:</td></tr>
<tr><td colspan="2">Holocaust & Amistad:</td></tr>
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Unit Essential Questions:

- Why is it important to maintain a lifetime of health and physical activity?
- What are the proper skills and mechanics to be successful in various court sports?
- How does the understanding of game strategy help a team achieve the goal of winning the game?
- Can students apply skills learned to a game situation?
- What are the rules, skills, and game strategies involved in court sports?
- How do teamwork and sportsmanship affect gameplay?
- How does participation in court sports improve physical fitness?
- In what way do flexibility, coordination, muscular strength, and muscular endurance play a role within court sports?

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Unit Enduring Understandings:

- Effective fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
- Participation in court sports provide cardiovascular benefits.
- It is essential to develop proper skills through game-like drills and practice to successfully participate in court sports.
- Safety is paramount; following rules and wearing proper equipment contribute to a safe environment.
- Various forms of offensive/defensive strategies should be utilized in-game situations.
- There are additional avenues where students can play court sports within the community.
- Proper attitudes toward winning and losing (sportsmanship) lead to a more fulfilling game experience.

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Students will know:

- Vocabulary related to activity.
- Basic rules of each court sport.
- Basic formation and strategies employed in each court sport.
- That participation in court sports will improve the basic components of physical fitness.

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Students will be able to:

- Demonstrate and show leadership, cooperation, respect, and responsibility skills with peers during court activities while contributing within a team environment.
- Apply offensive and defensive strategies with their team.
- Demonstrate personal/social responsibly as well as safety throughout gameplay.

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• What barriers exist to a life of physical activity and how to overcome them.	• Explore activities they most enjoy and motivate them to internalize the joy of physical activity. • Engage in a variety of court sports.

Stage 2 Assessment Evidence

Summative Assessments:

- Activity Quizzes
  - Students will complete a quiz for each court sport, which will include history, rules, positions, and strategies for the given sport.

Formative Assessments:

- Class Discussions
- Teacher Observations
- Exit Slips

Alternative Assessments: *For students who are on a medical excuse.*

- Inquiry Project
  - Conduct an inquiry to explain what Wall Township offers for young people to engage in outdoor physical activity: before and after school, on the weekends and in the summer.
- Brochure Project
  - Create a brochure about the places young people can be active in Wall Township including indoor and outdoor locations.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and Diversity, Equity & Inclusion [DEI]*	***Periods***
	Demonstrate proper skills and mechanics needed to participate	• *Volleyball* - *Bump, Set, Serve* - *Skills and Drills*	*9 Periods*

2.2.8.LF.1 **2.2.8.LF.2** **2.2.8.LF.3** **2.2.8.LF.4** **2.2.8.MSC.1** **2.2.8.MSC.2** **2.2.8.MSC.4** **2.2.8.MSC.5** **2.2.8.MSC.6** **2.2.8.MSC.7**	in modified and unmodified game play. Understand the rules and procedures to participate in game play. Review and understand the history of the sport and other facts that make each sport unique. Understand how each sport requires fitness related components that can lead to an overall healthy lifestyle.	- *Keep It Up* - *Four Square Volleyball* - *Tournament Play* - *Study Guide*	
		● *Badminton* - *Underhand, Forehand, Backhand, Serving* - *Skills and Drills* - *Four Square Badminton* - *King of the Court* - *Tournament Play* - *Study Guide*	*9 Periods*
		● *Pickleball* - *Underhand, Forehand, Backhand, Serving* - *Skills and Drills* - *Four Square Badminton* - *King of the Court* - *Tournament Play* - *Study Guide*	*9 Periods*
		● *Basketball* - *Dribbling, Passing, Shooting, Offense, Defense.* - *Skills and Drills* - *Dribble Tag* - *Hot Shot* - *Knock Out* - *Tournament Play* - *Study Guide*	*9 Periods*
		● *Floor Hockey/Pillo Polo* - *Dribbling, Passing, Shooting, Offense, Defense.*	*9 Periods*

		- *Tournament Play* - *Study Guide*	

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials and Texts	*Notes*
Court Sports: Volleyball, Badminton, Pickleball, Basketball, Floor Hockey/Pillo Polo	Necessary equipment for each lead up activity and game play.
Sound System and Microphone	

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:

- Modify games and activities by switching out different objects and equipment.
- Use of visual and multisensory formats when explaining activities.
- Use of assistive technology
  - *Microphone*
  - *Google Slides*
  - *Videos*
- Testing accommodations

