

Unit: Fitness/Lifelong Activities

Content Area: 01 Physical Education

Revised 7/1/23

Course & Grade Level: 11 Grade 11 PE Cycle

Summary and Rationale

The fundamental basis for the physical education program is to develop positive attitudes and values with regards to students' physical well-being. Physical education is an integral part of the total education of youth as it stimulates opportunities for not only physical but academic development, creativity, developing human relationships, and building values. The program is based on student needs and interests and emphasizes the development of physical skills, leisure time and recreational activities; keeping with the goals and mission of our district. The program strives to provide an environment that promotes self-confidence through meaningful, challenging, and varied experiences.

The physical education program in Grade 11 places an emphasis on the importance of positive effects of exercising regularly and maintaining a high level of fitness as well as movement skill performance, individual and team execution in games/sports/activities, self-initiated behaviors, concept of physical activity/sports/games, and taking personal responsibility to develop and maintain physical activity. The student will understand the four components of cardiovascular fitness: frequency, duration, type and intensity. They will be able to apply these concepts during work outs in the classroom via such activities as volleyball, basketball, badminton, etc. Students will also know the proper technique for flexibility exercises and will know how to perform flexibility exercises for their major muscle groups. Students will be provided with the knowledge of how to perform agility exercise as well as safe cardio- and weight-training conditioning. Skills that will aid the student in maintaining a healthy life-style such as identifying target heart rate, target heart rate zone, and maximum heart rate will also be taught.

The course helps students to develop skills in sportsmanship and fair play, fundamental skills and techniques along with good body mechanics. Students are tested for their physical fitness as they continue to pursue personal forms of conditioning and body development. The activities and sports selected will be based on the season of the year, student interest, and/or a rotation-based schedule so the students can enjoy participating in school, in organized settings, as well as at home.

Recommended Pacing

5 Day Units

New Jersey Student Learning State Standards for Health Education

2.2 Physical Wellness

CPI #2.2 PF	Cumulative Progress Indicator (CPI)	
	Disciplinary Concepts	Physical Fitness
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 principals (FITT) and the components of skill related fitness.	
2.2.12.PF.5:	Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.	

CPI #2.2 LF	Cumulative Progress Indicator (CPI)
	Disciplinary Concepts Lifelong Fitness
2.2.12.LF.1:	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.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.
Interdisciplinary Connections	
Standard #	Standard
B-SS 6	Use effective collaboration and cooperation skills
P S:A2.3	Recognize, accept, respect and appreciate individual differences
9.1.2.RM.1:	Describe how valuable items might be damaged or lost and ways to protect them.
9.1.5.FP.5:	Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.
A:C1.2	Seek co-curricular and community experiences to enhance the school experience
New Jersey Student Learning Standards for 21st Century Life and Careers	
Standard #	Standard
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
New Jersey Student Learning Standards for Technology	
Standard #	Standard

8.1.2.DA.1:	Collect and present data, including climate change data, in various visual formats.
Instructional Focus	
Unit Enduring Understandings:	
FITNESS: <ul style="list-style-type: none"> ● You only have one body; take care of it so that you can be your best every day. ● Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction. 	
Unit Essential Questions: <ul style="list-style-type: none"> ● What does it mean to be fit (for me)? ● Why on some days do I get tired faster than on others? How do I get more energy (both in the short-term and in the long-term)? ● How did I challenge myself today? What adjustments do I need to make tomorrow? 	
Objectives:	
Students will know: <ul style="list-style-type: none"> ● The components of health-related and skill-related fitness and identify activities that develop each component. ● The body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing. ● The physical, social, and emotional benefits of regular physical activity. 	
Students will be able to: <ul style="list-style-type: none"> ● Explain that practice and being healthy contribute to safe and improved performance. ● Engage in moderate to vigorous physical activity that develops all components of fitness. ● Monitor heart rate and breathing before, during, and after exercise. ● Compare the short- and long-term impact on wellness associated with physical inactivity. ● Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles. ● Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition. ● Compare and contrast the impact of health-related fitness components as a measure of fitness and health. ● Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance. 	
Evidence of Learning:	
<input checked="" type="checkbox"/> Formative Assessment	
<input checked="" type="checkbox"/> Summative Assessment	
<input checked="" type="checkbox"/> Alternative Assessment	
<input checked="" type="checkbox"/> Benchmark	
<p>Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Accommodations</p>	
Competencies for 21st Century Learners:	
<ul style="list-style-type: none"> ● Collaborative Team Member ● Effective Communicator ● Self-Directed Learner ● Globally Aware, Active, & Responsible Student/Citizen 	
Resources	

