

2022 PHYSICAL EDUCATION CURRICULUM
Grades 9-12

Abstract:

As per the *NJ Department of Education* website for the *Model Curriculum for 9-12 Physical Education*, “Students in Physical Education develop movement skills in diverse physical activities that include rhythmic movement, games, sports, and cardiovascular exercises. Lifelong health and physical fitness is supported through challenging units of study that are developmentally and age appropriate. Students develop personal fitness goals and track progress towards attaining those goals over time to ensure an individual focus on achieving and maintaining a healthy lifestyle that supports physical activity, analytical skills, team-building skills, goal setting, and self-assessment.” (http://www.nj.gov/education/modelcurriculum/peh/pe912.shtml)

This curriculum is approved for all regular education programs as specified and for adoption or adaptation by all Special Education Programs (IEP, 504 or other identified needs) in compliance with Board of Education Policy.

2020 New Jersey Student Learning Standards - Comprehensive Health and Physical Education

NJSLS

2.2 Physical Wellness by the End of Grade 12

Movement Skills and Concepts

Core Idea	Performance Expectation
Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).	• 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.
The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and 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).
Individual and team execution requires interaction, respect, effort, and a positive attitude.	• 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.

Physical Fitness

Core Idea	Performance Expectation
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.	• 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.

Lifelong Fitness

Core Idea	Performance Expectation
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)	• 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)
Community resources can support a lifetime of wellness to self and family members.	• 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.

Unit:	**Fitness** **All Year**	**Soccer** **Fall**	**Football** **Fall**	**Volleyball** **All Year**	**Field Hockey** **Fall/Spring**
Unit Description:	The students will develop an understanding of personal health and wellness.	The students will be able to use eye-foot coordination to participate in various soccer skills and games.	The students will be able to use eye-hand coordination to participate in various football skills and modified and lead-up games.	The students will be able to use eye-hand coordination to participate in various volleyball skills and games.	The students will understand basic skills and cognitive concepts that will enable them to participate in field hockey activities.
Unit Objectives:	- Implement a personal fitness plan. - Understand the impact of lifelong wellness. -Understand target HR/ max HR -Understand the importance of cardiovascular fitness as it relates to one's overall wellness. -Understand the 5 components of fitness: cardio endurance, muscular endurance, muscular strength, flexibility, body composition. -Develop an understanding of weight room safety and rules.	-Display knowledge of the rules and safety -Demonstrate good sportsmanship -Exhibit eye-foot coordination. -Develop and perform proper dribbling/ passing/ shooting/ throwing in/ kicking techniques	-Display knowledge of the rules and safety. -Demonstrate good sportsmanship -Exhibit eye-hand coordination. -Develop and perform proper throwing/ catching techniques. -Understand different running routes and positions	-Display knowledge of the rules and safety. -Demonstrate good sportsmanship -Exhibit eye-hand coordination. -Develop and perform proper setting/ bumping/ serving techniques.	-Display knowledge of the rules and safety. -Demonstrate good sportsmanship -Exhibit eye-hand coordination. -Develop and perform proper dribbling/ passing/ shooting techniques
Activities:	-1 Mile run -50 yd dash -Push-ups -Sit-ups	-Skills w/ partners or small groups -kicking,	-Skills w/ partners or small groups -throwing	-Skills w/ partners or small groups -setting,	-Skills w/ partners or small groups -dribbling, passing, shooting

