



Willingboro Public Schools

“Where Excellence is the Expectation”

Willingboro Public Schools Physical Education Grade 10

Revised April 2025

Curriculum template, pending review
(From [New Jersey Student Learning Standards](#))

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Click here for the K-4 PE Pacing Guide.

| Overview | Content Standards | Unit Focus |
|---|---|---|
| Unit 1 Fitness and Weight Training | <ul style="list-style-type: none"> 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. 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., | In this unit, students will continue to expand their knowledge of fitness and why they need to be physically active in their lives. This unit will focus on both strength and cardiovascular exercises. Students will understand the long- and short-term benefits of including regular physical activity in their lives. Students will understand the significance of their heart rates during exercise and how to achieve their target heart rate through cardiovascular activity. Students will be introduced to weight training and will become knowledgeable about the FITT method and the |

| Overview | Content Standards | Unit Focus |
|----------|---|---|
| | <p>academics, relationships, shootings, death, car accidents, illness).</p> <ul style="list-style-type: none">● 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.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. | benefits of including strength training in their personal fitness programs. |

| Overview | Content Standards | Unit Focus |
|---|---|--|
| | <ul style="list-style-type: none">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). | |
| <i>Unit 1: Suggested Open Educationa l Resources</i> | <ul style="list-style-type: none"><u>Concepts of Fitness and Wellness</u> | |
| <i>Unit 2 Cooperativ e Games</i> | <ul style="list-style-type: none">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.5: Develop rule changes to existing games, sports, and activities that enhance | 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. |

| Overview | Content Standards | Unit Focus |
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| | <ul style="list-style-type: none"> participation, safety, and enjoyment. 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. | |
| <i>Suggested Open Educational Resources</i> | <ul style="list-style-type: none"> <u>Concepts of Fitness and Wellness</u> | |
| Unit 3 Team Sports I | <ul style="list-style-type: none"> 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. 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 | 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. |

| Overview | Content Standards | Unit Focus |
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| | <p>motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <ul style="list-style-type: none">● 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).● 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.● 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.● 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.● 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.● 2.2.12.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 | |

| Overview | Content Standards | Unit Focus |
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| | <p>someone, making friends, team work, building trust, experiencing something new).</p> <ul style="list-style-type: none">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. | |
| <i>Unit 3: Suggested Open Educational Resources</i> | <ul style="list-style-type: none"><u>Concepts of Fitness and Wellness</u> | |
| Unit 4 Team Sport II | <ul style="list-style-type: none">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.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 | <p>This unit is designed to teach the terminology, skills, rules, and strategies of different team sports that are usually played outdoors. 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. All activities in this unit will be played in the fall and spring months when the weather is fair and students can use the outside facilities including the turf and grass fields.</p> |

| Overview | Content Standards | Unit Focus |
|--|--|------------|
| | <p>recommend strategies to improve their performance, participation, and behavior.</p> <ul style="list-style-type: none">● 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.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. | |
| <i>Unit 4: Suggested Open Educationa l Resources</i> | <ul style="list-style-type: none">● <u>Concepts of Fitness and Wellness</u> | |

Unit 1: Fitness and Weight Training**Overview**

In this unit, students will continue to expand their knowledge of fitness and why they need to be physically active in their lives. This unit will focus on both strength and cardiovascular exercises. Students will understand the long- and short-term benefits of including regular physical activity in their lives. Students will understand the significance of their heart rates during exercise and how to achieve their target heart rate through cardiovascular activity. Students will be introduced to weight training and will become knowledgeable about the FITT method and the benefits of including strength training in their personal fitness programs.

| Essential Questions | Enduring Understandings |
|---|---|
| <ul style="list-style-type: none">What are the benefits of being physically active and how can you create small habits to help meet your fitness goals?How can goal setting help play an important role in creating and maintaining a fitness program?Why is it important to understand that fitness is not a one size fits all approach and how can you find a program that works for you? | <ul style="list-style-type: none">Incorporating daily fitness and weight training into your life can enhance your overall health including physical and mental.It is important to develop an individual and age appropriate training program based on the individual and their current fitness levels. Everyone is different and there is no one size fits all approach to fitness.Fitness can be fun and enjoyable by finding out what works best for each person. There are many types of fitness programs, so finding one that suits your goals and priorities is the best approach. |

Unit 1: Fitness and Weight Training**Content Standards**

- 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.
- 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
- 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
- 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.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).

Unit 1: Fitness and Weight Training

Content Standards

- 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).

Student Learning Objectives

- Students will explain why regular physical activity is important for maintaining and improving overall health.
- Students will identify and describe both short-term and long-term benefits of participating in regular cardiovascular and strength-training exercises.
- Students will monitor and interpret their heart rates during exercise and explain how to achieve and maintain their target heart rate zone.
- Students will demonstrate understanding of basic weight training techniques and apply them safely in a fitness setting.
- Students will describe and apply the components of the FITT method (Frequency, Intensity, Time, and Type) to develop and evaluate a personal fitness program.
- Students will compare and contrast strength training and cardiovascular training, explaining how each contributes to overall fitness.
- Students will analyze how consistent exercise can improve physical, mental, and emotional wellness over time.
- Students will demonstrate appropriate sportsmanship, safety, and proper form when engaging in strength and cardiovascular activities.

