

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

**Moorestown High School
Health and Physical Education**

**Physical Education
*Grade 12***

Date: February 2020
Prepared by: *Russ Horton*
Supervisor: Shawn Counard

Contents

<u>Administration</u>	3
<u>Course Description and Fundamental Concepts</u>	4
<u>New Jersey Student Learning Standards</u>	5
<u>Pacing Guide</u>	14
<u>Units Scope and Sequence</u>	16

Board of Education

Dr. Sandra Alberti, President

Mr. Jack Fairchild

Ms. Alexandria Law

Ms. Katherine Mullin

Ms. Lauren Romano

Dr. Mark Snyder

Mr. Mark Villanueva

Mr. David Weinstein

Ms. Caryn Shaw, Vice President

Administration

Dr. Scott McCartney, Superintendent of Schools

Ms. Carole Butler, Director of Curriculum & Instruction

Dr. David Tate, Director of Special Education

Mr. Jeffrey Arey, Director of Educational Technology

Mr. James Heiser, Business Administrator/Board Secretary

Ms. Debora Belfield, Director of Personnel

Principals

Mr. Andrew Seibel, Moorestown High School

Mr. Matthew Keith, William Allen Middle School

Ms. Susan Powell, Moorestown Upper Elementary School

Ms. Michelle Rowe, George C. Baker School

Mr. Brian Carter, Mary E. Roberts School

Ms. Heather Hackl, South Valley School

Supervisors of Curriculum and Instruction

Ms. Jacqueline Brownell, Language Arts & Media K-12

Ms. Julie Colby, Mathematics K- 12

Mr. Shawn Counard, Athletics, Physical Education/Health K-12

Ms. Kat D'Ambra, Guidance K-12

Ms. Leslie Wyers, Special Education Pre-K – 6

Ms. Cynthia Moskalow, Special Education 7 – Post Graduation

Mr. Gavin Quinn, Science K-12

Ms. Roseth Rodriguez, Social Studies & World Languages K – 12

Ms. Patricia Rowe, Arts, Technology, Business K-12

Ms. Leslie Wyers, Special Education Pre-K – 6

Course Description and Fundamental Concepts

12th Grade Health continues to emphasize participation in activities such as team, individual sports and fitness awareness. Students develop skills and activities that promote a life-long interest in physical fitness and recreation. The course meets two (2) double periods per week.

[New Jersey Student Learning Standards \(NJSLS\)](#)

Subject/Content Standards

[2020 Comprehensive Health and PE Standards](#)

Include grade appropriate subject/content standards that will be addressed

Unit Addressed	Standard #	Standard Description
<p>Orientation</p> <p>Organization-Fitness Readiness</p> <p>Invasion Games</p> <p>Net Games</p> <p>Striking-Fielding Games</p> <p>Fitness Activities</p> <p>Target Games</p>	2.2.12.MSC.1	<p>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).</p> <p>Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p>
<p>Orientation</p> <p>Organization-Fitness Readiness</p> <p>Invasion Games</p> <p>Net Games</p> <p>Striking-Fielding Games</p> <p>Fitness Activities</p> <p>Target Games</p>	2.2.12.MSC.2	<p>Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p>

<p>Orientation</p> <p>Organization-Fitness Readiness</p> <p>Invasion Games</p> <p>Net Games</p> <p>Striking-Fielding Games</p> <p>Fitness Activities</p> <p>Target Games</p>	<p>2.2.12.MSC.4</p>	<p>Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.</p>
<p>Orientation</p> <p>Organization-Fitness Readiness</p> <p>Invasion Games</p> <p>Net Games</p> <p>Striking-Fielding Games</p> <p>Fitness Activities</p> <p>Target Games</p>	<p>2.2.12.MSC.5</p>	<p>Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.</p>
<p>Orientation</p> <p>Organization-Fitness Readiness</p> <p>Invasion Games</p> <p>Net Games</p> <p>Striking-Fielding Games</p> <p>Fitness Activities</p> <p>Target Games</p>	<p>2.2.12.PF.1</p>	<p>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.</p>
<p>Orientation</p> <p>Organization-Fitness Readiness</p> <p>Invasion Games</p> <p>Net Games</p> <p>Striking-Fielding Games</p> <p>Fitness Activities</p> <p>Target Games</p>	<p>2.2.12.PF.2</p>	<p>Respect and appreciate all levels of ability and encourage with care during all physical activities.</p>

