



Burlington County Institute of Technology

Medford Campus

Westampton Campus

Physical Education

Department: Health and PE

Credits: 3.25

Revised: August, 2023

Board Approval Date: August, 2023



Course Description

Course Description

The High School Physical Education course aims to promote students' overall physical fitness, health, and well-being through a variety of physical activities, sports, and fitness exercises. The course provides a comprehensive and balanced approach to physical education, emphasizing the development of both physical skills and an understanding of the importance of maintaining an active and healthy lifestyle.

Throughout the course, students will engage in a wide range of activities that foster the improvement of fundamental motor skills, coordination, agility, strength, and endurance. They will participate in individual, partner, and team-based sports and games, allowing them to experience different roles and responsibilities in various group settings.

Key Course Objectives:

Physical Fitness and Conditioning: Students will learn the principles of physical fitness and conditioning, including cardiovascular endurance, muscular strength, flexibility, and body composition. They will design and follow personalized fitness plans to improve their overall fitness levels.

Sports and Game Skills: Students will acquire and enhance skills in various sports and games, such as basketball, soccer, volleyball, badminton, tennis, and others. They will learn the rules, strategies, and tactics involved in these activities and apply them in practice and game situations.

Physical Activities and Cultural Awareness: Students will be exposed to a variety of physical activities, including dance, yoga, aerobics, and recreational games from different cultures. This will promote cultural awareness and encourage an appreciation for diversity.



Teamwork and Leadership: Students will participate in team sports and group activities, fostering skills in teamwork, communication, and leadership. They will understand the importance of collaboration and respect for others' contributions.

Safety and Injury Prevention: Students will learn about safety protocols, injury prevention strategies, and the importance of warm-ups and cool-downs to minimize the risk of injuries during physical activities.

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Pacing Guide

Unit	Standards	Days
Unit 1: Soccer	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.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.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	11-22
Unit 2: Flag Football	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.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.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	11-22
Unit 3: Basketball	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.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.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	11-22
Unit 4: Volleyball	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.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.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	11-22
Unit 5: Pickleball/Badminton	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.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.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	11-22
Unit 6: Softball	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.PF.1, 2.2.12.PF.2, 2.2.12.PF.3, 2.2.12.PF.4	11-22



	2.2.12.PF.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	
Unit 7: Kickball	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.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.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	11-22
Unit 8: Recreation Games	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.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.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	11-22
Unit 9: Floor Hockey	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.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.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	11-22
Unit 10: Handball	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.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.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	11-22
Unit 11: Tchoukball	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.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.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	11-22
Unit 12: Fitness	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.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.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	11-22



Unit 13: Adventure Education	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.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.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	11-22
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Curriculum Maps

Unit 1: Soccer (11-22 days)

Desired Outcomes

Established Goals: NJSL

Standards:

- 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).
- 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
- 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
- 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
- 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
- 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
- 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.
- 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.
- 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
- 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.
- 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
- 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to



share and learn experiences from your own and other cultures. •

- *2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.*
- *2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.*
- *2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).*
- *• 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.*
- *2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.*
- *2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.*

Comprehensive Health and Physical Education Practices:

- *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.*
- *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.*



Enduring Understandings:

- Advanced technique and 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.
- 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.
- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).
- Community resources can support a lifetime of wellness to self and family members.
- Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.
- Understanding the rules and regulations of sports are essential for successful participation and cooperation.
- Skills are essential tools to help students succeed and participate effectively.

Essential Questions:

- How can I use physical activities throughout my life?
- What are the concepts, principles, strategies and tactics used in physical activity?
- What is the importance of being physically active?
- How can I live a long, healthy life?
- What are the fundamentals of physical fitness?
- What are the components of teamwork?
- Why are understanding the rules and regulations of sports essential?
- Why are specific skills needed in order to successfully participate in sports?
- How can the use of strategy help students become successful in cooperative game play?



- Keeping a healthy active lifestyle can be achieved by finding lifelong sports and activities that pertain to your interests.
- Understanding specific strategies will help students work together and communicate positively to achieve team goals.
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Students will know:

- Explain and Demonstrate Transferable Movement Skills:
 - Students will understand how to apply movement skills learned in one game, sport, or recreational activity to another. They will be able to demonstrate how striking skills, such as those used in tennis, badminton, ping pong, racquetball, and pickleball, can be adapted and utilized in different contexts.
- Analyze Force and Motion for Performance Improvement:
 - Students will be able to analyze the application of force and motion in physical activities. They will understand concepts like weight transfer, power, speed, agility, and range of motion. They will also learn how modifying movements can impact performance in various activities.
- Design and Critique Rhythmic and Physical Activities:
 - Students will know how to design and lead rhythmic and physical activities that incorporate variations in time, space, force,

Students will be able to:

- Apply Transferable Movement Skills:
 - Students will be able to apply movement skills from one activity to another, effectively using striking skills in various games, sports, and recreational activities.
- Analyze and Improve Performance:
 - Students will analyze force and motion in physical activities, identifying areas for improvement to enhance their overall performance.
- Design and Lead Rhythmic and Physical Activities:
 - Students will be capable of designing and leading rhythmic and physical activities with variations in time, space, force, flow, and relationships, catering to different interests and preferences.
- Demonstrate Etiquette and Responsible Behavior:
 - Students will exhibit proper etiquette and responsible behavior as players, officials, trainers, and participants, contributing to a positive and respectful environment.
- Develop Rule Modifications for Safety and Enjoyment:



flow, and relationships. They will be able to create activities ranging from creative and cultural dances to aerobics and fitness routines.

- Understand Etiquette and Responsibilities in Physical Activities:
 - Students will gain an understanding of the etiquette, responsibilities, and preparation required of players, officials, trainers, and other participants in different physical activities. They will also be able to recommend strategies to improve performance, participation, and behavior.
- Develop Rule Changes for Enhanced Participation and Safety:
 - Students will be capable of developing rule changes for existing games, sports, and activities. These changes will be designed to enhance participation, ensure safety, and increase enjoyment for all participants.
- Compare Short- and Long-Term Benefits of Physical Activity:
 - Students will compare the short-term and long-term benefits of engaging in physical activity. They will understand how physical, mental, and emotional fitness impact overall wellness throughout one's lifetime.
- Respect and Appreciate All Levels of Ability:
 - Students will learn to respect and appreciate individuals with different levels of physical ability. They will be encouraged to show care and support for all participants during physical activities.
- Design and Implement Personal Fitness Plans:

- Students will create rule changes for games, sports, and activities to increase participation, safety, and enjoyment for everyone involved.
- Compare Short- and Long-Term Benefits of Physical Activity:
 - Students will compare the immediate and long-term benefits of physical activity, understanding how it impacts their wellness over their lifetime.
- Show Respect and Encourage All Abilities:
 - Students will demonstrate respect and appreciation for individuals of all physical abilities, encouraging and supporting them during physical activities.
- Create Personal Fitness Plans:
 - Students will design and implement personalized fitness plans based on fitness-training principles and the components of skill-related fitness.
- Understand Factors Affecting Health and Body Composition:
 - Students will comprehend how genetics, age, nutrition, sleep, the environment, and exercise type influence body composition and personal health.
- Analyze Physiological Responses to Fitness Activities:
 - Students will analyze the effects of strength, conditioning, agility, and energy systems on their minds and bodies during and after physical fitness activities.
- Use a Motivational Movement and Fitness Vocabulary:



- Students will be able to design and implement personalized fitness plans based on evidence and using fitness-training principles (FITT) and skill-related fitness components.
 - Understand Factors Affecting Body Composition and Health:
 - Students will gain knowledge of the role genetics, age, nutrition, sleep, the environment, and exercise type play in body composition and personal health.
 - Analyze the Physiological Responses to Physical Fitness Activities:
 - Students will understand how fitness knowledge in strength, conditioning, agility, and energy systems affects the mind and body before, during, and after physical activities.
 - Use a Movement and Physical Fitness Vocabulary for Motivation:
 - Students will learn and apply a vocabulary intrinsic to motivating themselves and others, impacting their family, and positively influencing their community.
 - Embrace Cultural Awareness and Openness in Physical Activities:
 - Students will develop a sense of openness and willingness to learn from their own and other cultures' experiences in physical fitness activities.
 - Build Fitness Levels for Lifelong Participation:
 - Students will examine and understand how to build their fitness levels to successfully participate in a wide range of physical
- Students will apply an intrinsic vocabulary to motivate themselves and others, fostering a positive and encouraging atmosphere during physical activities.
 - Embrace Cultural Awareness and Openness:
 - Students will participate in physical activities with an open mind, embracing different cultural experiences and promoting diversity.
 - Build Fitness for Lifelong Participation:
 - Students will work towards building their fitness levels to ensure they can participate in a wide range of physical activities throughout their lives.
 - Demonstrate Responsible Social Behavior:
 - Students will display responsible social behavior, cooperating with classmates of varying skill levels and collaborating respectfully in group settings during physical activities.
 - Describe Social Benefits of Physical Activity:
 - Students will articulate the social benefits gained from participating in physical activities, fostering meaningful connections and teamwork.
 - Implement a Financial Plan for Participation:
 - Students will create and execute a financial plan that supports their and their family members' participation in physical activities within their community.
 - Analyze Globalization and Technology's Impact:
 - Students will assess how globalization and technology influence the way people participate in sports, physical fitness



activities throughout their lifetime.

- Demonstrate Responsible Social Behavior in Physical Activities:
 - Students will exhibit responsible social behavior by cooperating with classmates of all skill levels, offering assistance when needed, and respectfully collaborating to solve problems in group activities.
- Describe Social Benefits of Physical Activity Participation:
 - Students will recognize and describe the social benefits gained from participating in physical activities, such as making friends, building trust, experiencing new things, and working as a team.
- Implement a Financial Plan for Physical Activity Participation:
 - Students will learn to create and implement a financial plan to support their participation in physical activities and those of their family members within their community.
- Analyze Globalization and Technology's Impact on Physical Activities:
 - Students will analyze how globalization and technology influence the participation in sports, games, physical fitness activities, dance, gaming, outdoor adventures, sports viewing, and social and emotional connections.
- Identify Career Options Related to Physical Activity and Health:
 - Students will be able to identify personal and community resources to explore career

activities, and other social connections.

- Identify Career Options in Physical Activity and Health:
 - Students will identify personal and community resources to explore potential career paths related to physical activity and health, promoting informed career choices.



options related to physical activity and health fields.

Assessment Evidence

Suggested Performance Tasks:

- Specific skill assessment using the appropriate scoring rubric.
- Skill observation during gameplay.
- Written assessment at the end of each 22 day cycle.

Required District/State Assessments:

- N/A

Suggested Formative/Summative Assessments:

- Daily participation – Student's participation will be assessed and graded daily/weekly.

Learning Plan

Learning Activities:

- Rules and regulations.
- Warm up activities - fitness and sport related.
- Soccer skills - dribbling, passing, shooting, goaltending.
- Strategies - offense and defense
- Game play - small sided team soccer games.

Textbook:

N/A

Related Standards



Interdisciplinary connections

- Science:
 - ETS1.B: Developing Possible Solutions When evaluating solutions, it is important to take into account a range of constraints including cost, safety, reliability and aesthetics and to consider social, cultural and environmental impacts. (secondary to HS-LS2-7). *See *Climate change*

Technology (NJSLs Career Readiness, Life Literacies, and Key Skills)

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

NJ SEL Competencies

- Social awareness (see culturally relevant connections)

Climate Change

- "Green Soccer Travel Challenge": In this activity, participants explore the carbon footprint of soccer events, particularly due to travel emissions, and seek sustainable travel options. Divided into groups, they create posters depicting the environmental impact of various transportation methods. After researching eco-friendly travel options, they engage in a "Green Soccer Travel Challenge," generating creative solutions to reduce their carbon footprint when attending matches. Participants present their ideas and discuss the benefits and challenges of adopting sustainable practices. The activity aims to raise awareness and encourage responsible travel choices to minimize the environmental impact of soccer events.

Culturally Relevant Connections

- Soccer and Social Impact: Discuss how soccer has been used as a tool for social change and unity in different cultures, addressing issues such as gender equality, inclusivity, and promoting peace. Students can engage in discussions or projects about how soccer can positively impact their communities.
- Cultural Soccer Legends: Share stories of legendary soccer players from diverse backgrounds who have made



significant contributions to the sport. Students can research and present their own cultural soccer heroes.

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Sensory Accommodations: Create a sensory-friendly environment or offer sensory accommodations, such as noise-canceling headphones or sensory toys, to support students with sensory processing difficulties.
- Modified Rules: Adjust rules in games or sports to accommodate the abilities of students with disabilities while maintaining the spirit of the activity.
- Communication Supports: Use alternative communication methods, such as picture communication boards or sign language interpreters, to facilitate communication with students who have speech or language challenges.
- Inclusive Activities: Incorporate activities that promote inclusion and teamwork, allowing all students to participate and collaborate regardless of their abilities.
- Individualized Behavior Plans: Implement behavior support plans tailored to the specific needs of students with behavioral challenges, ensuring a positive and safe learning environment.
- Personalized Goals: Set individualized physical education goals for students with disabilities, focusing on their strengths and areas for growth.

ELL:

- Simplify Instructions: Use clear and straightforward language when giving instructions for physical activities. Avoid complex sentences and use simple vocabulary.
- Visual Aids: Supplement verbal instructions with visual aids such as pictures, diagrams, or gestures. Visual cues can help ESL students better comprehend the activity.
- Repeat and Reinforce: Repeat important instructions and key phrases to reinforce understanding. Repetition can help ESL students remember and follow directions.
- Provide Bilingual Support: If possible, offer bilingual support materials, such as written instructions or posters, in the students' native language.
- Use Demonstrations: Demonstrate the physical activity or skill whenever possible. Showing students how to perform an activity can aid their understanding and provide a model for imitation.
- Pair with a Buddy: Pair ESL students with a classmate who is proficient in both English and the students' native language. The buddy can assist with translation and explanations during the activities.



Enrichment

- Extended learning goals:
 - ⇒ Develop and apply advanced tactical and strategic understanding to enhance team performance and contribute as a skilled player in competitive soccer matches.

Unit 2: Flag Football (11-22 days)

Desired Outcomes

Established Goals: NJSLS

Standards:

- 2.2.12.MSC.1: *Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).*
- 2.2.12.MSC.2: *Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.*
- 2.2.12.MSC.3: *Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).*
- 2.2.12.MSC.4: *Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.*
- 2.2.12.MSC.5: *Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.*
- 2.2.12.PF.1: *Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.*
- 2.2.12.PF.2: *Respect and appreciate all levels of ability and encourage with care during all physical activities.*
- 2.2.12.PF.3: *Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.*



- 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
- 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.
- 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
- 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. •
- 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
- 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
- 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
- • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.
- 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.
- 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.

Comprehensive Health and Physical Education Practices:

- 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.
- 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.*

Enduring Understandings:

- Advanced technique and 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.
- 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.
- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).
- Community resources can support a lifetime of

Essential Questions:

- How can I use physical activities throughout my life?
- What are the concepts, principles, strategies and tactics used in physical activity?
- What is the importance of being physically active?
- How can I live a long, healthy life?
- What are the fundamentals of physical fitness?
- What are the components of teamwork?
- Why are understanding the rules and regulations of sports essential?
- Why are specific skills needed in order to successfully participate in sports?
- How can the use of strategy help students become successful in cooperative game play?



wellness to self and family members.

- Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.
- Understanding the rules and regulations of sports are essential for successful participation and cooperation.
- Skills are essential tools to help students succeed and participate effectively.
- Keeping a healthy active lifestyle can be achieved by finding lifelong sports and activities that pertain to your interests.
- Understanding specific strategies will help students work together and communicate positively to achieve team goals.
-

Students will know:

- Explain and Demonstrate Transferable Movement Skills:
 - Students will understand how to apply movement skills learned in one game, sport, or recreational activity to another. They will be able to demonstrate how striking skills, such as those used in tennis, badminton, ping pong, racquetball, and pickleball, can be adapted and utilized in different contexts.
- Analyze Force and Motion for Performance Improvement:
 - Students will be able to analyze the application of force and motion in physical activities. They will understand concepts like weight transfer, power, speed, agility,

Students will be able to:

- Apply Transferable Movement Skills:
 - Students will be able to apply movement skills from one activity to another, effectively using striking skills in various games, sports, and recreational activities.
- Analyze and Improve Performance:
 - Students will analyze force and motion in physical activities, identifying areas for improvement to enhance their overall performance.
- Design and Lead Rhythmic and Physical Activities:
 - Students will be capable of designing and leading rhythmic and physical activities with variations in time, space, force, flow, and relationships, catering to different



- and range of motion. They will also learn how modifying movements can impact performance in various activities.
- Design and Critique Rhythmic and Physical Activities:
 - Students will know how to design and lead rhythmic and physical activities that incorporate variations in time, space, force, flow, and relationships. They will be able to create activities ranging from creative and cultural dances to aerobics and fitness routines.
 - Understand Etiquette and Responsibilities in Physical Activities:
 - Students will gain an understanding of the etiquette, responsibilities, and preparation required of players, officials, trainers, and other participants in different physical activities. They will also be able to recommend strategies to improve performance, participation, and behavior.
 - Develop Rule Changes for Enhanced Participation and Safety:
 - Students will be capable of developing rule changes for existing games, sports, and activities. These changes will be designed to enhance participation, ensure safety, and increase enjoyment for all participants.
 - Compare Short- and Long-Term Benefits of Physical Activity:
 - Students will compare the short-term and long-term benefits of engaging in physical activity. They will understand how physical, mental, and emotional fitness impact
- interests and preferences.
- Demonstrate Etiquette and Responsible Behavior:
 - Students will exhibit proper etiquette and responsible behavior as players, officials, trainers, and participants, contributing to a positive and respectful environment.
 - Develop Rule Modifications for Safety and Enjoyment:
 - Students will create rule changes for games, sports, and activities to increase participation, safety, and enjoyment for everyone involved.
 - Compare Short- and Long-Term Benefits of Physical Activity:
 - Students will compare the immediate and long-term benefits of physical activity, understanding how it impacts their wellness over their lifetime.
 - Show Respect and Encourage All Abilities:
 - Students will demonstrate respect and appreciation for individuals of all physical abilities, encouraging and supporting them during physical activities.
 - Create Personal Fitness Plans:
 - Students will design and implement personalized fitness plans based on fitness-training principles and the components of skill-related fitness.
 - Understand Factors Affecting Health and Body Composition:
 - Students will comprehend how genetics, age, nutrition, sleep, the environment, and exercise type influence body composition and personal health.