Integrated Accommodations and Modifications

| Special Education Students | English Language Learners | At Risk |
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| <ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Provide additional manipulatives to support instruction | <p style="text-align: center;">WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> ● Modify Assignments ● Use testing and portfolio assessment | <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and practice |

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

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| <ul style="list-style-type: none"> Utilize inquiry-based instruction Adjust the pace of lessons Utilize Choice Boards Provide Problem-Based Learning Establish flexible Grouping | <ul style="list-style-type: none"> Assist student in setting short term goals Allow for preferential seating to be mutually determined by the student and teacher Provide extra textbooks for home. Model and reinforce organizational systems (i.e. color-coding) Write out homework assignments, check student's recording of assignments |
| Interdisciplinary Connections | Computer Science and Design Thinking |
| ELA Standards <ul style="list-style-type: none"> L.11-12.1.: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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. | Computer Science and Design Thinking Standards <ul style="list-style-type: none"> 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. 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. 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. |
| Career Readiness, Life Literacies and Key Skills | |
| <p>Career Readiness, Life Literacies and Key Skills Standards</p> <p>9.2 Career Awareness, Exploration, Preparation, and Training</p> <ul style="list-style-type: none"> 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. <p>9.4 Life Literacies and Key Skills</p> <p>21st Century Skills</p> <ul style="list-style-type: none"> 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). <p style="text-align: center;">Climate Change</p> <p>Addressed in Unit 2</p> <p style="text-align: center;">SEL Competencies</p> | |

- 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 | District/School Summative Assessment Plan |
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| <p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> • 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). <p>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:</p> <ul style="list-style-type: none"> • 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 • Checklist • Teacher produced worksheets | <p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Quarterly Exam • Personal Fitness Plan <p>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.</p> |
| Targeted Academic Vocabulary | |
| <ul style="list-style-type: none"> • Cardiovascular Endurance – The ability of the heart, lungs, and blood vessels to deliver oxygen to working muscles during sustained physical activity. • Target Heart Rate – The range of heartbeats per minute at which the heart and lungs receive the most benefit from a workout, improving cardiovascular fitness. • Strength Training – A type of physical exercise using resistance to improve muscle strength, endurance, and size. | |

- **FITT Method** – A principle for planning fitness programs that stands for Frequency (how often), Intensity (how hard), Time (how long), and Type (kind of exercise)
- **Muscle Hypertrophy** – The increase in muscle size resulting from repeated strength training over time.
- **Aerobic Exercise** – Physical activity that requires oxygen for sustained energy production, such as running, cycling, or swimming.
- **Anaerobic Exercise** – High-intensity physical activity that does not rely on oxygen as the primary energy source, such as sprinting or heavy weightlifting.
- **Resting Heart Rate** – The number of heartbeats per minute while at complete rest, often used as an indicator of overall heart health.
- **Recovery Heart Rate** – The speed at which the heart returns to resting levels after exercise, reflecting cardiovascular efficiency.
- **Muscular Endurance** – The ability of a muscle or muscle group to perform repeated contractions over time without fatigue.

District/School Primary and Supplementary Resources

Primary Resources

- Textbook: *Fitness for Life* (Corbin et al.) – chapters on cardiovascular endurance, strength training, and FITT principles.
- Heart Rate Monitors: Wearable devices (e.g., Polar, Garmin) for students to track heart rate during cardiovascular activities.
- Weight Training Equipment: School gym equipment such as dumbbells, resistance bands, and weight machines to practice strength exercises.
- Instructional Videos: Teacher-curated videos on proper form for cardiovascular and weight training exercises (e.g., American Council on Exercise video library).
- FITT Method Reference Guide: Handouts or posters explaining Frequency, Intensity, Time, and Type with examples for both strength and cardio workouts.

Supplementary Resources

- Interactive Websites: CDC Physical Activity Basics (<https://www.cdc.gov/physicalactivity/>) and MyPlate.gov for nutrition and activity connections.
- Fitness Apps: Apps like Nike Training Club or MyFitnessPal to demonstrate tracking workouts and heart rate zones.
- Guest Speaker: Local fitness trainer or physical therapist to discuss proper technique and injury prevention.
- Research Articles: Excerpts from ACSM (American College of Sports Medicine) on long- and short-term benefits of exercise.
- Infographics and Posters: Visual aids from Shape America or state health organizations illustrating heart rate zones, benefits of activity, and sample workouts.

Pacing Guide

Unit 2: Cooperative Games

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

Enduring Understandings

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| <ul style="list-style-type: none">• What are the most important skills to have when participating in cooperative games?• How can you effectively communicate with someone who has bad sportsmanship on your team?• Why are cooperative games an integral part of physical education? | <ul style="list-style-type: none">• A person can be competitive in a positive manner and enhance the team experience.• Cooperative games rely heavily on communication, good sportsmanship, leadership and team oriented goals.• It is important to take all teammate feedback into consideration. There is usually more than one way to achieve a team goal. |
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Unit 2: Cooperative Games

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.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
- 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 demonstrate safe participation in a variety of physical activities while following all rules and procedures.
- Students will apply effective teamwork skills, including cooperation, encouragement, and shared decision-making, during group activities.
- Students will practice and demonstrate sportsmanship by showing respect, fairness, and positive attitudes toward peers and opponents.
- Students will use strategy and skill to contribute to successful outcomes in partner and small-group activities.
- Students will communicate clearly and respectfully with teammates to solve problems and improve group performance.
- Students will demonstrate respect and understanding for classmates of all skill levels and abilities during every activity.
- Students will use creativity and flexibility to adapt strategies and approaches in order to achieve success in various activities.

- Students will reflect on how sportsmanship, teamwork, and communication contribute to a positive and inclusive environment.