	-Sit-and-reach -Shuttle Run -Pull-ups/Flex Arm hang -Weight room	passing, throw-in, shooting -Small Sided Game -Regulation Game	and catching -Running different routes -Small Sided Game -Regulation Game	bumping, serving -Small Sided Game -Regulation Game	-Small Sided Game -Regulation Game
Resources:	Cones, fitness mats, pull-up bar, sit-and-reach box, stop watches	Cones, soccer balls, soccer goals, pinnies	Cones, footballs, pinnies	Volleyball nets (indoor and outdoor), volleyballs, cones	Cones, field hockey sticks, field balls, pug nets, pinnies
Assessment:	-Improvement (charted) from Fall to Spring -Written fitness worksheet -Teacher observation	-Dribble through cones under control for 15 yards -Pass and trap with partner 10x in a row while under control -Peer assessment Rubric	-Catch the ball 10x in a row while stationary -Catch the ball 5x in a row while on the run -Pass the ball 10+ yards -Teacher checklist	-Successfully serve the ball 6 out of 10x over the net -Bump and/or in small group at least 12x -Self assessment on different hits	-Successfully dribble the ball through cones for 15 yards -Successfully shoot in the goal 5 out of 10x from 5-10 yards out
Accommodations:	-Flex arm hang instead of pull-ups -Different amount of weights (body weight also)	-Shorten the distance between partners for passing -Use of pug nets	-Use of a smaller football	-Shorten the distance for serving -When inside allow the ball to bounce once	-Shorten the distance for passing between partners
Interdisciplinary:	Math Science Technology	Math Science	Math Science	Math Science	Math Science
21st Century Skills:	CRP1 CRP3 CRP4 CRP8 CRP9 CRP12	CRP1 CRP3 CRP4 CRP8 CRP9 CRP12	CRP1 CRP3 CRP4 CRP8 CRP9 CRP12	CRP1 CRP3 CRP4 CRP8 CRP9 CRP12	CRP1 CRP3 CRP4 CRP8 CRP9 CRP12
NJCCS:	2.2.12.MSC.2, 2.2.12.MSC.4, 2.2.12.PF.1, 2.2.12.PF.2, 2.2.12.PF.3, 2.2.12.PF.5, 2.2.12.LF.4	2.2.12.MSC.2, 2.2.12.MSC.4, 2.2.12.MSC.5, 2.2.12.PF.2, 2.2.12.LF.4	2.2.12.MSC.2, 2.2.12.MSC.4, 2.2.12.MSC.5, 2.2.12.PF.2, 2.2.12.LF.4	2.2.12.MSC.2, 2.2.12.MSC.4, 2.2.12.MSC.5, 2.2.12.PF.2, 2.2.12.LF.4	2.2.12.MSC.2, 2.2.12.MSC.4, 2.2.12.MSC.5, 2.2.12.PF.2, 2.2.12.LF.4

Year 1:	Be able take their own HR and calculate target HR	Be able to label all positions	Be able to label all positions	Be able to label all positions	Be able to label all positions
Year 2:	Define the FITT principle	Understand importance of teamwork to succeed in game	Understand importance of teamwork to succeed in game	Understand importance of teamwork to succeed in game	Understand importance of teamwork to succeed in game
Year 3:	Understand the importance of the FITT principle	Come up with game strategies to succeed	Come up with game strategies to succeed	Come up with game strategies to succeed	Come up with game strategies to succeed
Year 4:	Be able to make own strength program	Implement offensive and defensive strategies in game mode	Implement offensive and defensive strategies in game mode	Implement offensive and defensive strategies in game mode	Implement offensive and defensive strategies in game mode

Unit:	**Ultimate Frisbee Fall/Spring**	**Softball Spring**	**Basketball Winter**	**Floor Hockey Winter**	**Dance Winter**
Unit Description:	The students will understand basic skills and cognitive concepts that will enable them to participate in frisbee activities and eventually a regulation game of ultimate frisbee.	The students will be able to use eye-hand coordination to participate in various softball skills and modified and lead-up games.	The students will understand basic skills and cognitive concepts that will enable them to participate in basketball activities and eventually a regulation or modified game of basketball.	The students will understand basic skills and cognitive concepts that will enable them to participate in floor hockey activities and eventually a regulation or modified game of floor hockey.	The students will understand basic skills and cognitive concepts that will enable them to participate in dancing activities.
Unit Objectives:	-Display knowledge of the rules and safety. -Demonstrate good sportsmanship -Exhibit eye-hand coordination. -Develop and	-Display knowledge of the rules and safety. -Demonstrate good sportsmanship -Exhibit eye-hand coordination. -Develop and	-Display knowledge of the rules and safety. -Demonstrate good sportsmanship -Exhibit eye-hand coordination. -Develop and	-Display knowledge of the rules and safety. -Demonstrate good sportsmanship -Exhibit eye-hand coordination. -Develop and	-Understands various dance techniques. -Display knowledge of safety. - Demonstrate an understanding of movement concepts and the use of motor skills.