- overall wellness throughout one's lifetime.
 - Respect and Appreciate All Levels of Ability:
 - Students will learn to respect and appreciate individuals with different levels of physical ability. They will be encouraged to show care and support for all participants during physical activities.
 - Design and Implement Personal Fitness Plans:
 - Students will be able to design and implement personalized fitness plans based on evidence and using fitness-training principles (FITT) and skill-related fitness components.
 - Understand Factors Affecting Body Composition and Health:
 - Students will gain knowledge of the role genetics, age, nutrition, sleep, the environment, and exercise type play in body composition and personal health.
 - Analyze the Physiological Responses to Physical Fitness Activities:
 - Students will understand how fitness knowledge in strength, conditioning, agility, and energy systems affects the mind and body before, during, and after physical activities.
 - Use a Movement and Physical Fitness Vocabulary for Motivation:
 - Students will learn and apply a vocabulary intrinsic to motivating themselves and others, impacting their family, and positively influencing their community.
 - Embrace Cultural Awareness and Openness in Physical Activities:
- Analyze Physiological Responses to Fitness Activities:
 - Students will analyze the effects of strength, conditioning, agility, and energy systems on their minds and bodies during and after physical fitness activities.
 - Use a Motivational Movement and Fitness Vocabulary:
 - Students will apply an intrinsic vocabulary to motivate themselves and others, fostering a positive and encouraging atmosphere during physical activities.
 - Embrace Cultural Awareness and Openness:
 - Students will participate in physical activities with an open mind, embracing different cultural experiences and promoting diversity.
 - Build Fitness for Lifelong Participation:
 - Students will work towards building their fitness levels to ensure they can participate in a wide range of physical activities throughout their lives.
 - Demonstrate Responsible Social Behavior:
 - Students will display responsible social behavior, cooperating with classmates of varying skill levels and collaborating respectfully in group settings during physical activities.
 - Describe Social Benefits of Physical Activity:
 - Students will articulate the social benefits gained from participating in physical activities, fostering meaningful connections and teamwork.
 - Implement a Financial Plan for Participation:



- Students will develop a sense of openness and willingness to learn from their own and other cultures' experiences in physical fitness activities.
 - Build Fitness Levels for Lifelong Participation:
 - Students will examine and understand how to build their fitness levels to successfully participate in a wide range of physical activities throughout their lifetime.
 - Demonstrate Responsible Social Behavior in Physical Activities:
 - Students will exhibit responsible social behavior by cooperating with classmates of all skill levels, offering assistance when needed, and respectfully collaborating to solve problems in group activities.
 - Describe Social Benefits of Physical Activity Participation:
 - Students will recognize and describe the social benefits gained from participating in physical activities, such as making friends, building trust, experiencing new things, and working as a team.
 - Implement a Financial Plan for Physical Activity Participation:
 - Students will learn to create and implement a financial plan to support their participation in physical activities and those of their family members within their community.
 - Analyze Globalization and Technology's Impact on Physical Activities:
 - Students will analyze how globalization and technology influence the participation in
- Students will create and execute a financial plan that supports their and their family members' participation in physical activities within their community.
 - Analyze Globalization and Technology's Impact:
 - Students will assess how globalization and technology influence the way people participate in sports, physical fitness activities, and other social connections.
 - Identify Career Options in Physical Activity and Health:
 - Students will identify personal and community resources to explore potential career paths related to physical activity and health, promoting informed career choices.



sports, games, physical fitness activities, dance, gaming, outdoor adventures, sports viewing, and social and emotional connections.

- Identify Career Options Related to Physical Activity and Health:
 - Students will be able to identify personal and community resources to explore career options related to physical activity and health fields.

Assessment Evidence

Suggested Performance Tasks:

- Specific skill assessment using the appropriate scoring rubric.
- Skill observation during gameplay.
- Written assessment at the end of each 22 day cycle.

Required District/State Assessments:

- N/A

Suggested Formative/Summative Assessments:

- Daily participation – Student's participation will be assessed and graded daily/weekly.

Learning Plan

Learning Activities:

- Rules and regulations.
- Warm up activities - fitness and sport related.
- Flag football skills – throwing, catching, route running.
- Strategies - offense and defense
- Game play - small sided team flag football games.



Textbook:

N/A

Related Standards

Interdisciplinary connections

- N/A

NJ SEL Competencies

- Social awareness

Climate Change

- N/A

Culturally Relevant Connections

- Cultural Flag Football Tournaments: Organize flag football tournaments where teams represent different cultures or countries. Each team can have its unique name, jersey design, and flag, reflecting their cultural identity.

Accommodations

Special Education/ 504/ At Risk Students
Accommodations & Modifications:

ELL:

- Simplify Instructions: Use clear and



- Sensory Accommodations: Create a sensory-friendly environment or offer sensory accommodations, such as noise-canceling headphones or sensory toys, to support students with sensory processing difficulties.
- Modified Rules: Adjust rules in games or sports to accommodate the abilities of students with disabilities while maintaining the spirit of the activity.
- Communication Supports: Use alternative communication methods, such as picture communication boards or sign language interpreters, to facilitate communication with students who have speech or language challenges.
- Inclusive Activities: Incorporate activities that promote inclusion and teamwork, allowing all students to participate and collaborate regardless of their abilities.
- Individualized Behavior Plans: Implement behavior support plans tailored to the specific needs of students with behavioral challenges, ensuring a positive and safe learning environment.
- Personalized Goals: Set individualized physical education goals for students with disabilities, focusing on their strengths and areas for growth.

straightforward language when giving instructions for physical activities. Avoid complex sentences and use simple vocabulary.

- Visual Aids: Supplement verbal instructions with visual aids such as pictures, diagrams, or gestures. Visual cues can help ESL students better comprehend the activity.
- Repeat and Reinforce: Repeat important instructions and key phrases to reinforce understanding. Repetition can help ESL students remember and follow directions.
- Provide Bilingual Support: If possible, offer bilingual support materials, such as written instructions or posters, in the students' native language.
- Use Demonstrations: Demonstrate the physical activity or skill whenever possible. Showing students how to perform an activity can aid their understanding and provide a model for imitation.
- Pair with a Buddy: Pair ESL students with a classmate who is proficient in both English and the students' native language. The buddy can assist with translation and explanations during the activities.

Enrichment

- Extended learning goals:
 - ⇒ In this extended learning activity, students will participate in a flag football tournament after undergoing skill enhancement workshops and practice sessions. Through the tournament matches, students will apply their refined skills, teamwork strategies, and sportsmanship. Following the



tournament, teams will analyze their performance, identify areas of improvement, and present their insights, fostering both athletic development and critical self-assessment.

Unit 3: Basketball (11-22 days)

Desired Outcomes

Established Goals: NJSL

Standards:

- 2.2.12.MSC.1: *Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).*
- 2.2.12.MSC.2: *Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.*
- 2.2.12.MSC.3: *Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).*
- 2.2.12.MSC.4: *Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.*
- 2.2.12.MSC.5: *Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.*
- 2.2.12.PF.1: *Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.*
- 2.2.12.PF.2: *Respect and appreciate all levels of ability and encourage with care during all physical activities.*
- 2.2.12.PF.3: *Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.*
- 2.2.12.PF.4: *Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).*
- 2.2.12.PF.5: *Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.*



- 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
- 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. •
- 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
- 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
- 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
- • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.
- 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.
- 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.

Comprehensive Health and Physical Education Practices:

- 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.
- 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.

Enduring Understandings:

- Advanced technique and 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.
- 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.
- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).
- Community resources can support a lifetime of wellness to self and family members.
- Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.
- Understanding the rules and regulations of sports

Essential Questions:

- How can I use physical activities throughout my life?
- What are the concepts, principles, strategies and tactics used in physical activity?
- What is the importance of being physically active?
- How can I live a long, healthy life?
- What are the fundamentals of physical fitness?
- What are the components of teamwork?
- Why are understanding the rules and regulations of sports essential?
- Why are specific skills needed in order to successfully participate in sports?
- How can the use of strategy help students become successful in cooperative game play?



are essential for successful participation and cooperation.

- Skills are essential tools to help students succeed and participate effectively.
- Keeping a healthy active lifestyle can be achieved by finding lifelong sports and activities that pertain to your interests.
- Understanding specific strategies will help students work together and communicate positively to achieve team goals.
-

Students will know:

- Explain and Demonstrate Transferable Movement Skills:
 - Students will understand how to apply movement skills learned in one game, sport, or recreational activity to another. They will be able to demonstrate how striking skills, such as those used in tennis, badminton, ping pong, racquetball, and pickleball, can be adapted and utilized in different contexts.
- Analyze Force and Motion for Performance Improvement:
 - Students will be able to analyze the application of force and motion in physical activities. They will understand concepts like weight transfer, power, speed, agility, and range of motion. They will also learn how modifying movements can impact performance in various activities.
- Design and Critique Rhythmic and Physical

Students will be able to:

- Apply Transferable Movement Skills:
 - Students will be able to apply movement skills from one activity to another, effectively using striking skills in various games, sports, and recreational activities.
- Analyze and Improve Performance:
 - Students will analyze force and motion in physical activities, identifying areas for improvement to enhance their overall performance.
- Design and Lead Rhythmic and Physical Activities:
 - Students will be capable of designing and leading rhythmic and physical activities with variations in time, space, force, flow, and relationships, catering to different interests and preferences.
- Demonstrate Etiquette and Responsible Behavior:
 - Students will exhibit proper etiquette and responsible behavior as players, officials,



Activities:

- Students will know how to design and lead rhythmic and physical activities that incorporate variations in time, space, force, flow, and relationships. They will be able to create activities ranging from creative and cultural dances to aerobics and fitness routines.
- Understand Etiquette and Responsibilities in Physical Activities:
 - Students will gain an understanding of the etiquette, responsibilities, and preparation required of players, officials, trainers, and other participants in different physical activities. They will also be able to recommend strategies to improve performance, participation, and behavior.
- Develop Rule Changes for Enhanced Participation and Safety:
 - Students will be capable of developing rule changes for existing games, sports, and activities. These changes will be designed to enhance participation, ensure safety, and increase enjoyment for all participants.
- Compare Short- and Long-Term Benefits of Physical Activity:
 - Students will compare the short-term and long-term benefits of engaging in physical activity. They will understand how physical, mental, and emotional fitness impact overall wellness throughout one's lifetime.
- Respect and Appreciate All Levels of Ability:
 - Students will learn to respect and appreciate individuals with different levels

- trainers, and participants, contributing to a positive and respectful environment.
- Develop Rule Modifications for Safety and Enjoyment:
 - Students will create rule changes for games, sports, and activities to increase participation, safety, and enjoyment for everyone involved.
- Compare Short- and Long-Term Benefits of Physical Activity:
 - Students will compare the immediate and long-term benefits of physical activity, understanding how it impacts their wellness over their lifetime.
- Show Respect and Encourage All Abilities:
 - Students will demonstrate respect and appreciation for individuals of all physical abilities, encouraging and supporting them during physical activities.
- Create Personal Fitness Plans:
 - Students will design and implement personalized fitness plans based on fitness-training principles and the components of skill-related fitness.
- Understand Factors Affecting Health and Body Composition:
 - Students will comprehend how genetics, age, nutrition, sleep, the environment, and exercise type influence body composition and personal health.
- Analyze Physiological Responses to Fitness Activities:
 - Students will analyze the effects of strength, conditioning, agility, and energy



- of physical ability. They will be encouraged to show care and support for all participants during physical activities.
- Design and Implement Personal Fitness Plans:
 - Students will be able to design and implement personalized fitness plans based on evidence and using fitness-training principles (FITT) and skill-related fitness components.
 - Understand Factors Affecting Body Composition and Health:
 - Students will gain knowledge of the role genetics, age, nutrition, sleep, the environment, and exercise type play in body composition and personal health.
 - Analyze the Physiological Responses to Physical Fitness Activities:
 - Students will understand how fitness knowledge in strength, conditioning, agility, and energy systems affects the mind and body before, during, and after physical activities.
 - Use a Movement and Physical Fitness Vocabulary for Motivation:
 - Students will learn and apply a vocabulary intrinsic to motivating themselves and others, impacting their family, and positively influencing their community.
 - Embrace Cultural Awareness and Openness in Physical Activities:
 - Students will develop a sense of openness and willingness to learn from their own and other cultures' experiences in physical fitness activities.

- systems on their minds and bodies during and after physical fitness activities.
- Use a Motivational Movement and Fitness Vocabulary:
 - Students will apply an intrinsic vocabulary to motivate themselves and others, fostering a positive and encouraging atmosphere during physical activities.
 - Embrace Cultural Awareness and Openness:
 - Students will participate in physical activities with an open mind, embracing different cultural experiences and promoting diversity.
 - Build Fitness for Lifelong Participation:
 - Students will work towards building their fitness levels to ensure they can participate in a wide range of physical activities throughout their lives.
 - Demonstrate Responsible Social Behavior:
 - Students will display responsible social behavior, cooperating with classmates of varying skill levels and collaborating respectfully in group settings during physical activities.
 - Describe Social Benefits of Physical Activity:
 - Students will articulate the social benefits gained from participating in physical activities, fostering meaningful connections and teamwork.
 - Implement a Financial Plan for Participation:
 - Students will create and execute a financial plan that supports their and their family members' participation in physical activities within their community.



- Build Fitness Levels for Lifelong Participation:
 - Students will examine and understand how to build their fitness levels to successfully participate in a wide range of physical activities throughout their lifetime.
 - Demonstrate Responsible Social Behavior in Physical Activities:
 - Students will exhibit responsible social behavior by cooperating with classmates of all skill levels, offering assistance when needed, and respectfully collaborating to solve problems in group activities.
 - Describe Social Benefits of Physical Activity Participation:
 - Students will recognize and describe the social benefits gained from participating in physical activities, such as making friends, building trust, experiencing new things, and working as a team.
 - Implement a Financial Plan for Physical Activity Participation:
 - Students will learn to create and implement a financial plan to support their participation in physical activities and those of their family members within their community.
 - Analyze Globalization and Technology's Impact on Physical Activities:
 - Students will analyze how globalization and technology influence the participation in sports, games, physical fitness activities, dance, gaming, outdoor adventures, sports viewing, and social and emotional connections.
- Analyze Globalization and Technology's Impact:
 - Students will assess how globalization and technology influence the way people participate in sports, physical fitness activities, and other social connections.
 - Identify Career Options in Physical Activity and Health:
 - Students will identify personal and community resources to explore potential career paths related to physical activity and health, promoting informed career choices.



- Identify Career Options Related to Physical Activity and Health:
 - Students will be able to identify personal and community resources to explore career options related to physical activity and health fields.

Assessment Evidence

Suggested Performance Tasks:

- Specific skill assessment using the appropriate scoring rubric.
- Skill observation during gameplay.
- Written assessment at the end of each 22 day cycle.

Required District/State Assessments:

- N/A

Suggested Formative/Summative Assessments:

- Daily participation – Student's participation will be assessed and graded daily/weekly.

Learning Plan

Learning Activities:

- The rules and regulations of basketball.
- Basic basketball skills – dribbling, passing, shooting.
- Offensive and defensive strategies.
- Proper sportsmanship.

Textbook:

N/A



Related Standards

Interdisciplinary connections

- Physics: HS-PS2-1- Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
 - Engage students in an interdisciplinary "Basketball Physics and Analytics Lab" where they explore the physics of basketball through hands-on experiments and analyze player statistics using mathematics. By measuring projectile motion, calculating dribbling and passing forces, and delving into basketball analytics, students connect physics principles and mathematical concepts to real-game scenarios. Through presentations and discussions, they gain insights into how these disciplines contribute to player performance enhancement and strategic decision-making in basketball.

21st Century Skills (NJSLs Career Readiness, Life Literacies, and Key Skills)

- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

NJ SEL Competencies

- Self-awareness

Climate Change

- N/A

Culturally Relevant Connections

- Basketball and Diversity: Use basketball as an opportunity to discuss the diversity of players and fans in the sport. Highlight famous basketball players from diverse backgrounds and their contributions to the game.



Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Sensory Accommodations: Create a sensory-friendly environment or offer sensory accommodations, such as noise-canceling headphones or sensory toys, to support students with sensory processing difficulties.
- Modified Rules: Adjust rules in games or sports to accommodate the abilities of students with disabilities while maintaining the spirit of the activity.
- Communication Supports: Use alternative communication methods, such as picture communication boards or sign language interpreters, to facilitate communication with students who have speech or language challenges.
- Inclusive Activities: Incorporate activities that promote inclusion and teamwork, allowing all students to participate and collaborate regardless of their abilities.
- Individualized Behavior Plans: Implement behavior support plans tailored to the specific needs of students with behavioral challenges, ensuring a positive and safe learning environment.
- Personalized Goals: Set individualized physical education goals for students with disabilities, focusing on their strengths and areas for growth.

ELL:

- Simplify Instructions: Use clear and straightforward language when giving instructions for physical activities. Avoid complex sentences and use simple vocabulary.
- Visual Aids: Supplement verbal instructions with visual aids such as pictures, diagrams, or gestures. Visual cues can help ESL students better comprehend the activity.
- Repeat and Reinforce: Repeat important instructions and key phrases to reinforce understanding. Repetition can help ESL students remember and follow directions.
- Provide Bilingual Support: If possible, offer bilingual support materials, such as written instructions or posters, in the students' native language.
- Use Demonstrations: Demonstrate the physical activity or skill whenever possible. Showing students how to perform an activity can aid their understanding and provide a model for imitation.
- Pair with a Buddy: Pair ESL students with a classmate who is proficient in both English and the students' native language. The buddy can assist with translation and explanations during the activities.



Enrichment

- Extended learning goals:
 - ⇒ In this extended learning activity, students will engage in a "Basketball Science Exhibition." They will research and present on the physics principles underlying basketball skills, such as shooting, dribbling, and passing, highlighting concepts like projectile motion and energy transfer. Through hands-on demonstrations, data analysis, and presentations, students will deepen their understanding of how physics plays a pivotal role in the mechanics and strategies of the game.

Unit 4: Volleyball (11-22 days)

Desired Outcomes

Established Goals: NJSL

Standards:

- 2.2.12.MSC.1: *Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).*
- 2.2.12.MSC.2: *Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.*
- 2.2.12.MSC.3: *Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).*
- 2.2.12.MSC.4: *Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.*
- 2.2.12.MSC.5: *Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.*
- 2.2.12.PF.1: *Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.*



- 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.
- 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.
- 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
- 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.
- 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
- 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. •
- 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
- 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
- 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
- • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.
- 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.
- 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.

Comprehensive Health and Physical Education Practices:

- *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.

- *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.*

Enduring Understandings:

- Advanced technique and 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.
- 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.
- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton,

Essential Questions:

- How can I use physical activities throughout my life?
- What are the concepts, principles, strategies and tactics used in physical activity?
- What is the importance of being physically active?
- How can I live a long, healthy life?
- What are the fundamentals of physical fitness?
- What are the components of teamwork?
- Why are understanding the rules and regulations of sports essential?
- Why are specific skills needed in order to successfully participate in sports?
- How can the use of strategy help students become successful in cooperative game play?



martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).

- Community resources can support a lifetime of wellness to self and family members.
- Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.
- Understanding the rules and regulations of sports are essential for successful participation and cooperation.
- Skills are essential tools to help students succeed and participate effectively.
- Keeping a healthy active lifestyle can be achieved by finding lifelong sports and activities that pertain to your interests.
- Understanding specific strategies will help students work together and communicate positively to achieve team goals.
-

Students will know:

- Explain and Demonstrate Transferable Movement Skills:
 - Students will understand how to apply movement skills learned in one game, sport, or recreational activity to another. They will be able to demonstrate how striking skills, such as those used in tennis, badminton, ping pong, racquetball, and pickleball, can be adapted and utilized in different contexts.
- Analyze Force and Motion for Performance Improvement:
 - Students will be able to analyze the

Students will be able to:

- Apply Transferable Movement Skills:
 - Students will be able to apply movement skills from one activity to another, effectively using striking skills in various games, sports, and recreational activities.
- Analyze and Improve Performance:
 - Students will analyze force and motion in physical activities, identifying areas for improvement to enhance their overall performance.
- Design and Lead Rhythmic and Physical Activities:
 - Students will be capable of designing and



application of force and motion in physical activities. They will understand concepts like weight transfer, power, speed, agility, and range of motion. They will also learn how modifying movements can impact performance in various activities.

