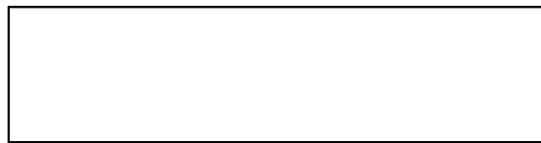
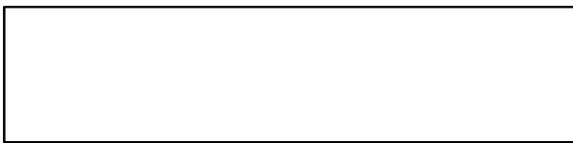


Original Adoption:	August 2019
Created by:	PE PLC
Revised on:	August 2019
Revised by:	PE PLC

Toms River Regional Schools High School Physical Education Curriculum	
Content Area: Physical Education	
Course Title: Physical Education	Grade Level: Grade 9-12
Movement Skills & Concepts- Team,Dual, Individual	85 Days
Fitness Concepts and Activity	50 Days
Rhythmic Activity	40 Days



**Toms River Regional Schools
Unit Overview**

Content Area: Physical Education

**Unit 1 Title: Movement Skills and Concepts – Team/Dual/Individual
Duration 85 Days**

Target Course/Grade Level: Physical Education 9-12

Unit Summary:

Confidence and comfort in movement performance is paramount to continued participation in health enhancing activities throughout life. This unit will further strengthen motor skills and the understanding of applied movement concepts so students can effectively and efficiently participate in activity.

New Jersey Learning Standards

Focus Standards

2.5.12.A.1	Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball)
2.5.12.A.2	Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
2.5.12.A.4	Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.
2.5.12.B.1	Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
2.5.12.B.3	Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.
2.5.12.C.1	Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.
2.5.12.C.2	Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.

Supporting and Additional Standards

CPI #	Cumulative Progress Indicator (CPI)
2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
2.2.12.C.1	Analyze the impact of competition on personal character development.
2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.

Primary Interdisciplinary Connections

Primary Interdisciplinary Connections:

21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps, databases, Google Docs, and teacher/team websites.

Language Arts Standards

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Science Standards

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Social Studies Standards

6.1.P.A.a Demonstrate an understanding of rules by following most classroom routines.

Mathematics Standards

6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

Visual and Performing Art Standards

1.1.2.A.1 Identify the elements of dance in planned and improvised dance sequences.

1.1.2.A.2 Use improvisation to discover new movement to fulfill the intent of the choreography.

1.1.2.A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

21st Century Themes/Careers:

21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.

Students will also be exposed to Career Ready Practices which describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

- CRP1. Act as a responsible and contributing citizen and employee.
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- CRP3. Attend to personal health and financial well-being.
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- CRP7. Employ valid and reliable research strategies.
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- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

- 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.
- 9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.
- 9.1.12.E.4 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

Technology Connections: Understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.

Technology Standards:

- 8.1.P.A.1 Use an input device to select an item and navigate the screen
- 8.1.P.A.2 Navigate the basic functions of a browser.
- 8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.
- 8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
- 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.
- 8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.
- 8.1.12.C.1 - Develop and innovative solution to a real world problem or issue in collaboration with peers and experts and present ideas for feedback through social media or in an online community.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● Why is it important to know how to move safely, effectively, and efficiently? ● How can understanding and applying movement concepts improve my skill performance? ● How do good sportsmanship, effort, and teamwork build confidence and support within a group? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Feeling competent in the execution of movement skills and game strategies increases the likelihood of participation in regular physical activity ● Skill development involves an 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 strategies improves overall performance in game situations
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Rules/penalties and their impact on safety and game play ● Historical and cultural influences on activity ● Movement Skills <ul style="list-style-type: none"> ● Performance points (sequential movements) ● Error detection and correction ● Transfer of movement skill concepts from one activity to another ● Predicting outcomes based upon changes in environment. ● Using Movement Concepts to Enhance Performance <ul style="list-style-type: none"> ● Torque and Levers ● Momentum and movement ● Designing smooth, flowing sequences with intentional changes in direction, flow, and speed ● Game Strategies (offense and defense) ● Participation <ul style="list-style-type: none"> ● Indicators of positive participation (sportsmanship, teamwork, effort) ● Impact of personal participation on others 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Explain and apply all safety rules and procedures ● Discuss and analyze the historical and cultural influences on activity ● Explain and implement movement skills in isolated and applied settings ● Identify movement skill errors in self and others and utilize feedback to improve skill execution ● Compare and contrast activities in terms of applied skills, rules, and strategies ● Examine how changes in environment impact skill outcomes in applied settings ● Explain and apply the movement concepts regarding the use of levers and momentum to enhance skill execution ● Utilize intentional changes in direction, flow, and speed to enhance game play ● Demonstrate proper application of game rules and scorekeeping during game play ● Explain and choose appropriate offensive and defensive strategies to enhance game play ● Assess personal and team behaviors for evidence of effective teamwork, effort, and sportsmanship