SHAPE America
 PE Central
 9-12 Supplemental Materials
 Youtube videos
 PLAT4RM weight lifting program

Unit: Team Activity/Sports

Content Area: 01 Physical Education

Revised 7/1/23

Course & Grade Level: 11 Grade 11 PE Cycle

Summary and Rationale

The fundamental basis for the physical education program is to develop positive attitudes and values with regards to students' physical well-being. Physical education is an integral part of the total education of youth as it stimulates opportunities for not only physical but academic development, creativity, developing human relationships, and building values. The program is based on student needs and interests and emphasizes the development of physical skills, leisure time and recreational activities; keeping with the goals and mission of our district. The program strives to provide an environment that promotes self-confidence through meaningful, challenging, and varied experiences.

The physical education program in Grade 11 places an emphasis on the importance of positive effects of exercising regularly and maintaining a high level of fitness as well as movement skill performance, individual and team execution in games/sports/activities, self-initiated behaviors, concept of physical activity/sports/games, and taking personal responsibility to develop and maintain physical activity. The student will understand the four components of cardiovascular fitness: frequency, duration, type and intensity. They will be able to apply these concepts during work outs in the classroom via such activities as volleyball, basketball, badminton, etc. Students will also know the proper technique for flexibility exercises and will know how to perform flexibility exercises for their major muscle groups. Students will be provided with the knowledge of how to perform agility exercise as well as safe cardio- and weight-training conditioning. Skills that will aid the student in maintaining a healthy life-style such as identifying target heart rate, target heart rate zone, and maximum heart rate will also be taught.

The course helps students to develop skills in sportsmanship and fair play, fundamental skills and techniques along with good body mechanics. Students are tested for their physical fitness as they continue to pursue personal forms of conditioning and body development. The activities and sports selected will be based on the season of the year, student interest, and/or a rotation-based schedule so the students can enjoy participating in school, in organized settings, as well as at home.

Recommended Pacing

5 Day Units

New Jersey Student Learning State Standards for Health Education

2.2 Physical Wellness

CPI #2.2 MSC	Cumulative Progress Indicator (CPI)	
	Disciplinary Concepts	Movement Skills and Concepts

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	2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
CPI #2.2 LF	Cumulative Progress Indicator (CPI)
	Disciplinary Concepts Movement Skills and Concepts
2.2.12.MSC.5:	Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

Interdisciplinary Connections

Standard #	Standard
B-SS 6	Use effective collaboration and cooperation skills
P S:A2.3	Recognize, accept, respect and appreciate individual differences
9.1.2.RM.1:	Describe how valuable items might be damaged or lost and ways to protect them.
9.1.5.FP.5:	Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.
A:C1.2	Seek co-curricular and community experiences to enhance the school experience

New Jersey Student Learning Standards for 21st Century Life and Careers

Standard #	Standard
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

New Jersey Student Learning Standards for Technology

Standard #	Standard
8.1.2.DA.1:	Collect and present data, including climate change data, in various visual formats.

Instructional Focus

Unit Enduring Understandings:

RULES & SPORTSMANSHIP:

- Rules help keep you safe.
- Behaving well is as important as playing well. Be accountable for the choices you make. The choices you make will determine who you can become.
- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

STRATEGY & TECHNIQUE:

- The new way is only harder for a short period of time. Just because you can't do it today, doesn't mean you won't be able to do it tomorrow. There are no shortcuts.
- Every match can be a learning experience whether you win or lose.
- Competition gives you a way to measure your progress.
- Your mind must know what your body is doing. Deliberately first; naturally second.
- Think before you start; a good planner knows why and when to make adjustments.
- Work at your own pace but find a way to make it happen.
- Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.
- Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.

