



# Willingboro Public Schools

---

*"Where Excellence is the Expectation"*

## **Willingboro Public Schools Physical Education Grade 9**

**Revised April 2025**

**Course Sequence/Table of Contents:**

<b>1</b>	<b>Unit 1: Fitness and Weight Training</b>
<b>2</b>	<b>Unit 2: Cooperative Games and Project Adventure</b>
<b>3</b>	<b>Unit 3: Team Sports I (Indoor)</b>
<b>4</b>	<b>Unit 4: Team Sports II (Outdoor)</b>
<b>5</b>	<b>Appendix A: Instructional Best Practices and Exemplars</b>
<b>6</b>	<b>Appendix B: Exemplars and Explanations</b>
<b>7</b>	<b>Appendix C: Classroom Philosophy, Schedule, Structure, and Expectations</b>

**[Click here for the K-4 PE Pacing Guide](#)**

<b>Overview</b>	<b>Content Standards</b>	<b>Unit Focus</b>
<b>Unit 1</b>  <b>Fitness and Weight Training</b>	<ul style="list-style-type: none"> <li>2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</li> <li>2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</li> <li>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.</li> <li>2.2.12.MSC.3: Design, lead and critique</li> </ul>	<p>Students will learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Through various cardiorespiratory endurance activities and strength training exercises, students will learn basic fundamentals of overall fitness training and conditioning. Students will be introduced to weight training and will become knowledgeable about the benefits of including strength training in their personal fitness programs. Students will learn their resting and maximum heart rates and how exercise intensity affects their heart rate. They will complete exercises within their target heart rate zone. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness,</p>

Overview	Content Standards	Unit Focus
	<p>rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.</li> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> <li>• 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.</li> <li>• 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activities to share and learn experiences from your own and other cultures.</li> <li>• 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different</li> </ul>	<p>and movement activities.</p>

Overview	Content Standards	Unit Focus
	<p>physical activities during a lifetime.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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).</li> <li>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.</li> </ul>	
<i>Unit 1: Suggested Open Educational Resources</i>	<ul style="list-style-type: none"> <li><a href="#"><u>Concepts of Fitness and Wellness</u></a></li> </ul>	
<b>Unit 2</b>  <b>Cooperative Games and Project Adventure</b>	<ul style="list-style-type: none"> <li>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).</li> <li>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.</li> <li>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).</li> <li>2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players,</li> </ul>	<p>In this unit, students will safely participate in a variety of activities that incorporate sportsmanship, teamwork, strategy, skill and communication. Students will be encouraged to use their creativity to achieve success in each activity with a partner or small group. Students will learn to demonstrate respect and understanding for all students regardless of their individual abilities.</p>

Overview	Content Standards	Unit Focus
	<p>officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.</p> <ul style="list-style-type: none"> <li>• 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.</li> <li>• 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.</li> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> </ul>	
<i>Suggested Open Educational Resources</i>	<ul style="list-style-type: none"> <li>• <a href="#">Concepts of Fitness and Wellness</a></li> </ul>	
<b>Unit 3</b>  <b>Team Sport I (Indoor)</b>	<ul style="list-style-type: none"> <li>• 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</li> <li>• 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</li> </ul>	<p>This unit is designed to teach the terminology, skills, rules and strategies of different team sports. Students will safely participate in a variety of activities which will encompass all aspects of team sports. Emphasis will be placed on offensive and defensive strategy, sportsmanship, teamwork and individual physical activity. Students will interact with peers in a positive and cooperative manner in a variety of team sports. This unit consists of sports/ activities that are played indoors in a</p>

Overview	Content Standards	Unit Focus
	<ul style="list-style-type: none"> <li>2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</li> <li>2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</li> <li>2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audiences (e.g., dimensions of health).</li> <li>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).</li> <li>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.</li> <li>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).</li> <li>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.</li> <li>2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.</li> <li>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</li> </ul>	gymnasium.

Overview	Content Standards	Unit Focus
	<p>fitness through one's lifetime.</p> <ul style="list-style-type: none"> <li>• 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.</li> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> <li>• 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.</li> <li>• 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activities to share and learn experiences from your own and other cultures.</li> <li>• 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.</li> <li>• 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.</li> <li>• 2.2.12.LF.5: Describe the social benefits gained</li> </ul>	

Overview	Content Standards	Unit Focus
	<p>from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).</p> <ul style="list-style-type: none"> <li>2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.</li> <li>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.</li> <li>2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.</li> </ul>	
<i>Unit 3: Suggested Open Educational Resources</i>	<ul style="list-style-type: none"> <li><a href="#"><u>Concepts of Fitness and Wellness</u></a></li> </ul>	
<b>Unit 4</b>  <b>Team Sport II (Outdoor)</b>	<ul style="list-style-type: none"> <li>2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</li> <li>2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</li> <li>2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</li> <li>2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</li> <li>2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target</li> </ul>	<p>This unit is designed to teach the terminology, skills, rules and strategies of different team sports. Students will safely participate in a variety of activities which will encompass all aspects of team sports. Emphasis will be placed on offensive and defensive strategy, sportsmanship, teamwork and individual physical activity. Students will interact with peers in a positive and cooperative manner in a variety of team sports. This unit consists of sports/ activities that are played outdoors on grass or turf.</p>



Overview	Content Standards	Unit Focus
	<p>audiences (e.g., dimensions of health).</p> <ul style="list-style-type: none"> <li>● 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).</li> <li>● 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.</li> <li>● 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).</li> <li>● 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.</li> <li>● 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.</li> <li>● 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.</li> <li>● 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.</li> <li>● 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.</li> <li>● 2.2.12.PF.4: Determine the role of genetics, age,</li> </ul>	

Overview	Content Standards	Unit Focus
	<p>nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activities to share and learn experiences from your own and other cultures.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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).</li> <li>• 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.</li> <li>• 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</li> </ul>	

Overview	Content Standards	Unit Focus
	<p>activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.</p> <ul style="list-style-type: none"> <li>• 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.</li> </ul>	
<i>Unit 4: Suggested Open Educational Resources</i>	<ul style="list-style-type: none"> <li>• <a href="#">Concepts of Fitness and Wellness</a></li> </ul>	

### Unit 1: Fitness and Weight Training

#### Overview

Students will learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Through various cardiorespiratory endurance activities and strength training exercises, students will learn basic fundamentals of overall fitness training and conditioning. Students will be introduced to weight training and will become knowledgeable about the benefits of including strength training in their personal fitness programs. Students will learn their resting and maximum heart rates and how exercise intensity affects their heart rate. They will complete exercises within their target heart rate zone. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activities.

#### Essential Questions

- How does the utilization of proper techniques and skills maximize the effects of one's personal training program?
- Why is it important to exercise within your target heart rate zone?
- What are all of the important benefits of incorporating physical fitness into our daily lives?

#### Enduring Understandings

- Designing and implementing an effective strength and conditioning program can help prevent injury and increase muscular strength.
- The five health related components of fitness are muscular endurance, muscular strength, flexibility, cardiovascular endurance, and body composition
- Health and fitness levels will enhance overall lifestyle and contribute to lifelong fitness.

