



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Physical Education

COURSE Physical Education, Grades 9-12

Curriculum Development Timeline

School: Ocean Township High School
Course: Physical Education, Grades 9-12
Department: Physical Education

Board Approval	Supervisor	Notes
October 2012	Gina Hagerman	Born Date
December 2017	Mike Lambusta	Revisions
March 2019	Mike Lambusta	Review
August 2022	Patrick Sullivan	Alignment to New Standards & Incorporate State Standards

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Health	11	Volleyball
2	Health	12	Volleyball
3	Health	13	Walking LYMES DISEASE PREVENTION (N.J.S.A. 18A:35-5.1)
4	Health	14	Biking
5	Health	15	Physical Fitness
Week	Marking Period 2	Week	Marking Period 4
6	Yoga MENTAL HEALTH (N.J.S.A. 18A:35-4.39)	16	Backyard Games
7	Basketball BULLYING PREVENTION PROGRAMS (N.J.S.A. 18A:37-17)	17	Ultimate Frisbee
8	Basketball BULLYING PREVENTION PROGRAMS (N.J.S.A. 18A:37-17)	18	Turf Games
9	Softball	19	Floor Hockey
10	Racquet Sports	20	Dance Fitness

Core Instructional & Supplemental Materials including various levels of Texts

- Sports Equipment such as Fitness mats, basketballs, softballs, bats, gloves,

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volleyballs and net standards, 3- Speed bicycles, Free weights and machines, frisbees, cones, flags, badminton racquets, and backyard game materials

- Fitness App, Apple Heart App, Charity Miles walking App, My Fitness Blender, Map my Walk and GPS Tracker

[NJ Diversity, Equity, and Inclusion Educational Resources*](#)

*NJ Diversity, Equity, and Inclusion/NJ LGBT and Persons with Disabilities Education

Time Frame	1 Week
Topic	
Yoga	
Alignment to Standards	
<ul style="list-style-type: none"> • 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, pickle ball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. • 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). • 2.2.12.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. 	
Learning Objectives and Activities	
SKILLS: <ul style="list-style-type: none"> • Knowledge of the history of Hatha Yoga <ul style="list-style-type: none"> ○ Sitting postures 	

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- Standing Postures
- Inverted Postures
- Balance Postures
- Backbend Postures
- Progressive Relaxation/Mental Imagery
- Knowledge of safety procedures
- Knowledge of terminology
- **STATE MANDATE: Mental Health (N.J.S.A. 18A:35-4.39)** Discuss how yoga can improve mental health and reduce stress
- Suggestions on how to differentiate in this unit:
 - Students work at their ability. (change reps, sets, pace, time, levels)

Assessments

- **Formative:**
 - Journal and Reflection log
 - Flexibility and Yoga Pose Progress Assessment
 - Partner Yoga Activity
- **Summative:**
 - Demonstrate Mastery of Various Yoga Poses via Fitness Rubric
- **Benchmark:**
 - Pre and Post Flexibility Assessment
- **Alternative:**
 - End of Unit project- Students will create their Yoga Routine collaboratively, with a partner and teach them to the class

Interdisciplinary Connections

- HS-PS2-1 Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

Career Readiness, Life Literacies, and 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.3: Investigate new challenges and opportunities for personal growth,

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advancement, and transition (e.g., 2.1.12.PGD.1).
Technology Integration
<ul style="list-style-type: none"> 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
Career Education
<ul style="list-style-type: none"> CRP1: Act as a responsible and contributing citizen and employee CRP4: Communicate clearly and effectively and with reason CRP6: Demonstrate creativity and innovation CRP7: Employ valid and reliable research strategies CRP12: Work productively in teams while using cultural global competence

Time Frame	2 Weeks
Topic	
Basketball	
Alignment to Standards	
<ul style="list-style-type: none"> 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, pickle ball). 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. 2.2.12.MSC.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. 	

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- 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.
- 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.