LEADERSHIP & TEAMWORK:

- The job of a leader is to make everyone perform better.
- Words can motivate or aggravate.
- A team is more than a collection of individuals.
- Teamwork consists of effective communication and other interactions between team members.
- Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.

Unit Essential Questions:

RULES & SPORTSMANSHIP:

- How do rules help a game? How do rules change the way you play? How does following the rules help you play better?
- How does knowing the rules create new opportunities?
- Are you fun to play with? How do other people see you?
- Did I do the right thing? What will I do next time?

STRATEGY & TECHNIQUE:

- Why am I doing this? (in terms of strategic choices)
- What's my plan? How is it working?
- What is the other team doing right or wrong? How will it inform what I do?
- What did I learn from playing? How do I get better? How do I reach the next level of performance?
- Did I incorporate the feedback I received?
- How can I apply this strategy when playing a different sport?

LEADERSHIP & TEAMWORK:

- What makes a good leader? Am I a good leader?
- Does what I say affect how people play? Can I communicate more effectively?
- What makes a good teammate? Do I possess those qualities?
- What makes a good team? Is our team good? Why?

Objectives:**Students will know:**

- Activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity (e.g. Soccer, "Project Adventure," Tennis, Pickleball, Flag Football, Swimming, Dance, Floor Hockey, Basketball, Weight Training, Volleyball, Yoga, Badminton, Track, Ultimate Frisbee, Related Sport Competitions and Tournaments).
- The characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.
- Ways to handle and care for equipment safely and responsibly.
- The types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

STRATEGY & TECHNIQUE:

- Skill- and activity-specific vocabulary. (e.g. Soccer, "Project Adventure," Tennis, Pickleball, Flag Football, Swimming, Dance, Floor Hockey, Basketball, Weight Training, Volleyball, Yoga, Badminton, Track, Ultimate Frisbee, Related Sport Competitions and Tournaments).
- The basic movement vocabulary to describe physical activity.
- That personal and general space is used in all forms of physical activity (e.g., using the entire dance floor, position play in a sport).
- The activity-relevant body planes and parts.
- The verbal and visual cues that can be used to improve skill performance.
- The importance of proper body mechanics when performing movement skills.
- The fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity.
- The ways to refine and increase control when performing movement skills.
- How a movement skill can be used in another movement setting.

LEADERSHIP & TEAMWORK:

- The qualities of an effective leader and a good teammate.
- The factors that lead to group success and help solve group problems.

Students will be able to:**RULES & SPORTSMANSHIP:**

- Apply activity-specific rules by explaining their importance for the safety and enjoyment of participants, and following the rules during physical activity.
- Demonstrate the characteristics of good sportsmanship through appropriate behavior as both a player and an observer during physical activity.
- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
- Demonstrate ways to handle and care for equipment safely and responsibly.
- Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.
- Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.
- Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.

STRATEGY & TECHNIQUE:

- Demonstrate understanding of skill- and activity-specific vocabulary while engaged in the activity. (e.g. Soccer, "Project Adventure," Tennis, Pickleball, Flag Football, Swimming, Dance, Floor Hockey, Basketball, Weight Training, Volleyball, Yoga, Badminton, Track, Ultimate Frisbee, Related Sport Competitions and Tournaments).

- Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong).
- Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
- Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).
- Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.
- Detect, analyze, and correct errors and apply to refine movement skills.
- Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
- Apply a variety of mental strategies to improve performance.
- Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.
- Show transfer of understanding by employing a movement skill learned in one activity to that in another movement setting.

LEADERSHIP & TEAMWORK:

- Demonstrate the characteristics of an effective leader and teammate when appropriate.
- Demonstrate strategies that enable team members to achieve goals.
- Promote group success by utilizing group problem-solving strategies.
- Motivate group members to work together and provide constructive feedback.
- Acknowledge the contributions of group members and choose appropriate ways to motivate them and celebrate their accomplishments.
- Demonstrate respect for the opinions and abilities of group members.