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

| Appendix A: Special Education Accommodations and Modifications | | |
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| Gifted and Talented Students | | 504 Plan |
| <ul style="list-style-type: none"> Utilize advanced, accelerated, or compacted content Provide assignments that emphasize higher- level thinking skills. Allow for individual student interest Gear assignments to development in areas of affect, creativity, cognition, and research skills Allow for a variety in types of resources Provide problem-based assignments with planned scope and sequence Utilize inquiry-based instruction Adjust the pace of lessons Utilize Choice Boards Provide Problem-Based Learning Establish flexible Grouping | | <ul style="list-style-type: none"> Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Provide repetition and practice Model skills / techniques to be mastered. Provide extended time to complete class work Provide copy of class notes Break long assignments into smaller parts Assist student in setting short term goals Allow for preferential seating to be mutually determined by the student and teacher Provide extra textbooks for home. Model and reinforce organizational systems (i.e. color-coding) Write out homework assignments, check student's recording of assignments |
| Interdisciplinary Connections | | Computer Science and Design Thinking |
| ELA Standards <ul style="list-style-type: none"> L.11-12.1.: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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. | | Computer Science and Design Thinking Standards <ul style="list-style-type: none"> 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. 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. 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. |
| 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**1. Carbon Footprint Relay**

- **Description:** Set up a relay course with different stations representing daily choices that impact climate change (e.g., biking vs. driving, recycling vs. throwing away, eating local food vs. imported).
- **Connection to standards/objectives:**
 - Students demonstrate safe movement skills while sprinting, dodging, and transferring objects between stations.
 - Teams must communicate and cooperate to plan strategies for fastest completion.
 - Afterward, students reflect on how their choices impact the environment and how teamwork helped them succeed.

2. Sustainable Strategy Challenge

- **Description:** Modify an existing game (like soccer or handball) by creating “energy zones” or “recycling zones” on the field. Teams earn bonus points by completing passes or goals in those zones, simulating resource management.
- **Connection to standards/objectives:**
 - Students practice movement and striking skills while adapting to new rules.
 - Teams work together to create strategies under new conditions, demonstrating flexibility and problem-solving.
 - Students reflect on how small changes in rules can lead to different behaviors and outcomes, just like climate-conscious choices.

3. Wind Power Obstacle Course

- **Description:** Set up an obstacle course that represents renewable energy challenges (e.g., carrying lightweight objects that “catch the wind,” navigating tunnels representing wind turbines).
- **Connection to standards/objectives:**
 - Students analyze and adjust force and motion (e.g., weight transfer, balance) to navigate efficiently.
 - Encourages cooperation and encouragement when partners assist each other through difficult obstacles.
 - Students reflect on how working together and adapting techniques leads to success, linking to solving real-world challenges.

4. Global Games Exchange

- **Description:** Introduce students to physical games or dances from cultures around the world that have adapted to climate and environment (e.g., an African net game or a Nordic skiing-inspired relay indoors).
- **Connection to standards/objectives:**
 - Builds openness to learning activities from other cultures, linking to globalization and technology's influence.
 - Teams practice inclusion, sportsmanship, and shared decision-making while trying something new.
 - Promotes understanding of how climate and geography influence recreation and fitness globally.

5. Eco-Rule Innovation

- **Description:** In small groups, students take a familiar sport (like kickball) and brainstorm eco-themed rule changes to promote participation and sustainability (e.g., fewer resources used, more players involved at once, reduced “waste” penalties). Then they test and play their modified version.
- **Connection to standards/objectives:**
 - Students demonstrate creativity in modifying games to enhance enjoyment and inclusion.
 - Teams cooperate to implement and teach the new rules, practicing communication and sportsmanship.
 - Reflective discussion follows on how innovation in games parallels innovation in solving environmental challenges.

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 | District/School Summative Assessment Plan |
|--|---|
| <p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>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:</p> <ul style="list-style-type: none"> ● Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy) | <p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Quarterly Exam <p>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.</p> |

- 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
- Exit Ticket
- Self Reflection
- Teacher Observation
- Class Discussion

Targeted Academic Vocabulary

- **Sportsmanship** – Fair, respectful, and gracious behavior toward others while participating in physical activities, regardless of the outcome.
- **Teamwork** – The ability of a group to work together cooperatively toward a common goal, sharing responsibilities and supporting one another.
- **Strategy** – A planned method or approach designed to achieve success in an activity or game.
- **Skill** – A learned ability to perform a task effectively, often improved through practice and repetition.
- **Communication** – The exchange of information, ideas, or instructions between individuals or groups to enhance performance and cooperation.
- **Cooperation** – Working together harmoniously with others to accomplish a shared task or objective.
- **Creativity** – The use of imagination and original ideas to solve problems or approach activities in new and effective ways.
- **Respect** – Showing consideration and appreciation for the feelings, abilities, and rights of others.
- **Inclusion** – Actively ensuring that all individuals, regardless of ability level, are welcomed and able to participate fully.
- **Collaboration** – The process of working jointly with others, combining strengths and ideas to reach a common goal.

District/School Primary and Supplementary Resources

Primary Resources

- Gymnasium space and a variety of indoor/outdoor equipment (e.g., balls, cones, pinnies, jump ropes, nets) for team activities.
- Teacher-led demonstrations and guided practice sessions modeling sportsmanship, teamwork, and strategy.
- Partner and small-group cooperative games (e.g., relay races, small-sided team games, strategy-based challenges).
- Peer feedback sessions and reflection discussions on communication and respect during activities.
- Safety guidelines and rules for each activity provided and reviewed before participation.

Supplementary Resources

- Instructional videos or tutorials on teamwork skills, strategies, and fair play (e.g., Positive Coaching Alliance clips).
- Posters or anchor charts displaying key vocabulary such as sportsmanship, cooperation, and inclusion.
- Articles or short readings on famous athletes known for teamwork and respect on and off the field.
- Online cooperative game ideas or physical education blogs that share creative activity adaptations.
- Guest speaker (e.g., a coach or community athlete) discussing real-life examples of strategy, communication, and respect in team settings.

Pacing Guide

Unit 3: Team Sports I**Overview**

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.

Essential Questions

- How do team sports impact overall fitness?
- How does sportsmanship play a key role in team sports?
- Why does the development of strategies play an important role in team sports?

Enduring Understandings

- Team sports rely on a combination of teamwork, offensive/defensive strategies, communication, and cooperation in order to achieve success.
- While there are immediate benefits, including maintaining a healthy weight, feeling more energetic, and promoting a better outlook, participating in team sports can offer a chance to have fun.
- Team sports incorporate a variety of health and skill related fitness components.

