

RIVER DELL REGIONAL SCHOOL DISTRICT



Content: Comprehensive Health & Physical Education

Course: Physical Education 9-12

Alignment: 2020 NJSLS

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Introduction

River Dell's physical education curriculum for grades 9-12 assists adolescents in the importance of life-long health and wellness. In addition to the instruction of health/wellness, students will also develop much needed 21st Century skills such as collaboration, compromising, communication, and the importance of teamwork. Throughout this document one will be able to view the skill progression throughout the grades while addressing the state standards for improved movement skills & concepts, physical fitness, and lifelong fitness.

Mission

River Dell's curricula is designed to promote student achievement through the development of college and career readiness skills with a focus on equal access, inclusivity, and students' individuality. The mission of the curriculum is to prepare students to live and to work in a global society as active citizens and as contributing responsible community members. The program outlined in this curriculum engages students in broad-based, experiential learning that will enhance the development of critical thinking, communication, and analytical/relational skills. This curriculum is constructed to meet students at their developmental level and to support their progression through varied levels of engagement, skill attainment, exploration, inquiry, and analysis assisting them to mature into their authentic selves.

Vision

Prepare students to become healthy individuals who can effectively model both individually and as a team the following:

Grade 9:

- Demonstrate self-management skills.
- Learning the origins, history, and etiquette of the activity.
- Form positive attitudes toward physical activity.
- Understand the activity in relation to maintaining good health.
- Develop and demonstrate basic skills necessary for active participation.
- Communicate effectively with peers through positive attitudes, sportsmanship, and teamwork.
- Participate in active class instruction and activities.
- Self evaluation

Grade 10:

- Building upon the skills and techniques learned within the 9th grade vision.
- Understanding the origins, history, and etiquette of the activity.
- Goal setting with periodic reflections and adjustments.
- Preparing a long-term plan for physical activity and/or peer collaboration.
- Self-motivation to develop and maintain life-time fitness.
- Demonstrating what it is like to be a good competitor.
- Self-regulating emotions.

Grade 11:

- Building upon the skills and techniques learned within the 10th grade vision.
- Demonstrate the origins, history, and etiquette of the activity.
- Goal setting with periodic reflections and adjustments.
- Establish a long-term plan for physical activity and/or peer collaboration.

- Self-motivation to develop and maintain life-time fitness.
- Motivate others to develop and maintain life-time fitness.
- Demonstrating what it is like to be a good competitor.
- Demonstrate self-regulating technique to manage emotions
- Self-regulating emotions.

Grade 12:

- Building upon the skills and techniques learned within the 12th grade vision.
- Maintain the origins, history, and etiquette of the activity.
- Evaluate goals set in grade 9-11 and reflect on ones achievements. What adjustments should be made?
- Preparing a long-term plan for physical activity and/or peer collaboration that one could implement outside of school.
- How could one stay fit while on a budget or in an unfamiliar environment (example; college, new state)?
- Self-motivation to develop and maintain life-time fitness.
- Demonstrate how one supports others in being a good competitor.
- Demonstrating what it is like to be a good competitor.
- Demonstrate self-regulating technique to manage emotions
- Self-regulating emotions.

Scope and Sequence

Overall: *The various units below will differ between grade level in terms of activity being practiced*

Movement (10 Weeks)

Team Activities (10 Weeks)

Individual Fitness (7 Weeks)

Health (10 Weeks)

Technology

Technology integration is the seamless and effective use of 21st Century technology within an instructional setting to support students and teachers in the learning process with administrative support and evaluation:

Standards 8.1 Computer Science

- Computer Science, previously a strand entitled 'Computational Thinking: Programming' in standard 8.2 of the 2014 NJSL-Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

- This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

New Jersey Administrative Code Summary and Statues:

The following sections outline skills and special categories mandated by the state of New Jersey for all K-12 curriculum.

Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District Boards of Education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District Boards of Education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District Boards of Education shall integrate into the curriculum 21st Century themes and skills (N.J.A.C. 6A:8-3.1(c). Twenty-first Century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first Century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, communication and collaboration; information, media, technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility

Dissection Law: N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisection, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

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.

Asian Americans and Pacific Islanders: N.J.S.A. S4021 This will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS):

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.
- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Climate Change (This will be modified based off of content)

Standards in Action: Climate Change Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. Global climate change has already resulted in a wide range of impacts across New Jersey and in many sectors of its economy. The addition of academic standards that focus on climate change is important so that all students will have a basic understanding of the climate system, including the natural and human-caused factors that affect it. The underpinnings of climate change span across physical, life, as well as Earth and space sciences. The goal is for students to understand climate science to inform decisions that improve quality of life for themselves, their community, globally and to know how engineering solutions can allow us to mitigate impacts, adapt practices, and build resilient systems.

The topic of climate change can easily be integrated into science classes. At each grade level in which systems thinking, managing uncertainty, and building arguments based on multiple lines of data are included, there are opportunities for students to develop essential knowledge and skills that will help them understand the impacts of climate change on humans, animals, and the environment. For example, in the earlier grades, students can use data from firsthand investigations of the school-yard habitat to justify recommendations for design improvements to the school-yard habitat for plants, animals, and humans. In the middle grades, students use resources from New Jersey Department of Environmental Protection, the National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA), to inform their actions as they engage in designing, testing, and modifying an engineered solution to mitigate the impact of climate change on their community. In high school, students can construct models they develop of a proposed solution to mitigate the negative health effects of unusually high summer temperatures resulting from heat islands in cities across the globe and share in the appropriate setting.

Movement (10 Weeks)

Grades 11/12

Core Ideas	<ul style="list-style-type: none"> • Advance technique and concepts with elevate student's confidence, performance, skills, and participation in physical activity. • The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance. • Individual and team execution requires interaction, respect, effort, and positive attitude. • Health 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. • Community resources can support a lifetime of wellness to self and family members.
Essential Questions	<ul style="list-style-type: none"> • How do the movements of striking, passing, and throwing vary from sport to sport? • How can the sports rules be altered to make the game more interesting or challenging? • How does newer technology influence the application of rules or personal roles during game play? • How is proper balance and body control imperative when trying to attain a high level of self-control? • Why is understanding proper instructions important when learning a new movement skill? • How do concepts, such as force and motion, impact performance? • How can peer evaluations help to improve your overall skill level? • How can movement skills and concepts be transferred to all areas of physical activity? • Why is it important to use your cognitive abilities as well as your physical during an athletic performance? • Where do choreographers get ideas for dances? • What influences choice-making in creating choreography? • How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work? • How do dancers work with space, time, and the energy to communicate artistic expression? • How is the body used as an instrument for technical and artistic expression? • What must a dancer do to prepare the mind and body for artistic expression? • How does a dancer heighten artistry in a public performance? • How is a dance understood? • How is dance interpreted? • What criteria are used to evaluate dance? • How does dance deepen our understanding of ourselves, other knowledge, and events around us? • How does knowing about societal, cultural, and community experiences expand dance literacy?
Enduring Understanding	<ul style="list-style-type: none"> • Application of various movements and sports games allow for students to apply what they have learned into future fitness endeavors that would provide various ways to improve health and fitness levels. • Choreography uses a variety of sources as inspiration and transforms concepts and ideas into movement for artistic expression. • The elements of dance, dance structures and choreographic devices serve as both foundation and a departure point for choreographers. • Chorographers analyze, evaluate, refine, and document their work to communicate meaning. • Space, time, and energy are basic elements of dance. • The way the body is developed, execution of movement and movement quality vary in different dance styles, genres, and traditions. • Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements and audience that heightens and amplifies artistic expression. • Dance is perceived and analyzed to comprehend its meaning. • Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context. • Criteria for evaluating dance vary across genres, styles, and cultures.
Practice	<p>Explore, Plan, Revise, Express, Present, Analyze, Interpret, Synthesize</p> <p>Acting as responsible and contributing member of society</p> <p>Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impact of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.</p> <p>Building and maintaining healthy relationships</p> <p>Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.</p>

	<p>Communicating clearly and effectively Individuals who possess health and physical literacy communicate thoughts, ideas, emotions, and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.</p> <p>Resolving conflict Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.</p> <p>Engaging in an active lifestyle Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p> <p>Attending personal health, emotional, social, and physical well-being Individuals who possess health, emotional, social, and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> <p>Making decisions Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.</p> <p>Using technology tools responsibly Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.</p>		
Performance Expectations	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills. • Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. • 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). • Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. • Apply and share movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 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. • Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, teamwork, building trust, experiencing something new). • Implement a financial plan for participation in physical activity in the community for self and family members. • 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. • Identify personal and community resources to explore career options related to physical activity and health. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials

2.2.12.MSC.1 2.2.12.MSC.2 2.2.12.MSC.3 2.2.12.MSC.4 2.2.12.MSC.5 2.2.12.LF.1 2.2.12.LF.2 2.2.12.LF.3 2.2.12.LF.4 2.2.12.LF.5 2.2.12.LF.6 2.2.12.LF.7 2.2.12.LF.8	<p>By the end of grade 11, students successfully completing this course student will:</p> <ul style="list-style-type: none">Explain and demonstrate movements that combine mechanically correct movement sequences. (E.G. lay-up, volleyball spike, badminton volley, eclipse ball serve.)Explain and apply concepts of force and motion (weight transfer, power, speed, agility) to changing activities. (i.e. games and sports)Create a drill or planned movement sequence that includes changes in force, motion and tempo in various physical activities. (i.e. games and sports)Performance a movement sequence that makes adjustments based on teacher and peer feedback.Evaluate performance using video, checklists, and self-evaluation.Transfer skills learned in practice and drill setting to applied settings,(i.e. games, sports, and recreational activities)Students develop a warm-up for aerobic exercise.In small groups, students develop an aerobic dance routine.Students create an aerobic dance routine that mimics sports movements and activities..Develop expertise through research about a problem and make a claim to support a solution. <p>By the end of grade 12, students successfully completing this course student will:</p> <ul style="list-style-type: none">Work as a contributing member of a team to achieve specific outcomes.Show respect for divergent points of view by acknowledging them.Recognize how digital media impacts a person’s perspective.Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality.Apply technology to enhance meaning, communication, and productivity.	<p>Advanced striking, movement, agility skills</p> <ul style="list-style-type: none">ServeBackhand/ForehandBumpRallyRules & RegulationsGame PlayTournament Play <p>Advanced passing, shooting, dribbling skills</p> <ul style="list-style-type: none">PassingShootingBall controlRules & RegulationsGame PlayTournament Play <p>Advanced throwing, catching, running skills</p> <ul style="list-style-type: none">ReceiveRules & RegulationsGame PlayTournament Play <p>Advanced striking, paddle/racket skills, agility skills</p> <ul style="list-style-type: none">ServeSmashLobRallyRules & RegulationsGame PlayTournament Play <p>Advanced passing, shooting, agility skills</p> <ul style="list-style-type: none">Face offPassBlockShootSlap ShotRules & RegulationsTournament PlayGame Play <p>Advanced application of rules</p> <p>Playing by the rules</p> <p>Application of rules</p>	<p>List specific text chapters and embed links to specific relevant websites.</p> <p>Shape America Lesson Ideas</p> <p>PE Central Educator Hub</p> <p>Sports History</p> <p>Analyzing sports movements</p> <p>Link for activity descriptions: https://docs.google.com/spreadsheets/d/1vPyg9ku41MYd78K5fxA6iif1wF36m4tix8ZtnBx9ljM/edit?usp=sharing</p> <p>Link for signs: https://drive.google.com/drive/folders/10k95apFoseRnLaxbfNb-4LUMifv7s9yh?usp=sharing</p> <p>Link for Unit and lesson plans:</p> <p>Pickleball</p> <p>https://drive.google.com/drive/folders/1rIAIDcS9FKBfhjHpON32aYxLDjgrqWRN?usp=sharing</p> <p>Volleyball</p> <p>https://drive.google.com/drive/folders/11fz3facE0YUbw5bkU9WzBgGNZzD7AzVE?usp=sharing</p>		
Key Vocabulary	Movement, Flow, aerobic, drill, sequence, mechanical, , Scoring, Boundaries, Unsportsmanlike Behavior, and Movement Specific Terms.				
Evidence of Learning	Observation of proficiency in skills, sportsmanship, teamwork, activity level and behavior as per PE Rubric				
	PHYSICAL EDUCATION RUBRIC				
		Team Skills	Performance/Fitness Development	Game Concepts	Behavior
	<u>Exceeds</u> Student demonstrates an exemplary level of achievement	Displays sportsmanship, cooperation, self-control, and leadership. Carries positive attitude, accepts winning and losing respectfully, shows respect of opponent.	Gives top effort daily, models high level of participation and is self-motivated. Student has desire to improve personal fitness, physical ability, and performance in the movement opportunity	Excellent knowledge of safety and game rules, boundaries, scoring, game, concepts, and strategies. Applies rule of each game.	Leads classmates by example, always on task and highly active. Respectful of classmates and staff, helps others in need. Positive and fair game play, follows safety rules, treats equipment with care, models self-control.