Learning Objectives and Activities

- Demonstrate fundamental technical skills
- Participate with cooperation and respect
- Identify rules and fouls
- Organize Lead up Games (Two-Ball, 3v3, Knockout)

Assessments

- Formative
 - Small-sided games
 - **STATE MANDATE: BULLYING PREVENTION PROGRAMS (N.J.S.A. 18A:37-17)**
 - Lead up Games: Two-Ball, 3v3, Knockout
 - Progress monitoring - keep track of foul shot shooting percentages
 - Visual Assessment of student's skills
- Summative
 - March Madness Basketball Tournament
- Benchmark
 - Pre-Assessment
 - Post-Assessment
- Alternative
 - Student-created drills that focus on specific skills
 - Student referees - Rule Reference Sheet

Interdisciplinary Connections

- HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (HS-PS3-1), (HS-PS3-3)

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Career Readiness, Life Literacies, and Key Skills

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Technology Integration

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP6: Demonstrate creativity and innovation
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them
- CRP12: Work productively in teams while using cultural global competence

Time Frame	1 Week
Topic	
Softball	
Alignment to Standards	
<ul style="list-style-type: none">● 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, pickle ball).● 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.● 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.	

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- 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
- 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.
- 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.

Learning Objectives and Activities

- Demonstrate fundamental technical skills (Throwing, Catching, Batting, Fielding, and Base Running)
- Participate with cooperation, safety, and respect
- Identify rules of the game
- GAME STRATEGIES
 - Team Offense and Team Defense
 - Lead up drills

Assessments

- **Formative:**
 - Visual Assessment of student's skills
 - Lead up drills: Throwing & Catching, Batting
- **Summative:**
 - Specific Skill Rubrics
- **Benchmark:**
 - Pre-Assessment
- **Alternative:**
 - Student-centered and organized softball game

Interdisciplinary Connections

- HSS-IC.A.1 Understand statistics as a process for making inferences about

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population parameters based on a random sample from that population.
(HS-LS2-6)

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).

Technology Integration

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP4: Communicate clearly and effectively and with reason
- CRP6: Demonstrate creativity and innovation
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them
- CRP12: Work productively in teams while using cultural global competence

Time Frame	1 Week
Topic	
Racquet Sports	
Alignment to Standards	
<ul style="list-style-type: none">● 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, pickle ball).● 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.	

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- 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.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.
- 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.

Learning Objectives and Activities

- Participate with cooperation and respect
 - **STATE MANDATE: BULLYING PREVENTION PROGRAMS (N.J.S.A. 18A:37-17)**
- Demonstrate fundamental technical skills
 1. Grip
 - Forehand
 - Backhand
 2. Service
 - Short serve
 - Long serve
 3. Service Rotation
 - Singles
 - Doubles
 4. Basic Strokes
 - Forehand
 - Backhand
 5. Volley Skills
 - Drop shot
 - Lob
 - Smash
 - Net flight
- Game Strategies

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- Offense, and Defense
- Knowledge of the activity rules Sportsmanship and Teamwork
- Lead-up Games

- Formative
 - Peer-Assessments
 - Self-Assessments
 - Lead up Games using Skills Rubrics
 - Visual Skills Assessment
- Summative
 - Post-Assessment
- Benchmark
- Alternative:
 - Student-centered badminton tournament

Interdisciplinary Connections

- HS-PS2-1 Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP4: Communicate clearly and effectively and with reason
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them
- CRP12: Work productively in teams while using cultural global competence

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Time Frame	2 Weeks
Topic	
Volleyball	
Alignment to Standards	
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Learning Objectives and Activities	
<ul style="list-style-type: none">• Demonstrate fundamental skills:<ul style="list-style-type: none">○ Forearm pass – Bump○ Hand position, Stance, Ball contact○ Set○ Hand position, Stance, Ball contact○ Serve – Underhand, Overhand, & Sidearm	

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- Stance, Ball toss, Ball contact
- Spike and Dink
- Body positioning, Timing
- Block
- Body positioning, Timing
- Dig
- Hand position, Stance, Ball contact
- Discuss game strategies
 - Team Offense
 - Team Defense
 - Rotation
- Identify safety procedures and rules