Evidence of Learning:

- Formative Assessment
- Summative Assessment
- Alternative Assessment
- Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Competencies for 21st Century Learners:

- Collaborative Team Member
- Effective Communicator
- Self-Directed Learner
- Globally Aware, Active, & Responsible Student/Citizen

Resources

Core Text:

Suggested Resources:

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 9-12 Supplemental Materials
 Youtube videos

Unit: Net/Backyard Games	
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Recommended Pacing	
5 Day Units	
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2.2.12.MSC.5	2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.	

Interdisciplinary Connections

Standard #	Standard
B-SS 6	Use effective collaboration and cooperation skills
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A:C1.2	Seek co-curricular and community experiences to enhance the school experience

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Instructional Focus

Unit Enduring Understandings:

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- Rules help keep you safe.
- Behaving well is as important as playing well. Be accountable for the choices you make. The choices you make will determine who you can become.

- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

STRATEGY & TECHNIQUE:

- The new way is only harder for a short period of time. Just because you can't do it today, doesn't mean you won't be able to do it tomorrow. There are no shortcuts.
- Every match can be a learning experience whether you win or lose.
- Competition gives you a way to measure your progress.
- Your mind must know what your body is doing. Deliberately first; naturally second.
- Think before you start; a good planner knows why and when to make adjustments.
- Work at your own pace but find a way to make it happen.
- Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.
- Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.

LEADERSHIP & TEAMWORK:

- The job of a leader is to make everyone perform better.
- Words can motivate or aggravate.
- A team is more than a collection of individuals.
- Teamwork consists of effective communication and other interactions between team members.
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Unit Essential Questions:

RULES & SPORTSMANSHIP:

- How do rules help a game? How do rules change the way you play? How does following the rules help you play better?
- How does knowing the rules create new opportunities?
- Are you fun to play with? How do other people see you?
- Did I do the right thing? What will I do the next time?

STRATEGY & TECHNIQUE:

- Why am I doing this? (in terms of strategic choices)
- What's my plan? How is it working?
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LEADERSHIP & TEAMWORK:

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- Does what I say affect how people play? Can I communicate more effectively?
- What makes a good teammate? Do I possess those qualities?
- What makes a good team? Is our team good? Why?

Objectives:**Students will know:****RULES & SPORTSMANSHIP:**

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- The characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.
- Ways to handle and care for equipment safely and responsibly.
- The types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

STRATEGY & TECHNIQUE:

- Skill- and activity-specific vocabulary. (e.g. Soccer, "Project Adventure," Tennis, Pickleball, Flag Football, Swimming, Dance, Floor Hockey, Basketball, Weight Training, Volleyball, Yoga, Badminton, Track, Ultimate Frisbee, Related Sport Competitions and Tournaments).
- The basic movement vocabulary to describe physical activity.
- That personal and general space is used in all forms of physical activity (e.g., using the entire dance floor, position play in a sport).
- The activity-relevant body planes and parts.
- The verbal and visual cues that can be used to improve skill performance.
- The importance of proper body mechanics when performing movement skills.
- The fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity.
- The ways to refine and increase control when performing movement skills.
- How a movement skill can be used in another movement setting.

LEADERSHIP & TEAMWORK:

- The qualities of an effective leader and a good teammate.
- The factors that lead to group success and help solve group problems.

Students will be able to:**RULES & SPORTSMANSHIP:**

- Apply activity-specific rules by explaining their importance for the safety and enjoyment of participants, and following the rules during physical activity.
- Demonstrate the characteristics of good sportsmanship through appropriate behavior as both a player and an observer during physical activity.
- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
- Demonstrate ways to handle and care for equipment safely and responsibly.
- Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.
- Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.
- Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.