### Unit 1: Fitness and Weight Training

#### Content Standards

- 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
- 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
- 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
- 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
- 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
- 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.
- 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.

### Unit 1: Fitness and Weight Training

#### Content Standards

- 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activities 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.

#### Student Learning Objectives

- Students will define and apply the five health-related components of fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, and body composition) in personal training routines.
- Students will calculate their resting, maximum, and target heart rates and explain how heart rate zones influence exercise intensity and effectiveness.
- Students will demonstrate proper techniques in strength training and conditioning exercises to prevent injury and increase muscular strength.
- Students will design and implement a personalized fitness plan based on the FITT principles and skill-related fitness components, and reflect on its effectiveness.
- Students will describe how healthy and unhealthy behaviors impact physical, social, and emotional development in early adulthood.
- Students will identify personal strengths and limitations in fitness and develop strategies to improve their health and wellness.
- Students will analyze how force, motion, and body mechanics impact performance and modify movement techniques accordingly.
- Students will lead and critique physical activities that incorporate variations in time, space, force, and flow (e.g., aerobic sequences, fitness circuits).
- Students will examine the influence of genetics, nutrition, age, and exercise type on body composition and overall health.
- Students will explore how cultural differences influence physical fitness practices and express openness toward learning new movement styles.
- Students will demonstrate inclusive, cooperative, and respectful behavior during individual and group fitness activities.
- Students will reflect on and describe the social benefits gained through participation in physical activities (e.g., teamwork, friendships, trust-building).
- Students will evaluate the impact of technology and globalization on fitness trends, training tools, and physical activity participation.
- Students will develop the knowledge, skills, and motivation necessary to pursue lifelong fitness and wellness.

#### Integrated Accommodations and Modifications

Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> <li>• Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>• Provide additional manipulatives to support instruction</li> </ul>	WIDA Can Do Descriptors <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a> <ul style="list-style-type: none"> <li>• Modify Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Pair visual prompts with verbal presentations</li> <li>• Ask students to restate information, directions, and assignments.</li> </ul>

<ul style="list-style-type: none"> <li>● Allow for alternative strategies to solve algorithms or tasks</li> <li>● Provide the steps needed to complete the task</li> <li>● Model frequently</li> <li>● Provide repetition and practice.</li> <li>● Use visuals to demonstrate/model the processes</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Provide copy of class notes</li> <li>● Distribute study guide for classroom tests.</li> <li>● Provide preferential seating to be mutually determined by the student and teacher</li> <li>● Provide extra textbooks for home.</li> <li>● Provide regular parent/ school communication</li> <li>● Allow extended time to complete assignment</li> <li>● Establish procedures for accommodations / modifications for assessments</li> <li>● Allow student to take/complete tests in an alternate setting as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Use testing and portfolio assessment</li> <li>● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Repeat, rephrase, paraphrase key concepts and directions</li> <li>● Allow for extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Define essential vocabulary in context</li> <li>● Use graphic organizers, visuals, manipulatives and other concrete materials</li> <li>● Use gestures, facial expressions and body language</li> <li>● Read aloud</li> <li>● Build on what students already know and prior experience</li> </ul>	<ul style="list-style-type: none"> <li>● Provide repetition and and practice</li> <li>● Model skills / techniques to be mastered.</li> <li>● Provide extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Provide preferential seating to be mutually determined by the student and teacher</li> <li>● Allow the use of a computer to complete assignments.</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Provide extra textbooks for home.</li> <li>● Provide Peer Support</li> <li>● Increase one on one time</li> </ul>
Gifted and Talented Students	504 Plan	
<ul style="list-style-type: none"> <li>● Utilize advanced, accelerated, or compacted content</li> <li>● Provide assignments that emphasize higher- level thinking skills.</li> <li>● Allow for individual student interest</li> <li>● Gear assignments to development in areas of affect, creativity, cognition, and research skills</li> <li>● Allow for a variety in types of resources</li> <li>● Provide problem-based assignments with planned scope and sequence</li> <li>● Utilize inquiry-based instruction</li> <li>● Adjust the pace of lessons</li> <li>● Utilize Choice Boards</li> </ul>	<ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Provide repetition and and practice</li> <li>● Model skills / techniques to be mastered.</li> <li>● Provide extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Break long assignments into smaller parts</li> <li>● Assist student in setting short term goals</li> <li>● Allow for preferential seating to be mutually determined by the student and teacher</li> </ul>	

<ul style="list-style-type: none"> <li>● Provide Problem-Based Learning</li> <li>● Establish flexible Grouping</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extra textbooks for home.</li> <li>● Model and reinforce organizational systems (i.e. color-coding)</li> <li>● Write out homework assignments, check student's recording of assignments</li> </ul>
<b>Interdisciplinary Connections</b>	<b>Computer Science and Design Thinking</b>
<b>ELA Standards</b> <ul style="list-style-type: none"> <li>● L.11-12.1.: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● L.11-12.6.: Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>	<ul style="list-style-type: none"> <li>● 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.</li> <li>● 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.</li> <li>● 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</li> </ul>
<b>Career Readiness, Life Literacies and Key Skills</b>	
<b>Career Readiness, Life Literacies and Key Skills Practices</b> <ul style="list-style-type: none"> <li>● Act as a responsible and contributing community member and employee.</li> <li>● Attend to financial well-being.</li> <li>● Consider the environmental, social and economic impacts of decisions.</li> <li>● Demonstrate creativity and innovation.</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● Model integrity, ethical leadership and effective management.</li> <li>● Plan education and career paths aligned to personal goals.</li> <li>● Use technology to enhance productivity, increase collaboration and communicate effectively.</li> <li>● Work productively in teams while using cultural/global competence.</li> </ul> <b>Career Readiness, Life Literacies and Key Skills Standards</b>	
<b>9.2 Career Awareness, Exploration, Preparation, and Training</b> <ul style="list-style-type: none"> <li>● 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</li> <li>● 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</li> </ul>	

**9.4 Life Literacies and Key Skills**

## 21st Century Skills

- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (Google Classroom).

**Climate Change****Addressed in Unit 2****SEL Competencies**

- Self - Awareness
- Self - Management
- Social Awareness
- Responsible Decision Making
- Relationship Skills

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

**District/School Formative Assessment Plan**

*Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.*

- Performance (end of a mini unit).
- Oral Assessment: Identify potential strategies of the game/activity, adding/subtracting during a culminating dice game, etc. (Any skill, concept, and/or strategy can be informally/formally assessed during a class period).

Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:

- Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy)
- Exit tickets, rotational activities (stations), quizzes, and small group activities
- Classwork, homework, group work (formative assessment)
- Pre-Assessment, teacher's observation, class discussion, and journal
- Journal
- Self-Evaluation
- Teacher Observation

**District/School Summative Assessment Plan**

*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*

**Summative Assessment:**

- Quarterly Exam
- Personal Fitness Plan

**Other Summative Assessments:** Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.



- Checklist
- Teacher produced worksheets

### Targeted Academic Vocabulary

- **Cardiorespiratory Endurance:** The ability of the heart, lungs, and blood vessels to deliver oxygen to the body during sustained physical activity.
- **Strength Training:** Exercises designed to improve muscle strength by working against resistance, such as weights or body weight.
- **Conditioning:** The process of training the body to improve physical fitness, including endurance, strength, and flexibility.
- **Resting Heart Rate:** The number of heartbeats per minute when the body is at rest, indicating overall cardiovascular fitness.
- **Maximum Heart Rate:** The highest number of heartbeats per minute during maximal physical exertion, often estimated by subtracting age from 220.
- **Target Heart Rate Zone:** The ideal range of heartbeats per minute during exercise that leads to improved cardiovascular fitness.
- **Exercise Intensity:** The level of effort required by physical activity, often measured by heart rate or perceived exertion
- **Muscular Strength:** The maximum amount of force a muscle or muscle group can exert in a single effort.
- **Muscular Endurance:** The ability of a muscle or muscle group to perform repeated contractions over time without fatigue.
- **Flexibility:** The range of motion available at a joint or group of joints.
- **Warm-Up:** A series of light exercises performed before a workout to prepare the body and reduce injury risk.
- **Cool-Down:** Low-intensity exercises performed after a workout to help the body return to a resting state.
- **Overload Principle:** The concept that muscles must be challenged with increased resistance or duration to improve strength or endurance.
- **Progressive Resistance:** Gradually increasing the amount of resistance or weight used in training to continue building strength.
- **Fitness Components:** The different areas of physical fitness, including cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.
- **Body Composition:** The proportion of fat, muscle, bone, and other tissues in the body.
- **Aerobic Exercise:** Physical activity that requires oxygen and improves cardiovascular endurance, such as running or swimming.
- **Anaerobic Exercise:** Intense physical activity performed in short bursts without oxygen, such as sprinting or heavy weightlifting.
- **Wellness:** A holistic approach to health that includes physical, mental, and emotional well-being.
- **Perceived Exertion:** A subjective measure of how hard a person feels they are working during physical activity.

### District/School Primary and Supplementary Resources

#### District-Mandated Resources

- *ETR HealthSmart Elementary School (Grades K-5) Complete Set, Digital Edition X 4*

#### **Other Resources:**

- [Alice Jumps Rope \(Diversity, Equity and Inclusion\)](#)
- [Kids in Action- Beantown Jumpers \(Diversity, Equity and Inclusion\)](#)
- [Cooperation Games](#)
- [Rock Paper Scissors Lesson Plan](#)
- [Kids in Motion: Rock Paper Scissors \(Diversity, Equity and Inclusion\)](#)

### Pacing Guide

## Unit 2: Cooperative Games and Project Adventure

### Overview

In this unit, students will safely participate in a variety of activities that incorporate sportsmanship, teamwork, strategy, skill and communication. Students will be encouraged to use their creativity to achieve success in each activity with a partner or small group. Students will learn to demonstrate respect and understanding for all students regardless of their individual abilities.

#### Essential Questions

- What skills and techniques are needed for a group to successfully complete a task?
- How do cooperation and communication affect overall performance and game play?
- What are the long-term benefits of participating in cooperative/team building activities?

#### Enduring Understandings

- Team members play various roles that contribute to or detract from team effectiveness.
- Trust is an integral part of building relationships using effective communication.
- Application of various creative and problem solving concepts is necessary in solving challenges.

## Unit 2: Cooperative Games and Project Adventure

### Content 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.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.
- 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
- 2.2.12.LF.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.

### Student Learning Objectives

- Students will demonstrate effective teamwork and communication skills to complete cooperative tasks and group challenges.
- Students will identify and apply strategies for solving problems collaboratively in physical activity settings.
- Students will demonstrate appropriate sportsmanship, respect, and inclusion for peers of all abilities.
- Students will analyze how roles, responsibilities, and interpersonal behaviors affect group success.
- Students will apply knowledge of movement concepts such as force, motion, speed, and agility to improve team performance.
- Students will design and modify games or activities to enhance safety, enjoyment, and inclusive participation.
- Students will describe the benefits of building trust and communication through cooperative activities.
- Students will reflect on how physical activity can foster social skills, relationships, and emotional well-being.
- Students will critique the behavior and performance of themselves and their peers in cooperative situations and offer constructive feedback.
- Students will analyze how technology and globalization influence cooperative play, games, and team-based activities.

### Integrated Accommodations and Modifications

Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> <li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>● Provide additional manipulatives to support instruction</li> <li>● Allow for alternative strategies to solve algorithms or tasks</li> <li>● Provide the steps needed to complete the task</li> <li>● Model frequently</li> <li>● Provide repetition and practice.</li> <li>● Use visuals to demonstrate/model the processes</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Provide copy of class notes</li> <li>● Distribute study guide for classroom tests.</li> <li>● Provide preferential seating to be mutually determined by the student and teacher</li> <li>● Provide extra textbooks for home.</li> </ul>	<p>WIDA Can Do Descriptors  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <ul style="list-style-type: none"> <li>● Modify Assignments</li> <li>● Use testing and portfolio assessment</li> <li>● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Repeat, rephrase, paraphrase key concepts and directions</li> <li>● Allow for extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Define essential vocabulary in context</li> <li>● Use graphic organizers, visuals, manipulatives and other concrete materials</li> <li>● Use gestures, facial expressions and body language</li> <li>● Read aloud</li> <li>● Build on what students already know and prior experience</li> </ul>	<ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Provide repetition and and practice</li> <li>● Model skills / techniques to be mastered.</li> <li>● Provide extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Provide preferential seating to be mutually determined by the student and teacher</li> <li>● Allow the use of a computer to complete assignments.</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Provide extra textbooks for home.</li> <li>● Provide Peer Support</li> <li>● Increase one on one time</li> </ul>

<ul style="list-style-type: none"><li>• Provide regular parent/ school communication</li><li>• Allow extended time to complete assignment</li><li>• Establish procedures for accommodations / modifications for assessments</li><li>• Allow student to take/complete tests in an alternate setting as needed</li></ul>		
<b>Gifted and Talented Students</b>	<b>504 Plan</b>	
<ul style="list-style-type: none"><li>• Utilize advanced, accelerated, or compacted content</li><li>• Provide assignments that emphasize higher- level thinking skills.</li><li>• Allow for individual student interest</li><li>• Gear assignments to development in areas of affect, creativity, cognition, and research skills</li><li>• Allow for a variety in types of resources</li><li>• Provide problem-based assignments with planned scope and sequence</li><li>• Utilize inquiry-based instruction</li><li>• Adjust the pace of lessons</li><li>• Utilize Choice Boards</li><li>• Provide Problem-Based Learning</li><li>• Establish flexible Grouping</li></ul>	<ul style="list-style-type: none"><li>• Pair visual prompts with verbal presentations</li><li>• Ask students to restate information, directions, and assignments.</li><li>• Provide repetition and and practice</li><li>• Model skills / techniques to be mastered.</li><li>• Provide extended time to complete class work</li><li>• Provide copy of class notes</li><li>• Break long assignments into smaller parts</li><li>• Assist student in setting short term goals</li><li>• Allow for preferential seating to be mutually determined by the student and teacher</li><li>• Provide extra textbooks for home.</li><li>• Model and reinforce organizational systems (i.e. color-coding)</li><li>• Write out homework assignments, check student's recording of assignments</li></ul>	
<b>Interdisciplinary Connections</b>	<b>Computer Science and Design Thinking</b>	
<b>ELA Standards</b> <ul style="list-style-type: none"><li>• L.11-12.1.: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li><li>• L.11-12.6.: Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li></ul>	<ul style="list-style-type: none"><li>• 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.</li><li>• 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.</li><li>• 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</li></ul>	
<b>Career Readiness, Life Literacies and Key Skills</b>		

**Career Readiness, Life Literacies and Key Skills Standards****9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

**9.4 Life Literacies and Key Skills****21st Century Skills**

- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (Google Classroom).