	<u>Meets</u> Student demonstrates a fully competent level of achievement	Consistently follows rules, good attitude, displays cooperation, works hard for self and others	Consistent daily effort, good level of participation, displays quality movement during game play, stays on task, maintains personal fitness.	Good knowledge of safety and game rules, boundaries, scoring, game, concepts, and strategies. Applies rules to game.	Respectful of all classmates and staff, follows directions, on task, follows safety rules, treats equipment with care.
	<u>Approaches</u> Evidence of progress exists, but student is not yet satisfying the expectations	Inconsistently follows rules, plays well when on winning team or when being observed by teacher.	Needs reminders to participate, puts forth minimal effort, contributes little to team play, does not work hard enough to maintain personal fitness.	Developing knowledge of safety and game rules, boundaries, scoring, game, concepts, and strategies. Working to apply rules. Little interest in safety and game rules, boundaries, scoring, games, concepts, and strategies.	Needs reminders to listen and follow directions and/or stay on task. Sometimes follows safety rules. Disrespectful towards others, argumentative, or disruptive. Unsafe choices made.
	<u>Does not meet</u> Initial stages of development are evident; student demonstrates low levels of achievement or student chooses to not participate.	Uncooperative, bends rules to suit self, displays inappropriate frustration and anger towards others, celebrates mistakes of others.	Poor effort, little or no movement during activity, poor attitude towards activity, socializing interferes with participation. Avoids participation, off task, interferes with others' learning	Insufficient knowledge of rules, boundaries, scoring, game, concepts, and strategies with no attempt to learn them. Unable to apply rules into game.	Needs constant reminders to stay on task, remain active or follow directions. Ignores safety rules, argues, or makes disrespectful or negative comments. Equipment abused or not cared for properly.
Proficient		Accomplished		Advanced	
<ul style="list-style-type: none"> Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent. Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process. 		<ul style="list-style-type: none"> Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent. Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement. Clarify the artistic intent of a dance using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions. 		<ul style="list-style-type: none"> Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. Demonstrate fluency and personal voice in designing and choreographing original dances. Articulate an understanding of how choreographic devices and dance structures affect artistic intent. Justify choreographic choices and explain how they are used to intensify artistic intent. Develop artistic statements that reflect personal aesthetics of self-generated dance studies. Refine the artistic intent of a dance by manipulating choreographic devices, dance structure, and artistic criteria (e.g., production elements, music/sound, props, costumes). Evaluate self-reflection and feedback from others and apply when warranted. Document choices made in the revision process and justify how the refinements support artistic intent. 	

	<ul style="list-style-type: none"> • Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations). • Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. • Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing. • Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose). • Evaluate and apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices that are essential for the dancer. • Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Apply kinesthetic principles and various body systems • Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space. • 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). • Demonstrate style/genre specific vocabulary and codified movements with style/genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing. • Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill. • Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies. • Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal, and performance. Accept notes from the choreographer and apply corrections to future performances. 	<ul style="list-style-type: none"> • Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies). • Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention. • Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing. • Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent. • Research healthful strategies essential for dancers and modify personal practice based on findings. • Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure. • Maintain optimal alignment and adjust the placement and shifting energy of the body while traveling through space, both preceding and following jumps. • Develop personal conditioning practices, using different body conditioning techniques, that improve range of motion, muscular flexibility, strength, and endurance to enhance performance. • Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition. • Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to enhance dance performance. • Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals, • Implement performance strategies to enhance projection. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model performance etiquette and performance practices during class, rehearsal, and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process 	<ul style="list-style-type: none"> • Create a portfolio of original dances using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies), providing a complete picture of the creative process and product. • Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance. • Modulate time factors for artistic interest and expressive acuity. Apply multiple and complex rhythms (e.g., contrapuntal, polyrhythmic). Work with and against the rhythm of accompaniment or sound environments. • Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent. • Develop and implement healthful strategies for nutrition, injury prevention and psychological wellness related to dance activities and everyday life. • Examine the muscular-skeletal system (e.g., attachments, origin, function) and manipulate kinesthetic principles to enhance technical execution of dance movements. • Adjust oppositional pulls/tensions of the body while moving through vertical, off-center, and non-vertical alignment. Maintain optimal alignment preceding and following floor and air patterns. Modulate the placement and shifting of energy in the body. • Analyze personal patterns of misalignment and develop prescribed conditioning practices and corrective exercises to enhance optimal alignment in performance. • Articulate clarity of codified movement and intention through the execution of prescribed vocabulary and techniques within styles/genres. • Research, develop and apply personal strategies of visualization, motor imagery, and breath to become more aware of the relationships that exist between the body and mind. • Initiate, plan and direct rehearsals with attention to technical details applying rehearsal strategies for individual and ensemble work that enhance artistry, incorporate self-analysis, and are solutions oriented to achieve performance excellence. • Refine performance skills using a broad repertoire of strategies for dynamic projection. Demonstrate and model leadership qualities, performance etiquette and performance practice during class, rehearsal, and performance. Develop a professional portfolio
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	<p>Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.</p> <ul style="list-style-type: none"> • Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel. • Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent. • Analyze the use of elements of dance in a variety of genres, styles or cultural movement practices within the cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast. • Distinguish different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, execution of dance movements and context enhance meaning and support intent using genre specific dance techniques. • Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works. • Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives. • Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes, and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from whom the dances originate. 	<p>using dance and production terminology. Analyze and evaluate the success of a performance.</p> <ul style="list-style-type: none"> • Select and organize, alone and with others, technical and production elements necessary to fulfill the artistic intent of dance works in alternative performance venues. • Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance. • Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology. • Analyze and discuss how the elements of dance, execution of dance movements and context contribute to artistic expression in a variety of genres, styles or cultural movement practices using genre specific terminology. • Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works. • Collaboratively investigate global issues, including climate change, to inform the development of an original dance project. Evaluate and present ways in which critical concepts are communicated metaphorically through dance. • Analyze how the role of dance in a global society has influenced various cultures, societies, and historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from whom the dances originate. 	<p>(e.g., resume, head shot, social media platforms) that documents the rehearsal and performance process with fluency in professional dance and production terminology. Analyze and evaluate the success of a performance.</p> <ul style="list-style-type: none"> • Design and organize the technical and production elements to collaboratively produce and fulfill the artistic intent of dance works in a variety of performance venues. • Use genre-specific dance terminology to analyze dance works from a variety of dance genres, reflecting on recurring patterns of movement and their relationships in well-structured and meaningful choreography. • Explain how dance communicates aesthetic and cultural values in a variety of genres, styles and/or cultural movement practices. Use genre-specific dance terminology. • Analyze and interpret how the elements of dance, execution of dance movements and context contribute to artistic expression across different genres, styles or cultural movement practices. Use genre specific dance terminology. • Formulate personal choreography with respect to its content and context. Reflect and analyze the variables that contributed to the personal perspectives presented in the dance work, and examine how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works. • Investigate and present ways in which dance can be used to communicate new perspectives and/or realizations about global issues, including global warming. • Analyze the role of dance in a global society. Examine various genres, styles, historical time periods, societal changes, and perspectives. Evaluate how dance movement, characteristics, techniques, and artist criteria relate to the ideas and perspectives of the people from whom the dances originate.
	<p>1.1.12prof.Cr1a 1.1.12prof.Cr1b 1.1.12prof.Cr2a 1.1.12prof.Cr2b 1.1.12prof.Cr3a 1.1.12prof.Cr3b 1.1.12prof.Pr4a 1.1.12prof.Pr4b 1.1.12prof.Pr4c 1.1.12prof.Pr5a 1.1.12prof.Pr5b 1.1.12prof.Pr5c 1.1.12prof.Pr5d 1.1.12prof.Pr5e</p>	<p>1.1.12acc.Cr1a 1.1.12acc.Cr1b 1.1.12acc.Cr2a 1.1.12acc.Cr2b 1.1.12acc.Cr3a 1.1.12acc.Cr3b 1.1.12acc.Pr4a 1.1.12acc.Pr4b 1.1.12acc.Pr4c 1.1.12acc.Pr5a 1.1.12acc.Pr5b 1.1.12acc.Pr5c 1.1.12acc.Pr5d 1.1.12acc.Pr5e</p>	<p>1.1.12adv.Cr1a 1.1.12adv.Cr1b 1.1.12adv.Cr2a 1.1.12adv.Cr2b 1.1.12adv.Cr3a 1.1.12adv.Cr3b 1.1.12adv.Pr4a 1.1.12adv.Pr4b 1.1.12adv.Pr4c 1.1.12adv.Pr5a 1.1.12adv.Pr5b 1.1.12adv.Pr5c 1.1.12adv.Pr5d 1.1.12adv.Pr5e</p>