Suggestions on how to differentiate in this unit:

- Students work at their ability. (change reps, sets, pace, time, levels)

Assessments

- **Formative:**
 - Peer-Assessments
 - Self-Assessments
 - Student Led Volleyball Skill Drills - Rubric
 - Visual Assessment
- **Summative:**
- **Benchmark:**
- **Alternative:** Student Centered Volleyball Tournament

Interdisciplinary Connections

- HSN-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. (HS-PS2-1), (HS-PS2-2), (HS-PS2-4), (HS-PS2-5), (HS-PS2-6)

Career Readiness, Life Literacies, and 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).

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COURSE Physical Education, Grades 9-12

Technology Integration

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them
- CRP12: Work productively in teams while using cultural global competence

Time Frame

1 Week

Topic

Walking

Alignment to Standards

- 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.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.

Learning Objectives and Activities

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COURSE Physical Education, Grades 9-12

- Monitor Heart Rate while walking
- Exhibit a positive attitude toward physical fitness
- Demonstration Safety Protocols while walking
- Participate in fitness walking to local park
- Track total miles throughout unit
- Discuss **Lyme Disease Prevention (N.J.S.A. 18A:35-5.1)**

Assessments

- **Formative:**
 - Self-assessments - Fitness Tracker and Borg Rating Scale
 - Teacher Visual checklist - Safety Guidelines
 - Environmental & Safety Awareness
 - **STATE MANDATE: LYMES DISEASE PREVENTION (N.J.S.A. 18A:35-5.1)**
- **Summative:**
 - End of Unit Fitness Log and Reflection
- **Benchmark:**
 - Timed walk 1-mile on track
- **Alternative:**
 - Digital Fitness Apps

Interdisciplinary Connections

- HSN-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; choose and interpret the scale and the origin in graphs and data displays. (HS-PS2-1), (HS-PS2-2), (HS-PS2-4), (HS-PS2-5), (HS-PS2-6)

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

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Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP5: Consider the environmental social and economic impacts of decisions
- CRP12: Work productively in teams while using cultural global competence

Time Frame

1 Week

Topic

Biking

Alignment to Standards

- 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.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.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.6: Implement a financial plan for participation in physical activity in the community for self and family members.

Learning Objectives and Activities

- Review the different bike gears

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- Discuss bike safety (proper helmet fit, pedestrians)
- Demonstrate starting and stopping
- Identity ABCs (Air, Brakes, Chains) of the bike
- Perform proper steering and control while riding
- Review the importance of hydration and nutrition
- Demonstrate bike hand signals
- Students will participate in bike drills on track

Assessments

- Formative
 - Bike Safety Check Assessment (ABCs)
 - Fitness Tracker App: Track miles
 - Environmental & Safety Awareness
 - **STATE MANDATE: LYMES DISEASE PREVENTION (N.J.S.A. 18A:35-5.1)**
- Summative:
 - End of Unit Fitness Log and Reflection
 - Create a Community Resource Financial Plan
- Benchmark:
 - Bike drills on track

- HSN-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; choose and interpret the scale and the origin in graphs and data displays. (HS-PS2-1), (HS-PS2-2), (HS-PS2-4), (HS-PS2-5), (HS-PS2-6)

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3)

Technology Integration

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- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP5: Consider the environmental social and economic impacts of decisions
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them

Time Frame	1 Week
Topic	
Physical Fitness	
Alignment to Standards	
<ul style="list-style-type: none">● 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.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.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.6: Implement a financial plan for participation in physical activity in the community for self and family members.	

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Learning Objectives and Activities

- Students will track individual progress throughout the fitness unit
- Students will participate in various fitness routines safely.
- Exhibit a positive attitude toward physical activity.
- Monitor resting and active heart rate
- Identify and explain key fitness concepts that contribute to lifelong fitness.
- Improve all health, and skill-related fitness components
- Use Fitness videos to assist during workouts
- Students will work cooperatively with peers.