<p>Orientation</p> <p>Organization-Fitness Readiness</p> <p>Fitness Activities</p>	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.
<p>Orientation</p> <p>Organization-Fitness Readiness</p> <p>Fitness Activities</p>	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).
<p>Orientation</p> <p>Organization-Fitness Readiness</p> <p>Fitness Activities</p>	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.
<p>Orientation</p> <p>Organization-Fitness Readiness</p> <p>Invasion Games</p> <p>Net Games</p> <p>Striking-Fielding Games</p> <p>Fitness Activities</p> <p>Target Games</p>	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.
<p>Orientation</p> <p>Organization-Fitness Readiness</p> <p>Invasion Games</p> <p>Net Games</p> <p>Striking-Fielding Games</p> <p>Fitness Activities</p> <p>Target Games</p>	2.2.12.LF.2	Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.

<p>Orientation</p> <p>Organization-Fitness Readiness</p> <p>Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games</p>	<p>2.2.12.LF.3</p>	<p>Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.</p>
<p>Orientation</p> <p>Organization-Fitness Readiness</p> <p>Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games</p>	<p>2.2.12.LF.4</p>	<p>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.</p>
<p>Orientation</p> <p>Organization-Fitness Readiness</p> <p>Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games</p>	<p>2.2.12.LF.5</p>	<p>Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).</p>

English Companion Standards

List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard #	Standard Description
Fitness Activities	NJSLSA.R2	<i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>
Fitness Activities	NJSLSA.R4	<i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i>
Organization- Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games	NJSLSA.W6	<i>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i>
Fitness Activities	WHST.9-10.4	<i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>
Fitness Activities	WHST.9-10.6	<i>Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</i>

21st-Century Skills and Technology Integration (Standard 8)

List appropriate units below for which strands (A through F) will be addressed

Standard 8.1 (K-12)	Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>
--------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Unit Addressed	Strand Letter	Standard Description
Organization- Fitness Readiness Fitness Activities	Strand A	Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems, and operations.</i>
Organization- Fitness Readiness Fitness Activities	Strand B	Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>
Organization- Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games	Strand C	Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i>
Organization- Fitness Readiness Fitness Activities	Strand E	Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i>
Organization- Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games	Strand F	Critical thinking, problem-solving, and decision making: <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</i>

Career Ready Practices (Standard 9)*List appropriate units below for which CRPs will be addressed*

Unit Addressed	Standard #	Standard Description
Organization-Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games	CRP1	<i>Act as a responsible and contributing citizen and employee.</i>
Organization-Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games	CRP2	<i>Apply appropriate academic and technical skills.</i>
Organization-Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games	CRP3	<i>Attend to personal health and financial well-being.</i>
Organization-Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games	CRP4	<i>Communicate clearly and effectively and with reason.</i>
Organization-Fitness Readiness Fitness Activities Target Games	CRP6	<i>Demonstrate creativity and innovation.</i>

<p>Organization- Fitness Readiness Fitness Activities Target Games</p>	<p>CRP7</p>	<p><i>Employ valid and reliable research strategies.</i></p>
<p>Organization- Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games</p>	<p>CRP8</p>	<p><i>Utilize critical thinking to make sense of problems and persevere in solving them.</i></p>
<p>Organization- Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games</p>	<p>CRP9</p>	<p><i>Model integrity, ethical leadership, and effective management.</i></p>
<p>Organization- Fitness Readiness Fitness Activities</p>	<p>CRP10</p>	<p><i>Plan education and career paths aligned to personal goals.</i></p>
<p>Organization- Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games</p>	<p>CRP11</p>	<p><i>Use technology to enhance productivity.</i></p>

Interdisciplinary Connections

List any other content standards addressed as well as appropriate units

Visual & Performing Arts Integration (Standard 1)

List appropriate units below for which standards (1.1 through 1.4) may be addressed

Unit Addressed	Standard #	Standard Description
Organization- Fitness Readiness Fitness Activities	Standard 1.1	The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and/or visual art.
Organization- Fitness Readiness Fitness Activities	Standard 1.3	Performing/Presenting/Producing: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and/or visual art.