**Climate Change**

- **Climate Change (Comprehensive Health and Physical Education):** *Students will investigate how personal health decisions, lifestyle choices, and physical activities affect the local and global environment and apply sustainable practices to enhance environmental health.*
- **HS-ESS3-3 (NJSLS-S):** Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- **HS-LS2-7 (NJSLS-S):** Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- Use recycled or repurposed materials for obstacles and tools (e.g., ropes, cones, markers) and discuss the environmental impact of equipment.
- Students work in teams to design a new cooperative game that promotes environmental awareness or simulates solving a climate crisis (e.g., flood rescue, habitat restoration).

**SEL Competencies**

- Self - Awareness
- Self - Management
- Social Awareness
- Responsible Decision Making
- Relationship Skills

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

**District/School Formative Assessment Plan**

*Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.*

- Performance (end of a mini unit).
- Oral Assessment: Identify positions on a soccer field, roles of offense vs. defense in Team Handball, etc. (Any skill, concept, and/or strategy can be informally/formally assessed during a class period).

**District/School Summative Assessment Plan**

*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*

**Summative Assessment:**

- Quarterly Exam

Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:

- Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy)
- Exit tickets, rotational activities (stations), quizzes, and small group activities
- Classwork, homework, group work (formative assessment)
- Pre-Assessment, teacher's observation, class discussion, and journal
- Teacher observation
- Google Classroom exit ticket
- Reflection
- Class Discussion
- Google Classroom Survey

**Other Summative Assessments:** Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

#### Targeted Academic Vocabulary

- **Sportsmanship:** Demonstrating fairness, respect, and graciousness in both winning and losing sports or group activities.
- **Teamwork:** Collaborative effort by a group of people working together to achieve a common goal.
- **Strategy:** A planned series of actions designed to achieve success in a game or activity.
- **Skill:** The ability to perform tasks well, often gained through practice and experience.
- **Communication:** The exchange of information and ideas between individuals to work effectively together.
- **Creativity:** Using imagination or original ideas to solve problems or enhance performance.
- **Respect:** Showing consideration and appreciation for others' feelings, abilities, and rights.
- **Cooperation:** Working together harmoniously towards a shared objective.
- **Adaptability:** The ability to adjust behaviors or strategies to accommodate different situations or individuals.
- **Inclusion:** Ensuring all individuals, regardless of ability, are welcomed and actively participate in activities.
- **Collaboration:** The act of working jointly with others to accomplish a task.
- **Physical Activity:** Any movement that uses the body's muscles and requires energy.
- **Peer Support:** Encouragement and assistance provided by classmates or team members to help each other succeed.
- **Confidence:** Belief in one's abilities to perform tasks or face challenges.
- **Motivation:** The internal drive to initiate and persist in activities or goals.
- **Goal Setting:** The process of identifying objectives to work towards in activities or personal improvement.
- **Leadership:** The ability to guide or direct others in group settings or activities.
- **Responsibility:** Being accountable for one's actions and contributions in a group.
- **Positive Attitude:** Maintaining an optimistic and encouraging approach during activities or challenges.

**District/School Primary and Supplementary Resources****District-Mandated Resources**

- *ETR HealthSmart Elementary School (Grades K-5) Complete Set, Digital Edition X 4*

**Other Resources:**

- [Learning on the Soccer Field](#)-ReadWorks (**Diversity, Equity and Inclusion**)
- [Soccer or Football?](#)-ReadWorks
- [Basketball](#)- ReadWorks (**Amistad**)
- [The Big Leagues](#)- ReadWorks (**Amistad**)
- [Lisa Leslie](#)- ReadWorks (**Amistad**)
- [Female Athletes](#)- ReadWorks (**Diversity, Equity and Inclusion**)
- [Sports and Climate Change](#) (**Climate Change**)
- [Basketball for Climate Change in Greece](#) (**Climate Change**)
- [Soccer or Football](#)- ReadWorks
- [The Soccer Player Who Gives Back](#)- ReadWorks (**Diversity, Equity and Inclusion & SEL**)
- [How Climate Change is Impacting Soccer](#) (**Climate Change**)
- [25 Greatest Jewish Athletes of All Time](#) (**Holocaust**)

**Pacing Guide**

Unit 3: Team Sport I (Indoor)	
Overview	
<p>This unit is designed to teach the terminology, skills, rules and strategies of different team sports. Students will safely participate in a variety of activities which will encompass all aspects of team sports. Emphasis will be placed on offensive and defensive strategy, sportsmanship, teamwork and individual physical activity. Students will interact with peers in a positive and cooperative manner in a variety of team sports. This unit consists of sports/ activities that are played indoors in a gymnasium.</p>	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>How does sportsmanship play a key role in team sports?</li> <li>Why does the development of strategies play an important role in team sports?</li> <li>How does participating in team sports prepare you for success when working with others in the future?</li> </ul>	<ul style="list-style-type: none"> <li>Team sports rely on a combination of teamwork, offensive/defensive strategies, communication, and cooperation in order to achieve success.</li> <li>While there are immediate benefits, including maintaining a healthy weight, feeling more energetic, and promoting a better outlook, participating in team sports can boost self-confidence, providing opportunities for social interaction and personal enjoyment.</li> <li>Team sports incorporate a variety of health and skill related fitness components.</li> </ul>

Unit 3: Team Sport I (Indoor)
Content Standards
<ul style="list-style-type: none"> <li>2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</li> <li>2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</li> <li>2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</li> <li>2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</li> <li>2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).</li> <li>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).</li> <li>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.</li> <li>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).</li> </ul>



### Unit 3: Team Sport I (Indoor)

#### Content Standards

- 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 activities 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.

#### Student Learning Objectives

Students will be able to...

- Define key terminology related to various team sports played indoors.
- Demonstrate the basic rules and skills required to participate safely in a variety of indoor team sports.
- Apply offensive and defensive strategies effectively during team sports activities.
- Exhibit positive sportsmanship and teamwork behaviors while participating in team sports.
- Engage cooperatively and respectfully with peers during team activities to promote a positive learning environment.
- Recognize the importance of individual physical activity within the context of team sports.
- Analyze and reflect on personal performance and teamwork to identify areas for improvement.

- Understand and follow safety guidelines specific to indoor gymnasium sports and activities.