Assessments

- **Formative:**
 - Peer-Assessment: Partner form check
 - Psychomotor Skill checklist - Safety & Exercise Preparation
 - Fitness Log
- **Summative:**
 - End of Unit Reflection Journal
 - Create a Community Resource Financial Plan
- **Benchmark:**
 - Pre-Test & Post-Test Fitness Benchmark: 1 Rep Max, Flexibility, Resting Heart Rate
- **Alternative:**
 - Fitness Digital Apps
 - FitnessBlender
 - YouTube - Fitness Videos
 - Sport Specific Fitness Plan

Interdisciplinary Connections

- HSN-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; choose and interpret the scale and the origin in graphs and data displays. (HS-PS2-1), (HS-PS2-2), (HS-PS2-4), (HS-PS2-5), (HS-PS2-6)

Career Readiness, Life Literacies, and Key Skills

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COURSE Physical Education, Grades 9-12

- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Technology Integration

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP5: Consider the environmental social and economic impacts of decisions
- CRP7: Employ valid and reliable research strategies
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them
- CRP12: Work productively in teams while using cultural global competence

Time Frame	1 Week
Topic	
Backyard Games	
Alignment to Standards	
<ul style="list-style-type: none"> • 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, pickle ball). • 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. 	

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DEPARTMENT Physical Education

COURSE Physical Education, Grades 9-12

- 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.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

Learning Objectives and Activities

- Demonstrate using equipment safety
- Knowledge of the activity rules and scoring
- Demonstration of basic fundamental skills
- Analyze and create modifications to games
- Students will work cooperatively in small groups to keep proper scoring **STATE MANDATE: BULLYING PREVENTION PROGRAMS (N.J.S.A. 18A:37-17)**

Assessments

- **Formative:**
 - Visual Peer-Assessment
 - Self-assessments
- **Summative:**
- **Benchmark:**
- **Alternative:**
 - Backyard Games Olympics

Interdisciplinary Connections

- HS-PS2-1 Analyze data to support the claim that Newton's second law of

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motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Technology Integration

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP5: Consider the environmental social and economic impacts of decisions
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them
- CRP12: Work productively in teams while using cultural global competence

Time Frame	1 Week
Topic	
Ultimate Frisbee	
Alignment to Standards	
<ul style="list-style-type: none">• 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, pickle ball).• 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.	

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

Learning Objectives and Activities

- Demonstration of basic fundamental Skills:
 - Throwing
 - Grip
 - Stance
 - Side arm throw
 - Underhand throw
 - Catching
 - One handed catch
 - Two handed catch
 - Hand positioning
 - Guarding
 - Athletic stance
 - Positioning
 - Intercepting
- Participate in small sided games to demonstrate skills

Assessments

- **Formative:**
 - Peer-Assessment
 - Self-Assessment
 - Two on Two lead up games
 - Sportsmanship Assessment
 - **BULLYING PREVENTION PROGRAMS (N.J.S.A. 18A:37-17)**
- **Summative:**
- **Benchmark:**
 - Field Goal Accuracy Challenge

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- **Alternative:**
 - Student Centered Ultimate Frisbee Tournament

Interdisciplinary Connections

- HS-PS2-1 Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Technology Integration

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP6: Demonstrate creativity and innovation
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them
- CRP12: Work productively in teams while using cultural global competence

Time Frame	1 Week
Topic	
Turf Games	
Alignment to Standards	
<ul style="list-style-type: none"> • 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, pickle ball). 	

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COURSE Physical Education, Grades 9-12

- 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
- 2.2.12.MSC.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.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

Learning Objectives and Activities

- Students will participate in games cooperatively and with sportsmanship
- Analyze offensive and defensive principles to improve game
- Understand game tactical awareness
- Demonstrate fundamental skills in Lead up Games

Assessments

- **Formative:**
 - Peer-Assessment
 - Self-Assessments
 - Turf Games Safety Rubric
 - Student led turf games tournament
- **Summative:**
- **Benchmark:**

Interdisciplinary Connections

- HSN-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; choose and interpret the scale and the origin in graphs and data displays. (HS-PS2-1), (HS-PS2-2), (HS-PS2-4), (HS-PS2-5), (HS-PS2-6)

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Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Technology Integration

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them
- CRP12: Work productively in teams while using cultural global competence

Time Frame	1 Week
Topic	
Floor Hockey	
Alignment to Standards	
<ul style="list-style-type: none"> • 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, pickle ball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. 	