Specific Strategies and Practices that Support Gifted & Talented Students:

- 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:

- 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 Three: Field Sports
Unit Summary: The goal of this unit is to provide students with the opportunity to explore a variety of activities to help students improve and maintain their current fitness levels as well as introduce ways to stay fit and healthy in the future.
Unit Learning Targets
NJSLS Standards:

- 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- 2.2.8.LF.3: Explore by leading yourself and others to experience and participate in different cultures' physical fitness activities.
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- 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
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- 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
- 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
- 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Physical Education Practices:

- Acting as a responsible and contributing member of society
  - A physically active lifestyle leads to a life of physical, emotional and social health that leads to better decision-making, clear thinking and less illness.
- Attending to personal health, emotional, social and physical well-being
  - A focus on one's health allows for higher levels of confidence and self-esteem
- Engaging in an active lifestyle
  - Regular activity lowers levels of stress, depression, anxiety and lowers the risk for several preventable diseases.
- Making decisions
- Managing-self
- Setting goals
- Using technology tools responsibly

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills:

- 9.2 Career Awareness, Exploration, Preparation, and Training
- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.
- 9.4 Life Literacies and Key Skills: Critical Thinking and Problem-solving

Computer Science & Design Thinking:

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

Interdisciplinary Connections ELA, Math, VPA, etc.:

- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Climate Change:

Holocaust & Amistad:

Unit Essential Questions:

- Why is it important to maintain a lifetime of health and physical activity?
- What are the proper skills and mechanics to be successful in various field sports?
- How does the understanding of game strategy help a team achieve the goal of winning the game?
- Can students apply skills learned to a game situation?
- What are the rules, skills, and game strategies involved in field sports?
- How do teamwork and sportsmanship affect gameplay?
- How does participation in field sports improve physical fitness?
- In what way do flexibility, coordination, muscular strength, and muscular endurance play a role

Unit Enduring Understandings:

- Effective fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
- Participation in field sports provide cardiovascular benefits.
- It is essential to develop proper skills through game-like drills and practice to successfully participate in field sports.
- Safety is paramount; following rules and wearing proper equipment contribute to a safe environment.
- Various forms of offensive/defensive strategies should be utilized in-game situations.
- There are additional avenues where students can play field sports within the community.
- Proper attitudes toward winning and losing (sportsmanship) lead to a more fulfilling game experience.

within field sports?	
Students will know: ● Vocabulary related to activity. ● Basic rules of each field sport. ● Basic formation and strategies employed in each field sport. ● That participation in field sports will improve the basic components of physical fitness. ● What barriers exist to a life of physical activity and how to overcome them.	**Students will be able to:** ● Demonstrate and show leadership, cooperation, respect, and responsibility skills with peers during field activities while contributing within a team environment. ● Apply offensive and defensive strategies with their team. ● Demonstrate personal/social responsibly as well as safety throughout gameplay. ● Explore activities they most enjoy and motivate them to internalize the joy of physical activity. ● Engage in a variety of field sports.

Stage 2 Assessment Evidence

Summative Assessments:

- Activity Quizzes
  - Students will complete a quiz for each field sport, which will include history, rules, positions, and strategies for the given sport.

Formative Assessments:

- Class Discussions
- Teacher Observations
- Exit Slips

Alternative Assessments: *For students who are on a medical excuse.*

- Inquiry Project
  - Conduct an inquiry to explain what Wall Township offers for young people to engage in outdoor physical activity: before and after school, on the weekends and in the summer.
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Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and Diversity, Equity & Inclusion [DEI]*	***Periods***
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		• *Soccer* - *Dribbing, Passing, Shooting, Offense, Defense* - *Skills and Drills* - *Dribble Tag* - *Swedish Fish* - *Power and Finesse* - *Tournament Play* - *Study Guide*	*14 Periods*
		• *Flag Football* - *Throwing, Catching, Offense, Defense* - *Skills and Drills* - *Penny Football* - *Football 21* - *Tournament Play* - *Study Guide*	*14 Periods*

		• *Softball* - *Throwing, Catching, Batting, Offense, Defense.* - *Tournament Play* - *Study Guide*	*10 Periods*

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials and Texts	*Notes*
Field Sports: Ultimate Frisbee, Soccer, Flag Football, Softball	Necessary equipment for each lead up activity and game play.
Sound System and Microphone	

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:

- Modify games and activities by switching out different objects and equipment.
- Use of visual and multisensory formats when explaining activities.
- Use of assistive technology
  - *Microphone*
  - *Google Slides*

- *Videos*
- Testing accommodations

Specific Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
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- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results
Unit Four: Fitness Activities
Unit Summary: The goal of this unit is to provide students with the opportunity to monitor and assess their ability as it relates to aerobic fitness, strength, and flexibility, which in turn helps the student understand how healthy they are and learn to set goals to improve their health-related fitness.