	1.1.12prof.Pr6a 1.1.12prof.Pr6b 1.1.12prof.Pr6c 1.1.812prof.Pr6d 1.1.12prof.Re7a 1.1.12prof.Re7b 1.1.12prof.Re8a 1.1.12prof.Re9a 1.1.12prof.Cn10a 1.1.12prof.Cn10b 1.1.12prof.Cn11a	1.1.12acc.Pr6a 1.1.12acc.Pr6b 1.1.12acc.Pr6c 1.1.812acc.Pr6d 1.1.12acc.Re7a 1.1.12acc.Re7b 1.1.12acc.Re8a 1.1.12acc.Re9a 1.1.12acc.Cn10a 1.1.12acc.Cn10b 1.1.12acc.Cn11a	1.1.12adv.Pr6a 1.1.12adv.Pr6b 1.1.12adv.Pr6c 1.1.12adv.Pr6d 1.1.12adv.Re7a 1.1.12adv.Re7b 1.1.12adv.Re8a 1.1.12adv.Re9a 1.1.12adv.Cn10a 1.1.12adv.Cn10b 1.1.12adv.Cn11a	
Interdisciplinary Connections	Science <ul style="list-style-type: none">- MS-LS4-1- MS-LS4-A- HS-PS2-A- HS-PS2-2 Social Studies <ul style="list-style-type: none">- 6.1.2EconET.2- 6.1.12. HistoryCA.14.c- History of Sports			
Diversity, Equity, & Inclusion	<ul style="list-style-type: none">• Students will be encouraged to develop an understanding of culturally diverse perspectives on sports and activities.• Develop authentic learning experiences that enable students to acquire and incorporate varied perspectives and to communicate with diverse audiences.• Participate in an inclusive and diverse sports and activities culture that appreciates and incorporates perspectives from people of different genders, ethnicities, and abilities.			
Computer Science and Design Thinking	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.			
Career Readiness, Life Literacies, and Key Skills	9.4.12.CI.1 : Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition. 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.			
Social Emotional Learning	<ul style="list-style-type: none">• SELF-AWARENESS: The ability to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.• SELF-MANAGEMENT: The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.• SOCIAL AWARENESS: The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.• RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.• RESPONSIBLE DECISION-MAKING: The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">• Pictures to demonstrate expectations• Simplified notes with images• Alternative activity• Translate words for materials needed• Shorter directions spoken in simple sentences	<ul style="list-style-type: none">• Scaffolding assignments• Equipment modifications• Facility accommodations• Chunking of materials• Labeling area to identify where materials are• Allow for errors• Pre-teach materials• Supply teacher demo• Rephrase of questions and directions• Focus on essential vocabulary	<ul style="list-style-type: none">• Scaffolding assignments• Chunking of materials• Allow for errors• Pre-teach materials• Supply teacher demo• Rephrase of questions and directions• Visual cue or signs• Small group assistance or collaboration• Partner or group work on skill development	<ul style="list-style-type: none">• More complex tasks and projects• Higher level questioning and techniques• Student demoing and explanation

		<ul style="list-style-type: none"> • Use of assistive technology • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • How to manuals demonstrating step by step photos of skills • Fill-in the blank weekly goal setting for physical fitness log • Chunking skills into smaller manageable steps • Adjust parameter around the student to limit distractions and noise • Use of timer or a clock to monitor time of student activity • Establish signs or cues for when breaks are needed • Low impact exercises 	<ul style="list-style-type: none"> • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	
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Team Activities (10 Weeks)

Grades 11/12

Core Ideas	<ul style="list-style-type: none"> • Advance technique and concepts with elevate student's confidence, performance, skills, and participation in physical activity. • The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance. • Individual and team execution requires interaction, respect, effort, and positive attitude. • Health 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. • Community resources can support a lifetime of wellness to self and family members.
Essential Questions	<ul style="list-style-type: none"> • What factors influence performance when trying to master sports skills and other physical activities? • How does strategy and teamwork influence performance in competitive games and activities? • How can I become more mentally prepared for competition and sports performance? • Why do I need to show good sportsmanship and follow the rules when others do not? • To what extent does strategy influence performance in competitive games and activities? • How does collaborative decision-making compare to individual decision making?
Enduring Understanding	<ul style="list-style-type: none"> • For all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules, and safety guidelines. • Character can be developed and supported through group activities, the influence of positive role models, and serving others. • Advanced technique, strategy, concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities). • The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance. • Individual and team execution requires interaction, respect, effort, and a positive attitude.
Practice	<p>Explore, Plan, Revise, Express, Present, Analyze, Interpret, Synthesize Acting as responsible and contributing member of society Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impact of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.</p> <p>Building and maintaining healthy relationships Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.</p> <p>Communicating clearly and effectively Individuals who possess health and physical literacy communicate thoughts, ideas, emotions, and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.</p> <p>Resolving conflict Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.</p> <p>Engaging in an active lifestyle Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p> <p>Attending personal health, emotional, social, and physical well-being Individuals who possess health, emotional, social, and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing</p>

	<p>outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> <p>Making decisions Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.</p> <p>Using technology tools responsibly Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.</p>		
Performance Expectations	<ul style="list-style-type: none"> • Create and demonstrate offensive and defensive strategies and play in a variety of game settings. • Analyze individual play, defined by responsibility, in team activities and games and while viewing game play or video of game • Analyze and compare the effectiveness of specific defensive strategies implemented against various offensive tactics. • Compare and contrast strategies and drills used to improve individual effectiveness during team play. • Identify and evaluate specific mental strategies that could be applied in team games or activities to improve overall performance. • Demonstrate the ability to adjust performance/strategic recommendations to improve both individual and team effectiveness during team activities or games. • Demonstrate rules and procedures that promote sportsmanship, maximum participation, and safety during team activities and games. • Identify and conduct a self/team sportsmanship assessment of participants and observers using a checklist of sportsmanlike behaviors. • Develop a plan to improve team sportsmanship and safety behaviors. • Research and identify the historical origins of games, rules, and safety and compare them to current team activities and games. • Examine how various types of equipment, products, and changes to rules and procedures have had an impact on the evolution of safety in specific team activities and sports. • Describe how positive mental attitudes, competent skill levels and teamwork may affect cooperative strategies in individual and cooperative activities. • Analyze individual and team effectiveness strategies in achieving a goal and assess performance using critical thinking skills and make recommendations for improvement. • Compare and contrast different types of appropriate verbal and nonverbal communication when responding to conflict and peer negotiation in collaborative activities. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
2.2.12.MSC.4 2.2.12.MSC.5 2.2.12.LF.1 2.2.12.LF.2 2.2.12.LF.3 2.2.12.LF.4 2.2.12.LF.5 2.2.12.LF.6 2.2.12.LF.7 2.2.12.LF.8	<p>By the end of grade 11, students successfully completing this course student will:</p> <ul style="list-style-type: none"> • understand that if they are skilled at one sport that has similar skills associated with it, these skills can carry over to another sport or life skill. • understand that the offense of a team has a focus of scoring a goal while the defense develops strategies to prevent the scoring of a goal. It is crucial for a team to work cooperatively for both tasks. • understand that confidence is the general belief in one's ability. • understand that confidence is important to reduce indecision and hesitation as well as reduce overwhelming expectations. • understand that confidence can be developed by being committed to practice and attaining performance achievement. • understand that the role of the player is to play to their best ability each practice and game. The role of the coach is to educate players as well as develop methods that strengthen the skills associated with the game. The trainer's role is to develop a strength/fitness plan that will prepare the players for game play. • understand that the team player should be committed to the practices, demonstrate perseverance, and follow the instructions of the coaches, officials, and trainers. 	<p>Volleyball</p> <ul style="list-style-type: none"> - Serve - Backhand/Forehand - Bump - Rally - Rules & Regulations - Game Play - Tournament Play <p>Basketball</p> <ul style="list-style-type: none"> - Passing - Shooting - Ball control - Rules & Regulations - Game Play - Tournament Play <p>Tennis, Pickleball</p> <ul style="list-style-type: none"> - Serve - Smash - Lob - Rally - Rules & Regulations - Game Play - Tournament Play <p>Floor Hockey</p> <ul style="list-style-type: none"> - Face off - Pass - Block 	<p>List specific text chapters and embed links to specific relevant websites.</p> <p>Shape America Lesson Ideas</p> <p>PE Central Educator Hub</p> <p>Sports History</p> <p>Analyzing sports movements</p> <p>Link for activity descriptions: https://docs.google.com/spreadsheets/d/1vPyg9ku41MYd78K5fXA6iif1wF36m4tix8ZtnBx9lJM/edit?usp=sharing</p> <p>Link for signs: https://drive.google.com/drive/folders/10k95apFoseRnLaxbfNb-4LUMifV7s9yh?usp=sharing</p> <p>Link for Unit and lesson plans:</p> <p>Pickleball</p> <p>https://drive.google.com/drive/folders/1rIAIDcS9FKBfhiHpON32aYxLDigrqWRN?usp=sharing</p> <p>Volleyball</p>

	<p>By the end of grade 12, students successfully completing this course student will:</p> <ul style="list-style-type: none"> understand that altering equipment used as well as lead up games can aid in the safety of the students in a Physical education class. develop expertise through research about a problem and make a claim to support a solution. work as a contributing member of a team to achieve specific outcomes. show respect for divergent points of view by acknowledging them. recognize how digital media impacts a person's perspective. show self-discipline to do your best, reach a goal or perform an assigned task with good work quality. apply technology to enhance meaning, communication, and productivity. 	<ul style="list-style-type: none"> Shoot Slap Shot Rules & Regulations Tournament Play Game Play <p>Advanced application of rules Playing by the rules Application of rules</p>	https://drive.google.com/drive/folders/11fz3facE0YUbw5bkU9WzBgGNZzD7AzVE?usp=sharing
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Key Vocabulary	Offence, Defense, Strategies, Penalties, Scoring, Boundaries, Unsportsmanlike Behavior, and Sports Specific Terms.
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Evidence of Learning	Observation of proficiency in skills, sportsmanship, teamwork, activity level and behavior as per PE Rubric				
	<u>PHYSICAL EDUCATION RUBRIC</u>				
		Team Skills	Performance/Fitness Development	Game Concepts	Behavior
	<u>Exceeds</u> Student demonstrates an exemplary level of achievement	Displays sportsmanship, cooperation, self-control, and leadership. Carries positive attitude, accepts winning and losing respectfully, shows respect of opponent.	Gives top effort daily, models high level of participation and is self-motivated. Student has desire to improve personal fitness, physical ability, and performance in the movement opportunity	Excellent knowledge of safety and game rules, boundaries, scoring, game, concepts, and strategies. Applies rule of each game.	Leads classmates by example, always on task and highly active. Respectful of classmates and staff, helps others in need. Positive and fair game play, follows safety rules, treats equipment with care, models self-control.
	<u>Meets</u> Student demonstrates a fully competent level of achievement	Consistently follows rules, good attitude, displays cooperation, works hard for self and others	Consistent daily effort, good level of participation, displays quality movement during game play, stays on task, maintains personal fitness.	Good knowledge of safety and game rules, boundaries, scoring, game, concepts, and strategies. Applies rules to game.	Respectful of all classmates and staff, follows directions, on task, follows safety rules, treats equipment with care.
	<u>Approaches</u> Evidence of progress exists, but student is not yet satisfying the expectations	Inconsistently follows rules, plays well when on winning team or when being observed by teacher.	Needs reminders to participate, puts forth minimal effort, contributes little to team play, does not work hard enough to maintain personal fitness.	Developing knowledge of safety and game rules, boundaries, scoring, game, concepts, and strategies. Working to apply rules. Little interest in safety and game rules, boundaries, scoring, games, concepts, and strategies.	Needs reminders to listen and follow directions and/or stay on task. Sometimes follows safety rules. Disrespectful towards others, argumentative, or disruptive. Unsafe choices made.
	<u>Does not meet</u> Initial stages of development are evident; student demonstrates low levels of achievement or student chooses to not participate.	Uncooperative, bends rules to suit self, displays inappropriate frustration and anger towards others, celebrates mistakes of others.	Poor effort, little or no movement during activity, poor attitude towards activity, socializing interferes with participation. Avoids participation, off task, interferes with others' learning	Insufficient knowledge of rules, boundaries, scoring, game, concepts, and strategies with no attempt to learn them. Unable to apply rules into game.	Needs constant reminders to stay on task, remain active or follow directions. Ignores safety rules, argues, or makes disrespectful or negative comments. Equipment abused or not cared for properly.