- Design and Critique Rhythmic and Physical Activities:
 - Students will know how to design and lead rhythmic and physical activities that incorporate variations in time, space, force, flow, and relationships. They will be able to create activities ranging from creative and cultural dances to aerobics and fitness routines.
- Understand Etiquette and Responsibilities in Physical Activities:
 - Students will gain an understanding of the etiquette, responsibilities, and preparation required of players, officials, trainers, and other participants in different physical activities. They will also be able to recommend strategies to improve performance, participation, and behavior.
- Develop Rule Changes for Enhanced Participation and Safety:
 - Students will be capable of developing rule changes for existing games, sports, and activities. These changes will be designed to enhance participation, ensure safety, and increase enjoyment for all participants.
- Compare Short- and Long-Term Benefits of Physical Activity:
 - Students will compare the short-term and

leading rhythmic and physical activities with variations in time, space, force, flow, and relationships, catering to different interests and preferences.

- Demonstrate Etiquette and Responsible Behavior:
 - Students will exhibit proper etiquette and responsible behavior as players, officials, trainers, and participants, contributing to a positive and respectful environment.
- Develop Rule Modifications for Safety and Enjoyment:
 - Students will create rule changes for games, sports, and activities to increase participation, safety, and enjoyment for everyone involved.
- Compare Short- and Long-Term Benefits of Physical Activity:
 - Students will compare the immediate and long-term benefits of physical activity, understanding how it impacts their wellness over their lifetime.
- Show Respect and Encourage All Abilities:
 - Students will demonstrate respect and appreciation for individuals of all physical abilities, encouraging and supporting them during physical activities.
- Create Personal Fitness Plans:
 - Students will design and implement personalized fitness plans based on fitness-training principles and the components of skill-related fitness.
- Understand Factors Affecting Health and Body Composition:
 - Students will comprehend how genetics,



long-term benefits of engaging in physical activity. They will understand how physical, mental, and emotional fitness impact overall wellness throughout one's lifetime.

- Respect and Appreciate All Levels of Ability:
 - Students will learn to respect and appreciate individuals with different levels of physical ability. They will be encouraged to show care and support for all participants during physical activities.
- Design and Implement Personal Fitness Plans:
 - Students will be able to design and implement personalized fitness plans based on evidence and using fitness-training principles (FITT) and skill-related fitness components.
- Understand Factors Affecting Body Composition and Health:
 - Students will gain knowledge of the role genetics, age, nutrition, sleep, the environment, and exercise type play in body composition and personal health.
- Analyze the Physiological Responses to Physical Fitness Activities:
 - Students will understand how fitness knowledge in strength, conditioning, agility, and energy systems affects the mind and body before, during, and after physical activities.
- Use a Movement and Physical Fitness Vocabulary for Motivation:
 - Students will learn and apply a vocabulary intrinsic to motivating themselves and others, impacting their family, and

age, nutrition, sleep, the environment, and exercise type influence body composition and personal health.

- Analyze Physiological Responses to Fitness Activities:
 - Students will analyze the effects of strength, conditioning, agility, and energy systems on their minds and bodies during and after physical fitness activities.
- Use a Motivational Movement and Fitness Vocabulary:
 - Students will apply an intrinsic vocabulary to motivate themselves and others, fostering a positive and encouraging atmosphere during physical activities.
- Embrace Cultural Awareness and Openness:
 - Students will participate in physical activities with an open mind, embracing different cultural experiences and promoting diversity.
- Build Fitness for Lifelong Participation:
 - Students will work towards building their fitness levels to ensure they can participate in a wide range of physical activities throughout their lives.
- Demonstrate Responsible Social Behavior:
 - Students will display responsible social behavior, cooperating with classmates of varying skill levels and collaborating respectfully in group settings during physical activities.
- Describe Social Benefits of Physical Activity:
 - Students will articulate the social benefits gained from participating in physical



- positively influencing their community.
- Embrace Cultural Awareness and Openness in Physical Activities:
 - Students will develop a sense of openness and willingness to learn from their own and other cultures' experiences in physical fitness activities.
- Build Fitness Levels for Lifelong Participation:
 - Students will examine and understand how to build their fitness levels to successfully participate in a wide range of physical activities throughout their lifetime.
- Demonstrate Responsible Social Behavior in Physical Activities:
 - Students will exhibit responsible social behavior by cooperating with classmates of all skill levels, offering assistance when needed, and respectfully collaborating to solve problems in group activities.
- Describe Social Benefits of Physical Activity Participation:
 - Students will recognize and describe the social benefits gained from participating in physical activities, such as making friends, building trust, experiencing new things, and working as a team.
- Implement a Financial Plan for Physical Activity Participation:
 - Students will learn to create and implement a financial plan to support their participation in physical activities and those of their family members within their community.
- Analyze Globalization and Technology's Impact on

- activities, fostering meaningful connections and teamwork.
- Implement a Financial Plan for Participation:
 - Students will create and execute a financial plan that supports their and their family members' participation in physical activities within their community.
- Analyze Globalization and Technology's Impact:
 - Students will assess how globalization and technology influence the way people participate in sports, physical fitness activities, and other social connections.
- Identify Career Options in Physical Activity and Health:
 - Students will identify personal and community resources to explore potential career paths related to physical activity and health, promoting informed career choices.



Physical Activities:

- Students will analyze how globalization and technology influence the participation in sports, games, physical fitness activities, dance, gaming, outdoor adventures, sports viewing, and social and emotional connections.
- Identify Career Options Related to Physical Activity and Health:
 - Students will be able to identify personal and community resources to explore career options related to physical activity and health fields.

Assessment Evidence

Suggested Performance Tasks:

- Specific skill assessment using the appropriate scoring rubric.
- Skill observation during gameplay.
- Written assessment at the end of each 22 day cycle.

Required District/State Assessments:

- N/A

Suggested Formative/Summative Assessments:

- Daily participation – Student's participation will be assessed and graded daily/weekly.

Learning Plan

Learning Activities:

- Rules and regulations.
- Warm up activities - fitness and sport related.
- Volleyball skills – serving, setting, bumping, spiking, blocking.



- Strategies - offense and defense
- Game play - small and large group volleyball games.
-

Textbook:

N/A

Related Standards

Interdisciplinary connections

- N/A

21st Century Skills (NJSL Career Readiness, Life Literacies, and Key Skills)

- N/A

NJ SEL Competencies

- Self-awareness

Climate Change

- In the "Sustainability in Volleyball Equipment" activity, students explore the link between climate change and volleyball by investigating the environmental impact of equipment production. They research materials, discuss impacts, and propose sustainable equipment designs to reduce the sport's carbon footprint. Through presentations, discussions, and awareness campaign planning, students gain insight into promoting sustainability in sports equipment choices and raising awareness about their environmental effects.



Culturally Relevant Connections

- In the "Cultural Volleyball Heritage Exhibition" activity, students delve into the diverse cultural adaptations of volleyball, exploring its significance across different regions. Through research, presentations, and a cross-cultural volleyball game, students gain insights into how the sport is embraced as a cultural expression worldwide. This engaging approach fosters an understanding of cultural diversity and promotes cross-cultural connections through the lens of volleyball.

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Sensory Accommodations: Create a sensory-friendly environment or offer sensory accommodations, such as noise-canceling headphones or sensory toys, to support students with sensory processing difficulties.
- Modified Rules: Adjust rules in games or sports to accommodate the abilities of students with disabilities while maintaining the spirit of the activity.
- Communication Supports: Use alternative communication methods, such as picture communication boards or sign language interpreters, to facilitate communication with students who have speech or language challenges.
- Inclusive Activities: Incorporate activities that promote inclusion and teamwork, allowing all students to participate and collaborate regardless of their abilities.
- Individualized Behavior Plans: Implement behavior support plans tailored to the specific

ELL:

- Simplify Instructions: Use clear and straightforward language when giving instructions for physical activities. Avoid complex sentences and use simple vocabulary.
- Visual Aids: Supplement verbal instructions with visual aids such as pictures, diagrams, or gestures. Visual cues can help ESL students better comprehend the activity.
- Repeat and Reinforce: Repeat important instructions and key phrases to reinforce understanding. Repetition can help ESL students remember and follow directions.
- Provide Bilingual Support: If possible, offer bilingual support materials, such as written instructions or posters, in the students' native language.
- Use Demonstrations: Demonstrate the physical activity or skill whenever possible. Showing students how to perform an activity can aid their understanding and provide a model for imitation.
- Pair with a Buddy: Pair ESL students with a classmate who is proficient in both English and



needs of students with behavioral challenges, ensuring a positive and safe learning environment.

- Personalized Goals: Set individualized physical education goals for students with disabilities, focusing on their strengths and areas for growth.

the students' native language. The buddy can assist with translation and explanations during the activities.

Enrichment

- Extended learning goals:
 - ⇒ Engage students in an extended learning activity titled "Volleyball Strategy Simulation Challenge." In this activity, students will work in teams to design and implement virtual volleyball strategies using simulation software. They will analyze real-game scenarios, consider player positions, anticipate opponents' moves, and adjust tactics, fostering strategic thinking and teamwork while deepening their understanding of effective volleyball gameplay.

Unit 5: Pickleball/Badminton (11-22 days)

Desired Outcomes

Established Goals: NJSL

Standards:

- *2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).*
- *2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.*
- *2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space,*

- force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
- 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. •
 - 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
 - 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
 - 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.
 - 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.
 - 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
 - 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.
 - 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
 - 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. •
 - 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
 - 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
 - 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
 - • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.
 - 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.
 - 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.

Comprehensive Health and Physical Education Practices:



- *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.*
- *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.*

Enduring Understandings:

- Advanced technique and 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.
- Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression,

Essential Questions:

- How can I use physical activities throughout my life?
- What are the concepts, principles, strategies and tactics used in physical activity?
- What is the importance of being physically active?
- How can I live a long, healthy life?
- What are the fundamentals of physical fitness?
- What are the components of teamwork?
- Why are understanding the rules and regulations of sports essential?
- Why are specific skills needed in order to successfully participate in sports?
- How can the use of strategy help students become successful in cooperative game play?



enjoyment, and emotional satisfaction.

- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).
- Community resources can support a lifetime of wellness to self and family members.
- Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.
- Understanding the rules and regulations of sports are essential for successful participation and cooperation.
- Skills are essential tools to help students succeed and participate effectively.
- Keeping a healthy active lifestyle can be achieved by finding lifelong sports and activities that pertain to your interests.
- Understanding specific strategies will help students work together and communicate positively to achieve team goals.
-

Students will know:

- Explain and Demonstrate Transferable Movement Skills:
 - Students will understand how to apply movement skills learned in one game, sport, or recreational activity to another. They will be able to demonstrate how

Students will be able to:

- Apply Transferable Movement Skills:
 - Students will be able to apply movement skills from one activity to another, effectively using striking skills in various games, sports, and recreational activities.
- Analyze and Improve Performance:



striking skills, such as those used in tennis, badminton, ping pong, racquetball, and pickleball, can be adapted and utilized in different contexts.

- Analyze Force and Motion for Performance Improvement:
 - Students will be able to analyze the application of force and motion in physical activities. They will understand concepts like weight transfer, power, speed, agility, and range of motion. They will also learn how modifying movements can impact performance in various activities.
- Design and Critique Rhythmic and Physical Activities:
 - Students will know how to design and lead rhythmic and physical activities that incorporate variations in time, space, force, flow, and relationships. They will be able to create activities ranging from creative and cultural dances to aerobics and fitness routines.
- Understand Etiquette and Responsibilities in Physical Activities:
 - Students will gain an understanding of the etiquette, responsibilities, and preparation required of players, officials, trainers, and other participants in different physical activities. They will also be able to recommend strategies to improve performance, participation, and behavior.
- Develop Rule Changes for Enhanced Participation and Safety:
 - Students will be capable of developing rule

- Students will analyze force and motion in physical activities, identifying areas for improvement to enhance their overall performance.

- Design and Lead Rhythmic and Physical Activities:
 - Students will be capable of designing and leading rhythmic and physical activities with variations in time, space, force, flow, and relationships, catering to different interests and preferences.
- Demonstrate Etiquette and Responsible Behavior:
 - Students will exhibit proper etiquette and responsible behavior as players, officials, trainers, and participants, contributing to a positive and respectful environment.
- Develop Rule Modifications for Safety and Enjoyment:
 - Students will create rule changes for games, sports, and activities to increase participation, safety, and enjoyment for everyone involved.
- Compare Short- and Long-Term Benefits of Physical Activity:
 - Students will compare the immediate and long-term benefits of physical activity, understanding how it impacts their wellness over their lifetime.
- Show Respect and Encourage All Abilities:
 - Students will demonstrate respect and appreciation for individuals of all physical abilities, encouraging and supporting them during physical activities.
- Create Personal Fitness Plans:



- changes for existing games, sports, and activities. These changes will be designed to enhance participation, ensure safety, and increase enjoyment for all participants.
- Compare Short- and Long-Term Benefits of Physical Activity:
 - Students will compare the short-term and long-term benefits of engaging in physical activity. They will understand how physical, mental, and emotional fitness impact overall wellness throughout one's lifetime.
 - Respect and Appreciate All Levels of Ability:
 - Students will learn to respect and appreciate individuals with different levels of physical ability. They will be encouraged to show care and support for all participants during physical activities.
 - Design and Implement Personal Fitness Plans:
 - Students will be able to design and implement personalized fitness plans based on evidence and using fitness-training principles (FITT) and skill-related fitness components.
 - Understand Factors Affecting Body Composition and Health:
 - Students will gain knowledge of the role genetics, age, nutrition, sleep, the environment, and exercise type play in body composition and personal health.
 - Analyze the Physiological Responses to Physical Fitness Activities:
 - Students will understand how fitness knowledge in strength, conditioning, agility, and energy systems affects the mind and
- Students will design and implement personalized fitness plans based on fitness-training principles and the components of skill-related fitness.
 - Understand Factors Affecting Health and Body Composition:
 - Students will comprehend how genetics, age, nutrition, sleep, the environment, and exercise type influence body composition and personal health.
 - Analyze Physiological Responses to Fitness Activities:
 - Students will analyze the effects of strength, conditioning, agility, and energy systems on their minds and bodies during and after physical fitness activities.
 - Use a Motivational Movement and Fitness Vocabulary:
 - Students will apply an intrinsic vocabulary to motivate themselves and others, fostering a positive and encouraging atmosphere during physical activities.
 - Embrace Cultural Awareness and Openness:
 - Students will participate in physical activities with an open mind, embracing different cultural experiences and promoting diversity.
 - Build Fitness for Lifelong Participation:
 - Students will work towards building their fitness levels to ensure they can participate in a wide range of physical activities throughout their lives.
 - Demonstrate Responsible Social Behavior:
 - Students will display responsible social



body before, during, and after physical activities.

- Use a Movement and Physical Fitness Vocabulary for Motivation:
 - Students will learn and apply a vocabulary intrinsic to motivating themselves and others, impacting their family, and positively influencing their community.
- Embrace Cultural Awareness and Openness in Physical Activities:
 - Students will develop a sense of openness and willingness to learn from their own and other cultures' experiences in physical fitness activities.
- Build Fitness Levels for Lifelong Participation:
 - Students will examine and understand how to build their fitness levels to successfully participate in a wide range of physical activities throughout their lifetime.
- Demonstrate Responsible Social Behavior in Physical Activities:
 - Students will exhibit responsible social behavior by cooperating with classmates of all skill levels, offering assistance when needed, and respectfully collaborating to solve problems in group activities.
- Describe Social Benefits of Physical Activity Participation:
 - Students will recognize and describe the social benefits gained from participating in physical activities, such as making friends, building trust, experiencing new things, and working as a team.
- Implement a Financial Plan for Physical Activity

behavior, cooperating with classmates of varying skill levels and collaborating respectfully in group settings during physical activities.

- Describe Social Benefits of Physical Activity:
 - Students will articulate the social benefits gained from participating in physical activities, fostering meaningful connections and teamwork.
- Implement a Financial Plan for Participation:
 - Students will create and execute a financial plan that supports their and their family members' participation in physical activities within their community.
- Analyze Globalization and Technology's Impact:
 - Students will assess how globalization and technology influence the way people participate in sports, physical fitness activities, and other social connections.
- Identify Career Options in Physical Activity and Health:
 - Students will identify personal and community resources to explore potential career paths related to physical activity and health, promoting informed career choices.



Participation:

- Students will learn to create and implement a financial plan to support their participation in physical activities and those of their family members within their community.
- Analyze Globalization and Technology's Impact on Physical Activities:
 - Students will analyze how globalization and technology influence the participation in sports, games, physical fitness activities, dance, gaming, outdoor adventures, sports viewing, and social and emotional connections.
- Identify Career Options Related to Physical Activity and Health:
 - Students will be able to identify personal and community resources to explore career options related to physical activity and health fields.

Assessment Evidence

Suggested Performance Tasks:

- Specific skill assessment using the appropriate scoring rubric.
- Skill observation during gameplay.
- Written assessment at the end of each 22 day cycle.

Required District/State Assessments:

- N/A

Suggested Formative/Summative Assessments:

- Daily participation – Student's participation will be assessed and graded daily/weekly.



Learning Plan

Learning Activities:

- Rules and regulations.
- Warm up activities - fitness and sport related.
- Pickleball/badminton skills – grip, over/forehand/backhand stroke, underhand serve.
- Strategies – Single/Doubles - offense and defense.
- Game play – Single/Doubles matches.
-

Textbook:

N/A

Related Standards

Interdisciplinary connections

- Physics: HS-PS2-1- Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
 - Explore the interdisciplinary connection between physics and mathematics in pickleball mechanics through an activity that investigates force, angles, velocity, and energy transfer in gameplay. Students will analyze ball trajectories, calculate optimal angles, and study energy conservation during paddle-ball collisions. By applying these insights to strategic gameplay decisions, students deepen their understanding of pickleball mechanics while honing their analytical and strategic thinking skills.

21st Century Skills (NJSL Career Readiness, Life Literacies, and Key Skills)

- Work productively in teams while using cultural/global competence.



NJ SEL Competencies

- Relationship skills
 - Pickleball, with its emphasis on teamwork, communication, and cooperation, provides a platform to foster relationship skills. Through joint decision-making, court positioning, and effective communication, players strengthen their ability to work harmoniously with partners, building trust and understanding. The game's collaborative nature translates to developing interpersonal skills that extend beyond the court, contributing to positive relationships in various contexts.

Climate Change

- N/A

Culturally Relevant Connections

- By celebrating pickleball's global adaptations, this culturally relevant connection not only promotes understanding and appreciation of diverse cultures but also highlights the universal language of sports in fostering connections and shared experiences.

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Sensory Accommodations: Create a sensory-friendly environment or offer sensory accommodations, such as noise-canceling headphones or sensory toys, to support students with sensory processing difficulties.
- Modified Rules: Adjust rules in games or sports to accommodate the abilities of students with disabilities while maintaining the spirit of the activity.

ELL:

- Simplify Instructions: Use clear and straightforward language when giving instructions for physical activities. Avoid complex sentences and use simple vocabulary.
- Visual Aids: Supplement verbal instructions with visual aids such as pictures, diagrams, or gestures. Visual cues can help ESL students better comprehend the activity.
- Repeat and Reinforce: Repeat important instructions and key phrases to reinforce



- Communication Supports: Use alternative communication methods, such as picture communication boards or sign language interpreters, to facilitate communication with students who have speech or language challenges.
- Inclusive Activities: Incorporate activities that promote inclusion and teamwork, allowing all students to participate and collaborate regardless of their abilities.
- Individualized Behavior Plans: Implement behavior support plans tailored to the specific needs of students with behavioral challenges, ensuring a positive and safe learning environment.
- Personalized Goals: Set individualized physical education goals for students with disabilities, focusing on their strengths and areas for growth.

understanding. Repetition can help ESL students remember and follow directions.