Unit Learning Targets

NJSLS Standards:

- 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.
- 2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
- 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
- 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.

Physical Education Practices:

- Acting as a responsible and contributing member of society
  - A physically active lifestyle leads to a life of physical, emotional and social health that leads to better decision-making, clear thinking and less illness.
- Attending to personal health, emotional, social and physical well-being
  - A focus on one's health allows for higher levels of confidence and self-esteem
- Engaging in an active lifestyle
  - Regular activity lowers levels of stress, depression, anxiety and lowers the risk for several preventable diseases.
- Making decisions
- Managing-self
- Setting goals
- Using technology tools responsibly

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills:

- 9.2 Career Awareness, Exploration, Preparation, and Training
- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.
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Computer Science & Design Thinking:

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Interdisciplinary Connections ELA, Math, VPA, etc.:

- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Climate Change:

Holocaust & Amistad:

Unit Essential Questions:	**Unit Enduring Understandings:**
● Why is it important to maintain a lifetime of health and physical activity? ● In what ways can fitness training be beneficial to your body? ● How might your fitness training be different from someone else's fitness training? ● What types of injuries can occur if safety rules are not observed during this unit? ● Why is it important to determine your personal goals before beginning a fitness program?	● Effective fitness principles combined with mental and emotional endurance over time will enhance performance and wellness. ● There are additional avenues where students can participate in fitness activities within the community. ● Fitness training can be conducted outside of PE class in a variety of settings with little to no equipment. ● Developing a safe fitness routine will help them achieve immediate and long-term goals related to lifetime fitness.
Students will know:	**Students will be able to:**
● Vocabulary related to activity. ● the basic muscles that are utilized through various fitness activities. ● cardiovascular fitness activities versus muscular strength and endurance fitness activities. ● that proper training technique will reduce the likelihood of injury inside and outside of the gym. ● What barriers exist to a life of physical activity and how to overcome them.	● Explore activities they most enjoy and motivate them to internalize the joy of physical activity. ● Analyze the benefits of following a fitness plan. ● Perform workouts safely with peers, following all class safety rules for fitness training. ● Create diverse and effective fitness activity workouts in PE class, as well as outside PE class.

Stage 2 Assessment Evidence
Summative Assessments: ● Fitness Quiz - Students will complete a quiz at the end of the unit.
Formative Assessments: ● Class Discussions ● Teacher Observations ● Exit Slips
Alternative Assessments: *For students who are on a medical excuse.* ● Inquiry Project - Conduct an inquiry to explain what Wall Township offers for young people to engage in outdoor physical activity: before and after school, on the weekends and in the summer. ● Brochure Project - Create a brochure about the places young people can be active in Wall Township including indoor and outdoor locations.

Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and Diversity, Equity & Inclusion [DEI]*	***Periods***
2.2.8.PF.1 **2.2.8.PF.2** **2.2.8.PF.3**	Demonstrate proper technique when performing fitness activities. Understand the purpose of each fitness activity and what muscle group each skill is improving.	● *Cardiovascular Endurance* - *Mile Run* - *Pacer Test* - *Step Test* - *Run/Walk*	*5 Periods*

2.2.8.PF.4 **2.2.8.PF.5**	Understand how each exercise requires fitness related components that lead to an overall healthy lifestyle. Understand that not using proper form and not completing a warm up could result in injury. Explore ways to use and work on exercises and activities learning in class at home and in the community.	• *Flexibility /Mindfulness* - *Sit and Reach* - *Yoga* - *Meditation*	*5 Periods*
		• *Muscular Strength and Endurance* - *Push Ups* - *Sit Ups* - *Planks* - *Flexed Arm Hang* - *Pull Ups* - *Squats*	*5 Periods*

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials and Texts	*Notes*
Fitness Activities	Necessary equipment for fitness activity.
Sound System and Microphone	

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:

- Modify fitness activities by switching out different objects and equipment.
- Use of visual and multisensory formats when explaining activities.
- Use of assistive technology
  - *Microphone*
  - *Google Slides*
  - *Videos*
- Testing accommodations

Specific Strategies and Practices that Support Gifted & Talented Students:

- 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:

- 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