

Course: <i>Physical Education 1</i> Unit #2: <i>Integrated Wellness and Cooperative Skill Development</i>	Year of Implementation: 2026-2027
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Stage One - Desired Results	
Link(s) to New Jersey Student Learning Standards for this course: <i>{provide all applicable links to standards here}</i> https://www.state.nj.us/education/cccs/2020/	
● Unit Standards: <i>(keep each of the following headings in place)</i> ○ Content 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.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.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. ■ 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.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.8: Identify personal and community resources to explore career options related to physical activity and health.
- **2020 NJSL Standards: Career Readiness, Life Literacies, and Key Skills Introduction**
 - **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).
 - **9.4.12.CT.2:** Identify a problem and investigate the root cause.
 - **9.4.12.GCA.1:** Collaborate with individuals to analyze a variety of potential solutions to climate change effects and other global issues. *[Note: While the standard mentions climate, the 'Collaborate with individuals' aspect is the focus here for PE].*
 - **9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- **Interdisciplinary Content Standards**
 - **HS-LS1-2:** Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
 - **HS-LS1-3:** Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
 - **N.Q.A.1:** Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas.
 - **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.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to apply principles of physical fitness, teamwork, and self-awareness to engage in lifelong physical activities that promote personal health, positive relationships, and adaptability in diverse settings.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/academics/curriculum>

By the end of the year, learners should be able, on their own, to effectively draw upon all the content learned each year, to...

- foster positive social influence as an educated, contributing citizen.
- use problem-solving skills to solve "real world" health and well-being situations.
- make responsible life decisions that positively contribute to their wellness.
- communicate effectively as part of a peer group.
- live a healthy lifestyle through physical activity.
- analyze and evaluate health and safety situations.
- self-assess their personal decisions to improve wellness.

Enduring Understandings

Students will understand that. . .

EU 1

- participation in activities that focus on muscular strength, flexibility, and cardiovascular fitness improves an individual's overall fitness level.

EU 2

- trust and cooperative learning are complex and vital parts of completing a task and are earned through

Essential Questions

How can participating in physical activities that promote fitness, trust, and self-exploration support lifelong personal growth and well-being?

participation in adventure education tasks and challenges. <i>EU 3</i> physical activity is a life-long journey, guiding one through a cultivation of curiosity and exploration that leads them to the possibility of greater self-awareness and openness to change.	
<u>Knowledge</u> Students will know . . . <i>EU 1</i> - short and long term benefits of physical activity on physical, mental, and emotional wellness . (2.2.12.PF.1) - components of health and skill-related fitness. (2.2.12.PF.5) <i>EU 2</i> - strategies to improve their performance, participation, and trusting behaviors. (2.2.12.MSC.4) - how feedback, self-assessment, effort, and repetition enhance movement performance . (2.2.12.MSC.3) <i>EU 3</i> - social benefits of physical activity, including trust, friendship, and teamwork. (2.2.12.LF.5) - building fitness enables participation in lifetime activities. (2.2.12.LF.3)	<u>Skills</u> Students will be able to. . . <i>EU 1</i> - design and implement a personal fitness plan using FITT principles and fitness components (2.2.12.PF.3) - demonstrate and evaluate proper techniques in strength, flexibility, and cardiovascular exercises. (2.2.12.PF.3) <i>EU 2</i> - analyze and refine etiquette, roles, and preparation in group settings. (2.2.12.MSC.4) - modify and adapt games or rules to optimize group participation, safety, and enjoyment. (2.2.12.MSC.5) <i>EU 3</i> - cooperatively include and support classmates of all skill levels in physical activity (2.2.12.LF.4) - reflect on personal growth, exploring activities that support lifelong wellness and self-awareness. (2.2.12.LF.8)

Stage Two - Assessment	
<u>Performance Task:</u> (See Senior Supervisor for approval of modifications to task.)	
<u>Other Evidence:</u> • Demonstration of skills for strength, endurance, and flexibility • Teacher observation • Unit quizzes/tests • Participation in activities related to fitness • Class discussion with workout video • Handouts • Google Classroom posts/discussions/assignments • Fitness journals • Physical Fitness logs • Written assessment on activity • Peer/self-assessment of skill • Peer to peer communication	

Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer**. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

The teacher may include but are not limited to the following:

- The teacher will introduce terminology specific to each activity/concept to the students. (A, EU 1)
- Identify the proper execution and attempt to execute skills that will enhance: flexibility, muscular strength, power and endurance, cardiovascular endurance (A, EU 1, EU 3)
- Teacher or student will model how to perform the skills applied in specific lifetime, team or individual activities. (A, EU1, EU2)
- Identify the proper execution and attempt to execute skills that will enhance: flexibility, muscular strength, power and endurance, cardiovascular endurance. (A, EU 1, EU 3)
- Identify and/or demonstrate proper warm up and safe exercise techniques. (A, M, EU 1)
- Students will demonstrate understanding of specific information on an activity by passing a written quiz. (A,M EU1,2,3)
- Apply the principle of overload to the fitness activities, which will lead to an increased physical fitness level. (A, M, EU1,2,3)
- Identify specific physical & mental benefits of each introduced skill. (A, T, EU 1, EU 3)
- Perform relaxation and meditation exercises with proper form taught by teacher (M, EU 1, EU 2)
- Perform flexibility and muscular strengthening exercises with proper form taught by teacher (M, EU 1, EU 3)
- Apply basic terminology and related skills to fitness activities and circuits. (M, EU1, 2, 3)
- Use biofeedback, specifically pulse rate to determine if an activity met the desired goal. (M, EU 2)
- Students will perform skills learned with/without the use of equipment. (A, M, EU1, EU2)
- Have groups share and discuss their strategies and cooperative learning activities. (M, EU 2)
- Apply the rules, safety precautions and strategies to each cooperative learning activity. (M, T, EU 1,3)
- Create sequences achieve optimal health through relaxation and meditation practice (M, T, EU 1, EU 3)
- Create sequences of various skills and poses learned. (M, T EU 3)
- Calculate their target heart rate zone during physical activity to match a desired goal. (M, T, EU1, 2, 3)

- Apply the principle of specificity to activities, which will lead to the ability to match an activity with a specific fitness component. (M, T, EU 1, 3)
- Apply the principle of specificity to activities, which will lead to the ability to match an activity with a specific fitness component. (M, T, EU 1, EU 3)
- Create a fitness program specific to their own needs. (M, T, EU 1, EU 3)
- Apply the principle of specificity to activities, which will lead to the ability to match an activity with a specific fitness component. (M, T, EU 1, EU 3)
- Demonstrate physical skills and/or teamwork during lead up strategies. (T, EU 1, 2, 3)
- Students work independently to develop their own skills and techniques in order to play a specific activity proper (T, EU1)
- Students will participate include but are not limited to the following: **Mind and Body Wellness:** Yoga Flow/Vinyasa, Restorative, Yoga, Yin Yoga, Meditation, Deep breathing exercises, Relaxation exercises, Guided Imagery and Visualization, Progressive, Relaxation Meditation, Mindfulness Meditation, Yoga Meditation, Walking, Walking Meditation, Tai Chi, Advanced Yoga, Body Weight Strength Training, Weighted Exercises, Resistance Band Exercises, HIIT Training, TRX Training, Tabata Training. (A, M, T, EU 1, 2, 3)
- Students will participate include but are not limited to the following: **Personal Fitness:** Dynamic and Static Stretching, Warm Up Routines, Yoga, Fitness Testing, Jogging/Running/Walking step tracking, Jump rope, Hiking, Cycling, Rowing, elliptical training, Weight Training, CrossFit, H.I.I.T., TRX, Plyometrics, Fitness Testing. (A, M, T, EU 1, 2, 3)
- Students will participate include but are not limited to the following: **Cooperative Concepts and Problem Solving:** Triangle Tag, Name Game, Builder and Bulldozer, Octopus/Add-on, Tag, Everyone is it Tag, Animal Farm/Food Fest, Campout, Circle the Circle, Impulse, Birthday/Address Lineup, Rock,Paper, Scissor Tag, Elbow Tag, Minnesota Mosquito Tag, Battleship Tag, Butthead, Chicken Baseball, Group Juggle, Flip shoe, Chemical Spill, Tiger Tail Tag, Ubuntu, Finding Nemo, Popcorn, Turnstiles, Traffic Jam. (A, M, T, EU 1, 2, 3)
- Students will participate include but are not limited to the following: **Trust Concepts and Challenge Course:** Human Springs, Trust Falls, Partner Stand Up, Willow in the Wind, MULC, Climbing Wall, Climbing Tower, Team Skis, Islands, Whale Watch, Horizontal Wall, Flying Squirrel, Pamper Pole, Human Knot, Pipeline, Human Keypad. (A, M, T, EU 1, 2, 3)

Pacing Guide

{This chart will be identical in all the units for this course.}

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
1	Movement Concepts, Sportsmanship, and Safety	40
2	Integrated Wellness and Cooperative Skill Development	27

Instructional Materials

The teacher may include, but are not limited to the following:

- Equipment for all adventure courses, weight room, yoga, and cooperative games
- Music
- Student phones
- iPads/Chromebooks
- Google Classroom

Instructional Literature:

- Adventure Curriculum for Physical Education by Jane Panicucci
- Fitness for Life by Charles B. Corbin
- Technology for Physical Educators, Health Educators, and Coaches
- Universal Design for Learning in Physical Education
- National Standards & Grade-Level Outcomes for K-12 Physical Education by SHAPE America - Society of Health and Physical Educators

- Yoga Sequencing: Designing Transformative Yoga Classes by: Mark Stephens
- 135+ Guided Meditation Scripts by: Jamie Wishstone

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.