	perform proper throwing/ catching techniques.	perform proper throwing/ catching/ hitting techniques.	perform proper dribbling/ passing/ shooting techniques	perform proper dribbling/ passing/ shooting techniques	
Activities:	-Partner catching and throwing -Small sided games -Regulation game	-Partner catching and throwing -Hitting practice -Small sided games -Regulation game	-Skills w/ partners or small groups -dribbling, shooting, passing -Small Sided Game -Regulation Game	-Skills w/ partners or small groups -dribbling, shooting, passing -Small Sided Game -Regulation Game	-Different dance moves done within certain dances -Short dances -Longer dances
Resources:	Cones, frisbees, pinnies	Bases, gloves, softballs, bats	Basketballs, cones, basketball hoops, pinnies	`Hockey sticks, cones, goals, pinnies, safety goggles	Music
Assessment:	-Catch and throw the frisbee successfully 10x in a row	-Successfully catch and throw the softball 10x in a row -Hit the ball 2 out of 5x	-Successfully dribble down the court and back 2x -Successfully make 5 out of 10 layups -Partner checklist on shooting form	-Successfully shoot on the goal 5 out of 10x from 10ft away -Successfully pass with a partner 10x in a row -Sportsmanship peer assessment	-Successfully name and demonstrate 2 different styles of dances.
Accommodations:	-Use of a smaller frisbee -Shorten the distance for passing between partners	-Shorten the distance between partners for throwing and catching -Use of a softer ball -Bat off a tee	-Use of a smaller ball	-Shorten the distance between partner passing -Shoot on a bigger goal	-Different tempos of music
Interdisciplinary:	Math Science	Math Science	Math Science	Math Science	Math Science Arts Technology
21st Century Skills:	CRP1 CRP3 CRP4 CRP8 CRP9	CRP1 CRP3 CRP4 CRP8 CRP9	CRP1 CRP3 CRP4 CRP8 CRP9	CRP1 CRP3 CRP4 CRP8 CRP9	CRP1 CRP3 CRP4 CRP8 CRP9

	CRP12	CRP12	CRP12	CRP12	CRP12
NJCCS:	2.2.12.MSC.2, 2.2.12.MSC.4, 2.2.12.MSC.5, 2.2.12.PF.2, 2.2.12.LF.4	2.2.12.MSC.2, 2.2.12.MSC.4, 2.2.12.MSC.5, 2.2.12.PF.2, 2.2.12.LF.4	2.2.12.MSC.2, 2.2.12.MSC.4, 2.2.12.MSC.5, 2.2.12.PF.2, 2.2.12.LF.4	2.2.12.MSC.2, 2.2.12.MSC.4, 2.2.12.MSC.5, 2.2.12.PF.2, 2.2.12.LF.4	2.2.12.MSC.3, 2.2.12.MSC.2, 2.2.12.MSC.4, 2.2.12.PF.2, 2.2.12.LF.4
Year 1:	Be able to label all positions	Be able to label all positions	Be able to label all positions	Be able to label all positions	Understand the movement concepts as they relate to dance
Year 2:	Understand importance of teamwork to succeed in game	Understand importance of teamwork to succeed in game	Understand importance of teamwork to succeed in game	Understand importance of teamwork to succeed in game	Apply movement concepts to dance
Year 3:	Come up with game strategies to succeed	Come up with game strategies to succeed	Come up with game strategies to succeed	Come up with game strategies to succeed	Rehearse a full dance
Year 4:	Implement offensive and defensive strategies in game mode	Implement offensive and defensive strategies in game mode	Implement offensive and defensive strategies in game mode	Implement offensive and defensive strategies in game mode	Choreograph own dance