- Provide Bilingual Support: If possible, offer bilingual support materials, such as written instructions or posters, in the students' native language.
- Use Demonstrations: Demonstrate the physical activity or skill whenever possible. Showing students how to perform an activity can aid their understanding and provide a model for imitation.
- Pair with a Buddy: Pair ESL students with a classmate who is proficient in both English and the students' native language. The buddy can assist with translation and explanations during the activities.

Enrichment

- Extended learning goals:
 - ⇒ Engage students in an extended learning activity called "Pickleball Cultural Fusion Tournament." In this activity, students will form teams that represent different cultures and adapt their pickleball gameplay accordingly, blending global variations. Through modified rule sets and cultural expressions, students will experience the rich diversity of the sport, promoting cross-cultural understanding and teamwork while honing their pickleball skills.

Unit 6: Softball (11-22 days)

Desired Outcomes



Established Goals: NJSLS

Standards:

- 2.2.12.MSC.1: *Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).*
- 2.2.12.MSC.2: *Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.*
- 2.2.12.MSC.3: *Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).*
- 2.2.12.MSC.4: *Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. •*
- 2.2.12.MSC.5: *Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.*
- 2.2.12.PF.1: *Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.*
- 2.2.12.PF.2: *Respect and appreciate all levels of ability and encourage with care during all physical activities.*
- 2.2.12.PF.3: *Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.*
- 2.2.12.PF.4: *Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).*
- 2.2.12.PF.5: *Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.*
- 2.2.12.LF.1: *Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.*
- 2.2.12.LF.2: *Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. •*
- 2.2.12.LF.3: *Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.*
- 2.2.12.LF.4: *Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.*
- 2.2.12.LF.5: *Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).*



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

Comprehensive Health and Physical Education Practices:

- *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.*
- *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.*

Enduring Understandings:

- Advanced technique and 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,

Essential Questions:

- How can I use physical activities throughout my life?
- What are the concepts, principles, strategies and tactics used in physical activity?
- What is the importance of being physically active?

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.
- 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.
- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).
- Community resources can support a lifetime of wellness to self and family members.
- Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.
- Understanding the rules and regulations of sports are essential for successful participation and cooperation.
- Skills are essential tools to help students succeed and participate effectively.
- Keeping a healthy active lifestyle can be achieved by finding lifelong sports and activities that pertain to your interests.
- Understanding specific strategies will help students work together and communicate positively to achieve team goals.
-

- How can I live a long, healthy life?
- What are the fundamentals of physical fitness?
- What are the components of teamwork?
- Why are understanding the rules and regulations of sports essential?
- Why are specific skills needed in order to successfully participate in sports?
- How can the use of strategy help students become successful in cooperative game play?



Students will know:

- Explain and Demonstrate Transferable Movement Skills:
 - Students will understand how to apply movement skills learned in one game, sport, or recreational activity to another. They will be able to demonstrate how striking skills, such as those used in tennis, badminton, ping pong, racquetball, and pickleball, can be adapted and utilized in different contexts.
- Analyze Force and Motion for Performance Improvement:
 - Students will be able to analyze the application of force and motion in physical activities. They will understand concepts like weight transfer, power, speed, agility, and range of motion. They will also learn how modifying movements can impact performance in various activities.
- Design and Critique Rhythmic and Physical Activities:
 - Students will know how to design and lead rhythmic and physical activities that incorporate variations in time, space, force, flow, and relationships. They will be able to create activities ranging from creative and cultural dances to aerobics and fitness routines.
- Understand Etiquette and Responsibilities in Physical Activities:
 - Students will gain an understanding of the etiquette, responsibilities, and preparation

Students will be able to:

- Apply Transferable Movement Skills:
 - Students will be able to apply movement skills from one activity to another, effectively using striking skills in various games, sports, and recreational activities.
- Analyze and Improve Performance:
 - Students will analyze force and motion in physical activities, identifying areas for improvement to enhance their overall performance.
- Design and Lead Rhythmic and Physical Activities:
 - Students will be capable of designing and leading rhythmic and physical activities with variations in time, space, force, flow, and relationships, catering to different interests and preferences.
- Demonstrate Etiquette and Responsible Behavior:
 - Students will exhibit proper etiquette and responsible behavior as players, officials, trainers, and participants, contributing to a positive and respectful environment.
- Develop Rule Modifications for Safety and Enjoyment:
 - Students will create rule changes for games, sports, and activities to increase participation, safety, and enjoyment for everyone involved.
- Compare Short- and Long-Term Benefits of Physical Activity:
 - Students will compare the immediate and long-term benefits of physical activity,



- required of players, officials, trainers, and other participants in different physical activities. They will also be able to recommend strategies to improve performance, participation, and behavior.
- Develop Rule Changes for Enhanced Participation and Safety:
 - Students will be capable of developing rule changes for existing games, sports, and activities. These changes will be designed to enhance participation, ensure safety, and increase enjoyment for all participants.
- Compare Short- and Long-Term Benefits of Physical Activity:
 - Students will compare the short-term and long-term benefits of engaging in physical activity. They will understand how physical, mental, and emotional fitness impact overall wellness throughout one's lifetime.
- Respect and Appreciate All Levels of Ability:
 - Students will learn to respect and appreciate individuals with different levels of physical ability. They will be encouraged to show care and support for all participants during physical activities.
- Design and Implement Personal Fitness Plans:
 - Students will be able to design and implement personalized fitness plans based on evidence and using fitness-training principles (FITT) and skill-related fitness components.
- Understand Factors Affecting Body Composition and Health:
 - Students will gain knowledge of the role

- understanding how it impacts their wellness over their lifetime.
- Show Respect and Encourage All Abilities:
 - Students will demonstrate respect and appreciation for individuals of all physical abilities, encouraging and supporting them during physical activities.
- Create Personal Fitness Plans:
 - Students will design and implement personalized fitness plans based on fitness-training principles and the components of skill-related fitness.
- Understand Factors Affecting Health and Body Composition:
 - Students will comprehend how genetics, age, nutrition, sleep, the environment, and exercise type influence body composition and personal health.
- Analyze Physiological Responses to Fitness Activities:
 - Students will analyze the effects of strength, conditioning, agility, and energy systems on their minds and bodies during and after physical fitness activities.
- Use a Motivational Movement and Fitness Vocabulary:
 - Students will apply an intrinsic vocabulary to motivate themselves and others, fostering a positive and encouraging atmosphere during physical activities.
- Embrace Cultural Awareness and Openness:
 - Students will participate in physical activities with an open mind, embracing different cultural experiences and



- genetics, age, nutrition, sleep, the environment, and exercise type play in body composition and personal health.
- Analyze the Physiological Responses to Physical Fitness Activities:
 - Students will understand how fitness knowledge in strength, conditioning, agility, and energy systems affects the mind and body before, during, and after physical activities.
 - Use a Movement and Physical Fitness Vocabulary for Motivation:
 - Students will learn and apply a vocabulary intrinsic to motivating themselves and others, impacting their family, and positively influencing their community.
 - Embrace Cultural Awareness and Openness in Physical Activities:
 - Students will develop a sense of openness and willingness to learn from their own and other cultures' experiences in physical fitness activities.
 - Build Fitness Levels for Lifelong Participation:
 - Students will examine and understand how to build their fitness levels to successfully participate in a wide range of physical activities throughout their lifetime.
 - Demonstrate Responsible Social Behavior in Physical Activities:
 - Students will exhibit responsible social behavior by cooperating with classmates of all skill levels, offering assistance when needed, and respectfully collaborating to solve problems in group activities.
- promoting diversity.
- Build Fitness for Lifelong Participation:
 - Students will work towards building their fitness levels to ensure they can participate in a wide range of physical activities throughout their lives.
 - Demonstrate Responsible Social Behavior:
 - Students will display responsible social behavior, cooperating with classmates of varying skill levels and collaborating respectfully in group settings during physical activities.
 - Describe Social Benefits of Physical Activity:
 - Students will articulate the social benefits gained from participating in physical activities, fostering meaningful connections and teamwork.
 - Implement a Financial Plan for Participation:
 - Students will create and execute a financial plan that supports their and their family members' participation in physical activities within their community.
 - Analyze Globalization and Technology's Impact:
 - Students will assess how globalization and technology influence the way people participate in sports, physical fitness activities, and other social connections.
 - Identify Career Options in Physical Activity and Health:
 - Students will identify personal and community resources to explore potential career paths related to physical activity and health, promoting informed career choices.



- Describe Social Benefits of Physical Activity Participation:
 - Students will recognize and describe the social benefits gained from participating in physical activities, such as making friends, building trust, experiencing new things, and working as a team.
- Implement a Financial Plan for Physical Activity Participation:
 - Students will learn to create and implement a financial plan to support their participation in physical activities and those of their family members within their community.
- Analyze Globalization and Technology's Impact on Physical Activities:
 - Students will analyze how globalization and technology influence the participation in sports, games, physical fitness activities, dance, gaming, outdoor adventures, sports viewing, and social and emotional connections.
- Identify Career Options Related to Physical Activity and Health:
 - Students will be able to identify personal and community resources to explore career options related to physical activity and health fields.

Assessment Evidence

Suggested Performance Tasks:

- Specific skill assessment using the appropriate

Required District/State Assessments:

- N/A



scoring rubric.

- Skill observation during gameplay.
- Written assessment at the end of each 22 day cycle.

Suggested Formative/Summative Assessments:

- Daily participation – Student's participation will be assessed and graded daily/weekly.

Learning Plan

Learning Activities:

- Rules and regulations.
- Warm up activities - fitness and sport related.
- Soccer skills - dribbling, passing, shooting, goaltending.
- Strategies - offense and defense
- Game play - small sided team soccer games.

Textbook:

N/A

Related Standards

Interdisciplinary connections

- N/A

21st Century Skills (NJSL Career Readiness, Life Literacies, and Key Skills)

- Demonstrate creativity and innovation.



NJ SEL Competencies

- Social awareness

Climate Change

- N/A

Culturally Relevant Connections

- Organize a "Cultural Softball Jersey Design Challenge" where students are tasked with creating unique softball jersey designs that reflect the cultural heritage of a specific country. Students will research the chosen culture's symbols, colors, and patterns to infuse creativity and cultural relevance into their designs. By combining innovation with cultural awareness, this activity encourages a deeper appreciation for diversity while fostering students' creative expression through a softball-themed context.

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Sensory Accommodations: Create a sensory-friendly environment or offer sensory accommodations, such as noise-canceling headphones or sensory toys, to support students with sensory processing difficulties.
- Modified Rules: Adjust rules in games or sports to accommodate the abilities of students with disabilities while maintaining the spirit of the activity.
- Communication Supports: Use alternative communication methods, such as picture

ELL:

- Simplify Instructions: Use clear and straightforward language when giving instructions for physical activities. Avoid complex sentences and use simple vocabulary.
- Visual Aids: Supplement verbal instructions with visual aids such as pictures, diagrams, or gestures. Visual cues can help ESL students better comprehend the activity.
- Repeat and Reinforce: Repeat important instructions and key phrases to reinforce understanding. Repetition can help ESL students remember and follow directions.



communication boards or sign language interpreters, to facilitate communication with students who have speech or language challenges.

- Inclusive Activities: Incorporate activities that promote inclusion and teamwork, allowing all students to participate and collaborate regardless of their abilities.
- Individualized Behavior Plans: Implement behavior support plans tailored to the specific needs of students with behavioral challenges, ensuring a positive and safe learning environment.
- Personalized Goals: Set individualized physical education goals for students with disabilities, focusing on their strengths and areas for growth.

- Provide Bilingual Support: If possible, offer bilingual support materials, such as written instructions or posters, in the students' native language.
- Use Demonstrations: Demonstrate the physical activity or skill whenever possible. Showing students how to perform an activity can aid their understanding and provide a model for imitation.
- Pair with a Buddy: Pair ESL students with a classmate who is proficient in both English and the students' native language. The buddy can assist with translation and explanations during the activities.

Enrichment

- Extended learning goals:
 - ⇒ In the extended learning activity "Softball Strategy Simulation Tournament," students will work in teams to design and implement virtual softball strategies using simulation software. They will analyze real-game scenarios, consider player positions, make tactical decisions, and adjust strategies, fostering strategic thinking and teamwork while deepening their understanding of effective softball gameplay. The culminating tournament will showcase teams' strategic prowess and their ability to adapt to different game situations.

Unit 7: Kickball (11-22 days)

Desired Outcomes

Established Goals: NJSL



Standards:

- 2.2.12.MSC.1: *Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).*
- 2.2.12.MSC.2: *Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.*
- 2.2.12.MSC.3: *Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).*
- 2.2.12.MSC.4: *Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. •*
- 2.2.12.MSC.5: *Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.*
- 2.2.12.PF.1: *Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.*
- 2.2.12.PF.2: *Respect and appreciate all levels of ability and encourage with care during all physical activities.*
- 2.2.12.PF.3: *Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.*
- 2.2.12.PF.4: *Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).*
- 2.2.12.PF.5: *Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.*
- 2.2.12.LF.1: *Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.*
- 2.2.12.LF.2: *Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. •*
- 2.2.12.LF.3: *Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.*
- 2.2.12.LF.4: *Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.*
- 2.2.12.LF.5: *Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).*
- • 2.2.12.LF.6: *Implement a financial plan for participation in physical activity in the community for self and family members.*



- 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.
- 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.

Comprehensive Health and Physical Education Practices:

- 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.
- 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.

Enduring Understandings:

- Advanced technique and 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

Essential Questions:

- How can I use physical activities throughout my life?
- What are the concepts, principles, strategies and tactics used in physical activity?
- What is the importance of being physically active?
- How can I live a long, healthy life?
- What are the fundamentals of physical fitness?



performance.

- Individual and team execution requires interaction, respect, effort, and a positive attitude.
- 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.
- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).
- Community resources can support a lifetime of wellness to self and family members.
- Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.
- Understanding the rules and regulations of sports are essential for successful participation and cooperation.
- Skills are essential tools to help students succeed and participate effectively.
- Keeping a healthy active lifestyle can be achieved by finding lifelong sports and activities that pertain to your interests.
- Understanding specific strategies will help students work together and communicate positively to achieve team goals.
-

- What are the components of teamwork?
- Why are understanding the rules and regulations of sports essential?
- Why are specific skills needed in order to successfully participate in sports?
- How can the use of strategy help students become successful in cooperative game play?

Students will know:

Students will be able to:

- Explain and Demonstrate Transferable Movement Skills:
 - Students will understand how to apply movement skills learned in one game, sport, or recreational activity to another. They will be able to demonstrate how striking skills, such as those used in tennis, badminton, ping pong, racquetball, and pickleball, can be adapted and utilized in different contexts.
 - Analyze Force and Motion for Performance Improvement:
 - Students will be able to analyze the application of force and motion in physical activities. They will understand concepts like weight transfer, power, speed, agility, and range of motion. They will also learn how modifying movements can impact performance in various activities.
 - Design and Critique Rhythmic and Physical Activities:
 - Students will know how to design and lead rhythmic and physical activities that incorporate variations in time, space, force, flow, and relationships. They will be able to create activities ranging from creative and cultural dances to aerobics and fitness routines.
 - Understand Etiquette and Responsibilities in Physical Activities:
 - Students will gain an understanding of the etiquette, responsibilities, and preparation required of players, officials, trainers, and
- Apply Transferable Movement Skills:
 - Students will be able to apply movement skills from one activity to another, effectively using striking skills in various games, sports, and recreational activities.
 - Analyze and Improve Performance:
 - Students will analyze force and motion in physical activities, identifying areas for improvement to enhance their overall performance.
 - Design and Lead Rhythmic and Physical Activities:
 - Students will be capable of designing and leading rhythmic and physical activities with variations in time, space, force, flow, and relationships, catering to different interests and preferences.
 - Demonstrate Etiquette and Responsible Behavior:
 - Students will exhibit proper etiquette and responsible behavior as players, officials, trainers, and participants, contributing to a positive and respectful environment.
 - Develop Rule Modifications for Safety and Enjoyment:
 - Students will create rule changes for games, sports, and activities to increase participation, safety, and enjoyment for everyone involved.
 - Compare Short- and Long-Term Benefits of Physical Activity:
 - Students will compare the immediate and long-term benefits of physical activity, understanding how it impacts their



- other participants in different physical activities. They will also be able to recommend strategies to improve performance, participation, and behavior.
- Develop Rule Changes for Enhanced Participation and Safety:
 - Students will be capable of developing rule changes for existing games, sports, and activities. These changes will be designed to enhance participation, ensure safety, and increase enjoyment for all participants.
 - Compare Short- and Long-Term Benefits of Physical Activity:
 - Students will compare the short-term and long-term benefits of engaging in physical activity. They will understand how physical, mental, and emotional fitness impact overall wellness throughout one's lifetime.
 - Respect and Appreciate All Levels of Ability:
 - Students will learn to respect and appreciate individuals with different levels of physical ability. They will be encouraged to show care and support for all participants during physical activities.
 - Design and Implement Personal Fitness Plans:
 - Students will be able to design and implement personalized fitness plans based on evidence and using fitness-training principles (FITT) and skill-related fitness components.
 - Understand Factors Affecting Body Composition and Health:
 - Students will gain knowledge of the role genetics, age, nutrition, sleep, the

- wellness over their lifetime.
- Show Respect and Encourage All Abilities:
 - Students will demonstrate respect and appreciation for individuals of all physical abilities, encouraging and supporting them during physical activities.
 - Create Personal Fitness Plans:
 - Students will design and implement personalized fitness plans based on fitness-training principles and the components of skill-related fitness.
 - Understand Factors Affecting Health and Body Composition:
 - Students will comprehend how genetics, age, nutrition, sleep, the environment, and exercise type influence body composition and personal health.
 - Analyze Physiological Responses to Fitness Activities:
 - Students will analyze the effects of strength, conditioning, agility, and energy systems on their minds and bodies during and after physical fitness activities.
 - Use a Motivational Movement and Fitness Vocabulary:
 - Students will apply an intrinsic vocabulary to motivate themselves and others, fostering a positive and encouraging atmosphere during physical activities.
 - Embrace Cultural Awareness and Openness:
 - Students will participate in physical activities with an open mind, embracing different cultural experiences and promoting diversity.



- environment, and exercise type play in body composition and personal health.
- Analyze the Physiological Responses to Physical Fitness Activities:
 - Students will understand how fitness knowledge in strength, conditioning, agility, and energy systems affects the mind and body before, during, and after physical activities.
 - Use a Movement and Physical Fitness Vocabulary for Motivation:
 - Students will learn and apply a vocabulary intrinsic to motivating themselves and others, impacting their family, and positively influencing their community.
 - Embrace Cultural Awareness and Openness in Physical Activities:
 - Students will develop a sense of openness and willingness to learn from their own and other cultures' experiences in physical fitness activities.
 - Build Fitness Levels for Lifelong Participation:
 - Students will examine and understand how to build their fitness levels to successfully participate in a wide range of physical activities throughout their lifetime.
 - Demonstrate Responsible Social Behavior in Physical Activities:
 - Students will exhibit responsible social behavior by cooperating with classmates of all skill levels, offering assistance when needed, and respectfully collaborating to solve problems in group activities.
 - Describe Social Benefits of Physical Activity
- Build Fitness for Lifelong Participation:
 - Students will work towards building their fitness levels to ensure they can participate in a wide range of physical activities throughout their lives.
 - Demonstrate Responsible Social Behavior:
 - Students will display responsible social behavior, cooperating with classmates of varying skill levels and collaborating respectfully in group settings during physical activities.
 - Describe Social Benefits of Physical Activity:
 - Students will articulate the social benefits gained from participating in physical activities, fostering meaningful connections and teamwork.
 - Implement a Financial Plan for Participation:
 - Students will create and execute a financial plan that supports their and their family members' participation in physical activities within their community.
 - Analyze Globalization and Technology's Impact:
 - Students will assess how globalization and technology influence the way people participate in sports, physical fitness activities, and other social connections.
 - Identify Career Options in Physical Activity and Health:
 - Students will identify personal and community resources to explore potential career paths related to physical activity and health, promoting informed career choices.