### Integrated Accommodations and Modifications

Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> <li>• Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>• Provide additional manipulatives to support instruction</li> <li>• Allow for alternative strategies to solve algorithms or tasks</li> <li>• Provide the steps needed to complete the task</li> <li>• Model frequently</li> <li>• Provide repetition and practice.</li> <li>• Use visuals to demonstrate/model the processes</li> <li>• Restate, reread, and clarify directions/questions</li> <li>• Ask students to restate information, directions, and assignments.</li> <li>• Provide copy of class notes</li> <li>• Distribute study guide for classroom tests.</li> <li>• Provide preferential seating to be mutually determined by the student and teacher</li> <li>• Provide extra textbooks for home.</li> <li>• Provide regular parent/ school communication</li> <li>• Allow extended time to complete assignment</li> <li>• Establish procedures for accommodations / modifications for assessments</li> <li>• Allow student to take/complete tests in an alternate setting as needed</li> </ul>	<p>WIDA Can Do Descriptors  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <ul style="list-style-type: none"> <li>• Modify Assignments</li> <li>• Use testing and portfolio assessment</li> <li>• Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>• Repeat, rephrase, paraphrase key concepts and directions</li> <li>• Allow for extended time for assignment completion as needed</li> <li>• Highlight key vocabulary</li> <li>• Define essential vocabulary in context</li> <li>• Use graphic organizers, visuals, manipulatives and other concrete materials</li> <li>• Use gestures, facial expressions and body language</li> <li>• Read aloud</li> <li>• Build on what students already know and prior experience</li> </ul>	<ul style="list-style-type: none"> <li>• Pair visual prompts with verbal presentations</li> <li>• Ask students to restate information, directions, and assignments.</li> <li>• Provide repetition and and practice</li> <li>• Model skills / techniques to be mastered.</li> <li>• Provide extended time to complete class work</li> <li>• Provide copy of class notes</li> <li>• Provide preferential seating to be mutually determined by the student and teacher</li> <li>• Allow the use of a computer to complete assignments.</li> <li>• Establish expectations for correct spelling on assignments</li> <li>• Provide extra textbooks for home.</li> <li>• Provide Peer Support</li> <li>• Increase one on one time</li> </ul>

Gifted and Talented Students	504 Plan
<ul style="list-style-type: none"> <li>• Utilize advanced, accelerated, or compacted content</li> <li>• Provide assignments that emphasize higher- level thinking skills.</li> <li>• Allow for individual student interest</li> <li>• Gear assignments to development in areas of affect, creativity, cognition, and research skills</li> <li>• Allow for a variety in types of resources</li> <li>• Provide problem-based assignments with planned scope and sequence</li> <li>• Utilize inquiry-based instruction</li> <li>• Adjust the pace of lessons</li> <li>• Utilize Choice Boards</li> <li>• Provide Problem-Based Learning</li> <li>• Establish flexible Grouping</li> </ul>	<ul style="list-style-type: none"> <li>• Pair visual prompts with verbal presentations</li> <li>• Ask students to restate information, directions, and assignments.</li> <li>• Provide repetition and and practice</li> <li>• Model skills / techniques to be mastered.</li> <li>• Provide extended time to complete class work</li> <li>• Provide copy of class notes</li> <li>• Break long assignments into smaller parts</li> <li>• Assist student in setting short term goals</li> <li>• Allow for preferential seating to be mutually determined by the student and teacher</li> <li>• Provide extra textbooks for home.</li> <li>• Model and reinforce organizational systems (i.e. color-coding)</li> <li>• Write out homework assignments, check student's recording of assignments</li> </ul>
Interdisciplinary Connections	Computer Science and Design Thinking
<p><b>ELA Standards</b></p> <ul style="list-style-type: none"> <li>• L.11-12.1.: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• L.11-12.6.: Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>	<ul style="list-style-type: none"> <li>• 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.</li> <li>• 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.</li> <li>• 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</li> </ul>
Career Readiness, Life Literacies and Key Skills	

**Career Readiness, Life Literacies and Key Skills Standards****9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

**9.4 Life Literacies and Key Skills****21st Century Skills**

- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (Google Classroom).

**Climate Change****Addressed in Unit 2****SEL Competencies**

- Self - Awareness
- Self - Management
- Social Awareness
- Responsible Decision Making
- Relationship Skills

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

**District/School Formative Assessment Plan**

*Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.*

- Locomotor Testing
- Performance Assessments (Hopping vs. Jumping), (Leap vs. Jump)
- Fitness Log

Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:

- Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy)
- Exit tickets, rotational activities (stations), quizzes, and small group activities
- Classwork, homework, group work (formative assessment)

**District/School Summative Assessment Plan**

*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*

**Summative Assessment:**

- Quarterly Exam
- Participation in tournaments

**Other Summative Assessments:** Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

- Pre-Assessment, teacher’s observation, class discussion, and journal
- Teacher Observation
- Class Discussion
- Self-Reflection

### Targeted Academic Vocabulary

- **Team Sport:** A sport played by groups of players working together toward a common goal.
- **Offense:** The team or players actively trying to score points or goals.
- **Defense:** The team or players trying to prevent the opposing team from scoring.
- **Strategy:** A planned approach or set of tactics used to achieve success in a game or activity.
- **Sportsmanship:** Respectful and fair behavior shown by players, both teammates and opponents.
- **Teamwork:** Working cooperatively with others to achieve a common goal.
- **Skill:** The ability to perform a task well, especially through practice and training.
- **Rules:** Established guidelines or instructions that govern how a sport is played.
- **Physical Activity:** Any movement that requires energy expenditure, often aimed at improving health and fitness.
- **Safety Guidelines:** Rules and practices designed to prevent injury during physical activities.
- **Gymnasium:** An indoor space equipped for sports and physical activities.
- **Pass:** To move the ball or puck to a teammate by throwing, kicking, or hitting it.
- **Goal:** The target or point area where players aim to score.
- **Foul:** A violation of the rules that results in a penalty.
- **Communication:** The exchange of information between teammates during a game.

### District/School Tasks

- See Formative/Summative Assessments

### District/School Primary and Supplementary Resources

- Summative Assessment:**
- Quarterly Exam

### Instructional Best Practices and Exemplars

[See Appendix A for Instructional Best Practices and Exemplars](#)

### Pacing Guide

Unit 4: Team Sport II (Outdoor)	
Overview	
<p>This unit is designed to teach the terminology, skills, rules and strategies of different team sports. Students will safely participate in a variety of activities which will encompass all aspects of team sports. Emphasis will be placed on offensive and defensive strategy, sportsmanship, teamwork and individual physical activity. Students will interact with peers in a positive and cooperative manner in a variety of team sports. This unit consists of sports/ activities that are played outdoors on grass or turf.</p>	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>How do team sports impact overall fitness?</li> <li>How does sportsmanship play a key role in team sports?</li> <li>Why does the development of strategies play an important role in team sports?</li> </ul>	<ul style="list-style-type: none"> <li>Team sports rely on a combination of teamwork, offensive/defensive strategies, communication, and cooperation in order to achieve success.</li> <li>While there are immediate benefits, including maintaining a healthy weight, feeling more energetic, and promoting a better outlook, participating in team sports can boost self-confidence, providing opportunities for social interaction and personal enjoyment.</li> <li>Team sports incorporate a variety of health and skill related fitness components.</li> </ul>

Unit 4: Team Sport II (Outdoor)
Content Standards
<ul style="list-style-type: none"> <li>2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</li> <li>2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</li> <li>2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</li> <li>2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</li> <li>2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).</li> <li>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).</li> <li>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.</li> <li>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).</li> <li>2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to</li> </ul>

### Unit 4: Team Sport II (Outdoor)

#### Content Standards

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 activities 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.

