

Physical Education

Grade 12

Prepared by:

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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 12

Course Description:

Seniors are offered a variety of activity courses over three marking periods. This course places the emphasis on personal fitness, sportsmanship, and improvement of skill, knowledge of rules of the games, leadership and teamwork. In this course, students will participate in team and individual sports as well as a concentration in physical fitness to give the student the foundation of the high school physical education curriculum.

Course Sequence:

- 1 Fitness- 4 Weeks
- 2 Games and Team Sports- 15 Weeks
- 3 Individual / Dual / Lifetime Sports- 8 Weeks

Pre-requisite:

Physical Education 11

Unit #1
Content Area: Physical Education
Unit Title: Fitness
Grade Level: Grade 12
Core Ideas: : This course will present a variety of fitness opportunities to promote lifelong personal fitness. Students will set personal fitness goals and participate in group led workouts. Students will track progress towards attaining those goals over time to ensure an individual focus on achieving and maintaining a healthy lifestyle that supports physical activity.

Unit #1 - Standards

Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLs)	
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.
Career Readiness, Life Literacies, and Key Skills	
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
Computer Science and Design Thinking	
8.2.12.NT.2:	: Redesign an existing product to improve form or function.
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.
Intercultural Statements (Amistad, Holocaust, LGBT, etc...)	
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)
Interdisciplinary Connection	
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)
Companion Standards	
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): <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: https://www.shapeamerica.org/upload/Instructional-Framework-for-Fitness-Education-in-Physical-Education.pdf https://www.parkhill.k12.mo.us/UserFiles/Servers/Server_62416/File/Academic%20Services/Board%20Approved%20Cu https://stretchcoach.com/articles/fitt-principle/ https://www.shape.com/fitness/tips/how-	Key Vocabulary: FITT

guarantee-your-workout-always-working https://www.livestrong.com/article/421773-four-phases-of-exercise/	
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Fitness Testing	Assess personal level of fitness	2 Days
2	Phase of Exercise	Demonstrate a variety of warm ups, workout, and cool down options and explain how they can reduce injury	1 Day
3	Components of Fitness	Discuss the five components of fitness (cardiovascular, muscle endurance, muscle strength, flexibility, body composition) and participate in components of fitness on a daily basis through specific fitness exercises and/ or sports and games.	1 Day
4	FITT	Describe the F.I.T.T. principle and explain how these aspects relate to the progression of physical activity. (frequency, intensity, time, type)	1 Day
5	Safety issues with fitness	Select proper equipment and apply all appropriate safety procedures; identify risks	1 Day
6	Yoga	Analyze the appropriate training principles is necessary for lifetime fitness Demonstrate basic concepts and movements of yoga	7 Days
7	Strength and Cardiovascular Training	Understand fitness concepts and skills and integrate them into everyday routine supporting wellness	10 Days

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"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept 	<ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept

<p>participation at any level • Consult with Case Managers and follow IEP accommodations/modifications</p>	<p>to answer questions • Accept participation at any level, even one word • Modified assessments/assignments, as needed • Give tests orally, as needed • Allow spelling errors</p>	<p>their level of engagement</p>	<p>for specific behavior interventions • Provide rewards as necessary</p>	<p>participation at any level • Consult with Case Managers and follow IEP accommodations/modifications</p>
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Unit #2**Content Area: Physical Education****Unit Title: Games and Sports****Grade Level: Grade 12**

Core Ideas:The development of skills, an understanding of the strategies, and the tactics and techniques employed in various activities, allows a student to become more competent in that sport, or hopefully become an educated spectator. Each unit will be run like a season. Students will have the opportunity to play the role of owner, manager, coach, official, statistician, and other roles associated with running a team. The team will work together to set goals, design practices, and compete as a team for each unit.

Unit # - Standards**Standards (Content and Technology):****CPI#: Statement:****Performance Expectations (NJSL)**

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.
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2.2.12.PF.2:	Respect and appreciate all levels of ability and encourage with care during all physical activities.
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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.
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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).
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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.
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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).
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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.
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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).
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Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.3:	Investigate how continuing education contributes to one's career and personal growth.
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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.
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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.
Unit Essential Question(s):	
<ul style="list-style-type: none"> How can games and sports help lead to a lifestyle of health and wellness? What are the characteristics of good sportsmanship? What role does cooperation, effort and teamwork play in physical activities/sports? What activities fit my personal preferences for movement and how can I incorporate them into a lifelong fitness plan? 	Unit Enduring Understandings:
	<ul style="list-style-type: none"> Physical and cognitive skills are necessary to successfully participate in a variety of physical activities Efficient movement improves performance. Rules and etiquette in physical activities/ sports can make the experience both enjoyable and successful Cooperation, sportsmanship, and preparation are necessary for successful performance of movement.