Other Interdisciplinary Content Standards

List appropriate units below for any other content/standards that may be addressed

Unit Addressed	Content / Standard #	Standard Description
2 - 6	(HS-PS3-5)	<i>Cause and Effect Cause and effect relationships can be suggested and predicted for complex natural and human designed systems by examining what is known about smaller scale mechanisms within the system.</i>
2 - 6	(HS-PS3-2)	<i>Energy cannot be created or destroyed—only moves between one place and another place, between objects and/or fields, or between systems.</i>
2 - 6	(HS-PS3-1) (HS-PS3-4)	<i>Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.</i>

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
<p align="center">ORIENTATION/ORGANIZATION-FITNESS READINESS</p> <p align="center"><u>INVASION GAMES</u> PASS-CATCH-RUN, ULTIMATE FRISBEE</p>	<p align="center">September (~19 days)</p>
<p align="center"><u>FITNESS ACTIVITIES</u> FITNESS TESTING, WALKING UNIT</p> <p align="center"><u>NET GAMES</u> TENNIS UNIT</p>	<p align="center">October (~19 days)</p>
<p align="center"><u>INVASION GAMES</u> SOCCER (IN/OUT DOOR), PILLOW POLO</p> <p align="center"><u>FITNESS ACTIVITIES</u> FITNESS CENTER/YOGA</p>	<p align="center">November (~16 days)</p>
<p align="center"><u>INVASION GAMES</u> MODIFIED HANDBALL, PILLOW POLO/FLOOR HOCKEY</p> <p align="center"><u>FITNESS ACTIVITIES</u> FITNESS CENTER/YOGA</p>	<p align="center">December (~15 days)</p>
<p align="center"><u>NET GAMES</u> VOLLEYBALL, TABLE TENNIS, BADMINTON, PICKLEBALL</p> <p align="center"><u>TARGET GAMES</u> WASHERS, SPIKE BALL</p>	<p align="center">January (~18 days)</p>
<p align="center"><u>INVASION GAMES</u></p> <p align="center"><u>FITNESS ACTIVITIES</u> RECORDS/FITNESS</p>	<p align="center">February (~18 days)</p>
<p align="center"><u>NET GAMES</u> BADMINTON, PICKLEBALL, PING-PONG</p> <p align="center"><u>TARGET GAMES</u> KAN-JAM, CORN HOLE, SPIKEBALL</p>	<p align="center">March (~15-20 days)</p>
<p align="center"><u>INVASION GAMES</u> PASS-CATCH-RUN, ULTIMATE FRISBEE</p>	<p align="center">April (~15-20 days)</p>
<p align="center"><u>STRIKING GAMES</u> SOFTBALL, KICKBALL, WIFFLE BALL</p> <p align="center"><u>FITNESS ACTIVITIES</u> WALKING UNIT</p>	<p align="center">May (~18 days)</p>

<p><u>NET GAMES</u> TENNIS</p> <p><u>FITNESS ACTIVITIES</u> WALKING</p> <p><u>INVASION GAMES</u> ULTIMATE FRISBEE</p>	<p>June (~15 days)</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------

Units Scope and Sequence

Unit Name: ORIENTATION-ORGANIZATION-FITNESS READY

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS -2.2.12.PF.1, 2.2.12.PF.2, 2.2.12.LF.4, 2.2.12.LF.5](#)

[NJSLS - Technology Integration Standards](#)

[NJSLS - College and Career Ready Practices - CRP1, CRP2, CRP3, CRP4, CRP9](#)

[NJSLS - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

Senior Physical Education will focus on increasing each student’s physical competence, health-related fitness, self-responsibility and the enjoyment of physical activity for all students. By accomplishing this, we can hopefully ensure a life-long desire to be physically active.

Objectives

Students will be able to...

1. Understand the relationship between physical activity, nutrition and body composition.
2. Understand the impact of life choices (Diet, exercise, Stress relief) have on one’s health.
3. Analyze and understand the body’s energy systems and their role on physical activity and training. (Aerobic, Anaerobic, Lactic Acid)
4. Identify the structure of skeletal muscle and fiber types as they relate to muscle development and action. (Type I/Type II)
5. Understand and apply stress-management techniques (Relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.
6. Understand and demonstrate how to cooperate with fellow classmates.