Unit:	**Speedball Winter**	**Handball Winter**	**Badminton Winter**	**Golf Spring**	**Recreational Games All Year**
Unit Description:	The students will understand basic skills and cognitive concepts that will enable them to participate in speedball activities. and eventually a regulation or modified game of speedball.	The students will understand basic skills and cognitive concepts that will enable them to participate in handball activities. and eventually a regulation or modified game of handball.	The students will understand basic skills and cognitive concepts that will enable them to participate in badminton activities and eventually a regulation or modified game of badminton.	The students will understand basic skills and cognitive concepts that will enable them to participate in golfing activities.	The students will understand basic skills and cognitive concepts that will enable them to participate in recreational games. Games included are: kan jam, cornhole, disc golf, ramp shot, paddle ball, bocce ball, horseshoes, shuffleboard.
Unit Objectives:	-Display	-Display	-Display	-Display	-Display

	knowledge of the rules and safety. -Demonstrate good sportsmanship -Exhibit eye-hand coordination. -Develop and perform proper dribbling/ passing/ shooting/ kicking techniques	knowledge of the rules and safety. -Demonstrate good sportsmanship -Exhibit eye-hand coordination. -Develop and perform proper shooting/ throwing/ catching techniques	knowledge of the rules and safety. -Demonstrate good sportsmanship -Exhibit eye-hand coordination. -Develop and perform proper forehand, backhand, and serving techniques.	knowledge of the rules and safety. -Demonstrate good sportsmanship -Exhibit eye-hand coordination. -Develop and perform proper hitting techniques.	knowledge of the rules and safety. -Demonstrate good sportsmanship -Exhibit eye-hand, eye-foot coordination. -Demonstrate responsible personal and social behavior. -Understand that life-enhancing experiences are found in recreational activities. - Demonstrate an understanding of movement concepts and the use of motor skills.
Activities:	-Skills w/ partners or small groups -dribbling, shooting, passing -Small Sided Game -Regulation Game	-Skills w/ partners or small groups - shooting, passing, catching -Small Sided Game -Regulation Game	-Skills w/ partners or small groups -forehand, backhand, serving -Small Sided Game -Regulation Game	-Skills w/ partners or small groups -hitting off a tee or off grass, irons, drivers	-Skills w/ partners, small groups, or individually -catching, throwing, tossing
Resources:	Speedball, pug nets, pinnies	Handball, volleyball, pug nets, pinnies	Badminton nets, shuttlecocks, badminton racquets	Practice golf balls, tees, drivers, irons, cones	Different balls, ladderball, pinnies, ring toss, cones, nets, saucer slam, baggo, paddle zlam, horseshoes, bocce ball, cornhole, frisbee golf discs
Assessment:	-Successfully shoot on the goal 5 out of 10x from 10ft away -Successfully pass with a partner 10x in a row -Teacher	-Successfully shoot on the goal 5 out of 10x from 10ft away -Successfully pass with a partner 10x in a row	-Successfully serve the ball 6 out of 10x over the net -Successfully volley with a partner 8x over the net -Self-rubric on skills	-Successfully hit the golf ball 5 out of 10x -Peer checklist on swing	-Successfully demonstrate knowledge of the different games and ability to play them -Sportsmanship peer assessment

	checklist				
Accommodations:	-Use of a different ball -Shorten the distance between partners	-Use of a different ball -Shorten the distance between partners	-Shorten the distance for serving -Volley without a net -Lower the net height	-Use a tee instead of off the grass	-Shorten the distance for throws -Allow more bounces -Use of bigger/small equipment -Move the distance of the equipment
Interdisciplinary:	Math Science	Math Science	Math Science	Math Science	Math Science Social Studies Technology Arts
21st Century Skills:	CRP1 CRP3 CRP4 CRP8 CRP9 CRP12	CRP1 CRP3 CRP4 CRP8 CRP9 CRP12	CRP1 CRP3 CRP4 CRP8 CRP9 CRP12	CRP1 CRP3 CRP4 CRP8 CRP9 CRP12	CRP1 CRP3 CRP4 CRP8 CRP9 CRP12
NJCCS:	2.2.12.MSC.2, 2.2.12.MSC.4, 2.2.12.MSC.5, 2.2.12.PF.2, 2.2.12.LF.4	2.2.12.MSC.2, 2.2.12.MSC.4, 2.2.12.MSC.5, 2.2.12.PF.2, 2.2.12.LF.4	2.2.12.MSC.1, 2.2.12.MSC.2, 2.2.12.MSC.4, 2.2.12.MSC.5, 2.2.12.PF.2, 2.2.12.LF.4	2.2.12.MSC.4, 2.2.12.MSC.5, 2.2.12.PF.2, 2.2.12.LF.4	2.2.12.MSC.2, 2.2.12.MSC.4, 2.2.12.MSC.5, 2.2.12.PF.2, 2.2.12.LF.4
Year 1:	Be able to label all positions	Be able to label all positions	Be able to differentiate between the different types of hits	Be able to differentiate between the different types of hits/clubs	Understand importance of teamwork to succeed in game
Year 2:	Understand importance of teamwork to succeed in game	Understand importance of teamwork to succeed in game	Understand the proper scoring	Understand the proper scoring	Demonstrate teamwork to succeed in game
Year 3:	Come up with game strategies to succeed	Come up with game strategies to succeed	Come up with game strategies to succeed	Play a complete 9 hole course	Implement different movement/offensive/defensive strategies to succeed in game
Year 4:	Implement offensive and	Implement offensive and	Implement offensive and	Design own course	Design own game