	Proficient	Accomplished	Advanced
	<ul style="list-style-type: none"> Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent. Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process. Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations). Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing. Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose). Evaluate and apply healthful strategies (e.g., nutrition, injury prevention, emotional health, 	<ul style="list-style-type: none"> Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent. Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement. Clarify the artistic intent of a dance using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions. Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies). Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention. Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing. Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent. Research healthful strategies essential for dancers and modify personal practice based on findings. Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine 	<ul style="list-style-type: none"> Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. Demonstrate fluency and personal voice in designing and choreographing original dances. Articulate an understanding of how choreographic devices and dance structures affect artistic intent. Justify choreographic choices and explain how they are used to intensify artistic intent. Develop artistic statements that reflect personal aesthetics of self-generated dance studies. Refine the artistic intent of a dance by manipulating choreographic devices, dance structure, and artistic criteria (e.g., production elements, music/sound, props, costumes). Evaluate self-reflection and feedback from others and apply when warranted. Document choices made in the revision process and justify how the refinements support artistic intent. Create a portfolio of original dances using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies), providing a complete picture of the creative process and product. Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance. Modulate time factors for artistic interest and expressive acuity. Apply multiple and complex rhythms (e.g., contrapuntal, polyrhythmic). Work with and against the rhythm of accompaniment or sound environments. Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent. Develop and implement healthful strategies for nutrition, injury prevention and psychological

	<p>overall functioning) and safe body-use practices that are essential for the dancer.</p> <ul style="list-style-type: none"> • Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Apply kinesthetic principles and various body systems • Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space. • 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). • Demonstrate style/genre specific vocabulary and codified movements with style/genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing. • Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill. • Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies. • Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal, and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance. • Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel. • Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent. • Analyze the use of elements of dance in a variety of genres, styles or cultural movement practices within the cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast. • Distinguish different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, execution of dance movements and context enhance meaning and support intent using genre specific dance techniques. 	<p>how the muscles and bones animate the dancer's moving structure.</p> <ul style="list-style-type: none"> • Maintain optimal alignment and adjust the placement and shifting energy of the body while traveling through space, both preceding and following jumps. • Develop personal conditioning practices, using different body conditioning techniques, that improve range of motion, muscular flexibility, strength, and endurance to enhance performance. • Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition. • Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to enhance dance performance. • Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals • Implement performance strategies to enhance projection. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model performance etiquette and performance practices during class, rehearsal, and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance. • Select and organize, alone and with others, technical and production elements necessary to fulfill the artistic intent of dance works in alternative performance venues. • Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance. • Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology. • Analyze and discuss how the elements of dance, execution of dance movements and context contribute to artistic expression in a variety of genres, styles or cultural movement practices using genre specific terminology. 	<p>wellness related to dance activities and everyday life.</p> <ul style="list-style-type: none"> • Examine the muscular-skeletal system (e.g., attachments, origin, function) and manipulate kinesthetic principles to enhance technical execution of dance movements. • Adjust oppositional pulls/tensions of the body while moving through vertical, off-center, and non-vertical alignment. Maintain optimal alignment preceding and following floor and air patterns. Modulate the placement and shifting of energy in the body. • Analyze personal patterns of misalignment and develop prescribed conditioning practices and corrective exercises to enhance optimal alignment in performance. • Articulate clarity of codified movement and intention through the execution of prescribed vocabulary and techniques within styles/genres. • Research, develop and apply personal strategies of visualization, motor imagery, and breath to become more aware of the relationships that exist between the body and mind. • Initiate, plan and direct rehearsals with attention to technical details applying rehearsal strategies for individual and ensemble work that enhance artistry, incorporate self-analysis, and are solutions oriented to achieve performance excellence. • Refine performance skills using a broad repertoire of strategies for dynamic projection. Demonstrate and model leadership qualities, performance etiquette and performance practice during class, rehearsal, and performance. Develop a professional portfolio (e.g., resume, head shot, social media platforms) that documents the rehearsal and performance process with fluency in professional dance and production terminology. Analyze and evaluate the success of a performance. • Design and organize the technical and production elements to collaboratively produce and fulfill the artistic intent of dance works in a variety of performance venues. • Use genre-specific dance terminology to analyze dance works from a variety of dance genres, reflecting on recurring patterns of movement and their relationships in well-structured and meaningful choreography. • Explain how dance communicates aesthetic and cultural values in a variety of genres, styles and/or cultural movement practices. Use genre-specific dance terminology. • Analyze and interpret how the elements of dance, execution of dance movements and context contribute to artistic expression across different
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	<ul style="list-style-type: none"> Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works. Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives. Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes, and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from whom the dances originate. 	<ul style="list-style-type: none"> Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works. Collaboratively investigate global issues, including climate change, to inform the development of an original dance project. Evaluate and present ways in which critical concepts are communicated metaphorically through dance. Analyze how the role of dance in a global society has influenced various cultures, societies, and historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from whom the dances originate. 	<p>genres, styles or cultural movement practices. Use genre specific dance terminology.</p> <ul style="list-style-type: none"> Formulate personal choreography with respect to its content and context. Reflect and analyze the variables that contributed to the personal perspectives presented in the dance work, and examine how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works. Investigate and present ways in which dance can be used to communicate new perspectives and/or realizations about global issues, including global warming. Analyze the role of dance in a global society. Examine various genres, styles, historical time periods, societal changes, and perspectives. Evaluate how dance movement, characteristics, techniques, and artist criteria relate to the ideas and perspectives of the people from whom the dances originate.
	1.1.12prof.Cr1a 1.1.12prof.Cr1b 1.1.12prof.Cr2a 1.1.12prof.Cr2b 1.1.12prof.Cr3a 1.1.12prof.Cr3b 1.1.12prof.Pr4a 1.1.12prof.Pr4b 1.1.12prof.Pr4c 1.1.12prof.Pr5a 1.1.12prof.Pr5b 1.1.12prof.Pr5c 1.1.12prof.Pr5d 1.1.12prof.Pr5e 1.1.12prof.Pr6a 1.1.12prof.Pr6b 1.1.12prof.Pr6c 1.1.812prof.Pr6d 1.1.12prof.Re7a 1.1.12prof.Re7b 1.1.12prof.Re8a 1.1.12prof.Re9a 1.1.12prof.Cn10a 1.1.12prof.Cn10b 1.1.12prof.Cn11a	1.1.12acc.Cr1a 1.1.12acc.Cr1b 1.1.12acc.Cr2a 1.1.12acc.Cr2b 1.1.12acc.Cr3a 1.1.12acc.Cr3b 1.1.12acc.Pr4a 1.1.12acc.Pr4b 1.1.12acc.Pr4c 1.1.12acc.Pr5a 1.1.12acc.Pr5b 1.1.12acc.Pr5c 1.1.12acc.Pr5d 1.1.12acc.Pr5e 1.1.12acc.Pr6a 1.1.12acc.Pr6b 1.1.12acc.Pr6c 1.1.812acc.Pr6d 1.1.12acc.Re7a 1.1.12acc.Re7b 1.1.12acc.Re8a 1.1.12acc.Re9a 1.1.12acc.Cn10a 1.1.12acc.Cn10b 1.1.12acc.Cn11a	1.1.12adv.Cr1a 1.1.12adv.Cr1b 1.1.12adv.Cr2a 1.1.12adv.Cr2b 1.1.12adv.Cr3a 1.1.12adv.Cr3b 1.1.12adv.Pr4a 1.1.12adv.Pr4b 1.1.12adv.Pr4c 1.1.12adv.Pr5a 1.1.12adv.Pr5b 1.1.12adv.Pr5c 1.1.12adv.Pr5d 1.1.12adv.Pr5e 1.1.12adv.Pr6a 1.1.12adv.Pr6b 1.1.12adv.Pr6c 1.1.12adv.Pr6d 1.1.12adv.Re7a 1.1.12adv.Re7b 1.1.12adv.Re8a 1.1.12adv.Re9a 1.1.12adv.Cn10a 1.1.12adv.Cn10b 1.1.12adv.Cn11a
Interdisciplinary Connections	Science <ul style="list-style-type: none"> MS-LS4-1 MS-LS4-A HS-PS2-A HS-PS2-2 Social Studies <ul style="list-style-type: none"> 6.1.2EconET.2 6.1.12. HistoryCA.14.c History of Sports 		

Diversity, Equity, & Inclusion	<ul style="list-style-type: none"> Students will be encouraged to develop an understanding of culturally diverse perspectives on sports and activities. Develop authentic learning experiences that enable students to acquire and incorporate varied perspectives and to communicate with diverse audiences. Participate in an inclusive and diverse sports and activities culture that appreciates and incorporates perspectives from people of different genders, ethnicities, and abilities.
Computer Science and Design Thinking	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
Career Readiness, Life Literacies, and Key Skills	9.4.12.CI.1 : Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition. 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
Social Emotional Learning	<ul style="list-style-type: none"> SELF-AWARENESS: The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. SOCIAL AWARENESS: The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. RESPONSIBLE DECISION-MAKING: The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> Pictures to demonstrate expectations Simplified notes with images Alternative activity Translate words for materials needed Shorter directions spoken in simple sentences 	<ul style="list-style-type: none"> Scaffolding assignments Equipment modifications Facility accommodations Chunking of materials Labeling area to identify where materials are Allow for errors Pre-teach materials Supply teacher demo Rephrase of questions and directions Focus on essential vocabulary Use of assistive technology Visual cue or signs Small group assistance or collaboration Partner or group work on skill development Assistance by instructional videos or curated videos online How to manuals demonstrating step by step photos of skills Fill-in the blank weekly goal setting for physical fitness log Chunking skills into smaller manageable steps Adjust parameter around the student to limit distractions and noise Use of timer or a clock to monitor time of student activity Establish signs or cues for when breaks are needed Low impact exercises 	<ul style="list-style-type: none"> Scaffolding assignments Chunking of materials Allow for errors Pre-teach materials Supply teacher demo Rephrase of questions and directions Visual cue or signs Small group assistance or collaboration Partner or group work on skill development Assistance by instructional videos or curated videos online Guide with options for student goal setting Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> More complex tasks and projects Higher level questioning and techniques Student demoing and explanation

Individual Fitness (9 Weeks)