Unit Name: INVASION GAMES- FOOTBALL, SOCCER, HANDBALL, FLOOR HOCKEY, ULTIMATE FRISBEE, PILLOW POLO

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 2.2.12.MSC.1, 2.2.12.MSC.2, 2.2.12.MSC.4, 2.2.12.MSC.5, 2.2.12.LF.4, 2.2.12.LF.5

[NJSLs - Technology Integration Standards](#)

[NJSLs - College and Career Ready Practices](#) - CRP1, CRP2, CRP3, CRP4, CRP8, CRP9

[NJSLs - Interdisciplinary Standards](#) HS-PS3-5, HS-PS3-2, HS-PS3-1, HS-PS3-4

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

Invasion Games are team games where the main objective is for participants/players to invade their opponent's territory trying to score points within a time frame. Team games offer the opportunity for students to collaborate and work together in a positive manner to achieve success. Utilizing the "My Team" activity will allow every player on a team to become a vital part of the team's success regardless of their level of athletic ability. Students should be able to analyze and describe how each activity has similarities and differences in using the body's energy systems and what effect each has on training for that particular activity.

Objectives

Students will be able to...

FOOTBALL-PASS-CATCH-RUN (PCR)

1. Be able to perform the PCR football skills focused on in this unit including; Passing, Receiving, Dodging, Offensive Strategy and Defensive Strategy.
2. Understand basic rules and strategies of PASS-CATCH-RUN Football.
3. Develop sportsmanship, teamwork, and positive attitudes.
4. Collaborate as a team so that every player has a role. In the "My Team" activity, players will be given the opportunity to be one of the following: General Manager, Coach, Trainer, Statistician, Artist, etc.
5. Understand the demands that this activity has on the body and how to develop a proper training program to improve one's level of fitness for this particular sport.
6. Play in organized games and tournaments of PCR.
7. Use appropriate communication skills.
8. Respect teammates and equipment being used.
9. Demonstrate personal responsibility by dressing for class

SOCCER

1. Be able to perform the Soccer skills focused on in this unit including; Passing, Dribbling, Receiving, Goaltending, Offensive Strategy and Defensive Strategy.
2. Understand basic rules and strategies of Soccer.
3. Develop sportsmanship, teamwork, and positive attitudes.
4. Collaborate as a team so that every player has a role. In the "My Team" activity, players will be given the opportunity to be one of the following: General Manager, Coach, Trainer, Statistician, Artist, etc.
5. Understand the demands that this activity has on the body and how to develop a proper training program to improve one's level of fitness for this particular sport.
6. Play in organized games and tournaments of Soccer.
7. Use appropriate communication skills.
8. Respect teammates and equipment being used.

9. Demonstrate personal responsibility by dressing for class

HANDBALL

1. Be able to perform the Handball skills focused on in this unit including; Passing, Shooting, Dribbling, Receiving, Goaltending, Offensive Strategy and Defensive Strategy.
2. Understand basic rules and strategies of Handball.
3. Develop sportsmanship, teamwork, and positive attitudes.
4. Collaborate as a team so that every player has a role. In the “My Team” activity, players will be given the opportunity to be one of the following: General Manager, Coach, Trainer, Statistician, Artist, etc.
5. Understand the demands that this activity has on the body and how to develop a proper training program to improve one's level of fitness for this particular sport.
6. Play in organized games and tournaments of Handball.
7. Use appropriate communication skills.
8. Respect teammates and equipment being used.
9. Demonstrate personal responsibility by dressing for class

BASKETBALL

1. Be able to perform the Basketball skills focused on in this unit including; Passing, Shooting: Bank shots, Free Throws, Jump Shots and Lay-ups, Dribbling, Receiving, Offensive Strategy and Defensive Strategy.
2. Understand basic rules and strategies of Basketball
3. Develop sportsmanship, teamwork, and positive attitudes.
4. Collaborate as a team so that every player has a role. In the “My Team” activity, players will be given the opportunity to be one of the following: General Manager, Coach, Trainer, Statistician, Artist, etc.
5. Play in organized games and tournaments of Basketball.
6. Use appropriate communication skills.
7. Respect teammates and equipment being used.
8. Demonstrate personal responsibility by dressing for class

FLOOR HOCKEY

1. Be able to perform the Floor Hockey skills focused on in this unit including; Passing, Receiving, Shooting, Goaltending, Offensive Strategy and Defensive Strategy.
2. Understand basic rules and strategies of Floor Hockey.
3. Develop sportsmanship, teamwork, and positive attitudes.
4. Collaborate as a team so that every player has a role. In the “My Team” activity, players will be given the opportunity to be one of the following: General Manager, Coach, Trainer, Statistician, Artist, etc.
5. Understand the demands that this activity has on the body and how to develop a proper training program to improve one's level of fitness for this particular sport.
6. Play in organized games and tournaments of Floor Hockey.
7. Use appropriate communication skills.
8. Respect teammates and equipment being used.
9. Demonstrate personal responsibility by dressing for class