**Toms River Regional Schools
Evidence of Learning**

Formative Assessments

- Teacher observation
- Homework
- Class participation (rubric for teamwork, sportsmanship, effort)
- Skill performance
- Open-ended questions
- Self and peer assessments
- Specific skill assessment rubrics
- Notebook
- Discussions
- Written assessments
- Fitness testing - Fitness 500, Fitnessgram
- Preparation
- Journal writing
- Biomechanics lab reports

Summative Assessments

- Participation Assessment
 - Teacher observation
 - Rubric assessments
 - Student/peer observation
- Skill Performance
 - Specific skill assessment rubrics
 - Teacher observation
 - Skill testing
- Written Assessments
 - Open-ended questions
 - Self and peer assessments
 - Reports/labs

Benchmark

- Quarterly
- Fitness Testing

Alternative

- Adapted Version of Written Assessment
- Oral Testing

Modifications**Special Ed**

- Adaptation of time
- Number of items reduced
- Support/skill/participation levels
- Alternate ways of demonstrating competency
- Teacher/peer tutoring
- Cooperative learning
- Modified assignments
- Differentiated instruction

504

- Provide benchmarks for long term projects
- Communicate with parents if work isn't completed
- Weekly report
- Guidance will meet the first week of school
- Student may recheck test before submitting for grading
- Repeat and clarify directions as needed
- Extended time on class tests, as deemed necessary by the teacher
- Bathroom passes, as needed
- Preferential seating
- Check for understanding of directions
- Encourage student to use agenda book to record homework assignments
- Access to the nurse, as needed
- Provide cues to redirect attention
- Support organizational strategies and skill development

ELL

- ELD standards 1-5 and complementary strands addressing the need to interact with and support understanding of grade-level words and expressions, native language texts and native language to English dictionary
- Adaptation of time
- Number of items reduced
- Support/skill/participation levels
- Alternate ways of demonstrating competency
- Teacher/peer tutoring
- Cooperative learning
- Modified assignments
- Differentiated instruction

At-risk

- MTSS – Parent phone calls, constant contact with Administration, CST, Guidance
- Provide incentives on a daily/weekly basis for positive participation/behavior

Gifted & Talented

- Differential Instruction
- Individual Fitness Goals

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Various physical education equipment (balls, bats, bases, cones, weights, etc.)
- Physical education texts, websites, workshops, guest speakers, etc.

**Toms River Regional Schools
Unit Overview**

Content Area: Physical Education

Unit 2 Title: Fitness Concepts and Activity

Duration 50 Days

Target Course/Grade Level: Physical Education 9-12

Unit Summary:

Personal fitness is improved through knowledge and application of a variety of fitness principles. In this unit, training methods will be taught and modeled with an emphasis on the development of muscular strength and endurance. In addition, the relationship between training methods, body composition (weight loss/gain), and nutrition will be examined and utilized in the development of personal fitness plans.