Grade 11/12

Core Ideas	<ul style="list-style-type: none"> • Advance technique and concepts with elevate student's confidence, performance, skills, and participation in physical activity. • Health 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. • Community resources can support a lifetime of wellness to self and family members. • Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.
Essential Questions	<ul style="list-style-type: none"> • How has technology development impacted the involvement in fitness activities? • How has technology impacted physical activity levels? • How can fitness-based activities impact overall wellness over a few months? • How can fitness-based activities impact overall wellness when done over long periods of time, such as a year? • When developing a personal fitness plan, what factors should be considered? • What are the benefits of keeping fitness in your life? • What role does fitness play at various ages and how does the level of intensity differ? • What should teens consider when debating the use of performance enhancing substances?
Enduring Understanding	Incorporating lifetime skills and fitness activities throughout life has many benefits, ncluding improved cardiovascular health, the elimination of obesity and disease, improvement of self-esteem and self-worth, and a higher level of cognitive function.
Practice	<p>Explore, Plan, Revise, Express, Present, Analyze, Interpret, Synthesize</p> <p>Acting as responsible and contributing member of society Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.</p> <p>Engaging in an active lifestyle Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p> <p>Attending personal health, emotional, social, and physical well-being Individuals who possess health, emotional, social, and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> <p>Making decisions Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.</p> <p>Managing-self Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.</p> <p>Setting goals</p>

	<p>Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.</p> <p>Using technology tools responsibly</p> <p>Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.</p>		
Performance Expectations	<p>Students will be able to:</p> <ul style="list-style-type: none"> Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. 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. Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, teamwork, building trust, experiencing something new). Implement a financial plan for participation in physical activity in the community for self and family members. 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. Identify personal and community resources to explore career options related to physical activity and health. 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. Respect and appreciate all levels of ability and encourage with care during all physical activities. Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness. 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). 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. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
2.2.12.MSC.1 2.2.12.MSC.2 2.2.12.MSC.3 2.2.12.MSC.4 2.2.12.MSC.5 2.2.12.LF.1 2.2.12.LF.2 2.2.12.LF.3 2.2.12.LF.4 2.2.12.LF.5 2.2.12.LF.6 2.2.12.LF.7 2.2.12.LF.8 2.2.12.PF.1 2.2.12.PF.2 2.2.12.PF.3 2.2.12.PF.4 2.2.12.PF.5	<p>By the end of grade 11, students successfully completing this course student will:</p> <ul style="list-style-type: none"> create a fitness based on their personal needs. explore various life skills and fitness opportunities in the community to improve their overall health or medical needs. locate resources on the internet or within the community to suit their goals. For example: strength, overall fitness, weight loss, or improving level of cardiovascular strength. 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). <p>By the end of grade 12, students successfully completing this course student will:</p> <ul style="list-style-type: none"> 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. Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training 	<p>Components of Fitness</p> <ul style="list-style-type: none"> - Flexibility - Cardiovascular Fitness - Muscular Strength - Muscular Endurance <p>Combined moments Flow of movements Development of personal fitness plans</p>	<p><i>Fitness:</i></p> <ul style="list-style-type: none"> • HITT Workouts • Shape America Lesson Ideas • Target Heart Rate • The FITT principle

	<p>principals (FITT) and the components of skill related fitness.</p> <ul style="list-style-type: none">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.Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).																											
Key Vocabulary	Cardiovascular, Flexibility, Muscular Strength, Lactic Acid, Muscle Fatigue, Heart Rate, Max VO2, Target Heart Rate, HIT (high intensity interval training)																											
Evidence of Learning	<p>Observation of proficiency in skills, sportsmanship, teamwork, activity level and behavior as per PE Rubric</p> <p>PHYSICAL EDUCATION RUBRIC</p> <table><tr><td></td><td>Team Skills</td><td>Performance/Fitness Development</td><td>Game Concepts</td><td>Behavior</td></tr><tr><td>Exceeds Student demonstrates an exemplary level of achievement</td><td>Displays sportsmanship, cooperation, self-control, and leadership. Carries positive attitude, accepts winning and losing respectfully, shows respect of opponent.</td><td>Gives top effort daily, models high level of participation and is self-motivated. Student has desire to improve personal fitness, physical ability, and performance in the movement opportunity</td><td>Excellent knowledge of safety and game rules, boundaries, scoring, game, concepts, and strategies. Applies rule of each game.</td><td>Leads classmates by example, always on task and highly active. Respectful of classmates and staff, helps others in need. Positive and fair game play, follows safety rules, treats equipment with care, models self-control.</td></tr><tr><td>Meets Student demonstrates a fully competent level of achievement</td><td>Consistently follows rules, good attitude, displays cooperation, works hard for self and others</td><td>Consistent daily effort, good level of participation, displays quality movement during game play, stays on task, maintains personal fitness.</td><td>Good knowledge of safety and game rules, boundaries, scoring, game, concepts, and strategies. Applies rules to game.</td><td>Respectful of all classmates and staff, follows directions, on task, follows safety rules, treats equipment with care.</td></tr><tr><td>Approaches Evidence of progress exists, but student is not yet satisfying the expectations</td><td>Inconsistently follows rules, plays well when on winning team or when being observed by teacher.</td><td>Needs reminders to participate, puts forth minimal effort, contributes little to team play, does not work hard enough to maintain personal fitness.</td><td>Developing knowledge of safety and game rules, boundaries, scoring, game, concepts, and strategies. Working to apply rules. Little interest in safety and game rules, boundaries, scoring, games, concepts, and strategies.</td><td>Needs reminders to listen and follow directions and/or stay on task. Sometimes follows safety rules. Disrespectful towards others, argumentative, or disruptive. Unsafe choices made.</td></tr><tr><td>Does not meet Initial stages of development are evident; student demonstrates low levels of achievement or student chooses to not participate.</td><td>Uncooperative, bends rules to suit self, displays inappropriate frustration and anger towards others, celebrates mistakes of others.</td><td>Poor effort, little or no movement during activity, poor attitude towards activity, socializing interferes with participation. Avoids participation, off task, interferes with others' learning</td><td>Insufficient knowledge of rules, boundaries, scoring, game, concepts, and strategies with no attempt to learn them. Unable to apply rules into game.</td><td>Needs constant reminders to stay on task, remain active or follow directions. Ignores safety rules, argues, or makes disrespectful or negative comments. Equipment abused or not cared for properly.</td></tr></table>				Team Skills	Performance/Fitness Development	Game Concepts	Behavior	Exceeds Student demonstrates an exemplary level of achievement	Displays sportsmanship, cooperation, self-control, and leadership. Carries positive attitude, accepts winning and losing respectfully, shows respect of opponent.	Gives top effort daily, models high level of participation and is self-motivated. Student has desire to improve personal fitness, physical ability, and performance in the movement opportunity	Excellent knowledge of safety and game rules, boundaries, scoring, game, concepts, and strategies. Applies rule of each game.	Leads classmates by example, always on task and highly active. Respectful of classmates and staff, helps others in need. Positive and fair game play, follows safety rules, treats equipment with care, models self-control.	Meets Student demonstrates a fully competent level of achievement	Consistently follows rules, good attitude, displays cooperation, works hard for self and others	Consistent daily effort, good level of participation, displays quality movement during game play, stays on task, maintains personal fitness.	Good knowledge of safety and game rules, boundaries, scoring, game, concepts, and strategies. Applies rules to game.	Respectful of all classmates and staff, follows directions, on task, follows safety rules, treats equipment with care.	Approaches Evidence of progress exists, but student is not yet satisfying the expectations	Inconsistently follows rules, plays well when on winning team or when being observed by teacher.	Needs reminders to participate, puts forth minimal effort, contributes little to team play, does not work hard enough to maintain personal fitness.	Developing knowledge of safety and game rules, boundaries, scoring, game, concepts, and strategies. Working to apply rules. 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Approaches Evidence of progress exists, but student is not yet satisfying the expectations	Inconsistently follows rules, plays well when on winning team or when being observed by teacher.	Needs reminders to participate, puts forth minimal effort, contributes little to team play, does not work hard enough to maintain personal fitness.	Developing knowledge of safety and game rules, boundaries, scoring, game, concepts, and strategies. Working to apply rules. Little interest in safety and game rules, boundaries, scoring, games, concepts, and strategies.	Needs reminders to listen and follow directions and/or stay on task. Sometimes follows safety rules. Disrespectful towards others, argumentative, or disruptive. Unsafe choices made.																								
Does not meet Initial stages of development are evident; student demonstrates low levels of achievement or student chooses to not participate.	Uncooperative, bends rules to suit self, displays inappropriate frustration and anger towards others, celebrates mistakes of others.	Poor effort, little or no movement during activity, poor attitude towards activity, socializing interferes with participation. Avoids participation, off task, interferes with others' learning	Insufficient knowledge of rules, boundaries, scoring, game, concepts, and strategies with no attempt to learn them. Unable to apply rules into game.	Needs constant reminders to stay on task, remain active or follow directions. Ignores safety rules, argues, or makes disrespectful or negative comments. Equipment abused or not cared for properly.																								
Interdisciplinary Connections	<p>Science</p> <ul style="list-style-type: none">MS-LS4-1MS-LS4-AHS-PS2-AHS-PS2-2																											

	Social Studies <ul style="list-style-type: none">- 6.1.2EconET.2- 6.1.12. HistoryCA.14.c- History of Sports			
Diversity, Equity, & Inclusion	<ul style="list-style-type: none">• Students will be encouraged to develop an understanding of culturally diverse perspective on sports and activities.• Develop authentic learning experiences that enable students to acquire and incorporate varied perspectives and to communicate with diverse audiences.• Participate in an inclusive and diverse sports and activities culture that appreciates and incorporates perspectives from people of different genders, ethnicities, and abilities.			
Computer Science and Design Thinking	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.			
Career Readiness, Life Literacies, and Key Skills	9.4.12.CI.1 : Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition. 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving. 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.			
Social Emotional Learning	<ul style="list-style-type: none">• SELF-AWARENESS: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.• SELF-MANAGEMENT: The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.• SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.• RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">• Pictures to demonstrate expectations• Simplified notes with images• Alternative activity• Translate words for materials needed• Shorter directions spoken in simple sentences	<ul style="list-style-type: none">• Scaffolding assignments• Equipment modifications• Facility accommodations• Chunking of materials• Labeling area to identify where materials are• Allow for errors• Pre-teach materials• Supply teacher demo• Rephrase of questions and directions• Focus on essential vocabulary• Use of assistive technology• Visual cue or signs• Small group assistance or collaboration• Partner or group work on skill development• Assistance by instructional videos or curated videos online• How to manuals demonstrating step by step photos of skills• Fill-in the blank weekly goal setting for physical fitness log• Chunking skills into smaller manageable steps	<ul style="list-style-type: none">• Scaffolding assignments• Chunking of materials• Allow for errors• Pre-teach materials• Supply teacher demo• Rephrase of questions and directions• Visual cue or signs• Small group assistance or collaboration• Partner or group work on skill development• Assistance by instructional videos or curated videos online• Guide with options for student goal setting• Use of timer or a clock to monitor time of student activity	<ul style="list-style-type: none">• More complex tasks and projects• Higher level questioning and techniques• Student demoing and explanation