ULTIMATE FRISBEE

1. Be able to perform the Frisbee skills focused on in this unit including; Passing, Receiving, Guarding, Offensive Strategy and Defensive Strategy.
2. Understand basic rules and strategies of Ultimate Frisbee.
3. Develop sportsmanship, teamwork, and positive attitudes.
4. Collaborate as a team so that every player has a role. In the “My Team” activity, players will be given the opportunity to be one of the following: General Manager, Coach, Trainer, Statistician, Artist, etc.
5. Play in organized games and tournaments of Ultimate Frisbee.
6. Use appropriate communication skills.
7. Respect teammates and equipment being used.
8. Demonstrate personal responsibility by dressing for class

PILLO POLO

1. Be able to perform the Pillo Polo skills focused on in this unit including; Passing, Receiving, Guarding, Shooting, Offensive Strategy and Defensive Strategy.
2. Understand basic rules and strategies of Pillo Polo.

3. Develop sportsmanship, teamwork, and positive attitudes.
4. Collaborate as a team so that every player has a role. In the “My Team” activity, players will be given the opportunity to be one of the following: General Manager, Coach, Trainer, Statistician, Artist, etc.
5. Understand the demands that this activity has on the body and how to develop a proper training program to improve one's level of fitness for this particular sport.
6. Play in organized games and tournaments of Pillo Polo.
7. Use appropriate communication skills.
8. Respect teammates and equipment being used.
9. Demonstrate personal responsibility by dressing for class

Unit Name: NET GAMES-TENNIS, BADMINTON, PICKLEBALL, VOLLEYBALL TABLE TENNIS/PING-PONG

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 2.2.12.MSC.1, 2.2.12.MSC.2, 2.2.12.SC.4, 2.2.12.MSC.5, 2.2.12.PF.2, 2.2.12.LF.4, 2.2.12.LF.5

[NJSLs - Technology Integration Standards](#)

[NJSLs - College and Career Ready Practices](#) -CRP1, CRP2, CRP3, CRP4, CRP8, CRP9

[NJSLs - Interdisciplinary Standards](#) HS-PS3-5, HS-PS3-2, HS-PS3-1, HS-PS3-4

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

Students will learn to successfully compete in organized games and tournaments in all of the net games. Students will be able to design, organize and teach modified lead up games for each of these games.

Objectives

Students will be able to...

TENNIS

1. Develop and demonstrate the proper skills and techniques of tennis.
2. Demonstrate offensive and defensive strategies during a live match.
3. Understand the rules and regulation of the game of tennis.
4. Design, organize and teach a modified game of tennis.
5. Play in organized games and tournaments of tennis.
6. Demonstrate personal responsibility by dressing for class.

BADMINTON

1. Develop and demonstrate the proper skills and techniques of badminton..
2. Demonstrate offensive and defensive strategies during a live match.
3. Understand the rules and regulation of the game of badminton.
4. Design, organize and teach a modified game of badminton.
5. Play in organized games and tournaments of badminton.
6. Demonstrate personal responsibility by dressing for class.

PING-PONG/TABLE TENNIS

1. Develop and demonstrate the proper skills and techniques of Ping Pong
2. Demonstrate offensive and defensive strategies during a live match.
3. Understand the rules and regulation of the game of Ping Pong.
4. Design, organize and teach a modified game of Ping Pong.
5. Play in organized games and tournaments of Ping Pong.
6. Demonstrate personal responsibility by dressing for class.

VOLLEYBALL

1. Develop and demonstrate the proper skills and techniques of volleyball.
2. Demonstrate offensive and defensive strategies during a live match.
7. Understand the rules and regulation of the game of volleyball.
4. Design, organize and teach a modified game of volleyball.

8. Play in organized games and tournaments of volleyball.
9. Demonstrate personal responsibility by dressing for class.

PICKLE-BALL

1. Develop and demonstrate the proper skills and techniques of Pickleball.
2. Demonstrate offensive and defensive strategies during a live match.
3. Understand the rules and regulation of the game of Pickleball.
4. Design, organize and teach a modified game of Pickleball.
5. Play in organized games and tournaments of Pickleball.
6. Demonstrate personal responsibility by dressing for class.