#### Student Learning Objectives

Students will be able to:

- Identify and explain key terminology related to outdoor team sports played on grass or turf.
- Demonstrate fundamental skills required to participate safely in various outdoor team sports.
- Apply offensive and defensive strategies effectively during outdoor team sport activities.
- Exhibit positive sportsmanship and demonstrate teamwork during participation in outdoor team sports.
- Engage cooperatively and respectfully with peers to foster a positive and inclusive team environment.
- Understand and follow safety rules and guidelines specific to outdoor sports played on grass or turf.
- Analyze personal and team performance to set goals for improvement in skills and teamwork.
- Recognize the benefits of individual physical activity within the context of outdoor team sports.

### Integrated Accommodations and Modifications

Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> <li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>● Provide additional manipulatives to support instruction</li> <li>● Allow for alternative strategies to solve algorithms or tasks</li> <li>● Provide the steps needed to complete the task</li> <li>● Model frequently</li> <li>● Provide repetition and practice.</li> <li>● Use visuals to demonstrate/model the processes</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Provide copy of class notes</li> <li>● Distribute study guide for classroom tests.</li> <li>● Provide preferential seating to be mutually determined by the student and teacher</li> <li>● Provide extra textbooks for home.</li> <li>● Provide regular parent/ school communication</li> <li>● Allow extended time to complete assignment</li> </ul>	<p>WIDA Can Do Descriptors  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <ul style="list-style-type: none"> <li>● Modify Assignments</li> <li>● Use testing and portfolio assessment</li> <li>● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Repeat, rephrase, paraphrase key concepts and directions</li> <li>● Allow for extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Define essential vocabulary in context</li> <li>● Use graphic organizers, visuals, manipulatives and other concrete materials</li> <li>● Use gestures, facial expressions and body language</li> <li>● Read aloud</li> <li>● Build on what students already know and prior experience</li> </ul>	<ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Provide repetition and and practice</li> <li>● Model skills / techniques to be mastered.</li> <li>● Provide extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Provide preferential seating to be mutually determined by the student and teacher</li> <li>● Allow the use of a computer to complete assignments.</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Provide extra textbooks for home.</li> <li>● Provide Peer Support</li> <li>● Increase one on one time</li> </ul>



<ul style="list-style-type: none"><li>Establish procedures for accommodations / modifications for assessments</li><li>Allow student to take/complete tests in an alternate setting as needed</li></ul> <p>Appendix A: Special Education Accommodations and Modifications</p>		
Gifted and Talented Students	504 Plan	
<ul style="list-style-type: none"><li>Utilize advanced, accelerated, or compacted content</li><li>Provide assignments that emphasize higher- level thinking skills.</li><li>Allow for individual student interest</li><li>Gear assignments to development in areas of affect, creativity, cognition, and research skills</li><li>Allow for a variety in types of resources</li><li>Provide problem-based assignments with planned scope and sequence</li><li>Utilize inquiry-based instruction</li><li>Adjust the pace of lessons</li><li>Utilize Choice Boards</li><li>Provide Problem-Based Learning</li><li>Establish flexible Grouping</li></ul>	<ul style="list-style-type: none"><li>Pair visual prompts with verbal presentations</li><li>Ask students to restate information, directions, and assignments.</li><li>Provide repetition and and practice</li><li>Model skills / techniques to be mastered.</li><li>Provide extended time to complete class work</li><li>Provide copy of class notes</li><li>Break long assignments into smaller parts</li><li>Assist student in setting short term goals</li><li>Allow for preferential seating to be mutually determined by the student and teacher</li><li>Provide extra textbooks for home.</li><li>Model and reinforce organizational systems (i.e. color-coding)</li><li>Write out homework assignments, check student's recording of assignments</li></ul>	
Interdisciplinary Connections	Computer Science and Design Thinking	
<p><b>English/Language Arts</b></p> <ul style="list-style-type: none"><li>L.11-12.1.: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li><li>L.11-12.6.: Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li></ul>	<ul style="list-style-type: none"><li>8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.</li><li>8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.</li><li>8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</li></ul>	
Career Readiness, Life Literacies and Key Skills		

**Career Readiness, Life Literacies and Key Skills Standards****9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

**9.4 Life Literacies and Key Skills****21st Century Skills**

- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (Google Classroom).

**Climate Change****Addressed in Unit 1****SEL Competencies**

- Self - Awareness
- Self - Management
- Social Awareness
- Responsible Decision Making
- Relationship Skills

**District/School Formative Assessment Plan**

*Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.*

- Locomotor Testing
- Performance Assessments (Hopping vs. Jumping), (Leap vs. Jump)
- Fitness Log

Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:

- Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy)
- Exit tickets, rotational activities (stations), quizzes, and small group activities
- Classwork, homework, group work (formative assessment)

**District/School Summative Assessment Plan**

*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*

**Summative Assessments:**

- Quarterly Exam
- Participation in tournaments
- **Other Summative Assessments:** Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

**Targeted Academic Vocabulary**

- Anatomy: The study of the structure and parts of the body.
- Physiology: The study of how the body and its systems function.
- Cell: The smallest unit of life that makes up all living organisms.
- Tissue: A group of similar cells working together to perform a specific function.
- Organ: A structure made of different tissues that performs a specific job in the body.
- System: A group of organs that work together to perform complex functions.
- Skeletal System: The body system made up of bones that supports and protects the body.
- Muscular System: The system of muscles that allows movement of the body.
- Circulatory System: The system responsible for pumping and circulating blood throughout the body.
- Respiratory System: The system involved in breathing and gas exchange.
- Nervous System: The system that controls body activities through electrical signals.
- Homeostasis: The body's ability to maintain a stable internal environment.
- Joint: A connection between two or more bones that allows movement.
- Ligament: A band of tissue that connects bones to other bones.
- Tendon: A band of tissue that connects muscle to bone.
- Cellular Respiration: The process by which cells convert oxygen and nutrients into energy.
- Hormone: Chemical messengers produced by glands that regulate body functions.
- Brain: The organ that controls thought, memory, emotion, and body functions.
- Heart: The muscle that pumps blood throughout the body.
- Lung: The organ responsible for gas exchange during breathing.

Instructional Activities and Unit Materials	District/School Primary and Supplementary Resources
<ul style="list-style-type: none"> <li>• Common Formative Assessments</li> <li>• Common District Summative Assessments</li> <li>• See above Assessment Sections for more information</li> </ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>• Quarterly Exam</li> </ul>
Pacing Guide	

### Appendix A: Accommodations and Modifications

#### Appendix A: Accommodations and Modifications: Unit 1

##### Accommodation:

- Provide visual aids or diagrams demonstrating proper exercise techniques.
- Use step-by-step verbal instructions and modeling for new skills or exercises.
- Allow extended time for completing physical tasks or training activities.
- Offer alternative methods for tracking heart rate, such as using pulse oximeters or heart rate monitors.
- Provide a quiet or low-distraction environment for instruction and practice.