Participation:

- Students will recognize and describe the social benefits gained from participating in physical activities, such as making friends, building trust, experiencing new things, and working as a team.
- Implement a Financial Plan for Physical Activity Participation:
 - Students will learn to create and implement a financial plan to support their participation in physical activities and those of their family members within their community.
- Analyze Globalization and Technology's Impact on Physical Activities:
 - Students will analyze how globalization and technology influence the participation in sports, games, physical fitness activities, dance, gaming, outdoor adventures, sports viewing, and social and emotional connections.
- Identify Career Options Related to Physical Activity and Health:
 - Students will be able to identify personal and community resources to explore career options related to physical activity and health fields.

Assessment Evidence

Suggested Performance Tasks:

- Specific skill assessment using the appropriate scoring rubric.

Required District/State Assessments:

- N/A



- Skill observation during gameplay.
- Written assessment at the end of each 22 day cycle.

Suggested Formative/Summative Assessments:

- Daily participation – Student's participation will be assessed and graded daily/weekly.

Learning Plan

Learning Activities:

- Rules and regulations.
- Warm up activities - fitness and sport related.
- Kickball skills – kicking, catching, pitching/rolling, fielding, base running.
- Strategies - offense and defense
- Game play
-

Textbook:

N/A

Related Standards

Interdisciplinary connections

- History: Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
 - Explore kickball's cultural history through an interdisciplinary approach that delves into its adaptations across diverse cultures and historical contexts. Students research and present on how different societies influenced kickball's variations, considering geography, traditions, and social dynamics. The "Cultural Kickball Showcase" event and discussions enrich students' understanding of cultural



connections and historical influences on this universally enjoyed game.

21st Century Skills (NJSL Career Readiness, Life Literacies, and Key Skills)

- N/A

NJ SEL Competencies

- Social awareness

Climate Change

- N/A

Culturally Relevant Connections

- Explore kickball's cultural history through an interdisciplinary approach that delves into its adaptations across diverse cultures and historical contexts. Students research and present on how different societies influenced kickball's variations, considering geography, traditions, and social dynamics. The "Cultural Kickball Showcase" event and discussions enrich students' understanding of cultural connections and historical influences on this universally enjoyed game.

Accommodations

Special Education/ 504/ At Risk Students
Accommodations & Modifications:

- Sensory Accommodations: Create a sensory-friendly environment or offer sensory accommodations, such as noise-canceling headphones or sensory toys, to support students with sensory processing difficulties.

ELL:

- Simplify Instructions: Use clear and straightforward language when giving instructions for physical activities. Avoid complex sentences and use simple vocabulary.
- Visual Aids: Supplement verbal instructions with visual aids such as pictures, diagrams, or gestures.



- Modified Rules: Adjust rules in games or sports to accommodate the abilities of students with disabilities while maintaining the spirit of the activity.
- Communication Supports: Use alternative communication methods, such as picture communication boards or sign language interpreters, to facilitate communication with students who have speech or language challenges.
- Inclusive Activities: Incorporate activities that promote inclusion and teamwork, allowing all students to participate and collaborate regardless of their abilities.
- Individualized Behavior Plans: Implement behavior support plans tailored to the specific needs of students with behavioral challenges, ensuring a positive and safe learning environment.
- Personalized Goals: Set individualized physical education goals for students with disabilities, focusing on their strengths and areas for growth.

Visual cues can help ESL students better comprehend the activity.

- Repeat and Reinforce: Repeat important instructions and key phrases to reinforce understanding. Repetition can help ESL students remember and follow directions.
- Provide Bilingual Support: If possible, offer bilingual support materials, such as written instructions or posters, in the students' native language.
- Use Demonstrations: Demonstrate the physical activity or skill whenever possible. Showing students how to perform an activity can aid their understanding and provide a model for imitation.
- Pair with a Buddy: Pair ESL students with a classmate who is proficient in both English and the students' native language. The buddy can assist with translation and explanations during the activities.

Enrichment

- Extended learning goals:
 - ⇒ In the extended learning activity "Kickball Cultural Exchange Tournament," students form teams representing various cultures and historical periods, each adapting the game's rules and strategies accordingly. Through modified rule sets, attire, and gameplay styles, students engage in a tournament that celebrates kickball's global variations and historical context. This activity fosters cultural appreciation, strategic thinking, and teamwork while immersing students in the dynamic evolution of a universally cherished game.



Unit 8: Recreation Games (11-22 days)

Desired Outcomes

Established Goals: NJSLS

Standards:

- 2.2.12.MSC.1: *Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).*
- 2.2.12.MSC.2: *Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.*
- 2.2.12.MSC.3: *Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).*
- 2.2.12.MSC.4: *Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. •*
- 2.2.12.MSC.5: *Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.*
- 2.2.12.PF.1: *Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.*
- 2.2.12.PF.2: *Respect and appreciate all levels of ability and encourage with care during all physical activities.*
- 2.2.12.PF.3: *Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.*
- 2.2.12.PF.4: *Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).*
- 2.2.12.PF.5: *Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.*
- 2.2.12.LF.1: *Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.*
- 2.2.12.LF.2: *Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. •*
- 2.2.12.LF.3: *Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.*



- 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
- 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
- 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.
- 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.
- 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.

Comprehensive Health and Physical Education Practices:

- 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.
- 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.

Enduring Understandings:

Essential Questions:



- Advanced technique and 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.
 - 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.
 - Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).
 - Community resources can support a lifetime of wellness to self and family members.
 - Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.
 - Understanding the rules and regulations of sports are essential for successful participation and cooperation.
 - Skills are essential tools to help students succeed and participate effectively.
 - Keeping a healthy active lifestyle can be achieved by finding lifelong sports and activities that
- How can I use physical activities throughout my life?
 - What are the concepts, principles, strategies and tactics used in physical activity?
 - What is the importance of being physically active?
 - How can I live a long, healthy life?
 - What are the fundamentals of physical fitness?
 - What are the components of teamwork?
 - Why are understanding the rules and regulations of sports essential?
 - Why are specific skills needed in order to successfully participate in sports?
 - How can the use of strategy help students become successful in cooperative game play?



pertain to your interests.

- Understanding specific strategies will help students work together and communicate positively to achieve team goals.
-

Students will know:

- Explain and Demonstrate Transferable Movement Skills:
 - Students will understand how to apply movement skills learned in one game, sport, or recreational activity to another. They will be able to demonstrate how striking skills, such as those used in tennis, badminton, ping pong, racquetball, and pickleball, can be adapted and utilized in different contexts.
- Analyze Force and Motion for Performance Improvement:
 - Students will be able to analyze the application of force and motion in physical activities. They will understand concepts like weight transfer, power, speed, agility, and range of motion. They will also learn how modifying movements can impact performance in various activities.
- Design and Critique Rhythmic and Physical Activities:
 - Students will know how to design and lead rhythmic and physical activities that incorporate variations in time, space, force, flow, and relationships. They will be able to create activities ranging from creative and

Students will be able to:

- Apply Transferable Movement Skills:
 - Students will be able to apply movement skills from one activity to another, effectively using striking skills in various games, sports, and recreational activities.
- Analyze and Improve Performance:
 - Students will analyze force and motion in physical activities, identifying areas for improvement to enhance their overall performance.
- Design and Lead Rhythmic and Physical Activities:
 - Students will be capable of designing and leading rhythmic and physical activities with variations in time, space, force, flow, and relationships, catering to different interests and preferences.
- Demonstrate Etiquette and Responsible Behavior:
 - Students will exhibit proper etiquette and responsible behavior as players, officials, trainers, and participants, contributing to a positive and respectful environment.
- Develop Rule Modifications for Safety and Enjoyment:
 - Students will create rule changes for games, sports, and activities to increase



cultural dances to aerobics and fitness routines.

- Understand Etiquette and Responsibilities in Physical Activities:
 - Students will gain an understanding of the etiquette, responsibilities, and preparation required of players, officials, trainers, and other participants in different physical activities. They will also be able to recommend strategies to improve performance, participation, and behavior.
- Develop Rule Changes for Enhanced Participation and Safety:
 - Students will be capable of developing rule changes for existing games, sports, and activities. These changes will be designed to enhance participation, ensure safety, and increase enjoyment for all participants.
- Compare Short- and Long-Term Benefits of Physical Activity:
 - Students will compare the short-term and long-term benefits of engaging in physical activity. They will understand how physical, mental, and emotional fitness impact overall wellness throughout one's lifetime.
- Respect and Appreciate All Levels of Ability:
 - Students will learn to respect and appreciate individuals with different levels of physical ability. They will be encouraged to show care and support for all participants during physical activities.
- Design and Implement Personal Fitness Plans:
 - Students will be able to design and implement personalized fitness plans

participation, safety, and enjoyment for everyone involved.

- Compare Short- and Long-Term Benefits of Physical Activity:
 - Students will compare the immediate and long-term benefits of physical activity, understanding how it impacts their wellness over their lifetime.
- Show Respect and Encourage All Abilities:
 - Students will demonstrate respect and appreciation for individuals of all physical abilities, encouraging and supporting them during physical activities.
- Create Personal Fitness Plans:
 - Students will design and implement personalized fitness plans based on fitness-training principles and the components of skill-related fitness.
- Understand Factors Affecting Health and Body Composition:
 - Students will comprehend how genetics, age, nutrition, sleep, the environment, and exercise type influence body composition and personal health.
- Analyze Physiological Responses to Fitness Activities:
 - Students will analyze the effects of strength, conditioning, agility, and energy systems on their minds and bodies during and after physical fitness activities.
- Use a Motivational Movement and Fitness Vocabulary:
 - Students will apply an intrinsic vocabulary to motivate themselves and others,



based on evidence and using fitness-training principles (FITT) and skill-related fitness components.

- Understand Factors Affecting Body Composition and Health:
 - Students will gain knowledge of the role genetics, age, nutrition, sleep, the environment, and exercise type play in body composition and personal health.
- Analyze the Physiological Responses to Physical Fitness Activities:
 - Students will understand how fitness knowledge in strength, conditioning, agility, and energy systems affects the mind and body before, during, and after physical activities.
- Use a Movement and Physical Fitness Vocabulary for Motivation:
 - Students will learn and apply a vocabulary intrinsic to motivating themselves and others, impacting their family, and positively influencing their community.
- Embrace Cultural Awareness and Openness in Physical Activities:
 - Students will develop a sense of openness and willingness to learn from their own and other cultures' experiences in physical fitness activities.
- Build Fitness Levels for Lifelong Participation:
 - Students will examine and understand how to build their fitness levels to successfully participate in a wide range of physical activities throughout their lifetime.
- Demonstrate Responsible Social Behavior in

fostering a positive and encouraging atmosphere during physical activities.

- Embrace Cultural Awareness and Openness:
 - Students will participate in physical activities with an open mind, embracing different cultural experiences and promoting diversity.
- Build Fitness for Lifelong Participation:
 - Students will work towards building their fitness levels to ensure they can participate in a wide range of physical activities throughout their lives.
- Demonstrate Responsible Social Behavior:
 - Students will display responsible social behavior, cooperating with classmates of varying skill levels and collaborating respectfully in group settings during physical activities.
- Describe Social Benefits of Physical Activity:
 - Students will articulate the social benefits gained from participating in physical activities, fostering meaningful connections and teamwork.
- Implement a Financial Plan for Participation:
 - Students will create and execute a financial plan that supports their and their family members' participation in physical activities within their community.
- Analyze Globalization and Technology's Impact:
 - Students will assess how globalization and technology influence the way people participate in sports, physical fitness activities, and other social connections.
- Identify Career Options in Physical Activity and

Physical Activities:

- Students will exhibit responsible social behavior by cooperating with classmates of all skill levels, offering assistance when needed, and respectfully collaborating to solve problems in group activities.
- Describe Social Benefits of Physical Activity Participation:
 - Students will recognize and describe the social benefits gained from participating in physical activities, such as making friends, building trust, experiencing new things, and working as a team.
- Implement a Financial Plan for Physical Activity Participation:
 - Students will learn to create and implement a financial plan to support their participation in physical activities and those of their family members within their community.
- Analyze Globalization and Technology's Impact on Physical Activities:
 - Students will analyze how globalization and technology influence the participation in sports, games, physical fitness activities, dance, gaming, outdoor adventures, sports viewing, and social and emotional connections.
- Identify Career Options Related to Physical Activity and Health:
 - Students will be able to identify personal and community resources to explore career options related to physical activity and health fields.

Health:

- Students will identify personal and community resources to explore potential career paths related to physical activity and health, promoting informed career choices.



Assessment Evidence

Suggested Performance Tasks:

- Specific skill assessment using the appropriate scoring rubric.
- Skill observation during gameplay.
- Written assessment at the end of each 22 day cycle.

Required District/State Assessments:

- N/A

Suggested Formative/Summative Assessments:

- Daily participation – Student's participation will be assessed and graded daily/weekly.

Learning Plan

Learning Activities:

- Rules and regulations of specific recreation games: Baggo, washers, ladder toss, horseshoes, bocce ball
- Warm up activities - fitness and sport related
- Recreation game skills – throwing, accuracy, underhand toss
- Strategies - offense and defense
- Game play
-

Textbook:

N/A

Related Standards

Interdisciplinary connections



- N/A

21st Century Skills (NJSL Career Readiness, Life Literacies, and Key Skills)

- N/A

NJ SEL Competencies

- Relationship skills (see culturally relevant connections).

Climate Change

- N/A

Culturally Relevant Connections

- Organize a "Global Games Carnival" where students explore recreational games from diverse cultures, creating a vibrant and inclusive environment. Students will research, present, and actively participate in traditional games like Kabaddi, Mancala, or Sepak Takraw, showcasing their rules, significance, and cultural context. Through this engaging experience, students celebrate cultural diversity, gain a broader perspective on recreation, and foster cross-cultural connections.

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Sensory Accommodations: Create a sensory-friendly environment or offer sensory accommodations, such as noise-canceling headphones or sensory toys, to support students

ELL:

- Simplify Instructions: Use clear and straightforward language when giving instructions for physical activities. Avoid complex sentences and use simple vocabulary.
- Visual Aids: Supplement verbal instructions with



with sensory processing difficulties.

- Modified Rules: Adjust rules in games or sports to accommodate the abilities of students with disabilities while maintaining the spirit of the activity.
- Communication Supports: Use alternative communication methods, such as picture communication boards or sign language interpreters, to facilitate communication with students who have speech or language challenges.
- Inclusive Activities: Incorporate activities that promote inclusion and teamwork, allowing all students to participate and collaborate regardless of their abilities.
- Individualized Behavior Plans: Implement behavior support plans tailored to the specific needs of students with behavioral challenges, ensuring a positive and safe learning environment.
- Personalized Goals: Set individualized physical education goals for students with disabilities, focusing on their strengths and areas for growth.

visual aids such as pictures, diagrams, or gestures. Visual cues can help ESL students better comprehend the activity.

- Repeat and Reinforce: Repeat important instructions and key phrases to reinforce understanding. Repetition can help ESL students remember and follow directions.
- Provide Bilingual Support: If possible, offer bilingual support materials, such as written instructions or posters, in the students' native language.
- Use Demonstrations: Demonstrate the physical activity or skill whenever possible. Showing students how to perform an activity can aid their understanding and provide a model for imitation.
- Pair with a Buddy: Pair ESL students with a classmate who is proficient in both English and the students' native language. The buddy can assist with translation and explanations during the activities.

Enrichment

- Extended learning goals:
 - ⇒ Organize a "Global Games Carnival" where students explore recreational games from diverse cultures, creating a vibrant and inclusive environment. Students will research, present, and actively participate in traditional games like Kabaddi, Mancala, or Sepak Takraw, showcasing their rules, significance, and cultural context. Through this engaging experience, students celebrate cultural diversity, gain a broader perspective on recreation, and foster cross-cultural connections.



Unit 9: Floor Hockey (11-22 days)

Desired Outcomes

Established Goals: NJSL

Standards:

- 2.2.12.MSC.1: *Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).*
- 2.2.12.MSC.2: *Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.*
- 2.2.12.MSC.3: *Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).*
- 2.2.12.MSC.4: *Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. •*
- 2.2.12.MSC.5: *Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.*
- 2.2.12.PF.1: *Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.*
- 2.2.12.PF.2: *Respect and appreciate all levels of ability and encourage with care during all physical activities.*
- 2.2.12.PF.3: *Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.*
- 2.2.12.PF.4: *Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).*
- 2.2.12.PF.5: *Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.*
- 2.2.12.LF.1: *Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.*
- 2.2.12.LF.2: *Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. •*
- 2.2.12.LF.3: *Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.*



- 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
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- 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.
- 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.

Comprehensive Health and Physical Education Practices:

- 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.
- 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.

Enduring Understandings:

Essential Questions:



- Advanced technique and 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.
 - 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.
 - Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).
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 - What are the fundamentals of physical fitness?
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 - Why are understanding the rules and regulations of sports essential?
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pertain to your interests.

- Understanding specific strategies will help students work together and communicate positively to achieve team goals.
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 - Students will know how to design and lead rhythmic and physical activities that incorporate variations in time, space, force, flow, and relationships. They will be able to create activities ranging from creative and

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cultural dances to aerobics and fitness routines.

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 - Students will learn to respect and appreciate individuals with different levels of physical ability. They will be encouraged to show care and support for all participants during physical activities.
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- Use a Motivational Movement and Fitness Vocabulary:
 - Students will apply an intrinsic vocabulary to motivate themselves and others,



based on evidence and using fitness-training principles (FITT) and skill-related fitness components.

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 - Students will gain knowledge of the role genetics, age, nutrition, sleep, the environment, and exercise type play in body composition and personal health.
- Analyze the Physiological Responses to Physical Fitness Activities:
 - Students will understand how fitness knowledge in strength, conditioning, agility, and energy systems affects the mind and body before, during, and after physical activities.
- Use a Movement and Physical Fitness Vocabulary for Motivation:
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- Embrace Cultural Awareness and Openness in Physical Activities:
 - Students will develop a sense of openness and willingness to learn from their own and other cultures' experiences in physical fitness activities.
- Build Fitness Levels for Lifelong Participation:
 - Students will examine and understand how to build their fitness levels to successfully participate in a wide range of physical activities throughout their lifetime.
- Demonstrate Responsible Social Behavior in

fostering a positive and encouraging atmosphere during physical activities.

- Embrace Cultural Awareness and Openness:
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- Implement a Financial Plan for Participation:
 - Students will create and execute a financial plan that supports their and their family members' participation in physical activities within their community.
- Analyze Globalization and Technology's Impact:
 - Students will assess how globalization and technology influence the way people participate in sports, physical fitness activities, and other social connections.
- Identify Career Options in Physical Activity and

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 - Students will analyze how globalization and technology influence the participation in sports, games, physical fitness activities, dance, gaming, outdoor adventures, sports viewing, and social and emotional connections.
- Identify Career Options Related to Physical Activity and Health:
 - Students will be able to identify personal and community resources to explore career options related to physical activity and health fields.

Health:

- Students will identify personal and community resources to explore potential career paths related to physical activity and health, promoting informed career choices.