Unit Name: STRIKING & FIELDING GAMES: Softball, Kickball and Wiffle Ball

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 2.2.12.MSC.1, 2.2.12.MSC.3, 2.2.12.MSC.4, 2.2.12.MSC.5, 2.2.12.PF.2, 2.2.12.LF.4, 2.2.12.LF.5
[NJSLs - Technology Integration Standards](#)
[NJSLs - College and Career Ready Practices](#) -CRP1, CRP2, CRP3, CRP4, CRP8, CRP9
[NJSLs - Interdisciplinary Standards](#) HS-PS3-5, HS-PS3-2, HS-PS3-1, HS-PS3-4

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

Students will be able to successfully play in organized games in the sport of softball, kickball and wiffle ball. Students will be able to design and implement a sport specific warm-up session for each sport while learning the types of training that are required to improve one’s performance in each sport. The students will also learn how to organize their own teams while making sure that each player is given a specific role on each team.

Objectives

Students will be able to...

Softball

1. Be able to perform the Softball skills focused on in this unit, including; Batting, Fielding, Base Running, Throwing, Offensive Strategy and Defensive Strategy.
2. Understand basic rules and strategies of Softball.
3. Develop sportsmanship, teamwork, and positive attitudes.
4. Collaborate as a team so that every player has a role. In the “My Team” activity, players will be given the opportunity to be one of the following: General Manager, Coach, Trainer, Statistician, Artist, etc.
5. Understand the demands that this activity has on the body and how to develop a proper warm-up program to improve one's level of fitness for this particular sport.
6. Develop a sport specific training program for Softball.
7. Play in organized games and tournaments of Softball.
8. Use appropriate communication skills.
9. Respect teammates and equipment being used.
10. Demonstrate personal responsibility by dressing for class

Kickball

1. Be able to perform the Kickball skills focused on in this unit, including; Kicking, Fielding, Base Running, Throwing, Offensive Strategy and Defensive Strategy.
2. Understand basic rules and strategies of Kickball.
3. Develop sportsmanship, teamwork, and positive attitudes.
4. Collaborate as a team so that every player has a role. In the “My Team” activity, players will be given the opportunity to be one of the following: General Manager, Coach, Trainer, Statistician, Artist, etc.
5. Understand the demands that this activity has on the body and how to develop a proper warm-up program to improve one's level of fitness for this particular sport.
6. Develop a sport specific training program for Kickball.
7. Play in organized games and tournaments of Kickball.
8. Use appropriate communication skills.

9. Respect teammates and equipment being used.
10. Demonstrate personal responsibility by dressing for class

Wiffle Ball

1. Be able to perform the Wiffle Ball skills focused on in this unit, including; Batting, Fielding, Base Running, Throwing, Offensive Strategy and Defensive Strategy.
2. Understand basic rules and strategies of Wiffle Ball.
3. Develop sportsmanship, teamwork, and positive attitudes.
4. Collaborate as a team so that every player has a role. In the “My Team” activity, players will be given the opportunity to be one of the following: General Manager, Coach, Trainer, Statistician, Artist, etc.
5. Understand the demands that this activity has on the body and how to develop a proper warm-up program to improve one's level of fitness for this particular sport.
6. Develop a sport specific training program for Wiffle Ball.
7. Play in organized games and tournaments of Wiffle Ball.
8. Use appropriate communication skills.
9. Respect teammates and equipment being used.
10. Demonstrate personal responsibility by dressing for class

Unit Name: FITNESS ACTIVITIES-Walking, Record Breaking, FitnessGram, Yoga, Weight Training

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 2.2.12.PF.1, 2.2.12.PF.2, 2.2.12.PF.3, 2.2.12.PF.4, 2.2.12.PF.5, 2.2.12.LF.1, 2.2.12.LF.2, 2.2.12.LF.3, 2.2.12.LF.4, 2.2.12.LF.5

[NJSLs - Technology Integration Standards](#) - Strand A, Strand E

[NJSLs - College and Career Ready Practices](#) - CRP1, CRP2, CRP3, CRP4, CRP9, CRP11

[NJSLs - Interdisciplinary Standards](#) HS-PS3-5, HS-PS3-2, HS-PS3-1, HS-PS3-4

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

Students will learn about and participate in activities that they can use for their life-long fitness pursuits. Students will learn to design their own training programs for many of the activities included in this unit. Students will learn what muscles and/or muscle groups are involved in various weight training exercises.