- Use peer support or buddy systems for guidance and encouragement during activities.
- Allow breaks as needed to prevent fatigue and maintain safety.
- Provide written instructions and checklists for exercises and routines.
- Use assistive technology or equipment for students with physical limitations.
- Provide frequent positive feedback and encouragement to build confidence and motivation.

**Modifications:**

- Adjust intensity or duration of exercises to match individual fitness levels.
- Simplify complex movements into smaller, manageable steps or alternate easier versions of exercises.
- Reduce the number of repetitions or sets while maintaining participation in the activity.
- Modify activities to be performed seated or with support if standing or balance is a challenge.
- Adapt equipment used (lighter weights, resistance bands, or larger balls) to accommodate ability levels.
- Allow use of alternative forms of physical activity to achieve fitness goals (e.g., swimming instead of running).
- Modify group activities to smaller groups or individual practice to reduce social or physical stress.
- Incorporate more rest periods within workout sessions as needed.
- Simplify the process for monitoring and calculating target heart rate (e.g., use zones rather than exact numbers).
- Provide alternative assessments focusing on participation, effort, and understanding rather than performance metrics.

### Appendix A: Accommodations and Modification: Unit 2

**Accommodations:**

- Provide clear, simple instructions both verbally and visually to support understanding.
- Use role cards or prompts to help students understand and practice specific communication and cooperation roles within a group.
- Allow extra time for group tasks to ensure all students can participate fully.
- Pair or group students strategically to balance skills and encourage peer support.
- Provide assistive communication tools or devices for students who need help expressing themselves.
- Use visual schedules or step-by-step guides to outline group tasks and expectations.
- Offer frequent check-ins and feedback during group activities to guide cooperation and communication.
- Allow students to work in smaller groups or pairs if full group participation is overwhelming.
- Encourage the use of positive reinforcement and conflict resolution strategies.
- Provide alternative ways to contribute to group tasks, such as drawing, writing, or verbal input.

**Modifications:**

- Simplify group tasks by breaking them into smaller, manageable steps or stages.
- Reduce the complexity or number of tasks required for successful completion.
- Modify expectations for the amount or type of communication required (e.g., non-verbal signals instead of verbal communication).
- Adapt group sizes to accommodate comfort and ability, allowing smaller groups or pairs.
- Allow alternative methods of cooperation, such as turn-taking or parallel work instead of simultaneous group tasks.
- Adjust the pace of activities to suit different processing speeds.
- Provide structured roles with clear responsibilities to help students focus on specific tasks.
- Substitute physical tasks with cognitive or creative alternatives when needed.
- Modify assessment criteria to focus on effort, participation, and improvement rather than perfect execution.
- Incorporate frequent rest or reflection breaks to support sustained focus and group dynamics.

### Appendix A: Accommodations and Modification: Unit 3

#### Accommodations:

- Provide explicit teaching and modeling of sportsmanship behaviors, including respectful communication and positive feedback.
- Use visual aids or social stories to explain concepts of fair play, respect, and cooperation.
- Allow additional time for students to process and respond during discussions about strategy and teamwork.
- Pair students with supportive peers or mentors to encourage positive interaction and guidance in teamwork.
- Offer alternative ways to demonstrate understanding of sportsmanship, such as role-playing or drawing.
- Provide clear, step-by-step instructions and checklists for learning and applying team strategies.
- Use frequent verbal prompts or reminders to encourage respectful behavior and teamwork during activities.
- Allow students to participate in modified roles within the team to build confidence in strategy and cooperation.
- Provide positive reinforcement and recognition for displays of good sportsmanship and teamwork.
- Ensure a low-stress environment that encourages risk-taking and learning from mistakes.

#### Modifications:

- Simplify or limit the number of strategies students are expected to learn and apply at one time.
- Modify game rules to emphasize cooperation and sportsmanship over competition.
- Reduce the size of teams or group activities to allow for easier communication and participation.
- Adjust expectations around the complexity of strategy development; focus on basic concepts before advancing.
- Provide structured roles within team activities that focus on individual strengths while encouraging teamwork.
- Allow students to observe and discuss team strategies before active participation to build understanding.
- Substitute verbal communication requirements with non-verbal cues or gestures for students with communication challenges.
- Shorten the duration of activities to maintain student engagement and reduce frustration.
- Adjust scoring or success criteria to reward effort, participation, and positive social behavior.

- Offer opportunities for reflection and discussion about teamwork and sportsmanship after activities to reinforce learning.

### Appendix A: Accommodations and Modification: Unit 4

#### Accommodations:

- Provide clear, step-by-step instructions with visual aids to explain concepts related to fitness, sportsmanship, and strategy.
- Use peer buddies or small group work to support participation and understanding during team activities.
- Allow extra time for students to practice skills and strategies before full participation.
- Offer verbal prompts and positive reinforcement to encourage good sportsmanship and teamwork.
- Provide alternative ways for students to demonstrate understanding, such as verbal explanations, drawings, or role-playing.
- Adjust the physical environment for safety and comfort (e.g., reduce noise, provide accessible equipment).
- Incorporate frequent breaks to help maintain focus and stamina.
- Use consistent routines and clear signals to support transitions between activities.
- Allow use of assistive technology or communication devices for students who need support expressing ideas about strategy or teamwork.
- Provide modified physical tasks to match students' individual physical abilities while still engaging in team sports.

#### Modifications:

- Simplify the rules or strategies of games to focus on basic concepts of teamwork and fitness.
- Reduce team sizes to allow easier communication and participation.
- Shorten game or practice duration to accommodate attention spans and stamina.
- Adapt physical demands by modifying movement requirements (e.g., walking instead of running)
- Limit the number of strategies students are required to learn and apply at one time.
- Replace competitive elements with cooperative challenges to emphasize teamwork and sportsmanship.
- Provide structured roles within the team tailored to individual strengths and abilities.
- Use non-competitive drills and activities to teach concepts of fitness and sportsmanship before applying them in games.
- Adjust success criteria to include effort, cooperation, and positive behavior rather than just winning or skill performance.
- Offer alternative assessment methods, such as oral reflections or group discussions about sportsmanship and strategy.

### Appendix B: Instructional Best Practices and Exemplars:

#### Appendix B: Instructional Best Practices and Exemplars: Unit 1

#### Sample Activities:

- **Personal Fitness Plan Workshop**  
Students design their own fitness plans using the FITT principles, set short- and long-term goals, and reflect on how genetics, nutrition, and sleep

affect their plan. They then share and adjust their plans based on peer and instructor feedback.

- **Force and Motion Lab**

Hands-on activities where students experiment with different movements (e.g., throwing, jumping, sprinting) to analyze weight transfer, power, speed, and agility. They modify techniques to improve performance and discuss physiological responses.

- **Cultural Dance and Movement Exploration**

Students learn and lead dances or rhythmic fitness activities from various cultures, exploring variations in time, space, force, flow, and relationships, promoting openness and cultural appreciation.