Unit 3: Team Sports I**Content Standards**

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

Unit 3: Team Sports I**Content Standards**

- 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 identify and use key terminology related to a variety of indoor team sports.
- Students will demonstrate correct execution of fundamental skills needed in a range of team sports played in a gymnasium.
- Students will explain and apply the rules and basic strategies for selected indoor team sports.
- Students will apply offensive strategies to create scoring opportunities during game play.
- Students will apply defensive strategies to prevent opponents from scoring during game play.
- Students will demonstrate sportsmanship by showing respect, fairness, and encouragement toward teammates and opponents.
- Students will actively participate in team sports while following all safety rules and procedures in the gymnasium setting.
- Students will work cooperatively with peers by communicating effectively and supporting team decisions.
- Students will use problem-solving and decision-making skills to adjust strategies during game play.
- Students will reflect on their individual contributions and physical activity levels in various team sports to support personal growth and improvement.

Integrated Accommodations and Modifications

| Special Education Students | English Language Learners | At Risk |
|---|---|---|
| <ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Provide additional manipulatives to support instruction ● Allow for alternative strategies to solve algorithms or tasks ● Provide the steps needed to complete the task ● Model frequently | <p>WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> ● Modify Assignments ● Use testing and portfolio assessment ● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) | <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes |

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| <ul style="list-style-type: none"> Provide repetition and practice. Use visuals to demonstrate/model the processes Restate, reread, and clarify directions/questions Ask students to restate information, directions, and assignments. Provide copy of class notes Distribute study guide for classroom tests. Provide preferential seating to be mutually determined by the student and teacher Provide extra textbooks for home. Provide regular parent/ school communication Allow extended time to complete assignment Establish procedures for accommodations / modifications for assessments Allow student to take/complete tests in an alternate setting as needed | <ul style="list-style-type: none"> Repeat, rephrase, paraphrase key concepts and directions Allow for extended time for assignment completion as needed Highlight key vocabulary Define essential vocabulary in context Use graphic organizers, visuals, manipulatives and other concrete materials Use gestures, facial expressions and body language Read aloud Build on what students already know and prior experience | <ul style="list-style-type: none"> Provide preferential seating to be mutually determined by the student and teacher Allow the use of a computer to complete assignments. Establish expectations for correct spelling on assignments Provide extra textbooks for home. Provide Peer Support Increase one on one time |
| Appendix A: Special Education Accommodations and Modifications | | |

| Gifted and Talented Students | 504 Plan |
|--|--|
| <ul style="list-style-type: none"> Utilize advanced, accelerated, or compacted content Provide assignments that emphasize higher- level thinking skills. Allow for individual student interest Gear assignments to development in areas of affect, creativity, cognition, and research skills Allow for a variety in types of resources Provide problem-based assignments with planned scope and sequence Utilize inquiry-based instruction Adjust the pace of lessons Utilize Choice Boards Provide Problem-Based Learning Establish flexible Grouping | <ul style="list-style-type: none"> Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Provide repetition and and practice Model skills / techniques to be mastered. Provide extended time to complete class work Provide copy of class notes Break long assignments into smaller parts Assist student in setting short term goals Allow for preferential seating to be mutually determined by the student and teacher Provide extra textbooks for home. Model and reinforce organizational systems (i.e. color-coding) |

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| | <ul style="list-style-type: none"> • Write out homework assignments, check student's recording of assignments |
| Interdisciplinary Connections | Computer Science and Design Thinking |
| ELA Standards <ul style="list-style-type: none"> • L.11-12.1.: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • 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. | Computer Science and Design Thinking Standards <ul style="list-style-type: none"> • 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. • 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. • 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. |
| Career Readiness, Life Literacies and Key Skills | |
| Career Readiness, Life Literacies and Key Skills Standards <p>9.2 Career Awareness, Exploration, Preparation, and Training</p> <ul style="list-style-type: none"> • 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. <p>9.4 Life Literacies and Key Skills</p> <p>21st Century Skills</p> <ul style="list-style-type: none"> • 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 | |
| <ul style="list-style-type: none"> • 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 | District/School Summative Assessment Plan |
|--|---|
| <p>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:</p> <ul style="list-style-type: none"> • 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 • Class Discussion • Self-Reflection | <p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Quarterly Exam • Participation in tournaments <p>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.</p> |

Targeted Academic Vocabulary

- **Teamwork** – The combined efforts of a group of people working together toward a common goal.
- **Sportsmanship** – Fair and respectful behavior during competition, including following rules, showing respect for opponents, and maintaining a positive attitude.
- **Offensive Strategy** – A planned approach or set of actions used by a team to score points or achieve an advantage during gameplay.
- **Defensive Strategy** – A planned approach or set of actions used by a team to prevent the opposing team from scoring.
- **Cooperation** – Working together with others in a respectful and productive way to achieve success.
- **Rules of Play** – Specific guidelines that govern how a sport or activity is played, ensuring safety and fairness.
- **Skills** – Specific physical actions or techniques, such as passing, shooting, or dribbling, used to play a sport effectively.
- **Terminology** – The specialized words or expressions used within team sports to describe actions, equipment, or strategies.
- **Individual Physical Activity** – Participation in exercise or sport activities that focus on improving personal health and fitness.
- **Gymnasium Safety Procedures** – Established practices that ensure participants remain safe while engaging in activities indoors.
- **Communication** – The process of exchanging information or instructions with teammates verbally or nonverbally during sports.
- **Strategy** – A planned method or set of actions designed to achieve success in a game or sport.
- **Collaboration** – The act of working jointly with others, sharing ideas, and supporting teammates to accomplish a task.
- **Positive Interaction** – Engaging with peers in a way that is encouraging, respectful, and supportive.
- **Adaptability** – The ability to change or adjust actions, strategies, or techniques based on the situation during gameplay.