		<ul style="list-style-type: none">• Adjust parameter around the student to limit distractions and noise• Use of timer or a clock to monitor time of student activity• Establish signs or cues for when breaks are needed• Low impact exercises		
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Movement (10 Weeks)

Grades 9/10

Core Ideas	<ul style="list-style-type: none"> • Advance technique and concepts with elevate student’s confidence, performance, skills, and participation in physical activity. • The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance. • Individual and team execution requires interaction, respect, effort, and positive attitude. • Health 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. • Community resources can support a lifetime of wellness to self and family members. • Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.
Essential Questions	<ul style="list-style-type: none"> • How do the movements of striking, passing, and throwing vary from sport to sport? • How can the sports rules be altered to make the game more interesting or challenging? • How does newer technology influence the application of rules or personal roles during game play? • How is proper balance and body control imperative when trying to attain a high level of self-control? • Why is understanding proper instructions important when learning a new movement skill? • How do concepts, such as force and motion, impact performance? • How can peer evaluations help to improve your overall skill level? • How can movement skills and concepts be transferred to all areas of physical activity? • Why is it important to use your cognitive abilities as well as your physical during an athletic performance? • Where do choreographers get ideas for dances? • What influences choice-making in creating choreography? • How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work? • How do dancers work with space, time, and the energy to communicate artistic expression? • How is the body used as an instrument for technical and artistic expression? • What must a dancer do to prepare the mind and body for artistic expression? • How does a dancer heighten artistry in a public performance? • How is a dance understood? • How is dance interpreted? • What criteria are used to evaluate dance? • How does dance deepen our understanding of ourselves, other knowledge, and events around us? • How does knowing about societal, cultural, and community experiences expand dance literacy?
Enduring Understanding	<ul style="list-style-type: none"> • Application of various movements and sports games allow for students to apply what they have learned into future fitness endeavors that would provide various ways to improve health and fitness levels. • Choreography uses a variety of sources as inspiration and transforms concepts and ideas into movement for artistic expression. • The elements of dance, dance structures and choreographic devices serve as both foundation and a departure point for choreographers. • Chorographers analyze, evaluate, refine, and document their work to communicate meaning. • Space, time, and energy are basic elements of dance. • The way the body is developed, execution of movement and movement quality vary in different dance styles, genres, and traditions. • Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements and audience that heightens and amplifies artistic expression. • Dance is perceived and analyzed to comprehend its meaning. • Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context. • Criteria for evaluating dance vary across genres, styles, and cultures. • The way the body is developed, execution of movement, and movement quality vary in different dance styles, genres, and traditions.
Practice	<p>Explore, Plan, Revise, Express, Present, Analyze, Interpret, Synthesize</p> <p>Acting as responsible and contributing member of society</p> <p>Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.</p> <p>Building and maintaining healthy relationships</p>

	<p>Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.</p> <p>Communicating clearly and effectively Individuals who possess health and physical literacy communicate thoughts, ideas, emotions, and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.</p> <p>Resolving conflict Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.</p> <p>Engaging in an active lifestyle Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p> <p>Attending personal health, emotional, social, and physical well-being Individuals who possess health, emotional, social, and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> <p>Making decisions Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.</p> <p>Managing-self Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts, and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.</p> <p>Setting goals Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.</p> <p>Using technology tools responsibly Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.</p>
Performance Expectations	<p>Students will be able to:</p> <ul style="list-style-type: none"> • 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). • Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. • 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).

	<ul style="list-style-type: none"> Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. 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. Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, teamwork, building trust, experiencing something new). Implement a financial plan for participation in physical activity in the community for self and family members. 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. Identify personal and community resources to explore career options related to physical activity and health. 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. Respect and appreciate all levels of ability and encourage with care during all physical activities.
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NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
2.2.12.MSC.1 2.2.12.MSC.2 2.2.12.MSC.3 2.2.12.MSC.4 2.2.12.MSC.5 2.2.12.LF.1 2.2.12.LF.2 2.2.12.LF.3 2.2.12.LF.4 2.2.12.LF.5 2.2.12.LF.6 2.2.12.LF.7 2.2.12.LF.8 2.2.12.PF.1 2.2.12.PE.2	<p>By the end of grade 9, students successfully completing this course student will:</p> <ul style="list-style-type: none"> Explain and demonstrate movements that combine mechanically correct movement sequences. (E.G. lay-up, volleyball spike, badminton volley, eclipse ball serve.) Explain and apply concepts of force and motion (weight transfer, power, speed, agility) to changing activities. (i.e. games and sports) Create a drill or planned movement sequence that includes changes in force, motion and tempo in various physical activities. (i.e. games and sports) Performance a movement sequence that makes adjustments based on teacher and peer feedback. Evaluate performance using video, checklists, and self-evaluation. Transfer skills learned in practice and drill setting to applied settings,(i.e. games, sports, and recreational activities) Students develop a warm-up for aerobic exercise. In small groups, students develop an aerobic dance routine. <p>By the end of grade 10, students successfully completing this course student will:</p> <ul style="list-style-type: none"> Students create an aerobic dance routine that mimics sports movements and activities.. Develop expertise through research about a problem and make a claim to support a solution. Work as a contributing member of a team to achieve specific outcomes. Show respect for divergent points of view by acknowledging them. 	<p>Advanced throwing, catching, locomotor skills</p> <ul style="list-style-type: none"> Throwing and Catching Pass Patterns Defensive Skills Football Terminology PE Game Rules Round robin touch football tournament <p>Striking, Movement, Agility Skills, Rotation</p> <ul style="list-style-type: none"> Overhand and understanding passing Underhand serve Volleyball terminology Volleyball game rules Round robin volleyball tournament <p>Throwing, Catching, Running, Locomotor Skills</p> <ul style="list-style-type: none"> Dribbling Chest pass Bounce pass Free throw shooting technique Lay-up technique Defensive positioning Round Robin <p>Advanced dribbling, passing, agility, locomotor skills</p> <ul style="list-style-type: none"> Soccer dribbling Passing skills Shooting skills Goalie skills, kicking and catching Spacing and soccer terminology Soccer games <p>Advanced throwing, catching, spacing, and hand eye coordination</p> <ul style="list-style-type: none"> Throwing and catching the frisbee Spacing Agility skills Ultimate frisbee games 	<p>Sport specific equipment</p> <p>Documents to reflect, compose, and record</p>

	<ul style="list-style-type: none">Recognize how digital media impacts a person’s perspective.Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality.Apply technology to enhance meaning, communication, and productivity.	Proficient, Accomplished, Advance Dance (Wotagei and Hip Hop Fusion) <ul style="list-style-type: none">Background InformationWarm-up SequenceCombinationComposition TaskDocuments to reflect, compose, and record			
Key Vocabulary	Movement, Flow, aerobic, drill, sequence, mechanical, , Scoring, Boundaries, Unsportsmanlike Behavior, and Movement Specific Terms.				
Evidence of Learning	Observation of proficiency in skills, sportsmanship, teamwork, activity level and behavior as per PE Rubric				
	PHYSICAL EDUCATION RUBRIC				
		Team Skills	Performance/Fitness Development	Game Concepts	Behavior
	Exceeds Student demonstrates an exemplary level of achievement	Displays sportsmanship, cooperation, self-control, and leadership. Carries positive attitude, accepts winning and losing respectfully, shows respect of opponent.	Gives top effort daily, models high level of participation and is self-motivated. Student has desire to improve personal fitness, physical ability, and performance in the movement opportunity	Excellent knowledge of safety and game rules, boundaries, scoring, game, concepts, and strategies. Applies rule of each game.	Leads classmates by example, always on task and highly active. Respectful of classmates and staff, helps others in need. Positive and fair game play, follows safety rules, treats equipment with care, models self-control.
	Meets Student demonstrates a fully competent level of achievement	Consistently follows rules, good attitude, displays cooperation, works hard for self and others	Consistent daily effort, good level of participation, displays quality movement during game play, stays on task, maintains personal fitness.	Good knowledge of safety and game rules, boundaries, scoring, game, concepts, and strategies. Applies rules to game.	Respectful of all classmates and staff, follows directions, on task, follows safety rules, treats equipment with care.
	Approaches Evidence of progress exists, but student is not yet satisfying the expectations	Inconsistently follows rules, plays well when on winning team or when being observed by teacher.	Needs reminders to participate, puts forth minimal effort, contributes little to team play, does not work hard enough to maintain personal fitness.	Developing knowledge of safety and game rules, boundaries, scoring, game, concepts, and strategies. Working to apply rules. Little interest in safety and game rules, boundaries, scoring, games, concepts, and strategies.	Needs reminders to listen and follow directions and/or stay on task. Sometimes follows safety rules. Disrespectful towards others, argumentative, or disruptive. Unsafe choices made.
	Does not meet Initial stages of development are evident; student demonstrates low levels of achievement or student chooses to not participate.	Uncooperative, bends rules to suit self, displays inappropriate frustration and anger towards others, celebrates mistakes of others.	Poor effort, little or no movement during activity, poor attitude towards activity, socializing interferes with participation. Avoids participation, off task, interferes with others' learning	Insufficient knowledge of rules, boundaries, scoring, game, concepts, and strategies with no attempt to learn them. Unable to apply rules into game.	Needs constant reminders to stay on task, remain active or follow directions. Ignores safety rules, argues, or makes disrespectful or negative comments. Equipment abused or not cared for properly.
Interdisciplinary Connections	Science <ul style="list-style-type: none">MS-LS4-1MS-LS4-AHS-PS2-AHS-PS2-2 Social Studies <ul style="list-style-type: none">6.1.2EconET.26.1.12. HistoryCA.14.c				

	- History of Sports			
Diversity, Equity, & Inclusion	<ul style="list-style-type: none">Students will be encouraged to develop an understanding of culturally diverse perspective on sports and activities.Develop authentic learning experiences that enable students to acquire and incorporate varied perspectives and to communicate with diverse audiences.Participate in an inclusive and diverse sports and activities culture that appreciates and incorporates perspectives from people of different genders, ethnicities, and abilities.			
Career Readiness, Life Literacies, and Key Skills	9.4.12.Cl.1 : Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.Cl.3: Investigate new challenges and opportunities for personal growth, advancement, and transition. 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.			
Computer Science and Design Thinking	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.			
Social Emotional Learning	<ul style="list-style-type: none">SELF-AWARENESS: The ability to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.SELF-MANAGEMENT: The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.SOCIAL AWARENESS: The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.RESPONSIBLE DECISION-MAKING: The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">Pictures to demonstrate expectationsSimplified notes with imagesAlternative activityTranslate words for materials neededShorter directions spoken in simple sentences	<ul style="list-style-type: none">Scaffolding assignmentsEquipment modificationsFacility accommodationsChunking of materialsLabeling area to identify where materials areAllow for errorsPre-teach materialsSupply teacher demoRephrase of questions and directionsFocus on essential vocabularyUse of assistive technologyVisual cue or signsSmall group assistance or collaborationPartner or group work on skill developmentAssistance by instructional videos or curated videos onlineHow to manuals demonstrating step by step photos of skillsFill-in the blank weekly goal setting for physical fitness logChunking skills into smaller manageable stepsAdjust parameter around the student to limit distractions and noise	<ul style="list-style-type: none">Scaffolding assignmentsChunking of materialsAllow for errorsPre-teach materialsSupply teacher demoRephrase of questions and directionsVisual cue or signsSmall group assistance or collaborationPartner or group work on skill developmentAssistance by instructional videos or curated videos onlineGuide with options for student goal settingUse of timer or a clock to monitor time of student activity	<ul style="list-style-type: none">More complex tasks and projectsHigher level questioning and techniquesStudent demoing and explanation

