

# Physical Education

## Grade 10

**Prepared by:**

**Matt Jimenez**

*Superintendent of Schools:*

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on

August 23, 2022

Born on Date November 2014

Revised NJSLS Date October 2019

Revised NJSLS Date January 21, 2020

Revised NJSLS Date August 22, 2022

## **Physical Education 10**

**Course Description:** Through active participation in a wide variety of team sports, dual and individual sports, lifetime sports, and recreational activities, Physical Education develops skills, knowledge and attitudes which contribute directly to the development of physical efficiency and social competency. Fitness is an important component of the entire curriculum. Fitness activities and testing are done to complement the core curriculum. The program of instruction is fully co-ed. Students take Physical Education daily except when in Health Education.

### **Course Sequence:**

Unit 1: Physical Fitness - 5 weeks

Unit 2: Team Activities and Cooperative Games - 10 weeks

Unit 3: Lifetime Activities - 5 weeks

### **Pre-requisite:**

## Physical Education 9

<b>Unit #1</b>	
<b>Content Area: Physical Education</b>	
<b>Unit Title: Physical Fitness</b>	
<b>Grade Level: Grade 10</b>	
<p><b>Core Ideas:</b> In this unit students will be able to explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another. Students will also be able to analyze application of force and motion and modify movement to impact performance. Students will be able to design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships. Lastly, students will be able to critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.</p>	
<b>Unit # - Standards</b>	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
<b>Performance Expectations (NJSL)</b>	
2.2.12.PF.1:	Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
2.2.12.PF.2:	Respect and appreciate all levels of ability and encourage with care during all physical activities.
2.2.12.PF.3	Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (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.
<b>Career Readiness, Life Literacies, and Key Skills</b>	
9.2.12.CAP.3:	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4:	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.6:	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.1.12.FI.1:	Identify ways to protect yourself from identify thef
<b>Computer Science and Design Thinking</b>	
8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
8.2.12.ITH.3:	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
<b>Intercultural Statements (Amistad, Holocaust, LGBT, etc...)</b>	
AAPI	To infuse the history of Asian American Pacific Islanders into the physical education curriculum in order to provide an accurate, complete and inclusive history(Promote various Asian American athletes when introducing sports to physical education classes. (Tiger Woods, Apolo Ohno, Kristi Yamaguchi, Sunisa Lee, Chloe Kim)
Amistad	To infuse the history of Africans and African-Americans into the physical education curriculum in order to provide an accurate, complete and inclusive history(Jackie Robinson,Muhamad Ali)
LGBTQ	An inclusive curriculum benefits <i>all</i> students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world.(Sheryl Swoopes, Megan Rapinoe, and Billie Jean King)
<b>Interdisciplinary Connection</b>	
6.2.12.History UP.2.a:	: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.History CC.2.c:	Assess the impact of the printing press and other technologies developed on the dissemination of ideas
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)
WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS3-3), (HS-PS3-4), (HS-PS3-5)
WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4), (HS-PS3-5)
<b>Companion Standards</b>	
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**Unit Essential Question(s):**

- How does stress affect the body and what are the ways in which exercise can reduce the negative effects of stress?
- What is the relationship between good fitness and life-long health?
- How does one design and implement a fitness plan that addresses personal fitness goals?
- How does one assess the effectiveness plan as well as make modifications to improve?
- What are the community resources available to assist in

**Unit Enduring Understandings:**

- Understanding the relationship between stress and overall health, and being able to employ stress reduction techniques, is essential to effectively decreasing the negative effects of stress on the body.
- Being able to design, implement, and assess a personal fitness program is necessary in order to maintain good health throughout life.
- Identifying and utilizing community preventative health resources will enhance the effectiveness of personal fitness programs.

**Evidence of Learning**

**Formative Assessments:** • Teacher observation • Class Participation (rubric for teamwork, sportsmanship, effort) • Self and Peer Assessments • Written Assessments • Fitness Testing • Preparation • Skill Performance • Open-ended questions • Specific Skill Assessment Rubrics • Discussions

**Summative/Benchmark Assessment(s):** • Participation Assessment ○ Rubric ○ Teacher Observation ○ Student/Peer Observation • Skill Performance ○ Specific Skill Assessment Rubrics ○ Teacher Observation ○ Skill Testing • Written Assessments ○ Open-ended questions ○ Quizzes/Worksheets ○ Reports/Labs