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DEPARTMENT Physical Education

COURSE Physical Education, Grades 9-12

- 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
- 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

Learning Objectives and Activities

- Focus on teamwork and cooperation
- Demonstrate Gross and Fine Motor Skills
- Offensive and Defensive Principles
- Game Tactical Awareness
- Participate in lead-up games
- Discuss the importance of safety and rules

Assessments

- **Formative:**
 - Peer-Assessment
 - Self-Assessments
 - Small-sided drills
- **Summative:**
- **Benchmark:**

Interdisciplinary Connections

- HSN-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; choose and interpret the scale and the origin in graphs and data displays. (HS-PS2-1), (HS-PS2-2), (HS-PS2-4), (HS-PS2-5), (HS-PS2-6)

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Technology Integration

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DEPARTMENT Physical Education

COURSE Physical Education, Grades 9-12

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP4: Communicate clearly and effectively and with reason
- CRP6: Demonstrate creativity and innovation
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them

Time Frame	1 Week
Topic	
Dance Fitness	
Alignment to Standards	
<ul style="list-style-type: none"> • 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, pickle ball). • 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.2: Respect and appreciate all levels of ability and encourage with care during all physical activities. 	
Learning Objectives and Activities	
<ul style="list-style-type: none"> • Know the benefits of physical activity (physical, mental, social/emotional). • Identify the different training methods: interval, circuit, weight- training, and group fitness. • Analyze the physiological response to exercise: resting heart rate, target heart rate, recovery heart rate 	

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COURSE Physical Education, Grades 9-12

- Investigate what music to choose for a proper cardiovascular workout concerning a warm-up song, workout songs, and a cool down song.
- Recognize which of the components of health-related fitness are being improved: muscular strength, muscular endurance, flexibility, cardiovascular endurance, and body composition.
- Discuss exercise safety and the importance of hydration.
- Participate in group routines
- Teacher demonstration of dance skills and techniques

Assessments

- **Formative**
 - Exit Slips
 - Perform in teacher-led choreographed Dance Fitness combinations
 - Student-led warm up and/or cool down activity
- **Summative**
 - Student-led Dance Fitness Routine.
- **Benchmark**
 - Skills Test
 - Content Test
 - Self-Assessments
 - Heart Rate Readings

Interdisciplinary Connections

- HSN-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. (HS-PS2-1), (HS-PS2-2), (HS-PS2-4), (HS-PS2-5), (HS-PS2-6)

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Technology Integration

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

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- CRP12: Work productively in teams while using cultural global competence

Modifications for Physical Education/Dance/or any other physical coursework (ELL, Special Education, At Risk Students, Gifted and Talented, and 504 Plans)

ELL:

- Use visuals
- Demonstrate all movements
- Introduce key vocabulary for movements and equipment
- Provide peer support/partnering
- Use of Bilingual Dictionary (only in safe situations)
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Supports for Students With IEPs:

- Demonstrate all movements
- Allow extra time for practice drills, adapt where necessary
- Guided notes and/or scaffold outline for any assessments or written assignments
- Provide peer support/partnering
- Accept demonstration and verbal assessments in lieu of written tests.
- Follow all IEP modifications

At-Risk Students:

- Demonstrate all movements
- Lesson taught again using a differentiated approach
- Provide peer support/partnering

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DEPARTMENT Physical Education

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- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Gifted and Talented:

- Create an enhanced set of practice/drill activities
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Encourage students to focus on challenging themselves
- Propose interest-based extension activities
- Allow independent projects/learning objectives which allow student to extend learning, achieve fitness gains.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Demonstrate all movements.
- Amplification system as needed
- Fine motor skill stations embedded in rotation as needed
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