STRATEGY & TECHNIQUE:

- Demonstrate understanding of skill- and activity-specific vocabulary while engaged in the activity. (e.g. Soccer, "Project Adventure," Tennis, Pickleball, Flag Football, Swimming, Dance, Floor Hockey, Basketball, Weight Training, Volleyball, Yoga, Badminton, Track, Ultimate Frisbee, Related Sport Competitions and Tournaments).
- Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong).
- Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
- Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).
- Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.
- Detect, analyze, and correct errors and apply to refine movement skills.
- Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
- Apply a variety of mental strategies to improve performance.
- Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.
- Show transfer of understanding by employing a movement skill learned in one activity to that in another movement setting.

LEADERSHIP & TEAMWORK:

- Demonstrate the characteristics of an effective leader and teammate when appropriate.
- Demonstrate strategies that enable team members to achieve goals.
- Promote group success by utilizing group problem-solving strategies.
- Motivate group members to work together and provide constructive feedback.
- Acknowledge the contributions of group members and choose appropriate ways to motivate them and celebrate their accomplishments.
- Demonstrate respect for the opinions and abilities of group members.

Evidence of Learning:

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Competencies for 21st Century Learners:

- Collaborative Team Member
- Effective Communicator
- Self-Directed Learner
- Globally Aware, Active, & Responsible Student/Citizen

Resources

Core Text:
Suggested Resources:
 SHAPE America
 PE Central
 9-12 Supplemental Materials
 Youtube videos
 PLAT4RM weight lifting program

Unit: Aquatics	
Content Area: 01 Physical Education	Revised 7/1/23
Course & Grade Level: 11 Grade 11 PE Cycle	
Summary and Rationale	
<p>Aquatics has a unique place in a balanced physical education programme. It provides students with a water-based learning experience through participation in a broad range of structured activities. It provides opportunities for physical, psychological and social development. Students of all ability levels can develop a range of skills in the water. Students can improve stamina, functional capacity and local muscular endurance without undue strain on the joints. Students will have the opportunity to develop a range of skills which can be used throughout their lives.</p>	
Recommended Pacing	
10 days	
New Jersey Student Learning State Standards for Health Education	
2.2 Physical Wellness	
CPI #2.2 MSC	Cumulative Progress Indicator (CPI)
	Disciplinary Concepts Movement Skills and Concepts
2.2.12.MSC.2	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
2.2.12.MSC.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
CPI #2.2 PF	Cumulative Progress Indicator (CPI)
	Disciplinary Concepts Physical Fitness
2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
CPI #2.2 LF	Cumulative Progress Indicator (CPI)
	Disciplinary Concepts Lifelong Fitness
2.2.12.LF.1:	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.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.

Interdisciplinary Connections

Standard #	Standard
B-SS 6	Use effective collaboration and cooperation skills
P S:A2.3	Recognize, accept, respect and appreciate individual differences
9.1.2.RM.1:	Describe how valuable items might be damaged or lost and ways to protect them.
9.1.5.FP.5:	Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.
A:C1.2	Seek co-curricular and community experiences to enhance the school experience

New Jersey Student Learning Standards for 21st Century Life and Careers

Standard #	Standard
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

New Jersey Student Learning Standards for Technology

Standard #	Standard
8.1.2.DA.1:	Collect and present data, including climate change data, in various visual formats.

Instructional Focus

Unit Enduring Understandings:

FITNESS:

- You only have one body; take care of it so that you can be your best every day.

- Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

STRATEGY & TECHNIQUE:

- The new way is only harder for a short period of time. Just because you can't do it today, doesn't mean you won't be able to do it tomorrow. There are no shortcuts.
- Your mind must know what your body is doing. Deliberately first; naturally second.
- Think before you start; a good planner knows why and when to make adjustments.
- Work at your own pace but find a way to make it happen.
- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.

Unit Essential Questions:

FITNESS:

- What does it mean to be fit (for me)?
- Why on some days do I get tired faster than on others? How do I get more energy (both in the short-term and in the long-term)?
- How did I challenge myself today? What adjustments do I need to make tomorrow?

STRATEGY & TECHNIQUE:

- Why am I doing this? (in terms of strategic choices)
- What's my plan? How is it working?
- What is the other team doing right or wrong? How will it inform what I do?
- What did I learn from playing? How do I get better? How do I reach the next level of performance?
- Did I incorporate the feedback I received?
- How can I apply this strategy when playing a different sport?