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

- **Sport Education in Physical Education: Research-Based Curriculum** by Daryl Siedentop – A foundational text on teaching team sports, strategies, and rules in a structured way.
- **National Standards & Grade-Level Outcomes for K–12 Physical Education** (SHAPE America) – Provides key skills, rules, and strategy guidelines aligned with best practices.
- **Sport-Specific Rule Books** (e.g., official basketball, volleyball, and indoor soccer rulebooks from governing organizations such as NFHS or USA Volleyball) – Detailed rules and regulations for indoor sports.
- **Physical Education Curriculum Guide (Local or District-Specific)** – Outlines required terminology, safety guidelines, and performance expectations.
- **Teaching Sport Concepts and Skills: A Tactical Games Approach** by Stephen A. Mitchell, Judith L. Oslin, and Linda L. Griffin – Provides instructional strategies for offensive/defensive tactics and teamwork.

Supplementary Resources

- **Videos of Indoor Sports Drills and Strategies** (e.g., USA Volleyball YouTube channel, NFHS Learn, or other professional coaching channels) – Visual demonstrations of rules, skills, and gameplay.
- **Digital Apps for PE** (e.g., Hudl Technique, Coach's Eye, or iScore Sports) – Tools for analyzing student performance, strategies, and teamwork.
- **Gymnasium Safety Posters and Visual Aids** – Visual reminders for students about safety, rules, and respectful interaction in the gym.
- **Sportsmanship and Teamwork Lesson Plans** (e.g., SHAPE America online resources or PE Central) – Ready-to-use lessons on positive peer interactions.
- **Local Coaches or Guest Speakers** – Invite coaches or athletes to share practical experiences about strategy, sportsmanship, and teamwork in indoor sports.

Pacing Guide

Unit 4: Team Sport II**Overview**

This unit is designed to teach the terminology, skills, rules, and strategies of different team sports that are usually played outdoors. 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. All activities in this unit will be played in the fall and spring months when the weather is fair and students can use the outside facilities including the turf and grass fields.

| Essential Questions | Enduring Understandings |
|---|---|
| <ul style="list-style-type: none">• How do team sports impact overall fitness?• How does sportsmanship play a key role in team sports?• Why does the development of strategies play an important role in team sports? | <ul style="list-style-type: none">• Team sports rely on a combination of teamwork, offensive/defensive strategies, communication, and cooperation in order to achieve success.• While there are immediate benefits, including maintaining a healthy weight, feeling more energetic, and promoting a better outlook, participating in team sports can offer a chance to have fun.• Team sports incorporate a variety of health and skill related fitness components. |

Unit 4: Team Sport II**Content Standards**

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

Unit 4: Team Sport II**Content Standards**

- 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 be able to define and use key terminology related to outdoor team sports.
- Students will demonstrate fundamental skills required for a variety of outdoor team sports such as passing, shooting, and dribbling.
- Students will understand and follow the official rules and regulations of different outdoor team sports during gameplay.
- Students will apply offensive and defensive strategies to improve their team's performance in outdoor sports activities.
- Students will practice safe participation by following all safety guidelines and using equipment properly during outdoor team sports.
- Students will exhibit good sportsmanship by showing respect, fairness, and positive attitudes toward teammates and opponents.
- Students will effectively communicate and cooperate with peers to achieve common goals during team sports activities.
- Students will demonstrate teamwork by supporting and encouraging peers regardless of skill level or experience.
- Students will participate actively in individual physical activities related to outdoor sports to improve personal fitness.
- Students will reflect on their participation and the role of teamwork, sportsmanship, and strategy in outdoor team sports.

Integrated Accommodations and Modifications

| Special Education Students | English Language Learners | At Risk |
|---|---|---|
| <ul style="list-style-type: none"> Utilize modifications & accommodations delineated in the student's IEP Provide additional manipulatives to support instruction Allow for alternative strategies to solve algorithms or tasks Provide the steps needed to complete the task | <p>WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> Modify Assignments Use testing and portfolio assessment Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) | <ul style="list-style-type: none"> Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Provide repetition and practice |

| | | |
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| <ul style="list-style-type: none"> ● Model frequently ● Provide repetition and practice. ● Use visuals to demonstrate/model the processes ● Restate, reread, and clarify directions/questions ● Ask students to restate information, directions, and assignments. ● Provide copy of class notes ● Distribute study guide for classroom tests. ● Provide preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Provide regular parent/ school communication ● Allow extended time to complete assignment ● Establish procedures for accommodations / modifications for assessments ● Allow student to take/complete tests in an alternate setting as needed | <ul style="list-style-type: none"> ● Repeat, rephrase, paraphrase key concepts and directions ● Allow for extended time for assignment completion as needed ● Highlight key vocabulary ● Define essential vocabulary in context ● Use graphic organizers, visuals, manipulatives and other concrete materials ● Use gestures, facial expressions and body language ● Read aloud ● Build on what students already know and prior experience | <ul style="list-style-type: none"> ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Provide preferential seating to be mutually determined by the student and teacher ● Allow the use of a computer to complete assignments. ● Establish expectations for correct spelling on assignments ● Provide extra textbooks for home. ● Provide Peer Support ● Increase one on one time |
| Appendix A: Special Education Accommodations and Modifications | | |

| Gifted and Talented Students | 504 Plan |
|---|--|
| <ul style="list-style-type: none"> ● Utilize advanced, accelerated, or compacted content ● Provide assignments that emphasize higher- level thinking skills. ● Allow for individual student interest ● Gear assignments to development in areas of affect, creativity, cognition, and research skills ● Allow for a variety in types of resources ● Provide problem-based assignments with planned scope and sequence ● Utilize inquiry-based instruction ● Adjust the pace of lessons ● Utilize Choice Boards ● Provide Problem-Based Learning | <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Break long assignments into smaller parts ● Assist student in setting short term goals ● Allow for preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. |