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:
<https://www.ht-sd.org> > uploaded > Academics > High_School_Curriculum
<https://www.strength-and-power-for-volleyball.com/basic-volleyball-skills.html>
<http://www.wovc.org/TI/Skills/vbprog.pdf>
<https://msu.edu/~bakers12/Softball%20Unit%20Plan.html>
<https://www.thepespecialist.com/teaching-basketball-ball-handling-dribbling/>
<https://www.charlaphysed.com/speedball.html>
<https://www.soccerxpert.com/soccer-drills.aspx>
<http://www.hohokus.org/hohokus/Teacher%20Web%20Pages/Physical%20Education%20Department/Team%20Handball%20Unit/>
Flags
Footballs
Softballs
Soccer balls/ Goals
Frisbees
Volleyballs/Nets
Handballs/Nets
Basketballs
Cones
Pennies

Key Vocabulary:

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Flag Football	<ul style="list-style-type: none"> • Demonstrate different strategies during appropriate level competition. • Apply the rules of Flag Football in an appropriate competitive level game. • Provide leadership and commitment to their teams goals 	2 Weeks
2	Softball	<ul style="list-style-type: none"> • Demonstrate different strategies during appropriate level competition. • Apply the rules of Softball in an appropriate competitive level game. • Provide leadership and commitment to their teams goals 	2 Weeks

3	Soccer	<ul style="list-style-type: none"> • Demonstrate different strategies during appropriate level competition. • Apply the rules of Soccer in an appropriate competitive level game. • Provide leadership and commitment to their teams goals 	2 Weeks
4	Ultimate Frisbee	<ul style="list-style-type: none"> • Demonstrate different strategies during appropriate level competition. • Apply the rules of Ultimate Frisbee in an appropriate competitive level game. • Provide leadership and commitment to their teams goals 	2 Weeks
5	Volleyball	<ul style="list-style-type: none"> • Demonstrate different strategies during appropriate level competition. • Apply the rules of Volleyball in an appropriate competitive level game. 	2 Weeks
6	Handball	<ul style="list-style-type: none"> • Demonstrate different strategies during appropriate level competition. • Apply the rules of Team Handball in an appropriate competitive level game. • Provide leadership and commitment to their teams goals 	2 Weeks
7	Basketball	<ul style="list-style-type: none"> • Demonstrate different strategies during appropriate level competition. • Apply the rules of Basketball in an appropriate competitive level game. • Provide leadership and commitment to their teams goals 	2 Weeks
8	Cooperative Games	<ul style="list-style-type: none"> • Improve their level of fitness • Apply the rules of in modified game play • Demonstrate sportsmanship and positive social interaction 	2 Weeks
9	Floor Hockey	<ul style="list-style-type: none"> • Demonstrate different strategies during appropriate level competition. • Apply the rules of Floor Hockey in an appropriate competitive level game. • Provide leadership and commitment to their teams goals 	2 Weeks
10	Speedball	<ul style="list-style-type: none"> • Demonstrate different strategies during appropriate level competition. • Apply the rules of Speedball in an appropriate competitive level game. • Provide 	2 Weeks

		leadership and commitment to their teams goals	
Teacher Notes:			
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk
<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● 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 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary
505 Students	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications 		

Unit #3	
Content Area: Physical Education	
Unit Title: Individual / Dual / Lifetime Sports	
Grade Level: Grade 12	
<p>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 emphasis 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 and individual activities. The curriculum provides diverse offerings to meet the individual needs of all students and to develop competency in a variety of activities.</p>	
Unit # - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
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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.

Unit Essential Question(s):

- Why are skills and game knowledge important to participate in physical activities/sports? ● What activities fit my personal preferences for movement and how can I incorporate them into a lifelong fitness plan?
- Why should I participate in individual and lifetime activities??

Unit Enduring Understandings:

- 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 ● Discovering enjoyable vigorous activities to participate in outside of school increases the likelihood of lifelong physical activity and fitness. ● Participation in recreational activities requires the ability to follow rules, cooperate with others and apply simple strategy

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:

http://kurtmccconnell.weebly.com/uploads/1/5/4/8/1548848/golf_unit_plan.pdf <https://www.whcsatx.com/5-basic-badminton-skills-every-beginner-needs-to-learn/>
<https://allabouttennisforbeginners.wordpress.com/>
Badminton Racquets/Birdies
Pickleball nets/Paddles/Balls
Tennis Racquets

Key Vocabulary:

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
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1	Badminton	<ul style="list-style-type: none"> • Demonstrate different strategies during appropriate level competition. • Apply the rules of badminton in an appropriate competitive level game. 	2 Week
2	Pickleball	<ul style="list-style-type: none"> • Demonstrate different strategies during appropriate level competition. • Apply the rules of pickleball in an appropriate competitive level game. 	2 Week
3	Tennis	<ul style="list-style-type: none"> • Demonstrate different strategies during appropriate level competition. • Apply the rules of tennis in an appropriate competitive level game. 	2 Weeks
4	Recreational Games	<ul style="list-style-type: none"> • Demonstrate different strategies during appropriate level competition. • Apply the rules to various games in an appropriate competitive level game. 	2 Weeks

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

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