**Alternative Assessments:** • Oral Reports • Exhibitions • Portfolios

**Resources/Materials:**

[www.pecentral.com](http://www.pecentral.com)  
[www.teachingideas.co.uk](http://www.teachingideas.co.uk)  
[www.pegames.org](http://www.pegames.org)

**Key Vocabulary:****Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Fitness Testing		1 Week
2	Weight Training		1 Week
3	Cardiovascular Training		2 Weeks
4	Fitness Testing		1 Week

**Teacher Notes:****Additional Resources:****Differentiation/Modification Strategies**

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
<ul style="list-style-type: none"> <li>• Allow errors</li> <li>• Rephrase questions, directions, and explanations</li> <li>• Allow extended time to answer questions</li> <li>• Provide one-on-one</li> </ul>	<ul style="list-style-type: none"> <li>• Assign a buddy, same language or English speaking</li> <li>• Allow errors in speaking</li> <li>• Rephrase questions, directions, and explanations</li> </ul>	<ul style="list-style-type: none"> <li>• Provide extension activities</li> <li>• Build on students' intrinsic motivations</li> <li>• Consult with parents to accommodate students' interests in</li> </ul>	<ul style="list-style-type: none"> <li>• Provide extended time to complete tasks</li> <li>• Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>• Consult with</li> </ul>	<ul style="list-style-type: none"> <li>• Allow errors</li> <li>• Rephrase questions, directions, and explanations</li> <li>• Allow extended time to answer questions</li> <li>• Provide one-on-one</li> </ul>

assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications	Allow extended time to answer questions ● Accept participation at any level, even one word ● Modified assessments/assignments, as needed ● Give tests orally, as needed ● Allow spelling errors	completing tasks at their level of engagement	classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary	assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications
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## Unit #2

**Content Area: Physical Education**

**Unit Title: Fitness/Lifetime Activities**

**Grade Level: Grade 10**

**Core Ideas:** In this unit, students are taught basic skills and have the opportunity to enhance their knowledge about sport, exercise, and other forms of physical activity. The focus of this unit is to develop immediate and lifelong benefits and enjoyment of regular physical activity. This unit focuses on skill instruction, knowledge of rules and etiquette, and strategy for effective play in lifetime activities. It is designed to offer a higher level of proficiency and more in-depth instruction in a variety of individual activities. The curriculum provides diverse offerings to meet the individual needs of all students and to develop competency in a variety of activities.

## Unit # - Standards

**Standards (Content and Technology):**

**CPI#:**

**Statement:**

**Performance Expectations (NJSL)**

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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, pickle ball).
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).

<b>Career Readiness, Life Literacies, and Key Skills</b>	
9.2.12.CAP.3:	Investigate how continuing education contributes to one's career and personal growth.
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<b>Intercultural Statements (Amistad, Holocaust, LGBT, etc...)</b>	
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W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>Unit Essential Question(s):</b>	<b>Unit Enduring Understandings:</b>

<ul style="list-style-type: none"> <li>• Why are skills and game knowledge important to participate in physical activities and sports?</li> <li>• What activities fit my personal preferences for movement and how can I incorporate them into a lifelong fitness plan?</li> <li>• Why should I participate in individual and lifetime activities?</li> </ul>	<ul style="list-style-type: none"> <li>• Research shows that people who participate in regular physical activity are more likely to do so because they feel comfortable and competent in movement skills.</li> <li>• Discovering enjoyable, vigorous activities to participate in outside of school increases the likelihood of lifelong physical activity and fitness.</li> <li>• Participation in recreational activities requires the ability to follow rules, cooperate with others and apply simple strategy.</li> </ul>
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**Evidence of Learning**

**Formative Assessments:** • Teacher observation • Class Participation (rubric for teamwork, sportsmanship, effort) • Self and Peer Assessments • Written Assessments • Fitness Testing • Preparation • Skill Performance • Open-ended questions • Specific Skill Assessment Rubrics • Discussions

**Summative/Benchmark Assessment(s):** • Participation Assessment ○ Rubric ○ Teacher Observation ○ Student/Peer Observation • Skill Performance ○ Specific Skill Assessment Rubrics ○ Teacher Observation ○ Skill Testing • Written Assessments ○ Open-ended questions ○ Quizzes/Worksheets ○ Reports/Labs