| | |
|---|---|
| <ul style="list-style-type: none"> Establish flexible Grouping | <ul style="list-style-type: none"> Model and reinforce organizational systems (i.e. color-coding) Write out homework assignments, check student's recording of assignments |
| Interdisciplinary Connections | Computer Science and Design Thinking |
| English/Language Arts <ul style="list-style-type: none"> L.11-12.1.: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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. | <ul style="list-style-type: none"> 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. 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. 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. |
| Career Readiness, Life Literacies and Key Skills | |
| Career Readiness, Life Literacies and Key Skills Standards <p>9.2 Career Awareness, Exploration, Preparation, and Training</p> <ul style="list-style-type: none"> 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. <p>9.4 Life Literacies and Key Skills</p> <p>21st Century Skills</p> <ul style="list-style-type: none"> 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 <p>SEL Competencies</p> <ul style="list-style-type: none"> Self - Awareness Self - Management Social Awareness Responsible Decision Making Relationship Skills | |

| District/School Formative Assessment Plan | District/School Summative Assessment Plan |
|---|--|
| <p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>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:</p> <ul style="list-style-type: none"> • 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 • Class Discussion • Self-Reflection | <p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Summative Assessments:</p> <ul style="list-style-type: none"> • 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 | |
| <ul style="list-style-type: none"> • Offensive Strategy: The planned actions and tactics a team uses to score points and advance toward their goal. • Defensive Strategy: The techniques and positioning used by a team to prevent the opposing team from scoring. • Sportsmanship: Demonstrating fairness, respect, and gracious behavior toward teammates, opponents, and officials. • Teamwork: Collaborating effectively with others to achieve a common goal during team sports activities. • Communication: The exchange of information between players through verbal and nonverbal means to coordinate actions during a game. • Skill: The ability to perform specific physical tasks related to a sport, such as passing, shooting, or dribbling. • Rules: The official regulations that govern how a sport is played, including what actions are allowed or prohibited. • Physical Activity: Any movement that requires energy expenditure and contributes to physical fitness and health. • Turf Field: A type of artificial grass surface commonly used for outdoor sports that provides a consistent playing field. • Grass Field: A natural playing surface made of grass, often used for outdoor sports and subject to weather conditions. • Offense: The team or players who have possession of the ball and are attempting to score. • Defense: The team or players who try to stop the offense from scoring. • Fair Play: Playing by the rules and showing respect for others, ensuring the game is enjoyable and safe for everyone. • Positioning: The placement of players on the field to maximize team effectiveness both offensively and defensively. • Collaboration: Working jointly with others, especially in sports, to achieve a successful outcome. | |

District/School Primary and Supplementary Resources

Primary Resources:

- Physical Education textbooks focused on team sports and outdoor activities

- Instructional videos demonstrating skills, rules, and strategies for outdoor team sports (e.g., soccer, lacrosse, flag football)
- Rulebooks from governing bodies of popular outdoor team sports (e.g., US Soccer Federation, NFHS Lacrosse Rules)
- Lesson plans and activity guides for teaching offensive and defensive strategies, teamwork, and sportsmanship
- Access to outdoor sports facilities such as turf and grass fields for practical skill application and gameplay

Supplementary Resources:

- Online platforms with interactive modules or tutorials for sports skills and fitness concepts (e.g., PE Central, CoachTube)
- Apps and wearable technology for tracking physical activity, heart rate, and performance during sports practices
- Articles and videos about sportsmanship, teamwork, and communication in sports from organizations like the Positive Coaching Alliance
- Peer-reviewed research articles or educational websites about the benefits of outdoor physical activity and team sports
- Guest speakers or local coaches who can provide real-world insights on playing and strategizing in outdoor team sports

Pacing Guide**Appendix A: Accommodations and Modifications****Appendix A: Accommodations and Modifications: Unit 1****Accommodation:**

- Provide clear, step-by-step instructions both verbally and in writing to support diverse learning needs
- Allow extra time for students to complete activities or set fitness goals
- Use visual aids, charts, or graphic organizers to help students track progress and understand concepts like goal setting and habit formation
- Offer options for different types of physical activities to accommodate various physical abilities and preferences
- Provide frequent positive feedback and encouragement to build motivation and self-confidence
- Use peer buddies or small groups to support collaboration and social interaction during activities
- Allow use of assistive devices or adaptive equipment if needed for physical activities
- Offer flexible participation options (e.g., seated exercises, lower-impact activities) for students with physical limitations

Modifications:

- Simplify fitness goals and activities to match the student's current fitness level or developmental stage
- Adjust intensity, duration, or complexity of exercises to ensure safety and success
- Break down goal-setting tasks into smaller, manageable steps or milestones
- Focus on personal progress and effort rather than competition or standard benchmarks

- Provide alternative assignments such as fitness journaling, goal reflections, or creating a visual fitness plan instead of physical participation
- Modify group roles or responsibilities to suit individual strengths and needs, such as leading warm-ups, tracking team progress, or encouraging teammates
- Reduce the amount of information presented at once or divide lessons into shorter segments for students needing more processing time

Appendix A: Accommodations and Modification: Unit 2

Accommodations:

- Provide clear, simple instructions and repeat them as needed to ensure understanding
- Use visual supports such as diagrams, charts, or cue cards to reinforce game rules and communication strategies
- Allow extra processing time for students to respond or participate in discussions about sportsmanship and teamwork
- Pair students with supportive peers or in small groups to encourage positive interaction and cooperation
- Use role-playing or social stories to model effective communication and handling negative behaviors in a safe way
- Provide verbal prompts or reminders during activities to encourage cooperation and respectful behavior
- Offer alternative communication methods for students with speech or language difficulties (e.g., gestures, communication devices)
- Allow physical accommodations such as modified equipment or adapted movement options to enable full participation

Modifications:

- Simplify game rules or reduce the number of participants to make cooperative games more manageable
- Shorten activity duration or break games into smaller segments to maintain engagement and reduce frustration
- Focus on one or two key skills (e.g., turn-taking, encouraging teammates) rather than all cooperative skills at once
- Adjust expectations for communication by encouraging basic positive interactions rather than complex conflict resolution
- Provide alternative activities that build cooperation skills in a less competitive or less physically demanding setting
- Modify scoring or success criteria to emphasize participation, effort, and teamwork instead of winning
- Use simplified or scaffolded language when discussing sportsmanship and communication concepts
- Assign specific, manageable roles within the group to help students contribute in ways that suit their abilities and comfort levels

Appendix A: Accommodations and Modification: Unit 3

Accommodations:

- Provide clear, step-by-step instructions and check for understanding frequently

- Use visual aids such as diagrams, videos, or charts to explain fitness concepts, sportsmanship behaviors, and game strategies
- Allow extra time for skill practice and strategy discussions
- Pair students with peers or mentors for modeling positive sportsmanship and teamwork
- Use verbal prompts and positive reinforcement to encourage respectful communication and cooperation
- Offer adapted equipment (e.g., lighter balls, larger targets) to support participation in physical activities
- Provide written or audio summaries of key concepts for students who benefit from reviewing material multiple times
- Allow students to participate in a role suited to their ability level within team activities (e.g., strategist, encourager, scorer)

Modifications:

- Simplify game rules or adjust playing field size to match students' physical and cognitive abilities
- Reduce physical demands by shortening activity time or limiting the intensity of exercises
- Focus on one key element per lesson, such as fitness impact, sportsmanship behavior, or a specific strategy
- Use alternative assessment methods, like verbal explanations or drawings, to demonstrate understanding of concepts
- Modify expectations around participation—prioritize effort, teamwork, and positive attitudes over competitive performance
- Allow smaller teams or fewer players per side to encourage more involvement and reduce complexity
- Provide alternative, less competitive activities that still reinforce concepts of sportsmanship and strategy
- Scaffold strategic thinking by guiding students through simple decision-making scenarios before progressing to complex plays

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

- Use visual aids like diagrams or videos to demonstrate strategies clearly.
- Provide step-by-step guidance and model strategy development in practice.
- Break down complex strategies into smaller, manageable parts.
- Offer one-on-one or small group support during strategy discussions.
- Allow extra time to process and practice strategic plays.
- Use role-play or simulations to help students understand and apply strategies.
- Encourage verbalizing thinking aloud to support strategy comprehension.

Modifications:

- Simplify strategies by focusing on basic, easy-to-understand plays.
- Limit the number of strategies taught at one time.
- Adjust roles so some students focus on simpler tasks within the strategy.
- Reduce the size of the playing area to minimize complexity during execution.

- Provide pre-set strategies for students to follow rather than expecting creation.
- Use games with fewer players to allow more focused strategy application.

Appendix B: Instructional Best Practices and Exemplars:

Appendix B: Instructional Best Practices and Exemplars: Unit 1

Sample Activities:

- **Personal Fitness Plan Workshop**

Students create individualized fitness plans using the FITT (Frequency, Intensity, Time, Type) principles, considering their personal traits, strengths, limitations, and lifestyle goals. They share and discuss plans in small groups for feedback.

- **Stress Management Role-Play Scenarios**

In small groups, students role-play various stressful situations (e.g., academic pressure, social conflicts, emergencies) and practice healthy coping strategies, then reflect on the effectiveness of each approach.

- **Rhythmic Movement and Dance Creation**

Students design and lead a rhythmic movement routine incorporating variations in time, space, force, flow, and relationships. They perform and critique each other's routines focusing on creativity and physical fitness benefits.

- **Force and Motion Movement Lab**

Students experiment with different exercises that demonstrate concepts like weight transfer, power, speed, agility, and range of motion (e.g., jumping, throwing, sprinting). They analyze how modifying these factors affects their performance.

- **Community Physical Activity Exploration**

Students research and participate in diverse physical activities from different cultures or communities. They reflect on social benefits such as teamwork, friendship, and cultural appreciation, and discuss how openness improves the fitness experience.

Sample Exemplar:

- **Personalized Health Care Plan Portfolio**

Students develop and document a comprehensive health care plan that integrates physical activity, mental health strategies, and social-emotional

wellness goals, showing self-awareness of their strengths and areas for growth.

- **Stress Management Strategy Presentation**

Students research various stressors relevant to young adults and create a multimedia presentation explaining healthy coping mechanisms tailored to those situations, demonstrating understanding of emotional health responses.

- **Movement Analysis and Modification Lab**

Students perform a series of physical exercises focusing on force, motion, agility, and range of motion, then analyze their techniques and adjust movements to improve performance and efficiency.

- **Creative Rhythmic Fitness Routine Design**

Students design, lead, and evaluate a group fitness routine that incorporates cultural or social dance elements, emphasizing variations in time, space, force, and flow to develop teamwork and leadership skills.

- **Longitudinal Fitness Plan and Reflection**

Students create a long-term personal fitness plan using the FITT principles, incorporating strength, conditioning, and nutrition, and periodically reflect on physiological and psychological changes, connecting fitness knowledge to lifelong wellness.

Appendix B: Instructional Exemplars and Explanations: Unit 2

Sample Activities:

- **Skill Transfer Challenge**

Students practice striking skills from one sport (like tennis) and apply them to a related activity (such as pickleball), focusing on technique adjustments and sharing observations about similarities and differences.

- **Force and Motion Workshop**

Students participate in drills that emphasize weight transfer, speed, and agility, then reflect on how modifying these elements changes their performance in activities like shuttle runs or medicine ball throws.

- **Game Modification Lab**

In small groups, students choose an existing sport or game and propose rule changes that make it safer, more inclusive, or more enjoyable, then test their modified version with classmates and discuss the outcomes.

- **Fitness Journey Reflection**

Students assess their current fitness levels, set personalized goals for building strength and endurance, and participate in a variety of activities to

support lifelong fitness, documenting their progress and challenges.