Assessment Evidence

Suggested Performance Tasks:

- Specific skill assessment using the appropriate scoring rubric.
- Skill observation during gameplay.
- Written assessment at the end of each 22 day cycle.

Required District/State Assessments:

- N/A

Suggested Formative/Summative Assessments:

- Daily participation – Student's participation will be assessed and graded daily/weekly.

Learning Plan

Learning Activities:

- Rules and regulations of floor hockey.
- Warm up activities - fitness and sport related.
- Floor hockey skills – grip, dribbling, passing, wrist/slap shot, goaltending.
- Strategies - offense and defense
- Game play
-

Textbook:

N/A

Related Standards

Interdisciplinary connections



- Science:
 - Scientists and engineers can make major contributions by developing technologies that produce less pollution and waste and that preclude ecosystem degradation. (HS-ESS3-4)

21st Century Skills (NJSL Career Readiness, Life Literacies, and Key Skills)

- Consider the environmental, social and economic impacts of decisions.

NJ SEL Competencies

- Social awareness

Climate Change

- Engage students in the "Climate-Conscious Floor Hockey Equipment Redesign Challenge," connecting floor hockey with climate change through sustainable design. Students will research and redesign floor hockey equipment using eco-friendly materials and manufacturing methods, fostering an understanding of the sport's environmental impact. Through prototype presentations and discussions, students gain insight into the role of sustainability in sports and their potential to contribute to climate-conscious practices.

Culturally Relevant Connections

- N/A

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Sensory Accommodations: Create a sensory-friendly environment or offer sensory

ELL:

- Simplify Instructions: Use clear and straightforward language when giving instructions for physical activities. Avoid complex



accommodations, such as noise-canceling headphones or sensory toys, to support students with sensory processing difficulties.

- Modified Rules: Adjust rules in games or sports to accommodate the abilities of students with disabilities while maintaining the spirit of the activity.
- Communication Supports: Use alternative communication methods, such as picture communication boards or sign language interpreters, to facilitate communication with students who have speech or language challenges.
- Inclusive Activities: Incorporate activities that promote inclusion and teamwork, allowing all students to participate and collaborate regardless of their abilities.
- Individualized Behavior Plans: Implement behavior support plans tailored to the specific needs of students with behavioral challenges, ensuring a positive and safe learning environment.
- Personalized Goals: Set individualized physical education goals for students with disabilities, focusing on their strengths and areas for growth.

sentences and use simple vocabulary.

- Visual Aids: Supplement verbal instructions with visual aids such as pictures, diagrams, or gestures. Visual cues can help ESL students better comprehend the activity.
- Repeat and Reinforce: Repeat important instructions and key phrases to reinforce understanding. Repetition can help ESL students remember and follow directions.
- Provide Bilingual Support: If possible, offer bilingual support materials, such as written instructions or posters, in the students' native language.
- Use Demonstrations: Demonstrate the physical activity or skill whenever possible. Showing students how to perform an activity can aid their understanding and provide a model for imitation.
- Pair with a Buddy: Pair ESL students with a classmate who is proficient in both English and the students' native language. The buddy can assist with translation and explanations during the activities.

Enrichment

- Extended learning goals:
 - ⇒ In the extended learning activity "Floor Hockey Championship Series," students will participate in a multi-session tournament that not only hones their floor hockey skills but also emphasizes sportsmanship and teamwork. The tournament will include team strategies, friendly competition, and opportunities for leadership roles within the teams. Through gameplay and post-match discussions, students will deepen their understanding of strategy, communication, and collaboration while



fostering a sense of camaraderie and fair play.

Unit 10: Handball (11-22 days)

Desired Outcomes

Established Goals: NJSLS

Standards:

- 2.2.12.MSC.1: *Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).*
- 2.2.12.MSC.2: *Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.*
- 2.2.12.MSC.3: *Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).*
- 2.2.12.MSC.4: *Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.*
- 2.2.12.MSC.5: *Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.*
- 2.2.12.PF.1: *Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.*
- 2.2.12.PF.2: *Respect and appreciate all levels of ability and encourage with care during all physical activities.*
- 2.2.12.PF.3: *Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.*
- 2.2.12.PF.4: *Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).*
- 2.2.12.PF.5: *Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.*
- 2.2.12.LF.1: *Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.*
- 2.2.12.LF.2: *Develop a sense of openness and willingness when participating in physical fitness activity to*



share and learn experiences from your own and other cultures. •

- *2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.*
- *2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.*
- *2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).*
- *• 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.*
- *2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.*
- *2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.*

Comprehensive Health and Physical Education Practices:

- *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.*
- *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.*



Enduring Understandings:

- Advanced technique and 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.
- 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.
- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).
- Community resources can support a lifetime of wellness to self and family members.
- Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.
- Understanding the rules and regulations of sports are essential for successful participation and cooperation.
- Skills are essential tools to help students succeed and participate effectively.

Essential Questions:

- How can I use physical activities throughout my life?
- What are the concepts, principles, strategies and tactics used in physical activity?
- What is the importance of being physically active?
- How can I live a long, healthy life?
- What are the fundamentals of physical fitness?
- What are the components of teamwork?
- Why are understanding the rules and regulations of sports essential?
- Why are specific skills needed in order to successfully participate in sports?
- How can the use of strategy help students become successful in cooperative game play?



- Keeping a healthy active lifestyle can be achieved by finding lifelong sports and activities that pertain to your interests.
- Understanding specific strategies will help students work together and communicate positively to achieve team goals.
-

Students will know:

- Explain and Demonstrate Transferable Movement Skills:
 - Students will understand how to apply movement skills learned in one game, sport, or recreational activity to another. They will be able to demonstrate how striking skills, such as those used in tennis, badminton, ping pong, racquetball, and pickleball, can be adapted and utilized in different contexts.
- Analyze Force and Motion for Performance Improvement:
 - Students will be able to analyze the application of force and motion in physical activities. They will understand concepts like weight transfer, power, speed, agility, and range of motion. They will also learn how modifying movements can impact performance in various activities.
- Design and Critique Rhythmic and Physical Activities:
 - Students will know how to design and lead rhythmic and physical activities that incorporate variations in time, space, force,

Students will be able to:

- Apply Transferable Movement Skills:
 - Students will be able to apply movement skills from one activity to another, effectively using striking skills in various games, sports, and recreational activities.
- Analyze and Improve Performance:
 - Students will analyze force and motion in physical activities, identifying areas for improvement to enhance their overall performance.
- Design and Lead Rhythmic and Physical Activities:
 - Students will be capable of designing and leading rhythmic and physical activities with variations in time, space, force, flow, and relationships, catering to different interests and preferences.
- Demonstrate Etiquette and Responsible Behavior:
 - Students will exhibit proper etiquette and responsible behavior as players, officials, trainers, and participants, contributing to a positive and respectful environment.
- Develop Rule Modifications for Safety and Enjoyment:



flow, and relationships. They will be able to create activities ranging from creative and cultural dances to aerobics and fitness routines.

- Understand Etiquette and Responsibilities in Physical Activities:
 - Students will gain an understanding of the etiquette, responsibilities, and preparation required of players, officials, trainers, and other participants in different physical activities. They will also be able to recommend strategies to improve performance, participation, and behavior.
- Develop Rule Changes for Enhanced Participation and Safety:
 - Students will be capable of developing rule changes for existing games, sports, and activities. These changes will be designed to enhance participation, ensure safety, and increase enjoyment for all participants.
- Compare Short- and Long-Term Benefits of Physical Activity:
 - Students will compare the short-term and long-term benefits of engaging in physical activity. They will understand how physical, mental, and emotional fitness impact overall wellness throughout one's lifetime.
- Respect and Appreciate All Levels of Ability:
 - Students will learn to respect and appreciate individuals with different levels of physical ability. They will be encouraged to show care and support for all participants during physical activities.
- Design and Implement Personal Fitness Plans:

- Students will create rule changes for games, sports, and activities to increase participation, safety, and enjoyment for everyone involved.
- Compare Short- and Long-Term Benefits of Physical Activity:
 - Students will compare the immediate and long-term benefits of physical activity, understanding how it impacts their wellness over their lifetime.
- Show Respect and Encourage All Abilities:
 - Students will demonstrate respect and appreciation for individuals of all physical abilities, encouraging and supporting them during physical activities.
- Create Personal Fitness Plans:
 - Students will design and implement personalized fitness plans based on fitness-training principles and the components of skill-related fitness.
- Understand Factors Affecting Health and Body Composition:
 - Students will comprehend how genetics, age, nutrition, sleep, the environment, and exercise type influence body composition and personal health.
- Analyze Physiological Responses to Fitness Activities:
 - Students will analyze the effects of strength, conditioning, agility, and energy systems on their minds and bodies during and after physical fitness activities.
- Use a Motivational Movement and Fitness Vocabulary:



- Students will be able to design and implement personalized fitness plans based on evidence and using fitness-training principles (FITT) and skill-related fitness components.
 - Understand Factors Affecting Body Composition and Health:
 - Students will gain knowledge of the role genetics, age, nutrition, sleep, the environment, and exercise type play in body composition and personal health.
 - Analyze the Physiological Responses to Physical Fitness Activities:
 - Students will understand how fitness knowledge in strength, conditioning, agility, and energy systems affects the mind and body before, during, and after physical activities.
 - Use a Movement and Physical Fitness Vocabulary for Motivation:
 - Students will learn and apply a vocabulary intrinsic to motivating themselves and others, impacting their family, and positively influencing their community.
 - Embrace Cultural Awareness and Openness in Physical Activities:
 - Students will develop a sense of openness and willingness to learn from their own and other cultures' experiences in physical fitness activities.
 - Build Fitness Levels for Lifelong Participation:
 - Students will examine and understand how to build their fitness levels to successfully participate in a wide range of physical
- Students will apply an intrinsic vocabulary to motivate themselves and others, fostering a positive and encouraging atmosphere during physical activities.
 - Embrace Cultural Awareness and Openness:
 - Students will participate in physical activities with an open mind, embracing different cultural experiences and promoting diversity.
 - Build Fitness for Lifelong Participation:
 - Students will work towards building their fitness levels to ensure they can participate in a wide range of physical activities throughout their lives.
 - Demonstrate Responsible Social Behavior:
 - Students will display responsible social behavior, cooperating with classmates of varying skill levels and collaborating respectfully in group settings during physical activities.
 - Describe Social Benefits of Physical Activity:
 - Students will articulate the social benefits gained from participating in physical activities, fostering meaningful connections and teamwork.
 - Implement a Financial Plan for Participation:
 - Students will create and execute a financial plan that supports their and their family members' participation in physical activities within their community.
 - Analyze Globalization and Technology's Impact:
 - Students will assess how globalization and technology influence the way people participate in sports, physical fitness



activities throughout their lifetime.

- Demonstrate Responsible Social Behavior in Physical Activities:
 - Students will exhibit responsible social behavior by cooperating with classmates of all skill levels, offering assistance when needed, and respectfully collaborating to solve problems in group activities.
- Describe Social Benefits of Physical Activity Participation:
 - Students will recognize and describe the social benefits gained from participating in physical activities, such as making friends, building trust, experiencing new things, and working as a team.
- Implement a Financial Plan for Physical Activity Participation:
 - Students will learn to create and implement a financial plan to support their participation in physical activities and those of their family members within their community.
- Analyze Globalization and Technology's Impact on Physical Activities:
 - Students will analyze how globalization and technology influence the participation in sports, games, physical fitness activities, dance, gaming, outdoor adventures, sports viewing, and social and emotional connections.
- Identify Career Options Related to Physical Activity and Health:
 - Students will be able to identify personal and community resources to explore career

activities, and other social connections.

- Identify Career Options in Physical Activity and Health:
 - Students will identify personal and community resources to explore potential career paths related to physical activity and health, promoting informed career choices.



options related to physical activity and health fields.

Assessment Evidence

Suggested Performance Tasks:

- Specific skill assessment using the appropriate scoring rubric.
- Skill observation during gameplay.
- Written assessment at the end of each 22 day cycle.

Required District/State Assessments:

- N/A

Suggested Formative/Summative Assessments:

- Daily participation – Student's participation will be assessed and graded daily/weekly.

Learning Plan

Learning Activities:

- Rules and regulations of handball.
- Warm up activities - fitness and sport related.
- Handball skills – dribbling, passing, shooting, goaltending.
- Strategies - offense and defense
- Game play
-

Textbook:

N/A

Related Standards



Interdisciplinary connections

- N/A

21st Century Skills (NJSLC Career Readiness, Life Literacies, and Key Skills)

- N/A

NJ SEL Competencies

- Relationship Skills

Climate Change

- N/A

Culturally Relevant Connections

- Organize a "Global Hand Ball Festival" where students explore the diverse cultural adaptations of handball from around the world. Through research, interactive demonstrations, and mini-tournaments, students will showcase and experience variations of the game such as Team Handball, Sepak Takraw, or Hazena. This culturally relevant connection celebrates the rich tapestry of global handball traditions, fostering cross-cultural understanding and appreciation.

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Sensory Accommodations: Create a sensory-friendly environment or offer sensory

ELL:

- Simplify Instructions: Use clear and straightforward language when giving instructions for physical activities. Avoid complex



accommodations, such as noise-canceling headphones or sensory toys, to support students with sensory processing difficulties.

- Modified Rules: Adjust rules in games or sports to accommodate the abilities of students with disabilities while maintaining the spirit of the activity.
- Communication Supports: Use alternative communication methods, such as picture communication boards or sign language interpreters, to facilitate communication with students who have speech or language challenges.
- Inclusive Activities: Incorporate activities that promote inclusion and teamwork, allowing all students to participate and collaborate regardless of their abilities.
- Individualized Behavior Plans: Implement behavior support plans tailored to the specific needs of students with behavioral challenges, ensuring a positive and safe learning environment.
- Personalized Goals: Set individualized physical education goals for students with disabilities, focusing on their strengths and areas for growth.

sentences and use simple vocabulary.

- Visual Aids: Supplement verbal instructions with visual aids such as pictures, diagrams, or gestures. Visual cues can help ESL students better comprehend the activity.
- Repeat and Reinforce: Repeat important instructions and key phrases to reinforce understanding. Repetition can help ESL students remember and follow directions.
- Provide Bilingual Support: If possible, offer bilingual support materials, such as written instructions or posters, in the students' native language.
- Use Demonstrations: Demonstrate the physical activity or skill whenever possible. Showing students how to perform an activity can aid their understanding and provide a model for imitation.
- Pair with a Buddy: Pair ESL students with a classmate who is proficient in both English and the students' native language. The buddy can assist with translation and explanations during the activities.

Enrichment

- Extended learning goals:
 - ⇒ In the extended learning activity "Handball Innovation Challenge," students will collaborate to create and refine innovative handball strategies and tactics. Through brainstorming, designing new plays, and mock game simulations, students will explore the dynamics of teamwork, communication, and strategic thinking in the context of handball. The culminating showcase will highlight students' creative solutions and their application to effective gameplay.

Unit 11: Tchoukball (11-22 days)

Desired Outcomes

Established Goals: NJSLS

Standards:

- 2.2.12.MSC.1: *Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).*
- 2.2.12.MSC.2: *Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.*
- 2.2.12.MSC.3: *Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).*
- 2.2.12.MSC.4: *Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. •*
- 2.2.12.MSC.5: *Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.*
- 2.2.12.PF.1: *Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.*
- 2.2.12.PF.2: *Respect and appreciate all levels of ability and encourage with care during all physical activities.*
- 2.2.12.PF.3: *Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.*
- 2.2.12.PF.4: *Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).*
- 2.2.12.PF.5: *Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.*
- 2.2.12.LF.1: *Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.*
- 2.2.12.LF.2: *Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. •*
- 2.2.12.LF.3: *Examine building to a level of fitness to successfully participate in a range of different physical*



activities during a lifetime.

- 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
- 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
- 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.
- 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.
- 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.

Comprehensive Health and Physical Education Practices:

- *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.*
- *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.*

Enduring Understandings:

Essential Questions:

- Advanced technique and 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.
 - 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.
 - Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).
 - Community resources can support a lifetime of wellness to self and family members.
 - Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.
 - Understanding the rules and regulations of sports are essential for successful participation and cooperation.
 - Skills are essential tools to help students succeed and participate effectively.
 - Keeping a healthy active lifestyle can be achieved
- How can I use physical activities throughout my life?
 - What are the concepts, principles, strategies and tactics used in physical activity?
 - What is the importance of being physically active?
 - How can I live a long, healthy life?
 - What are the fundamentals of physical fitness?
 - What are the components of teamwork?
 - Why are understanding the rules and regulations of sports essential?
 - Why are specific skills needed in order to successfully participate in sports?
 - How can the use of strategy help students become successful in cooperative game play?



by finding lifelong sports and activities that pertain to your interests.

- Understanding specific strategies will help students work together and communicate positively to achieve team goals.
-

Students will know:

- Explain and Demonstrate Transferable Movement Skills:
 - Students will understand how to apply movement skills learned in one game, sport, or recreational activity to another. They will be able to demonstrate how striking skills, such as those used in tennis, badminton, ping pong, racquetball, and pickleball, can be adapted and utilized in different contexts.
- Analyze Force and Motion for Performance Improvement:
 - Students will be able to analyze the application of force and motion in physical activities. They will understand concepts like weight transfer, power, speed, agility, and range of motion. They will also learn how modifying movements can impact performance in various activities.
- Design and Critique Rhythmic and Physical Activities:
 - Students will know how to design and lead rhythmic and physical activities that incorporate variations in time, space, force, flow, and relationships. They will be able to

Students will be able to:

- Apply Transferable Movement Skills:
 - Students will be able to apply movement skills from one activity to another, effectively using striking skills in various games, sports, and recreational activities.
- Analyze and Improve Performance:
 - Students will analyze force and motion in physical activities, identifying areas for improvement to enhance their overall performance.
- Design and Lead Rhythmic and Physical Activities:
 - Students will be capable of designing and leading rhythmic and physical activities with variations in time, space, force, flow, and relationships, catering to different interests and preferences.
- Demonstrate Etiquette and Responsible Behavior:
 - Students will exhibit proper etiquette and responsible behavior as players, officials, trainers, and participants, contributing to a positive and respectful environment.
- Develop Rule Modifications for Safety and Enjoyment:
 - Students will create rule changes for



create activities ranging from creative and cultural dances to aerobics and fitness routines.

- Understand Etiquette and Responsibilities in Physical Activities:
 - Students will gain an understanding of the etiquette, responsibilities, and preparation required of players, officials, trainers, and other participants in different physical activities. They will also be able to recommend strategies to improve performance, participation, and behavior.
- Develop Rule Changes for Enhanced Participation and Safety:
 - Students will be capable of developing rule changes for existing games, sports, and activities. These changes will be designed to enhance participation, ensure safety, and increase enjoyment for all participants.
- Compare Short- and Long-Term Benefits of Physical Activity:
 - Students will compare the short-term and long-term benefits of engaging in physical activity. They will understand how physical, mental, and emotional fitness impact overall wellness throughout one's lifetime.
- Respect and Appreciate All Levels of Ability:
 - Students will learn to respect and appreciate individuals with different levels of physical ability. They will be encouraged to show care and support for all participants during physical activities.
- Design and Implement Personal Fitness Plans:
 - Students will be able to design and

games, sports, and activities to increase participation, safety, and enjoyment for everyone involved.