		<ul style="list-style-type: none">• Use of timer or a clock to monitor time of student activity• Establish signs or cues for when breaks are needed• Low impact exercises		
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Team Sports (10 Weeks)

Grades 9/10

Core Ideas	<ul style="list-style-type: none"> • Advance technique and concepts with elevate student's confidence, performance, skills, and participation in physical activity. • The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance. • Individual and team execution requires interaction, respect, effort, and positive attitude. • Health 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. • Community resources can support a lifetime of wellness to self and family members. • Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.
Essential Questions	<ul style="list-style-type: none"> • What factors influence performance when trying to master sports skills and other physical activities? • How does strategy and teamwork influence performance in competitive games and activities? • How can I become more mentally prepared for competition and sports performance? • Why do I need to show good sportsmanship and follow the rules when others do not? • To what extent does strategy influence performance in competitive games and activities? • How does collaborative decision-making compare to individual decision making?
Enduring Understanding	<ul style="list-style-type: none"> • Team sports involve the development of offense and defense while promoting personal and group success, team cooperation and communication, ethical behavior embodied in sports activities, and the understanding of the strategy of the game. • For all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules, and safety guidelines. • Character can be developed and supported through group activities, the influence of positive role models, and serving others. • Advanced technique, strategy, concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities). • The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance. • Individual and team execution requires interaction, respect, effort, and a positive attitude
Practice	<p>Explore, Plan, Revise, Express, Present, Analyze, Interpret, Synthesize</p> <p>Acting as responsible and contributing member of society</p> <p>Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.</p> <p>Building and maintaining healthy relationships</p> <p>Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.</p> <p>Communicating clearly and effectively</p> <p>Individuals who possess health and physical literacy communicate thoughts, ideas, emotions, and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.</p> <p>Resolving conflict</p> <p>Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.</p> <p>Engaging in an active lifestyle</p> <p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p>

		<p>Attending personal health, emotional, social, and physical well-being</p> <p>Individuals who possess health, emotional, social, and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> <p>Making decisions</p> <p>Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.</p> <p>Managing-self</p> <p>Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts, and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.</p> <p>Setting goals</p> <p>Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.</p> <p>Using technology tools responsibly</p> <p>Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.</p>	
Performance Expectations		<p>Students will be able to:</p> <ul style="list-style-type: none"> • Create and demonstrate offensive and defensive strategies and play in a variety of game settings. • Analyze individual play, defined by responsibility, in team activities and games and while viewing game play or video of game • Analyze and compare the effectiveness of specific defensive strategies implemented against various offensive tactics. • Compare and contrast strategies and drills used to improve individual effectiveness during team play. • Identify and evaluate specific mental strategies that could be applied in team games or activities to improve overall performance. • Demonstrate the ability to adjust performance/strategic recommendations to improve both individual and team effectiveness during team activities or games. • Demonstrate rules and procedures that promote sportsmanship, maximum participation, and safety during team activities and games. • Identify and conduct a self/team sportsmanship assessment of participants and observers using a checklist of sportsmanlike behaviors. • Develop a plan to improve team sportsmanship and safety behaviors. • Research and identify the historical origins of games, rules, and safety and compare them to current team activities and games. • Examine how various types of equipment, products, and changes to rules and procedures have had an impact on the evolution of safety in specific team activities and sports. • Describe how positive mental attitudes, competent skill levels and teamwork may affect cooperative strategies in individual and cooperative activities. • Analyze individual and team effectiveness strategies in achieving a goal and assess performance using critical thinking skills and make recommendations for improvement. • Compare and contrast different types of appropriate verbal and nonverbal communication when responding to conflict and peer negotiation in collaborative activities. 	
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
2.2.12.MSC.1 2.2.12.MSC.2 2.2.12.MSC.3 2.2.12.MSC.4 2.2.12.MSC.5 2.2.12.LF.1 2.2.12.LF.2 2.2.12.LF.3	<p>By the end of grade 9, students successfully completing this course student will:</p> <ul style="list-style-type: none"> • understand that if they are skilled at one sport that has similar skills associated with it, these skills can carry over to another sport or life skill. 	<p>Advanced throwing, catching, locomotor skills</p> <ul style="list-style-type: none"> - Throwing and Catching - Pass Patterns - Defensive Skills - Football Terminology - PE Game Rules - Round robin touch football tournament 	<p>Sport specific equipment</p> <p>Documents to reflect, compose, and record</p>

2.2.12.LF.4 2.2.12.LF.5 2.2.12.LF.6 2.2.12.LF.7 2.2.12.LF.8 2.2.12.PE.2	<ul style="list-style-type: none">understand that the offense of a team has a focus of scoring a goal while the defense develops strategies to prevent the scoring of a goal. It is crucial for a team to work cooperatively for both tasks.understand that confidence is general belief in one’s ability.understand that confidence is important to reduce indecision and hesitation as well as reduce overwhelming expectations.understand that confidence can be developed by being committed to practice and attaining performance achievement.understand that the role of the player is to play to their best ability each practice and game. The role of the coach is to educate players as well as develop methods that strengthen the skills associated with the game. The trainer’s role is to develop a strength/fitness plan that will prepare the players for game play.understand that the team player should be committed to the practices, demonstrate perseverance, and follow the instructions of the coaches, officials, and trainers. <p>By the end of grade 10, students successfully completing this course student will:</p> <ul style="list-style-type: none">understand that altering equipment used as well as lead up games can aid in the safety of the students in a Physical education class.develop expertise through research about a problem and make a claim to support a solution.work as a contributing member of a team to achieve specific outcomes.show respect for divergent points of view by acknowledging them.recognize how digital media impacts a person’s perspective.show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality.apply technology to enhance meaning, communication, and productivity.	Striking, Movement, Agility Skills, Rotation <ul style="list-style-type: none">Overhand and understanding passingUnderhand serveVolleyball terminologyVolleyball game rulesRound robin volleyball tournament Throwing, Catching, Running, Locomotor Skills <ul style="list-style-type: none">DribblingChest passBounce passFree throw shooting techniqueLay-up techniqueDefensive positioningRound Robin Advanced dribbling, passing, agility, locomotor skills <ul style="list-style-type: none">Soccer dribblingPassing skillsShooting skillsGoalie skills, kicking and catchingSpacing and soccer terminologySoccer games Advanced throwing, catching, spacing, and hand eye coordination <ul style="list-style-type: none">Throwing and catching the frisbeeSpacingAgility skillsUltimate frisbee games Proficient, Accomplished, Advance Dance (Wotagei and Hip Hop Fusion) <ul style="list-style-type: none">Background InformationWarm-up SequenceCombinationComposition TaskDocuments to reflect, compose, and record		
Key Vocabulary	Offense, Defense, Penalties, Scoring, Boundary Lines, Unsportsmanlike Behavior, Sport Specific Terminology			
Evidence of Learning	Observation of proficiency in skills, sportsmanship, teamwork, activity level and behavior as per PE Rubric			
	PHYSICAL EDUCATION RUBRIC			
		Team Skills	Performance/Fitness Development	Game Concepts

	<u>Exceeds</u> Student demonstrates an exemplary level of achievement	Displays sportsmanship, cooperation, self-control, and leadership. Carries positive attitude, accepts winning and losing respectfully, shows respect of opponent.	Gives top effort daily, models high level of participation and is self-motivated. Student has desire to improve personal fitness, physical ability, and performance in the movement opportunity	Excellent knowledge of safety and game rules, boundaries, scoring, game, concepts, and strategies. Applies rule of each game.	Leads classmates by example, always on task and highly active. Respectful of classmates and staff, helps others in need. Positive and fair game play, follows safety rules, treats equipment with care, models self-control.
	<u>Meets</u> Student demonstrates a fully competent level of achievement	Consistently follows rules, good attitude, displays cooperation, works hard for self and others	Consistent daily effort, good level of participation, displays quality movement during game play, stays on task, maintains personal fitness.	Good knowledge of safety and game rules, boundaries, scoring, game, concepts, and strategies. Applies rules to game.	Respectful of all classmates and staff, follows directions, on task, follows safety rules, treats equipment with care.
	<u>Approaches</u> Evidence of progress exists, but student is not yet satisfying the expectations	Inconsistently follows rules, plays well when on winning team or when being observed by teacher.	Needs reminders to participate, puts forth minimal effort, contributes little to team play, does not work hard enough to maintain personal fitness.	Developing knowledge of safety and game rules, boundaries, scoring, game, concepts, and strategies. Working to apply rules. Little interest in safety and game rules, boundaries, scoring, games, concepts, and strategies.	Needs reminders to listen and follow directions and/or stay on task. Sometimes follows safety rules. Disrespectful towards others, argumentative, or disruptive. Unsafe choices made.
	<u>Does not meet</u> Initial stages of development are evident; student demonstrates low levels of achievement or student chooses to not participate.	Uncooperative, bends rules to suit self, displays inappropriate frustration and anger towards others, celebrates mistakes of others.	Poor effort, little or no movement during activity, poor attitude towards activity, socializing interferes with participation. Avoids participation, off task, interferes with others' learning	Insufficient knowledge of rules, boundaries, scoring, game, concepts, and strategies with no attempt to learn them. Unable to apply rules into game.	Needs constant reminders to stay on task, remain active or follow directions. Ignores safety rules, argues, or makes disrespectful or negative comments. Equipment abused or not cared for properly.
Interdisciplinary Connections	Science - MS-LS4-1 - MS-LS4-A - HS-PS2-A - HS-PS2-2 Social Studies - 6.1.2EconET.2 - 6.1.12.HistoryCA.14.c History of Sports				
Diversity, Equity, & Inclusion	<ul style="list-style-type: none"> Students will be encouraged to develop an understanding of culturally diverse perspective on sports and activities. Develop authentic learning experiences that enable students to acquire and incorporate varied perspectives and to communicate with diverse audiences. Participate in an inclusive and diverse sports and activities culture that appreciates and incorporates perspectives from people of different genders, ethnicities, and abilities. 				
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, advancement, and transition (e.g., 2.1.12.PGD.1). 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12prof.CR3.a).				
Computer Science and Design Thinking	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.				
Social Emotional Learning	<ul style="list-style-type: none"> SELF-AWARENESS: The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. SOCIAL AWARENESS: The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. 				