- **Teamwork and Social Skills Circuit**

Through cooperative games and paired challenges, students practice respectful communication, encouragement, and problem-solving, then discuss how these social skills enhance participation and enjoyment in physical activities.

Sample Exemplar:

- **Demonstrating Skill Transfer Across Racquet Sports**

A student explains and demonstrates how the striking skills learned in tennis can be adapted and applied effectively in badminton and pickleball, highlighting similarities and necessary adjustments.

- **Analyzing and Improving Personal Performance Using Force and Motion Concepts**

A student records their technique during a sprint or jump, analyzes how weight transfer and speed impact their performance, then modifies their movements to improve agility and range of motion.

- **Creating Inclusive and Safe Rule Changes for a Popular Game**

A group of students redesign the rules of a common sport (e.g., basketball) to increase safety, encourage participation from all skill levels, and enhance enjoyment, then lead peers through the modified game.

- **Developing a Year-Long Personal Fitness Plan for Lifelong Activity**

A student develops and follows a personalized fitness plan focused on building strength and endurance that supports participation in a variety of activities throughout the year, reflecting on progress and challenges.

- **Reflecting on Social Benefits of Physical Activity and Global Influences**

A student writes a reflective essay or presentation analyzing how participation in team sports has helped them build friendships, teamwork skills, and trust, while also exploring how technology and globalization influence sports culture today.

Appendix B: Instructional Best Practices and Exemplars: Unit 3

Sample Activities:

- **Create a Personal Health Care Plan**

Students develop individualized health care plans that include daily practices and strategies to promote an active lifestyle, support mental well-being, and foster positive social and emotional habits.

- **Skill Transfer Challenge**
Students participate in a series of activities where they apply striking and movement skills learned in one sport (e.g., tennis) to another related activity (e.g., badminton or ping pong), reflecting on similarities and differences.
- **Force and Motion Analysis Workshop**
Using video or live demonstrations, students analyze the mechanics of different physical movements—focusing on weight transfer, power, speed, and agility—and experiment with modifying these to improve performance.
- **Design and Lead a Rhythmic Fitness Routine**
In small groups, students design, lead, and critique a rhythmic physical activity (such as an aerobics dance or culturally-inspired movement sequence) that incorporates variations in time, space, force, and flow.
- **Game Modification and Etiquette Discussion**
Students review the rules and etiquette of a traditional game or sport, propose and implement rule changes aimed at increasing participation, safety, and enjoyment, and discuss how respectful behavior and sportsmanship enhance group dynamics.

Sample Exemplar:

- **Comprehensive Personal Health Care Plan**
A detailed plan developed by the student that integrates physical activity routines, mental health practices, and social-emotional strategies, tailored to support a balanced and active lifestyle over time.
- **Movement Skill Transfer Demonstration**
A live or recorded demonstration where the student applies striking and movement techniques learned in one sport (e.g., tennis) effectively in another related activity (e.g., pickleball), explaining the adaptations made.
- **Rhythmic Physical Activity Leadership Project**
The student designs, leads, and evaluates a group fitness session (such as aerobics or cultural dance) that thoughtfully incorporates variations in time, space, force, and flow, while fostering group participation.
- **Rule Modification and Sportsmanship Analysis**
A project where the student reviews an existing game's rules and etiquette, proposes thoughtful changes to enhance safety, enjoyment, and inclusivity, and reflects on the impact of respectful behavior and preparation on performance.

- **Fitness Benefits and Social Impact Presentation**

A research-based presentation that compares short- and long-term physical, mental, and emotional benefits of regular activity, and explores how physical fitness contributes to social connections, teamwork, and cultural exchange.

Appendix B: Instructional Best Practices and Exemplars: Unit 4

Sample Activities:

- **Create and Present a Personal Health Care Plan**

Students develop a comprehensive plan that integrates physical activity, mental health strategies, and social-emotional practices to support a balanced lifestyle, then share their plans with the class.

- **Movement Skill Transfer Challenge**

Students practice striking and movement skills from one sport (like tennis or badminton) and then apply those skills in a different but related activity (such as pickleball or racquetball), reflecting on how techniques transfer and adapt.

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

Students design a group aerobic or dance routine incorporating variations in timing, space, force, and flow, then lead peers through the activity and provide constructive feedback on performance and engagement.

- **Game Rule Revision Workshop**

In small groups, students analyze the rules and etiquette of a familiar game or sport, propose modifications to improve safety, fairness, and enjoyment, and explain the reasoning behind their rule changes.

- **Social Benefits Reflection and Discussion**

Students participate in a team activity or sport, then reflect in writing or discussion on how teamwork, social interaction, and physical activity contribute to building friendships, trust, and emotional well-being.

Sample Exemplar:

- **Personal Wellness Portfolio**

Students develop a comprehensive health care plan incorporating physical activity, mental health practices, and social-emotional strategies, supported by reflections on their personal strengths, challenges, and lifestyle goals.

- **Cross-Sport Movement Application Project**

Students demonstrate how specific movement skills like striking, footwork, and agility are applied across different sports such as tennis, badminton, and pickleball, explaining the biomechanical principles behind effective performance.

- **Rhythmic Activity Leadership and Critique**

Students design and lead a group fitness or dance routine that varies in timing, spatial patterns, force, and flow; afterward, they critique their peers' performances focusing on creativity, cultural relevance, and social engagement.

- **Sportsmanship and Rules Improvement Workshop**

Groups analyze player etiquette and the roles of officials and trainers in various sports, then propose and justify rule changes that improve participation, fairness, safety, and enjoyment for diverse skill levels.

- **Fitness and Social Connection Reflection**

Students compare the short- and long-term impacts of physical activity on wellness and discuss how physical activity fosters social benefits such as teamwork, building friendships, trust, and positive emotional connections across cultures and communities.