	defensive strategies in game mode	defensive strategies in game mode	defensive strategies in game mode		

Unit:	**Pickleball Winter**	**Adventure Ed All Year**			
Unit Description:	The students will understand basic skills and cognitive concepts that will enable them to participate in pickleball activities and eventually a regulation or modified game of pickleball.	The students will learn the value of teamwork and collaboration while also challenging themselves to go outside their comfort level.			
Unit Objectives:	-Display knowledge of the rules and safety. -Demonstrate good sportsmanship -Exhibit eye-hand coordination. -Develop and perform proper forehand, backhand, and serving techniques	-Demonstrate responsible personal and social behavior. -Demonstrate the ability to use effective interpersonal skills. -Demonstrate the ability to use decision making skills of appropriate goal setting, risk taking, and problem solving -Demonstrate an understanding of and respect for others' differences			

Activities:	-Skills w/ partners or small groups -forehand, backhand, serving -Small Sided Game -Regulation Game	- Tag games, silent line up games, hula-hoop pass, partner stand up, blindfolded partner drawing, blindfolded partner obstacle course, flip the tarp, team skis, team plan walk			
Resources:	Nets, pickleballs, paddles	Hula hoops, tarps, balls, noodles, golf balls, wooden “skis”, wooden boxes, wood planks, human knot			
Assessment:	-Successfully serve the ball 6 out of 10x over the net -Successfully volley with a partner 8x over the net	-Exit tickets -Debriefing -Sportsmanship peer assessment			
Accommodations:	-Shorten the distance for serving -Volley without a net	-Challenge by choice -Repeat / reword			
Interdisciplinary:	Math Science	Math Science			
21st Century Skills:	CRP1 CRP3 CRP4 CRP8 CRP9 CRP12	CRP1 CRP3 CRP4 CRP6 CRP8 CRP9 CRP12			
NJCCS:	2.2.12.MSC.1, 2.2.12.MSC.2, 2.2.12.MSC.4,	2.1.12.A.01, 2.2.12.A.01, 2.2.12.B.1,			

	2.2.12.MSC.5, 2.2.12.PF.2, 2.2.12.LF.4	2.5.12.B.2, 2.5.12.B.3, 2.4.12.A.03, 2.1.12.EH.1, 2.1.12.EH.3, 2.1.12.SSH.4, 2.2.12.MSC.2, 2.2.12.PF.2, 2.2.12.LF.2, 2.2.12.LF.4, 2.3.12.PS.1			
Year 1:	Be able to differentiate between the different types of hits	Demonstrate responsible personal and social behavior			
Year 2:	Understand the proper scoring	Demonstrate the ability to use effective interpersonal skills			
Year 3:	Come up with game strategies to succeed	Understand the challenge, enjoyment, creativity, self-expression, and social interaction are important, life enhancing experiences and are found in adventure activities			
Year 4:	Implement offensive and defensive strategies in game mode	Take risks and challenge oneself both individually and in group activities to extend oneself out of their comfort zone and into the stretch zone			

Math Standards Included:
G.CO.A.1 G.CO.B.6

Science Standards Included:
HS-LS1-2, HS-LS1-3, HS-LS2-3

Technology Standards Included:
8.1.8.D.5, 8.1.12.D.5,