- **Team-Building Physical Challenges**

Small group activities that require cooperation and problem-solving, emphasizing respect for all skill levels, collaboration, and social benefits such as trust and teamwork.

- **Technology and Fitness Reflection Project**

Students research and present how globalization and technology (like fitness trackers, virtual workouts, or esports) impact participation in physical activities and influence social and emotional health today and in the future.

### **Sample Exemplar:**

- **Research Presentation on Brain Development and Behavior**

Students investigate how healthy and unhealthy lifestyle choices affect brain development and its impact on physical, social, and emotional health in early adulthood. They create and deliver a multimedia presentation predicting outcomes based on different behaviors.

- **Personal Fitness Plan with Reflection**

Students design a detailed personal fitness plan applying FITT principles, considering genetics, nutrition, sleep, and environment. They implement the plan, track progress, and write a reflective essay evaluating how their strengths and limitations influenced their success.

- **Movement and Performance Analysis Lab**

Students perform and record various physical activities focusing on force, motion, speed, agility, and range of motion. They analyze and modify their techniques to improve performance, supported by video or peer feedback.

- **Cultural Rhythmic Activity Project**

Students research a cultural dance or rhythmic fitness activity, design a session incorporating variations in time, space, force, and flow, then lead and critique the activity with peers, demonstrating respect and openness to diverse fitness experiences.

- **Globalization and Technology Impact Report**

Students analyze how globalization and technology influence participation in sports, fitness, and recreation globally and locally. They create a report or presentation discussing social and emotional connections, including current trends like esports and virtual fitness communities.

### Appendix B: Instructional Exemplars and Explanations: Unit 2

#### Sample Activities:

- **Cross-Sport Skill Transfer Workshop**

Students practice striking skills (e.g., racket swings, hand-eye coordination) from various sports like tennis, badminton, and pickleball, then discuss and demonstrate how these skills transfer between games.

- **Force and Motion Movement Lab**

Students perform activities focusing on weight transfer, power, speed, agility, and range of motion, then analyze and modify their movements to enhance performance through peer and instructor feedback.

- **Design and Lead a Rhythmic Fitness Routine**

In small groups, students create a rhythmic physical activity (such as a dance or aerobics routine) incorporating variations in time, space, force, flow, and relationships, then lead the class and provide constructive critiques.

- **Sportsmanship and Etiquette Role-Play**

Students simulate roles of players, officials, and trainers during a game scenario, then analyze behaviors and recommend strategies to improve performance, participation, and respectful conduct.

- **Game Innovation Project**

Students work in teams to modify existing games or sports rules to improve safety, participation, and enjoyment, then present and demonstrate their new game variations to the class.

#### Sample Exemplar:

- A student demonstrates how striking skills learned in tennis can be adapted to pickleball and badminton, explaining the similarities and differences in technique.
- A student analyzes their own performance in a fitness activity, identifying how adjustments in weight transfer and speed improve their agility and overall effectiveness.
- A group creates and leads a culturally-inspired rhythmic dance routine, incorporating variations in time, space, and force, followed by peer feedback and self-reflection.



- A student evaluates the role of sportsmanship and etiquette during a competitive game, proposing strategies to improve respect and fairness among players and officials.
- A team designs new rules for an existing sport to increase safety and inclusivity, then presents their rule changes and facilitates a demonstration game applying these modifications.

### Appendix B: Instructional Best Practices and Exemplars: Unit 3

#### Sample Activities:

- Students create a comprehensive personal health care plan that incorporates physical activity, mental health strategies, and social-emotional wellness goals, then present their plans in small groups for feedback.
- Students participate in a workshop to analyze how different behaviors (healthy and unhealthy) affect brain development and overall well-being during early adulthood, using case studies and group discussions.
- In pairs, students design and lead a rhythmic or fitness-based activity that incorporates variations in time, space, force, and flow, then critique each other's leadership and creativity.
- Students collaborate to modify the rules of a traditional game or sport to increase inclusivity, safety, and enjoyment, followed by playing the game with the new rules and reflecting on the experience.
- Through journaling and peer sharing, students explore personal strengths, limitations, and stress management techniques, then practice communicating positive mental health messages tailored for different audiences.

#### Sample Exemplar:

- **Personal Health Care Plan Presentation:** Students develop and present a comprehensive health care plan that integrates physical activity, mental health strategies, and social-emotional wellness tailored to their lifestyle and goals.
- **Behavior Impact Case Study:** Analyze real or hypothetical scenarios predicting how specific healthy and unhealthy behaviors affect brain development and physical, social, and emotional health in early adulthood, with reflective group discussions.
- **Fitness Plan Design and Evaluation:** Create a personal fitness plan using fitness principles (like FITT), then implement and evaluate it, explaining how genetics, nutrition, sleep, and environment influence their progress and health outcomes.

- **Cultural Movement Activity Leadership:** Design and lead a rhythmic or fitness activity inspired by a cultural tradition, incorporating variations in time, space, force, and flow; afterward, lead a critique session on performance and inclusivity.
- **Social Behavior and Sportsmanship Workshop:** Collaborate in teams to explore etiquette, responsibilities, and respectful communication during physical activities; develop and propose rule changes or strategies that promote safety, inclusion, and enjoyment.

### Appendix B: Instructional Best Practices and Exemplars: Unit 4

#### Sample Activities:

- **Create a Personal Health Care Plan:** Students design a comprehensive plan addressing physical activity, mental health strategies, social connections, and emotional wellness tailored to their lifestyle.
- **Behavior Impact Reflection:** Analyze case studies or scenarios to predict how specific healthy or unhealthy behaviors affect brain development and social-emotional health in early adulthood, followed by group discussions.
- **Movement Skills Transfer Workshop:** Practice and demonstrate how movement skills from one sport or activity (like badminton or tennis) can be applied and adapted to another, focusing on striking techniques and force application.
- **Stress Management Strategy Role-Play:** Students identify common stressors and role-play effective responses using various coping strategies, including communication techniques tailored to different audiences.
- **Fitness Plan Development and Peer Coaching:** Design and implement a personal fitness plan using fitness principles (e.g., FITT), then engage in peer coaching sessions that promote respect, inclusivity, and motivation for all ability levels.

#### Sample Exemplar:

- **Personalized Health Care Plan Project:** Students develop a detailed health care plan that integrates physical activity, mental health practices, and social-emotional wellness strategies tailored to their individual needs and lifestyle.
- **Behavior Impact Analysis Presentation:** Students research and present on how specific healthy and unhealthy behaviors affect brain development and physical, social, and emotional growth during early adulthood, using current scientific evidence.
- **Fitness Training Portfolio:** Students design, implement, and evaluate a personal fitness plan incorporating the FITT principles and skill-related fitness components, reflecting on genetics, nutrition, and other lifestyle factors affecting their progress.
- **Movement Skills Transfer Demonstration:** Students explain and demonstrate how movement and striking skills from one sport or activity can be adapted to another, analyzing how force and motion impact performance.

- **Cultural and Social Fitness Experience Reflection:** Students participate in or lead a rhythmic or physical activity that incorporates cultural or social elements, then reflect on the social benefits, responsible behavior, and the influence of globalization and technology on participation in physical activities.