



West Windsor-Plainsboro Regional School District  
Physical Education Grade 11 and 12  
Elective PE

## GRADE 12 PHYSICAL EDUCATION

**Content Area: Physical Education**

**Course & Grade Level: Physical Education, Grade 12**

### 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 12 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

135 days

### New Jersey State Learning Standards for Physical Education

#### 2.2 Physical Wellness

<b>Cumulative Progress Indicator (CPI)</b>	
<b>CPI #2.2 MSC</b>	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 PF	<b>Cumulative Progress Indicator (CPI)</b>
	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 principles (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	<b>Cumulative Progress Indicator (CPI)</b>
	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.
<b>Interdisciplinary Connections</b>	
B-SS 6	Use effective collaboration and cooperation skills
P S:A2.3	Recognize, accept, respect and appreciate individual differences
<b>CAREER READINESS</b>	
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

### Career Ready Practices

Standard #	Standard
CRP 1	Acts as a responsible and contributing citizen and employee
CPR 3	Attend to personal health and financial well-being
CRP 4	Communicate clearly and effectively and with reason

### 9.2 Career Awareness, Exploration and Preparation

Standard #	Standard
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## 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.

#### **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.
- 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?

**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?

**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:**

**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).
- 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.

**FITNESS:**

- The components of health-related and skill-related fitness and identify activities that develop each component.
- The body responses are 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.

**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.

**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.

**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, &amp; Responsible Student/Citizen

**Resources****Core Text:****Suggested Resources:**

SHAPE America

PE Central

9-12 Supplemental Materials

Youtube videos

PLAT4RM weight lifting program