Objectives

Students will be able to...

1. To develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.
2. Understand that regular physical activity can improve the health and quality of life of Americans of all ages, regardless of the presence of a chronic disease or disability

WALKING

1. Engage in a walking program that increases their heart rate.
2. Learn why it is important to develop and maintain adequate levels of physical activity/fitness through walking.
3. Develop knowledge base and skills necessary to plan and execute personal walking activity programs.
4. Learn how the use of Apps such as “Map My walk” or “Pacer Pedometer” can increase their interest in maintaining walking program.
5. Understand the opportunities for healthy habits while gaining an appreciation for its importance throughout life.
6. Explain the benefits of a fitness walking program.
6. Demonstrate personal responsibility by dressing for class.

RECORD BREAKING

1. Measure skill-related components of physical fitness.
2. Participate in fitness related record breaking.
3. Encourage and help classmates as they attempt to break personal and team records.
4. Demonstrate personal responsibility by dressing for class

FITNESSGRAM

1. Establish a baseline in key health related components (Cardiovascular, Muscular Strength and Endurance and Flexibility).
2. Understand how to apply the results of their assessments into training programs to improve their results.
3. Analyze their results so they can set goals to achieve their desired results.

YOGA

1. Discuss methods of reducing stress
2. Participate in sessions of yoga
3. Design a training program that incorporates yoga as part of a well rounded training program

WEIGHT TRAINING

1. Be able to demonstrate proper technique in various methods of weight training.
2. Differentiate between different weight training methods. (Drop sets, Tempo, Full Body Workouts, Split Routines, etc.)
3. Describe the stress adaptation process as it applies to weight training.
4. Understand the anatomy and function of skeletal muscle.
5. Design and implement a personal training program.
6. Develop a performance specific program tailored to their personal health related goals.

Unit Name: TARGET GAMES-Corn Hole, Washers, Spike Ball , and Kan Jam

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 2.2.12.MSC.1, 2.2.12.MSC.2, 2.2.12.MSC.3, 2.2.12.MSC.4, 2.2.12.MSC.5, 2.2.12.PF.2, 2.2.12.LF.4, 2.2.12.LF.5
[NJSLs - Technology Integration Standards](#)
[NJSLs - College and Career Ready Practices](#) -CRP1, CRP2, CRP3, CRP4, CRP8, CRP9
[NJSLs - Interdisciplinary Standards](#) HS-PS3-5, HS-PS3-2, HS-PS3-1, HS-PS3-4

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

Players score when they successfully throw or strike an object closer to a target than their opponents were able to. Examples of target games include Corn Hole, Washers, Spike Ball , and Kan Jam. Students will be able to develop tournaments for each of these activities that will allow a chance for some competitive, yet fun, activities. Students will learn how to organize a “Mini-Olympics” style competition utilizing all four of these activities. Students will collaborate with classmates to invent a new backyard game that will be taught to their classmates.

Objectives

Students will be able to...

WASHERS GAME

1. Understand basic rules and strategies in the game of Washers.
2. Show good sportsmanship when working with a partner, group/team opponent.
3. Demonstrate personal responsibility by dressing for class
4. Design and implement a Round Robin style tournament for a Washer’s competition.
5. Design and implement a Mini Olympics competition using all of the backyard games.
6. Collaborate with classmates to invent a new backyard game.

CORN HOLE

1. Understand basic rules and strategies in the game of Corn Hole.
2. Show good sportsmanship when working with a partner, group/team opponent.
3. Demonstrate personal responsibility by dressing for class
4. Design and implement a Round Robin style tournament for a Corn Hole competition.
5. Design and implement a Mini Olympics competition using all of the backyard games.

SPIKEBALL

1. Understand basic rules and strategies in the game of Spikeball.
2. Show good sportsmanship when working with a partner, group/team opponent.
3. Demonstrate personal responsibility by dressing for class
4. Design and implement a Round Robin style tournament for a Spkieball competition.
5. Design and implement a Mini Olympics competition using all of the backyard games.

KAN JAM

1. Understand basic rules and strategies in the game of Kan Jam.
2. Show good sportsmanship when working with a partner, group/team opponent.

3. Demonstrate personal responsibility by dressing for class
4. Design and implement a Round Robin style tournament for a Kan Jam competition.
5. Design and implement a Mini Olympics competition using all of the backyard games.

Please contact content supervisor for any questions.