Objectives:

Students will know:

RULES & SPORTSMANSHIP:

- Activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity (e.g. Soccer, "Project Adventure," Tennis, Pickleball, Flag Football, Swimming, Dance, Floor Hockey, Basketball, Weight Training, Volleyball, Yoga, Badminton, Track, Ultimate Frisbee, Related Sport Competitions and Tournaments).
- Ways to handle and care for equipment safely and responsibly.
- The types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

FITNESS:

- The components of health-related and skill-related fitness and identify activities that develop each component.
- The body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.
- The physical, social, and emotional benefits of regular physical activity.

STRATEGY & TECHNIQUE:

- Skill- and activity-specific vocabulary. (e.g. Soccer, "Project Adventure," Tennis, Pickleball, Flag Football, Swimming, Dance, Floor Hockey, Basketball, Weight Training, Volleyball, Yoga, Badminton, Track, Ultimate Frisbee, Related Sport Competitions and Tournaments).
- The basic movement vocabulary to describe physical activity.

- That personal and general space is used in all forms of physical activity (e.g., using the entire dance floor, position play in a sport).
- The activity-relevant body planes and parts.
- The verbal and visual cues that can be used to improve skill performance.
- The importance of proper body mechanics when performing movement skills.
- The fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity.
- The ways to refine and increase control when performing movement skills.
- How a movement skill can be used in another movement setting.

Students will be able to:

- Apply activity-specific rules by explaining their importance for the safety and enjoyment of participants, and following the rules during physical activity.
- Demonstrate the characteristics of good sportsmanship through appropriate behavior as both a player and an observer during physical activity.
- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
- Demonstrate ways to handle and care for equipment safely and responsibly.
- Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.
- Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.
- Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.

FITNESS:

- Explain that practice and being healthy contribute to safe and improved performance.
- Engage in moderate to vigorous physical activity that develops all components of fitness.
- Monitor heart rate and breathing before, during, and after exercise.
- Compare the short- and long-term impact on wellness associated with physical inactivity.
- Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles.
- Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.
- Compare and contrast the impact of health-related fitness components as a measure of fitness and health.
- Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance.

STRATEGY & TECHNIQUE:

- Demonstrate understanding of skill- and activity-specific vocabulary while engaged in the activity. (e.g. Soccer, "Project Adventure," Tennis, Pickleball, Flag Football, Swimming, Dance, Floor Hockey, Basketball, Weight Training, Volleyball, Yoga, Badminton, Track, Ultimate Frisbee, Related Sport Competitions and Tournaments).
- Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong).
- Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
- Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).
- Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.
- Detect, analyze, and correct errors and apply to refine movement skills.

- Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
- Apply a variety of mental strategies to improve performance.
- Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.
- Show transfer of understanding by employing a movement skill learned in one activity to that in another movement setting.

Evidence of Learning:

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

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Resources

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Suggested Resources:

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9-12 Supplemental Materials

Youtube videos

PLAT4RM weight lifting program

Unit: Dance/Rhythmic Activities

Content Area: 01 Physical Education

Revised 7/1/23

Course & Grade Level: 11 Grade 11 PE Cycle

Summary and Rationale

Rhythm and timing are essential in most activities, and cardiorespiratory endurance and flexibility are important for maintaining fitness, improving performance, and injury prevention. Beyond the physical advantages, dance in physical education also provides social opportunities for students to work together in a non-competitive co-ed environment. Finally, we should teach dance because it's fun and it feels good to move freely, jumping and spinning, leaping and dancing.

Recommended Pacing

10 days

New Jersey Student Learning State Standards for Health Education

2.2 Physical Wellness

CPI #2.2 MSC	Cumulative Progress Indicator (CPI)	
	Disciplinary Concepts	Movement Skills and Concepts
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).	
CPI #2.2 PF	Cumulative Progress Indicator (CPI)	
	Disciplinary Concepts	Physical Fitness
2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.	
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