- Compare Short- and Long-Term Benefits of Physical Activity:
 - Students will compare the immediate and long-term benefits of physical activity, understanding how it impacts their wellness over their lifetime.
- Show Respect and Encourage All Abilities:
 - Students will demonstrate respect and appreciation for individuals of all physical abilities, encouraging and supporting them during physical activities.
- Create Personal Fitness Plans:
 - Students will design and implement personalized fitness plans based on fitness-training principles and the components of skill-related fitness.
- Understand Factors Affecting Health and Body Composition:
 - Students will comprehend how genetics, age, nutrition, sleep, the environment, and exercise type influence body composition and personal health.
- Analyze Physiological Responses to Fitness Activities:
 - Students will analyze the effects of strength, conditioning, agility, and energy systems on their minds and bodies during and after physical fitness activities.
- Use a Motivational Movement and Fitness Vocabulary:
 - Students will apply an intrinsic vocabulary



- implement personalized fitness plans based on evidence and using fitness-training principles (FITT) and skill-related fitness components.
 - Understand Factors Affecting Body Composition and Health:
 - Students will gain knowledge of the role genetics, age, nutrition, sleep, the environment, and exercise type play in body composition and personal health.
 - Analyze the Physiological Responses to Physical Fitness Activities:
 - Students will understand how fitness knowledge in strength, conditioning, agility, and energy systems affects the mind and body before, during, and after physical activities.
 - Use a Movement and Physical Fitness Vocabulary for Motivation:
 - Students will learn and apply a vocabulary intrinsic to motivating themselves and others, impacting their family, and positively influencing their community.
 - Embrace Cultural Awareness and Openness in Physical Activities:
 - Students will develop a sense of openness and willingness to learn from their own and other cultures' experiences in physical fitness activities.
 - Build Fitness Levels for Lifelong Participation:
 - Students will examine and understand how to build their fitness levels to successfully participate in a wide range of physical activities throughout their lifetime.
- to motivate themselves and others, fostering a positive and encouraging atmosphere during physical activities.
 - Embrace Cultural Awareness and Openness:
 - Students will participate in physical activities with an open mind, embracing different cultural experiences and promoting diversity.
 - Build Fitness for Lifelong Participation:
 - Students will work towards building their fitness levels to ensure they can participate in a wide range of physical activities throughout their lives.
 - Demonstrate Responsible Social Behavior:
 - Students will display responsible social behavior, cooperating with classmates of varying skill levels and collaborating respectfully in group settings during physical activities.
 - Describe Social Benefits of Physical Activity:
 - Students will articulate the social benefits gained from participating in physical activities, fostering meaningful connections and teamwork.
 - Implement a Financial Plan for Participation:
 - Students will create and execute a financial plan that supports their and their family members' participation in physical activities within their community.
 - Analyze Globalization and Technology's Impact:
 - Students will assess how globalization and technology influence the way people participate in sports, physical fitness activities, and other social connections.



- Demonstrate Responsible Social Behavior in Physical Activities:
 - Students will exhibit responsible social behavior by cooperating with classmates of all skill levels, offering assistance when needed, and respectfully collaborating to solve problems in group activities.
 - Describe Social Benefits of Physical Activity Participation:
 - Students will recognize and describe the social benefits gained from participating in physical activities, such as making friends, building trust, experiencing new things, and working as a team.
 - Implement a Financial Plan for Physical Activity Participation:
 - Students will learn to create and implement a financial plan to support their participation in physical activities and those of their family members within their community.
 - Analyze Globalization and Technology's Impact on Physical Activities:
 - Students will analyze how globalization and technology influence the participation in sports, games, physical fitness activities, dance, gaming, outdoor adventures, sports viewing, and social and emotional connections.
 - Identify Career Options Related to Physical Activity and Health:
 - Students will be able to identify personal and community resources to explore career options related to physical activity and
- Identify Career Options in Physical Activity and Health:
 - Students will identify personal and community resources to explore potential career paths related to physical activity and health, promoting informed career choices.



health fields.

Assessment Evidence

Suggested Performance Tasks:

- Specific skill assessment using the appropriate scoring rubric.
- Skill observation during gameplay.
- Written assessment at the end of each 22 day cycle.

Required District/State Assessments:

- N/A

Suggested Formative/Summative Assessments:

- Daily participation – Student's participation will be assessed and graded daily/weekly.

Learning Plan

Learning Activities:

- Rules and regulations of tchoukball.
- Warm up activities - fitness and sport related.
- Tchoukball skills – dribbling, passing, shooting, goaltending.
- Strategies - offense and defense
- Game play
-

Textbook:

N/A

Related Standards



Interdisciplinary connections

- N/A

21st Century Skills (NJSL Career Readiness, Life Literacies, and Key Skills)

- N/A

NJ SEL Competencies

- Social awareness

Climate Change

- N/A

Culturally Relevant Connections

- Organize a "Tchoukball Global Unity Tournament" where students immerse themselves in the cultural diversity of the sport. Each team will represent a different country and adapt their strategies to reflect that country's culture, fostering an appreciation for global variations in gameplay. Through this culturally relevant connection, students celebrate unity in diversity and deepen their understanding of how sports can bridge cultural divides.

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Sensory Accommodations: Create a sensory-friendly environment or offer sensory accommodations, such as noise-canceling

ELL:

- Simplify Instructions: Use clear and straightforward language when giving instructions for physical activities. Avoid complex sentences and use simple vocabulary.



headphones or sensory toys, to support students with sensory processing difficulties.

- Modified Rules: Adjust rules in games or sports to accommodate the abilities of students with disabilities while maintaining the spirit of the activity.
- Communication Supports: Use alternative communication methods, such as picture communication boards or sign language interpreters, to facilitate communication with students who have speech or language challenges.
- Inclusive Activities: Incorporate activities that promote inclusion and teamwork, allowing all students to participate and collaborate regardless of their abilities.
- Individualized Behavior Plans: Implement behavior support plans tailored to the specific needs of students with behavioral challenges, ensuring a positive and safe learning environment.
- Personalized Goals: Set individualized physical education goals for students with disabilities, focusing on their strengths and areas for growth.

- Visual Aids: Supplement verbal instructions with visual aids such as pictures, diagrams, or gestures. Visual cues can help ESL students better comprehend the activity.
- Repeat and Reinforce: Repeat important instructions and key phrases to reinforce understanding. Repetition can help ESL students remember and follow directions.
- Provide Bilingual Support: If possible, offer bilingual support materials, such as written instructions or posters, in the students' native language.
- Use Demonstrations: Demonstrate the physical activity or skill whenever possible. Showing students how to perform an activity can aid their understanding and provide a model for imitation.
- Pair with a Buddy: Pair ESL students with a classmate who is proficient in both English and the students' native language. The buddy can assist with translation and explanations during the activities.

Enrichment

- Extended learning goals:
 - ⇒ In the extended learning activity "Tchoukball Cross-Cultural Challenge," students will engage in a multi-session tournament that not only sharpens their tchoukball skills but also encourages cultural exploration. Each team will be assigned a different culture, and they will incorporate elements of that culture into their gameplay strategies and team dynamics. Through this interactive and culturally enriching experience, students will deepen their understanding of tchoukball and develop cross-cultural appreciation.

Unit 12: Fitness (11-22 days)

Desired Outcomes

Established Goals: NJSLS

Standards:

- 2.2.12.MSC.1: *Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).*
- 2.2.12.MSC.2: *Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.*
- 2.2.12.MSC.3: *Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).*
- 2.2.12.MSC.4: *Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. •*
- 2.2.12.MSC.5: *Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.*
- 2.2.12.PF.1: *Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.*
- 2.2.12.PF.2: *Respect and appreciate all levels of ability and encourage with care during all physical activities.*
- 2.2.12.PF.3: *Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.*
- 2.2.12.PF.4: *Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).*
- 2.2.12.PF.5: *Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.*
- 2.2.12.LF.1: *Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.*
- 2.2.12.LF.2: *Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. •*
- 2.2.12.LF.3: *Examine building to a level of fitness to successfully participate in a range of different physical*



activities during a lifetime.

- 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
- 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
- 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.
- 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.
- 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.

Comprehensive Health and Physical Education Practices:

- 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.
- 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.

Enduring Understandings:

Essential Questions:

- Advanced technique and 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.
 - 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.
 - Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).
 - Community resources can support a lifetime of wellness to self and family members.
 - Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.
 - Understanding the rules and regulations of sports are essential for successful participation and cooperation.
 - Skills are essential tools to help students succeed and participate effectively.
 - Keeping a healthy active lifestyle can be achieved
- How can I use physical activities throughout my life?
 - What are the concepts, principles, strategies and tactics used in physical activity?
 - What is the importance of being physically active?
 - How can I live a long, healthy life?
 - What are the fundamentals of physical fitness?
 - What are the components of teamwork?
 - Why are understanding the rules and regulations of sports essential?
 - Why are specific skills needed in order to successfully participate in sports?
 - How can the use of strategy help students become successful in cooperative game play?



by finding lifelong sports and activities that pertain to your interests.

- Understanding specific strategies will help students work together and communicate positively to achieve team goals.
-

Students will know:

- Explain and Demonstrate Transferable Movement Skills:
 - Students will understand how to apply movement skills learned in one game, sport, or recreational activity to another. They will be able to demonstrate how striking skills, such as those used in tennis, badminton, ping pong, racquetball, and pickleball, can be adapted and utilized in different contexts.
- Analyze Force and Motion for Performance Improvement:
 - Students will be able to analyze the application of force and motion in physical activities. They will understand concepts like weight transfer, power, speed, agility, and range of motion. They will also learn how modifying movements can impact performance in various activities.
- Design and Critique Rhythmic and Physical Activities:
 - Students will know how to design and lead rhythmic and physical activities that incorporate variations in time, space, force, flow, and relationships. They will be able to

Students will be able to:

- Apply Transferable Movement Skills:
 - Students will be able to apply movement skills from one activity to another, effectively using striking skills in various games, sports, and recreational activities.
- Analyze and Improve Performance:
 - Students will analyze force and motion in physical activities, identifying areas for improvement to enhance their overall performance.
- Design and Lead Rhythmic and Physical Activities:
 - Students will be capable of designing and leading rhythmic and physical activities with variations in time, space, force, flow, and relationships, catering to different interests and preferences.
- Demonstrate Etiquette and Responsible Behavior:
 - Students will exhibit proper etiquette and responsible behavior as players, officials, trainers, and participants, contributing to a positive and respectful environment.
- Develop Rule Modifications for Safety and Enjoyment:
 - Students will create rule changes for



create activities ranging from creative and cultural dances to aerobics and fitness routines.

- Understand Etiquette and Responsibilities in Physical Activities:
 - Students will gain an understanding of the etiquette, responsibilities, and preparation required of players, officials, trainers, and other participants in different physical activities. They will also be able to recommend strategies to improve performance, participation, and behavior.
- Develop Rule Changes for Enhanced Participation and Safety:
 - Students will be capable of developing rule changes for existing games, sports, and activities. These changes will be designed to enhance participation, ensure safety, and increase enjoyment for all participants.
- Compare Short- and Long-Term Benefits of Physical Activity:
 - Students will compare the short-term and long-term benefits of engaging in physical activity. They will understand how physical, mental, and emotional fitness impact overall wellness throughout one's lifetime.
- Respect and Appreciate All Levels of Ability:
 - Students will learn to respect and appreciate individuals with different levels of physical ability. They will be encouraged to show care and support for all participants during physical activities.
- Design and Implement Personal Fitness Plans:
 - Students will be able to design and

games, sports, and activities to increase participation, safety, and enjoyment for everyone involved.

- Compare Short- and Long-Term Benefits of Physical Activity:
 - Students will compare the immediate and long-term benefits of physical activity, understanding how it impacts their wellness over their lifetime.
- Show Respect and Encourage All Abilities:
 - Students will demonstrate respect and appreciation for individuals of all physical abilities, encouraging and supporting them during physical activities.
- Create Personal Fitness Plans:
 - Students will design and implement personalized fitness plans based on fitness-training principles and the components of skill-related fitness.
- Understand Factors Affecting Health and Body Composition:
 - Students will comprehend how genetics, age, nutrition, sleep, the environment, and exercise type influence body composition and personal health.
- Analyze Physiological Responses to Fitness Activities:
 - Students will analyze the effects of strength, conditioning, agility, and energy systems on their minds and bodies during and after physical fitness activities.
- Use a Motivational Movement and Fitness Vocabulary:
 - Students will apply an intrinsic vocabulary



- implement personalized fitness plans based on evidence and using fitness-training principles (FITT) and skill-related fitness components.
 - Understand Factors Affecting Body Composition and Health:
 - Students will gain knowledge of the role genetics, age, nutrition, sleep, the environment, and exercise type play in body composition and personal health.
 - Analyze the Physiological Responses to Physical Fitness Activities:
 - Students will understand how fitness knowledge in strength, conditioning, agility, and energy systems affects the mind and body before, during, and after physical activities.
 - Use a Movement and Physical Fitness Vocabulary for Motivation:
 - Students will learn and apply a vocabulary intrinsic to motivating themselves and others, impacting their family, and positively influencing their community.
 - Embrace Cultural Awareness and Openness in Physical Activities:
 - Students will develop a sense of openness and willingness to learn from their own and other cultures' experiences in physical fitness activities.
 - Build Fitness Levels for Lifelong Participation:
 - Students will examine and understand how to build their fitness levels to successfully participate in a wide range of physical activities throughout their lifetime.
- to motivate themselves and others, fostering a positive and encouraging atmosphere during physical activities.
 - Embrace Cultural Awareness and Openness:
 - Students will participate in physical activities with an open mind, embracing different cultural experiences and promoting diversity.
 - Build Fitness for Lifelong Participation:
 - Students will work towards building their fitness levels to ensure they can participate in a wide range of physical activities throughout their lives.
 - Demonstrate Responsible Social Behavior:
 - Students will display responsible social behavior, cooperating with classmates of varying skill levels and collaborating respectfully in group settings during physical activities.
 - Describe Social Benefits of Physical Activity:
 - Students will articulate the social benefits gained from participating in physical activities, fostering meaningful connections and teamwork.
 - Implement a Financial Plan for Participation:
 - Students will create and execute a financial plan that supports their and their family members' participation in physical activities within their community.
 - Analyze Globalization and Technology's Impact:
 - Students will assess how globalization and technology influence the way people participate in sports, physical fitness activities, and other social connections.



- Demonstrate Responsible Social Behavior in Physical Activities:
 - Students will exhibit responsible social behavior by cooperating with classmates of all skill levels, offering assistance when needed, and respectfully collaborating to solve problems in group activities.
 - Describe Social Benefits of Physical Activity Participation:
 - Students will recognize and describe the social benefits gained from participating in physical activities, such as making friends, building trust, experiencing new things, and working as a team.
 - Implement a Financial Plan for Physical Activity Participation:
 - Students will learn to create and implement a financial plan to support their participation in physical activities and those of their family members within their community.
 - Analyze Globalization and Technology's Impact on Physical Activities:
 - Students will analyze how globalization and technology influence the participation in sports, games, physical fitness activities, dance, gaming, outdoor adventures, sports viewing, and social and emotional connections.
 - Identify Career Options Related to Physical Activity and Health:
 - Students will be able to identify personal and community resources to explore career options related to physical activity and
- Identify Career Options in Physical Activity and Health:
 - Students will identify personal and community resources to explore potential career paths related to physical activity and health, promoting informed career choices.



health fields.

Assessment Evidence

Suggested Performance Tasks:

- Specific skill assessment using the appropriate scoring rubric.
- Skill observation during gameplay.
- Written assessment at the end of each 22 day cycle.

Required District/State Assessments:

- N/A

Suggested Formative/Summative Assessments:

- Daily participation – Student's participation will be assessed and graded daily/weekly.

Learning Plan

Learning Activities:

- Rules and regulations of the fitness room.
- Warm up activities - fitness and sport related.
- Physical fitness – cardiovascular, muscular strength, muscular endurance, flexibility.
- Fitness routine/workout planning
- Technology and fitness.
-

Textbook:

N/A

Related Standards



Interdisciplinary connections

- Biology: HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. [Clarification Statement: Examples of investigations could include heart rate response to exercise, stomata response to moisture and temperature, and root development in response to water levels.] [Assessment Boundary: Assessment does not include the cellular processes involved in the feedback mechanism.]
 - Fitness and biology are interconnected through the physiological adaptations that occur during exercise. As individuals engage in physical activities, biological processes like increased heart rate, improved circulation, and muscle growth occur to meet the demands of the workout. Understanding these biological responses provides insight into how exercise positively influences cardiovascular health, metabolism, and overall well-being.

21st Century Skills (NJSL Career Readiness, Life Literacies, and Key Skills)

- N/A

NJ SEL Competencies

- N/A

Climate Change

- Fitness and climate change intersect through the impact of physical activity on environmental sustainability. Promoting active transportation such as walking or biking reduces reliance on fossil fuels, mitigating air pollution and contributing to reduced carbon emissions. Integrating fitness routines with eco-conscious choices fosters individual well-being while supporting a healthier planet in the face of climate change.

Culturally Relevant Connections

- Organize a "Global Movement Celebration" event where students explore culturally diverse forms of physical activity, highlighting traditional dances, martial arts, and indigenous games. Through interactive workshops



and performances, students engage in a cross-cultural fitness experience that celebrates movement as an integral part of various cultures. This culturally relevant connection promotes appreciation for diverse fitness practices while fostering inclusivity and respect for different ways of staying active.

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Sensory Accommodations: Create a sensory-friendly environment or offer sensory accommodations, such as noise-canceling headphones or sensory toys, to support students with sensory processing difficulties.
- Modified Rules: Adjust rules in games or sports to accommodate the abilities of students with disabilities while maintaining the spirit of the activity.
- Communication Supports: Use alternative communication methods, such as picture communication boards or sign language interpreters, to facilitate communication with students who have speech or language challenges.
- Inclusive Activities: Incorporate activities that promote inclusion and teamwork, allowing all students to participate and collaborate regardless of their abilities.
- Individualized Behavior Plans: Implement behavior support plans tailored to the specific needs of students with behavioral challenges, ensuring a positive and safe learning environment.
- Personalized Goals: Set individualized physical

ELL:

- Simplify Instructions: Use clear and straightforward language when giving instructions for physical activities. Avoid complex sentences and use simple vocabulary.
- Visual Aids: Supplement verbal instructions with visual aids such as pictures, diagrams, or gestures. Visual cues can help ESL students better comprehend the activity.
- Repeat and Reinforce: Repeat important instructions and key phrases to reinforce understanding. Repetition can help ESL students remember and follow directions.
- Provide Bilingual Support: If possible, offer bilingual support materials, such as written instructions or posters, in the students' native language.
- Use Demonstrations: Demonstrate the physical activity or skill whenever possible. Showing students how to perform an activity can aid their understanding and provide a model for imitation.
- Pair with a Buddy: Pair ESL students with a classmate who is proficient in both English and the students' native language. The buddy can assist with translation and explanations during the activities.



education goals for students with disabilities, focusing on their strengths and areas for growth.

Enrichment

- Extended learning goals:
 - ⇒ Engage students in a "Homeostasis Fitness Challenge" activity where they investigate the body's feedback mechanisms related to maintaining homeostasis during exercise. Students will monitor heart rate responses to different levels of physical activity and analyze the data to understand how the body regulates internal conditions. Through this investigation, students connect fitness with the physiological feedback mechanisms that contribute to maintaining a stable internal environment.

Unit 13: Adventure Education (11-22 days)

Desired Outcomes

Established Goals: NJSL

Standards:

- 2.2.12.MSC.1: *Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).*
- 2.2.12.MSC.2: *Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.*
- 2.2.12.MSC.3: *Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).*
- 2.2.12.MSC.4: *Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.*
- 2.2.12.MSC.5: *Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.*
- 2.2.12.PF.1: *Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.*
- 2.2.12.PF.2: *Respect and appreciate all levels of ability and encourage with care during all physical activities.*



- 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.
- 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
- 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.
- 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
- 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. •
- 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
- 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
- 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
- • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.
- 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.
- 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.