	<ul style="list-style-type: none">RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.RESPONSIBLE DECISION-MAKING: The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">Pictures to demonstrate expectationsSimplified notes with imagesAlternative activityTranslate words for materials neededShorter directions spoken in simple sentences	<ul style="list-style-type: none">Scaffolding assignmentsEquipment modificationsFacility accommodationsChunking of materialsLabeling area to identify where materials areAllow for errorsPre-teach materialsSupply teacher demoRephrase of questions and directionsFocus on essential vocabularyUse of assistive technologyVisual cue or signsSmall group assistance or collaborationPartner or group work on skill developmentAssistance by instructional videos or curated videos onlineHow to manuals demonstrating step by step photos of skillsFill-in the blank weekly goal setting for physical fitness logChunking skills into smaller manageable stepsAdjust parameter around the student to limit distractions and noiseUse of timer or a clock to monitor time of student activityEstablish signs or cues for when breaks are neededLow impact exercises	<ul style="list-style-type: none">Scaffolding assignmentsChunking of materialsAllow for errorsPre-teach materialsSupply teacher demoRephrase of questions and directionsVisual cue or signsSmall group assistance or collaborationPartner or group work on skill developmentAssistance by instructional videos or curated videos onlineGuide with options for student goal settingUse of timer or a clock to monitor time of student activity	<ul style="list-style-type: none">More complex tasks and projectsHigher level questioning and techniquesStudent demoing and explanation

Individual Fitness (7 Weeks) Grades 9/10	
Core Ideas	<ul style="list-style-type: none"> Advance technique and concepts with elevate student's confidence, performance, skills, and participation in physical activity. The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance. Individual and team execution requires interaction, respect, effort, and positive attitude. Health 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.

	<ul style="list-style-type: none"> Community resources can support a lifetime of wellness to self and family members. Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.
Essential Questions	<ul style="list-style-type: none"> How has technology development impacted the involvement in sports/fitness activities? How has technology impacted physical activity levels? How can fitness-based activities impact overall wellness over a few months? How can fitness-based activities impact overall wellness when done over long periods of time, such as a year? When developing a personal fitness plan, what factors should be considered? What are the benefits of keeping fitness in your life? What role does fitness play at various ages and how does the level of intensity differ? What should teens consider when debating the use of performance enhancing substances?
Enduring Understanding	Incorporating lifetime skills and fitness activities throughout life has many benefits. They include improved cardiovascular health, the elimination of obesity and disease, improvement of self-esteem and self-worth, and a higher level of cognitive function.
Practice	<p>Acting as responsible and contributing member of society Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.</p> <p>Attending to personal health, emotional, social, and physical well-being Individuals who possess health, emotional, social, and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> <p>Managing-self Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts, and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits, and limitations to avoid risky or dangerous behaviors and situations.</p> <p>Setting goals Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.</p> <p>Using technology tools responsibly Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.</p> <p>Engaging in an active lifestyle Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p>
Performance Expectations	<p>Students will be able to:</p> <ul style="list-style-type: none"> Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. 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). Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.

	<ul style="list-style-type: none"> 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. Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, teamwork, building trust, experiencing something new). Implement a financial plan for participation in physical activity in the community for self and family members. 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. Identify personal and community resources to explore career options related to physical activity and health. 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. Respect and appreciate all levels of ability and encourage with care during all physical activities. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
2.2.12.MSC.1 2.2.12.MSC.2 2.2.12.MSC.3 2.2.12.MSC.4 2.2.12.MSC.5 2.2.12.LF.1 2.2.12.LF.2 2.2.12.LF.3 2.2.12.LF.4 2.2.12.LF.5 2.2.12.LF.6 2.2.12.LF.7 2.2.12.LF.8 2.2.12.PF.1 2.2.12.PF.2 2.2.12.PF.3 2.2.12.PF.4 2.2.12.PF.5 2.2.12.PE.2	<p>By the end of grade 9, students successfully completing this course student will:</p> <ul style="list-style-type: none"> understand that technology may reduce the participation in physical activity for people of all ages to stay indoors and watch TV or play video games. On the flip side, technological advances have led to the development of items that make physical activity more interesting such as phone applications and heart rate monitors for all fitness needs. understand that there are many tools for developing interest in physical activity like the MP3, the lap pool, arm bikes and treadmills, applications on wireless phones, heart rate monitors for heart rate training. understand that short term effects of implementing fitness such as increasing heart rate can have positive lift in energy and help the body burn increased calories for weight loss. There are also the social and emotional components of life that can be positively affected with the participation in a sport or fitness-based plan. understand that long term effects of fitness can strengthen the heart, overall musculature, and contribute to weight loss if combined with a healthy eating plan. It is important to make fitness a part of your life even when "life" gets in the way (family, work, etc.). <p>By the end of grade 10, students successfully completing this course student will:</p> <ul style="list-style-type: none"> understand that personal plans will vary. Applying the principles of the FITT (Frequency, intensity, time, and type of specific exercise) program can aid in goal setting. Physical ability due to current weight will affect the type of exercises in your plan. Intensity can increase as your strength improves. For example, starting with walking and moving to a walk/jog combination will show improvement as well as increase the calorie burning. The age of the participant can influence your plan as younger bodies are known to be more able, but prior fitness activity 	<p>The activities listed below reinforce concepts of developing how individual fitness impacts healthy lifestyles</p> <ul style="list-style-type: none"> Muscular endurance Flexibility Muscular strength Cardiovascular Routine (workout plans) Nutrition <ol style="list-style-type: none"> Yoga Weight Training Pilates Aerobic Activity Tai Chi <p>Flexibility, cardiovascular, conditioning, mindful awareness:</p> <ul style="list-style-type: none"> Proper form Vocabulary History/Culture of practice Balance Basic plyometrics Modified resources/troubleshooting 	<p>Yoga with Adrienne</p> <p>Full body workout at home</p> <p>Shape America</p> <p>Beginning Pilates</p> <p>Tai Chi</p>

	<p>is also a contributing factor. Nutrition is a key factor and is often the most difficult to alter. Health practices in the household are often learned from parents. Altering this may have to be influenced throughout the home and family to truly make a difference.</p> <ul style="list-style-type: none"> • understand that the benefit of incorporating fitness into your lives is overall health and strength. It can mean losing weight after a pregnancy, increasing strength to overcome a personal battle, or to be able to keep up with your grandchildren. • Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. 		
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Key Vocabulary	Fitness, Conditioning, Aerobic, Anerobic, Oxygen, Pulse, flexibility, Strength
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Evidence of Learning	Observation of proficiency in skills, sportsmanship, teamwork, activity level and behavior as per PE Rubric				
	<u>PHYSICAL EDUCATION RUBRIC</u>				
		Team Skills	Performance/Fitness Development	Game Concepts	Behavior
	<u>Exceeds</u> Student demonstrates an exemplary level of achievement	Displays sportsmanship, cooperation, self-control, and leadership. Carries positive attitude, accepts winning and losing respectfully, shows respect of opponent.	Gives top effort daily, models high level of participation and is self-motivated. Student has desire to improve personal fitness, physical ability, and performance in the movement opportunity	Excellent knowledge of safety and game rules, boundaries, scoring, game, concepts, and strategies. Applies rule of each game.	Leads classmates by example, always on task and highly active. Respectful of classmates and staff, helps others in need. Positive and fair game play, follows safety rules, treats equipment with care, models self-control.
	<u>Meets</u> Student demonstrates a fully competent level of achievement	Consistently follows rules, good attitude, displays cooperation, works hard for self and others	Consistent daily effort, good level of participation, displays quality movement during game play, stays on task, maintains personal fitness.	Good knowledge of safety and game rules, boundaries, scoring, game, concepts, and strategies. Applies rules to game.	Respectful of all classmates and staff, follows directions, on task, follows safety rules, treats equipment with care.
	<u>Approaches</u> Evidence of progress exists, but student is not yet satisfying the expectations	Inconsistently follows rules, plays well when on winning team or when being observed by teacher.	Needs reminders to participate, puts forth minimal effort, contributes little to team play, does not work hard enough to maintain personal fitness.	Developing knowledge of safety and game rules, boundaries, scoring, game, concepts, and strategies. Working to apply rules. Little interest in safety and game rules, boundaries, scoring, games, concepts, and strategies.	Needs reminders to listen and follow directions and/or stay on task. Sometimes follows safety rules. Disrespectful towards others, argumentative, or disruptive. Unsafe choices made.
<u>Does not meet</u> Initial stages of development are evident; student demonstrates low levels of achievement or student chooses to not participate.	Uncooperative, bends rules to suit self, displays inappropriate frustration and anger towards others, celebrates mistakes of others.	Poor effort, little or no movement during activity, poor attitude towards activity, socializing interferes with participation. Avoids participation, off task, interferes with others' learning	Insufficient knowledge of rules, boundaries, scoring, game, concepts, and strategies with no attempt to learn them. Unable to apply rules into game.	Needs constant reminders to stay on task, remain active or follow directions. Ignores safety rules, argues, or makes disrespectful or negative comments. Equipment abused or not cared for properly.	

Interdisciplinary Connections	Science <ul style="list-style-type: none">- MS-LS4-1- MS-LS4-A- HS-PS2-A- HS-PS2-2 Social Studies <ul style="list-style-type: none">- 6.1.2EconET.2- 6.1.12. HistoryCA.14.c- History of Sports			
Diversity, Equity, & Inclusion	<ul style="list-style-type: none">• Students will be encouraged to develop an understanding of culturally diverse perspective on sports and activities.• Develop authentic learning experiences that enable students to acquire and incorporate varied perspectives and to communicate with diverse audiences.• Participate in an inclusive and diverse sports and activities culture that appreciates and incorporates perspectives from people of different genders, ethnicities, and abilities.			
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, advancement, and transition (e.g., 2.1.12.PGD.1). 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).			
Computer Science and Design Thinking	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic			
Social Emotional Learning	<ul style="list-style-type: none">• SELF-AWARENESS: The ability to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.• SELF-MANAGEMENT: The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.• SOCIAL AWARENESS: The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.• RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.• RESPONSIBLE DECISION-MAKING: The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">• Pictures to demonstrate expectations• Simplified notes with images• Alternative activity• Translate words for materials needed• Shorter directions spoken in simple sentences	<ul style="list-style-type: none">• Scaffolding assignments• Equipment modifications• Facility accommodations• Chunking of materials• Labeling area to identify where materials are• Allow for errors• Pre-teach materials• Supply teacher demo• Rephrase of questions and directions• Focus on essential vocabulary• Use of assistive technology• Visual cue or signs• Small group assistance or collaboration• Partner or group work on skill development	<ul style="list-style-type: none">• Scaffolding assignments• Chunking of materials• Allow for errors• Pre-teach materials• Supply teacher demo• Rephrase of questions and directions• Visual cue or signs• Small group assistance or collaboration• Partner or group work on skill development• Assistance by instructional videos or curated videos online• Guide with options for student goal setting• Use of timer or a clock to monitor time of student activity	<ul style="list-style-type: none">• More complex tasks and projects• Higher level questioning and techniques• Student demoing and explanation

		<ul style="list-style-type: none">• Assistance by instructional videos or curated videos online• How to manuals demonstrating step by step photos of skills• Fill-in the blank weekly goal setting for physical fitness log• Chunking skills into smaller manageable steps• Adjust parameter around the student to limit distractions and noise• Use of timer or a clock to monitor time of student activity• Establish signs or cues for when breaks are needed• Low impact exercises		
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