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**Key Vocabulary:**

**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Badminton		1 Week
2	Pickleball		1 Week
3	Tennis		1 Weeks
4	Strength Training		1 Week
5	Cardiovascular Training		1 Week

**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	505 Students
<ul style="list-style-type: none"> <li>• Allow errors</li> <li>• Rephrase questions, directions, and explanations</li> <li>• Allow extended time to answer questions</li> <li>• Provide one-on-one assistance</li> <li>• Accept participation at any level</li> <li>• Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>• Assign a buddy, same language or English speaking</li> <li>• Allow errors in speaking</li> <li>• Rephrase questions, directions, and explanations</li> <li>• Allow extended time to answer questions</li> <li>• Accept participation at any level, even one word</li> <li>• Modified assessments/assignments, as needed</li> <li>• Give tests orally, as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Provide extension activities</li> <li>• Build on students' intrinsic motivations</li> <li>• Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Provide extended time to complete tasks</li> <li>• Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>• Consult with classroom teacher(s) for specific behavior interventions</li> <li>• Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Allow errors</li> <li>• Rephrase questions, directions, and explanations</li> <li>• Allow extended time to answer questions</li> <li>• Provide one-on-one assistance</li> <li>• Accept participation at any level</li> <li>• Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>



	<ul style="list-style-type: none"> <li>● Allow spelling errors</li> </ul>			
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**Unit #3**

**Content Area: Physical Education**

**Unit Title: Fitness/Team Activities/Cooperative Games**

**Grade Level: Grade 10**

**Core Ideas:** In this unit, students will learn that individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork. Students will also learn that self-initiated behaviors promote personal and group success, including safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction. Students will demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. Students will apply a variety of mental strategies to improve performance. Students will also be able to analyze the factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.

**Unit # - Standards**

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**Unit Essential Question(s):**

- How do I assess movement and correct errors to improve performance?
- How does one enhance participation in activity through application of mental strategies and game strategies?
- How do good sportsmanship, effort, and teamwork build confidence and support within a group?
- What activities fit my personal preferences for movement and how can I incorporate them into a lifelong fitness plan?

**Unit Enduring Understandings:**

- Feeling competent in the execution of movement skills and game strategies increases the likelihood of participation in regular physical activity.
- Skill development involves understanding of movement concepts and the underlying principles of physics, as a means to analyze movement performance and make adjustments.
- Cooperation, sportsmanship, and preparation are necessary for successful performance of movement.
- Knowing and executing effective game and mental strategies improves overall performance in game situations.
- Discovering enjoyable, vigorous activities to participate outside of school increases the likelihood of lifelong physical activity and fitness.

**Evidence of Learning**

**Formative Assessments:** • Teacher observation • Class Participation (rubric for teamwork, sportsmanship, effort) • Self and Peer Assessments • Written Assessments • Fitness Testing • Preparation • Skill Performance • Open-ended questions • Specific Skill Assessment Rubrics • Discussions

**Summative/Benchmark Assessment(s):** • Participation Assessment ○ Rubric ○ Teacher Observation ○ Student/Peer Observation • Skill Performance ○ Specific Skill Assessment Rubrics ○ Teacher Observation ○ Skill Testing • Written Assessments ○ Open-ended questions ○ Quizzes/Worksheets ○ Reports/Labs

**Alternative Assessments:** • Oral Reports • Exhibitions • Portfolios

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**Key Vocabulary:****Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Flag Football		1 Week
2	Softball		1 Week
3	Soccer		1 Weeks
4	Ultimate Frisbee		2 Week
5	Volleyball		1 Week
6	Handball		1 Week

7	Basketball		1 Week
8	Group Games		2 Weeks

**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>506 Students</b>
<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Provide one-on-one assistance</li> <li>● Accept participation at any level</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Assign a buddy, same language or English speaking</li> <li>● Allow errors in speaking</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Accept participation at any level, even one word</li> <li>● Modified assessments/assignments, as needed</li> <li>● Give tests orally, as needed</li> <li>● Allow spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extension activities</li> <li>● Build on students' intrinsic motivations</li> <li>● Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time to complete tasks</li> <li>● Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>● Consult with classroom teacher(s) for specific behavior interventions</li> <li>● Provide rewards as necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Allow errors</li> <li>● Rephrase questions, directions, and explanations</li> <li>● Allow extended time to answer questions</li> <li>● Provide one-on-one assistance</li> <li>● Accept participation at any level</li> <li>● Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>