Comprehensive Health and Physical Education Practices:

- 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.

- *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.*

Enduring Understandings:

- Advanced technique and 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.
- 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.
- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket,

Essential Questions:

- How can I use physical activities throughout my life?
- What are the concepts, principles, strategies and tactics used in physical activity?
- What is the importance of being physically active?
- How can I live a long, healthy life?
- What are the fundamentals of physical fitness?
- What are the components of teamwork?
- Why are understanding the rules and regulations of sports essential?
- Why are specific skills needed in order to successfully participate in sports?
- How can the use of strategy help students become successful in cooperative game play?



hiking, biking, swimming).

- Community resources can support a lifetime of wellness to self and family members.
- Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.
- Understanding the rules and regulations of sports are essential for successful participation and cooperation.
- Skills are essential tools to help students succeed and participate effectively.
- Keeping a healthy active lifestyle can be achieved by finding lifelong sports and activities that pertain to your interests.
- Understanding specific strategies will help students work together and communicate positively to achieve team goals.
-

Students will know:

- Explain and Demonstrate Transferable Movement Skills:
 - Students will understand how to apply movement skills learned in one game, sport, or recreational activity to another. They will be able to demonstrate how striking skills, such as those used in tennis, badminton, ping pong, racquetball, and pickleball, can be adapted and utilized in different contexts.
- Analyze Force and Motion for Performance Improvement:
 - Students will be able to analyze the application of force and motion in physical

Students will be able to:

- Apply Transferable Movement Skills:
 - Students will be able to apply movement skills from one activity to another, effectively using striking skills in various games, sports, and recreational activities.
- Analyze and Improve Performance:
 - Students will analyze force and motion in physical activities, identifying areas for improvement to enhance their overall performance.
- Design and Lead Rhythmic and Physical Activities:
 - Students will be capable of designing and leading rhythmic and physical activities

activities. They will understand concepts like weight transfer, power, speed, agility, and range of motion. They will also learn how modifying movements can impact performance in various activities.

- Design and Critique Rhythmic and Physical Activities:
 - Students will know how to design and lead rhythmic and physical activities that incorporate variations in time, space, force, flow, and relationships. They will be able to create activities ranging from creative and cultural dances to aerobics and fitness routines.
- Understand Etiquette and Responsibilities in Physical Activities:
 - Students will gain an understanding of the etiquette, responsibilities, and preparation required of players, officials, trainers, and other participants in different physical activities. They will also be able to recommend strategies to improve performance, participation, and behavior.
- Develop Rule Changes for Enhanced Participation and Safety:
 - Students will be capable of developing rule changes for existing games, sports, and activities. These changes will be designed to enhance participation, ensure safety, and increase enjoyment for all participants.
- Compare Short- and Long-Term Benefits of Physical Activity:
 - Students will compare the short-term and long-term benefits of engaging in physical

with variations in time, space, force, flow, and relationships, catering to different interests and preferences.

- Demonstrate Etiquette and Responsible Behavior:
 - Students will exhibit proper etiquette and responsible behavior as players, officials, trainers, and participants, contributing to a positive and respectful environment.
- Develop Rule Modifications for Safety and Enjoyment:
 - Students will create rule changes for games, sports, and activities to increase participation, safety, and enjoyment for everyone involved.
- Compare Short- and Long-Term Benefits of Physical Activity:
 - Students will compare the immediate and long-term benefits of physical activity, understanding how it impacts their wellness over their lifetime.
- Show Respect and Encourage All Abilities:
 - Students will demonstrate respect and appreciation for individuals of all physical abilities, encouraging and supporting them during physical activities.
- Create Personal Fitness Plans:
 - Students will design and implement personalized fitness plans based on fitness-training principles and the components of skill-related fitness.
- Understand Factors Affecting Health and Body Composition:
 - Students will comprehend how genetics, age, nutrition, sleep, the environment, and



- activity. They will understand how physical, mental, and emotional fitness impact overall wellness throughout one's lifetime.
- Respect and Appreciate All Levels of Ability:
 - Students will learn to respect and appreciate individuals with different levels of physical ability. They will be encouraged to show care and support for all participants during physical activities.
 - Design and Implement Personal Fitness Plans:
 - Students will be able to design and implement personalized fitness plans based on evidence and using fitness-training principles (FITT) and skill-related fitness components.
 - Understand Factors Affecting Body Composition and Health:
 - Students will gain knowledge of the role genetics, age, nutrition, sleep, the environment, and exercise type play in body composition and personal health.
 - Analyze the Physiological Responses to Physical Fitness Activities:
 - Students will understand how fitness knowledge in strength, conditioning, agility, and energy systems affects the mind and body before, during, and after physical activities.
 - Use a Movement and Physical Fitness Vocabulary for Motivation:
 - Students will learn and apply a vocabulary intrinsic to motivating themselves and others, impacting their family, and positively influencing their community.
- exercise type influence body composition and personal health.
- Analyze Physiological Responses to Fitness Activities:
 - Students will analyze the effects of strength, conditioning, agility, and energy systems on their minds and bodies during and after physical fitness activities.
 - Use a Motivational Movement and Fitness Vocabulary:
 - Students will apply an intrinsic vocabulary to motivate themselves and others, fostering a positive and encouraging atmosphere during physical activities.
 - Embrace Cultural Awareness and Openness:
 - Students will participate in physical activities with an open mind, embracing different cultural experiences and promoting diversity.
 - Build Fitness for Lifelong Participation:
 - Students will work towards building their fitness levels to ensure they can participate in a wide range of physical activities throughout their lives.
 - Demonstrate Responsible Social Behavior:
 - Students will display responsible social behavior, cooperating with classmates of varying skill levels and collaborating respectfully in group settings during physical activities.
 - Describe Social Benefits of Physical Activity:
 - Students will articulate the social benefits gained from participating in physical activities, fostering meaningful connections



- Embrace Cultural Awareness and Openness in Physical Activities:
 - Students will develop a sense of openness and willingness to learn from their own and other cultures' experiences in physical fitness activities.
- Build Fitness Levels for Lifelong Participation:
 - Students will examine and understand how to build their fitness levels to successfully participate in a wide range of physical activities throughout their lifetime.
- Demonstrate Responsible Social Behavior in Physical Activities:
 - Students will exhibit responsible social behavior by cooperating with classmates of all skill levels, offering assistance when needed, and respectfully collaborating to solve problems in group activities.
- Describe Social Benefits of Physical Activity Participation:
 - Students will recognize and describe the social benefits gained from participating in physical activities, such as making friends, building trust, experiencing new things, and working as a team.
- Implement a Financial Plan for Physical Activity Participation:
 - Students will learn to create and implement a financial plan to support their participation in physical activities and those of their family members within their community.
- Analyze Globalization and Technology's Impact on Physical Activities:
 - and teamwork.
- Implement a Financial Plan for Participation:
 - Students will create and execute a financial plan that supports their and their family members' participation in physical activities within their community.
- Analyze Globalization and Technology's Impact:
 - Students will assess how globalization and technology influence the way people participate in sports, physical fitness activities, and other social connections.
- Identify Career Options in Physical Activity and Health:
 - Students will identify personal and community resources to explore potential career paths related to physical activity and health, promoting informed career choices.



- Students will analyze how globalization and technology influence the participation in sports, games, physical fitness activities, dance, gaming, outdoor adventures, sports viewing, and social and emotional connections.
- Identify Career Options Related to Physical Activity and Health:
 - Students will be able to identify personal and community resources to explore career options related to physical activity and health fields.

Assessment Evidence

Suggested Performance Tasks:

- Equipment safety test.
- Specific skill assessment using the appropriate adventure scoring rubric.
- Knot test.
- Command/belay test.
- Harness Test
- Written assessment at the end of each 22 day cycle.

Required District/State Assessments:

- N/A

Suggested Formative/Summative Assessments:

- Daily participation – Student's participation will be assessed and graded daily/weekly.

Learning Plan

Learning Activities:



- Rules and regulations of adventure equipment and facilities.
- Warm up activities - fitness and adventure related.
- Model and discuss the skills, rules, and strategies to be applied during each activity.
- Share and discuss strategies of cooperative learning activities.
- Discuss how activities relate to real life situations.
- Demonstration of belay and climbing skills.

Textbook:

N/A

Related Standards

Interdisciplinary connections

- N/A

21st Century Skills (NJSLS Career Readiness, Life Literacies, and Key Skills)

- Consider the environmental, social and economic impacts of decisions.

NJ SEL Competencies

- Social awareness

Climate Change

- Adventure education intersects with climate change as it fosters environmental awareness and responsibility through outdoor experiences. Students engaging in outdoor activities learn firsthand about ecosystems, witnessing the impacts of climate change on landscapes and habitats. This immersive approach encourages



a sense of environmental stewardship, motivating individuals to take action to mitigate climate-related challenges and protect the natural world.

Culturally Relevant Connections

- N/A

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Sensory Accommodations: Create a sensory-friendly environment or offer sensory accommodations, such as noise-canceling headphones or sensory toys, to support students with sensory processing difficulties.
- Modified Rules: Adjust rules in games or sports to accommodate the abilities of students with disabilities while maintaining the spirit of the activity.
- Communication Supports: Use alternative communication methods, such as picture communication boards or sign language interpreters, to facilitate communication with students who have speech or language challenges.
- Inclusive Activities: Incorporate activities that promote inclusion and teamwork, allowing all students to participate and collaborate regardless of their abilities.
- Individualized Behavior Plans: Implement behavior support plans tailored to the specific

ELL:

- Simplify Instructions: Use clear and straightforward language when giving instructions for physical activities. Avoid complex sentences and use simple vocabulary.
- Visual Aids: Supplement verbal instructions with visual aids such as pictures, diagrams, or gestures. Visual cues can help ESL students better comprehend the activity.
- Repeat and Reinforce: Repeat important instructions and key phrases to reinforce understanding. Repetition can help ESL students remember and follow directions.
- Provide Bilingual Support: If possible, offer bilingual support materials, such as written instructions or posters, in the students' native language.
- Use Demonstrations: Demonstrate the physical activity or skill whenever possible. Showing students how to perform an activity can aid their understanding and provide a model for imitation.
- Pair with a Buddy: Pair ESL students with a classmate who is proficient in both English and



needs of students with behavioral challenges, ensuring a positive and safe learning environment.

- Personalized Goals: Set individualized physical education goals for students with disabilities, focusing on their strengths and areas for growth.

the students' native language. The buddy can assist with translation and explanations during the activities.

Enrichment

- Extended learning goals:
 - ⇒ In the extended learning activity "Outdoor Skills Adventure Workshop," students will participate in a series of guided outdoor excursions over a few weeks. They will learn fundamental survival skills, navigation techniques, and team-building activities in natural settings. This practical experience fosters outdoor confidence and cooperation while introducing students to adventure education in a manageable and engaging manner.

Appendix A: Culturally Relevant Pedagogy Examples

BUILDING EQUITY IN YOUR TEACHING PRACTICE

How do the essential questions highlight the connection between the big ideas of the unit and equity in your teaching practice?

CONTENT INTEGRATION	KNOWLEDGE CONSTRUCTION	PREJUDICE REDUCTION	EQUITABLE PEDAGOGY	EMPOWERING SCHOOL CULTURE
Teachers use examples and content from a variety of cultures & groups.	Teachers help students understand how knowledge is created and influenced by cultural assumptions, perspectives & biases.	Teachers implement lessons and activities to assert positive images of ethnic groups & improve intergroup relations.	Teachers modify techniques and methods to facilitate the academic achievement of students from diverse backgrounds.	Using the other four dimensions to create a safe and healthy educational environment for all.
<p>This unit / lesson is connected to other topics explored with students.</p> <p>There are multiple viewpoints reflected in the content of this unit / lesson.</p> <p>The materials and resources are reflective of the diverse identities and experiences of students.</p> <p>The content affirms students, as well as exposes them to experiences other than their own.</p>	<p>This unit / lesson provides context to the history of privilege and oppression.</p> <p>This unit / lesson addresses power relationships.</p> <p>This unit / lesson help students to develop research and critical thinking skills.</p> <p>This curriculum creates windows and mirrors* for students.</p>	<p>This unit / lesson help students question and unpack biases & stereotypes.</p> <p>This unit / lesson help students examine, research and question information and sources.</p> <p>The curriculum encourage discussion and understanding about the groups of people being represented.</p> <p>This unit / lesson challenges dominant perspectives.</p>	<p>The instruction has been modified to meet the needs of each student.</p> <p>Students feel respected and their cultural identities are valued.</p> <p>Additional supports have been provided for students to become successful and independent learners.</p> <p>Opportunities are provided for student to reflect on their learning and provide feedback.</p>	<p>There are opportunities for students to connect with the community.</p> <p>My classroom is welcoming and supportive for all students?</p> <p>I am aware of and sensitive to the needs of my students and their families.</p> <p>There are effective parent communication systems established. Parents can talk to me about issues as they arise in my classroom.</p>

Developed by Karla E. Vigil. Adapted with permission from James A. Banks, CULTURAL DIVERSITY AND EDUCATION: FOUNDATIONS, CURRICULUM, AND TEACHING (6th edition), New York: Routledge, 2016, page 5 and Gordon School Institute on Multicultural Practice.



Appendix B: English Language Learners

WIDA Levels:

At the given level of English language proficiency, English language learners will process, understand, produce or use

6- Reaching	<ul style="list-style-type: none"> Specialized or technical language reflective of the content areas at grade level A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level Oral or written communication in English comparable to proficient English peers
5- Bridging	<ul style="list-style-type: none"> Specialized or technical language of the content areas A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.
4- Expanding	<ul style="list-style-type: none"> Specific and some technical language of the content areas A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> General and some specific language of the content areas Expanded sentences in oral interaction or written paragraphs Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> General language related to the content area Phrases or short sentences Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> Pictorial or graphic representation of the language of the content areas Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support



Language Development Supports For English Language Learners To Increase Comprehension and Communication Skills

Environment	
<ul style="list-style-type: none"> • Welcoming and stress-free • Respectful of linguistic and cultural diversity • Honors students' background knowledge • Sets clear and high expectations • Includes routines and norms • Is thinking-focused vs. answer-seeking • Offers multiple modalities to engage in content learning and to demonstrate understanding • Includes explicit instruction of specific language targets • Provides participation techniques to include all learners 	<ul style="list-style-type: none"> • Integrates learning centers and games in a meaningful way • Provides opportunities to practice and refine receptive and productive skills in English as a new language • Integrates meaning and purposeful tasks/activities that: <ul style="list-style-type: none"> ○ Are accessible by all students through multiple entry points ○ Are relevant to students' lives and cultural experiences ○ Build on prior mathematical learning ○ Demonstrate high cognitive demand ○ Offer multiple strategies for solutions ○ Allow for a language learning experience in addition to content

Sensory Supports*	Graphic Supports*	Interactive Supports*	Verbal and Textual Supports
<ul style="list-style-type: none"> • Real-life objects (realia) or concrete objects • Physical models • Manipulatives • Pictures & photographs • Visual representations or models such as diagrams or drawings • Videos & films • Newspapers or magazines • Gestures • Physical movements • Music & songs 	<ul style="list-style-type: none"> • Graphs • Charts • Timelines • Number lines • Graphic organizers • Graphing paper 	<ul style="list-style-type: none"> • In a whole group • In a small group • With a partner such as <i>Turn-and-Talk</i> • In pairs as a group (first, two pairs work independently, then they form a group of four) • In triads • Cooperative learning structures such as <i>Think-Pair-Share</i> • Interactive websites or software • With a mentor or coach 	<ul style="list-style-type: none"> • Labeling • Students' native language • Modeling • Repetitions • Paraphrasing • Summarizing • Guiding questions • Clarifying questions • Probing questions • Leveled questions such as <i>What? When? Where? How? Why?</i> • Questioning prompts & cues • Word Banks • Sentence starters • Sentence frames • Discussion frames • Talk moves, including <i>Wait Time</i>

*from *Understanding the WIDA English Language Proficiency Standards. A Resource Guide*. 2007 Edition.. Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium—www.wida.us.

Galina (Halla) Jmourko, ESOL Coach, PGCPs; 2015, Rvsd. 2016



Appendix C: Differentiated Instruction

Strategies to accommodate based on student individual needs::

1. Time/General
 - a. Extra time for assigned tasks
 - b. Adjust length of assignment
 - c. Timeline with due dates for reports and projects
 - d. Communication system between home and school
 - e. Provide lecture notes/outline
2. Processing
 - a. Extra Response time
 - b. Have students verbalize steps
 - c. Repeat, clarify or reword directions
 - d. Mini-breaks between tasks
 - e. Provide a warning for transitions
 - f. Partnering
3. Comprehension
 - a. Precise processes for balanced math instructional model
 - b. Short manageable tasks
 - c. Brief and concrete directions
 - d. Provide immediate feedback
 - e. Small group instruction
 - f. Emphasize multi-sensory learning
4. Recall
 - a. Teacher-made checklist
 - b. Use visual graphic organizers
 - c. Reference resources to promote independence
 - d. Visual and verbal reminders
 - e. Graphic organizers
5. Assistive Technology
 - a. Computer/whiteboard
 - b. Tape recorder
 - c. Video Tape
6. Tests/Quizzes/Grading
 - a. Extended time
 - b. Study guides
 - c. Shortened tests
 - d. Read directions aloud
7. Behavior/Attention
 - a. Consistent daily structured routine
 - b. Simple and clear classroom rules
 - c. Frequent feedback
8. Organization
 - a. Individual daily planner
 - b. Display a written agenda
 - c. Note-taking assistance
 - d. Color code materials



Appendix D: Enrichment

What is the purpose of enrichment?

The purpose of enrichment is to provide extended learning opportunities and challenges to students who have already mastered, or can quickly master, the basic curriculum. Enrichment gives the student more time to study concepts with greater depth, breadth, and complexity.

- Enrichment also provides opportunities for students to pursue learning in their own areas of interest and strengths.
- Enrichment keeps advanced students engaged and supports their accelerated academic needs.
- Enrichment provides the most appropriate answer to the question, “What do you do when the student already knows it?”

Enrichment is ...	Enrichment is not...
<ul style="list-style-type: none">• Planned and purposeful• Different, or differentiated, work – not just more work• Responsive to students’ needs and situations• A promotion of high-level thinking skills and making connections within content• The ability to apply different or multiple strategies to the content• The ability to synthesize concepts and make real world and cross curricular connections• Elevated contextual complexity• Sometimes independent activities, sometimes direct instruction• Inquiry based or open-ended assignments and projects• Using supplementary materials in addition to the normal range of resources• Choices for students• Tiered/Multi-level activities with flexible groups (may change daily or weekly)	<ul style="list-style-type: none">• Just for gifted students (some gifted students may need intervention in some areas just as some other students may need frequent enrichment)• Worksheets that are more of the same (busywork)• Random assignments, games, or puzzles not connected to the content areas or areas of student interest• Extra homework• A package that is the same for everyone• Thinking skills taught in isolation• Unstructured free time



Appendix E: Resources

Textbook: Carter, John, et al, Algebra 1, Glencoe, McGraw-Hill, 2010 (Medford) and 2012 (West)

POR Textbook: Randall, Kennedy, & Hall, Algebra 1, Prentice Hall, Pearson, 2011 (ISBN: 978-0-7854-6917-9)