New Jersey Learning Standards

Supporting and Additional Standards

CPI #	Cumulative Progress Indicator (CPI)
2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
2.6.12.A.1	Compare the short- and long-term impact on wellness associated with physical inactivity.
Focus Standards	
2.6.12.A.2	Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles.
2.6.12.A.3	Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.
2.6.12.A.4	Compare and contrast the impact of health related fitness components as a measure of fitness and health.
2.6.12.A.5	Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance
Primary Interdisciplinary Connections	

Primary Interdisciplinary Connections:

21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps, databases, Google Docs, and teacher/team websites.

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1.1.2.A.1 Identify the elements of dance in planned and improvised dance sequences.

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1.1.2.A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

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9.1.12.E.4 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

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8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.

8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.

8.1.12.C.1 - Develop and innovative solution to a real world problem or issue in collaboration with peers and

experts and present ideas for feedback through social media or in an online community.

Unit Essential Questions

- What is the relationship between exercise and weight loss (caloric intake/expenditure)?
- Which training methods are most effective for the development of muscular strength and endurance?
- How does muscular strength and endurance affect my overall life-long wellness?
- How does good nutrition enhance my overall health?
- How does one design and implement a personal fitness plan to lose/gain weight in a healthy way?

Unit Enduring Understandings

- Improved personal fitness and a healthy body composition are acquired through the knowledge and effective application of fitness principles and sound nutritional habits
- Developing muscular strength and endurance is important to overall life-long wellness
- Understanding the relationship between exercise and caloric expenditure, in addition to being able to design a personal fitness program, are essential to maintaining a healthy weight throughout your life time

Unit Objectives

Students will know...

- Muscular Strength and Endurance
 - Benefits
 - Muscle vs. Fat
 - Less injury prone
 - Increased bone density
 - Strength vs. endurance
 - F.I.T.T. principle
 - Training methods
 - weight training, circuit, interval
 - safety/etiquette/spotting
 - proper form/technique
- Nutrition and exercise
 - Caloric expenditure and intake
 - The relationship between exercise and body composition
 - Healthy weight gain/loss
 - Fitness fads and fallacies
 - Fitness products
 - Drugs and supplements
 - Performance-enhancing substances
- Body Composition
 - Assessment (pedometers, tanita scale, skin calipers)
 - Essential fat
 - Gender differences
- Assessing personal fitness
 - Health-related fitness components
 - Fitness assessment (Fitnessgram, Fitness 500, Tanita scale)
- Designing personal fitness plan
 - Personal health status
 - Goal setting (SMART)
 - Skill level
 - Time allotment

Unit Objectives

Students will be able to...

- Engage in sustained, vigorous physical activity
- Explain and defend the physical, social, and emotional benefits of exercise
- Compare and contrast the differences between muscular strength and endurance and demonstrate training methods to develop each
- Explain and apply the F.I.T.T. principle in regards to muscle strength and endurance
- Explain and properly utilize taught training methods
- Recognizing safety concerns in exercising while executing proper form and technique.
- Examine the relationship between caloric intake and expenditure and its impact on body composition
- Recognize nutritional and exercise fads and myths that are contrary to healthy weight gain/loss principles
- Debate the use of performance-enhancing substances to improve performance
- Discuss, analyze methods of body composition assessment
- Assess the role of healthy body composition in overall well-being
- Identify personal fitness strengths and weaknesses through fitness assessment.
- Identify what elements need to be considered in designing a personal fitness plan
- Use data collected from fitness assessment and design a personal fitness plan based which reflects knowledge and application of fitness training principles

**Toms River Regional Schools
Evidence of Learning**

Formative Assessments

- Teacher observation
- Homework
- Class participation (rubric for teamwork, sportsmanship, effort)
- Skill performance
- Open-ended questions
- Self and peer assessments
- Specific skill assessment rubrics
- Notebook
- Discussions
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- Fitness testing - Fitness 500, Fitnessgram
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- Participation Assessment
 - Rubric
 - Teacher observation
 - Student/peer observation
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 - Teacher observation
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- Written Assessments
 - Open-ended questions
 - Self and peer assessments
 - Reports/labs

Benchmark

- Quarterly
- Fitness Testing

Alternative

- Adapted Version of Written Assessment
- Oral Testing

Modifications

Special Ed

- Adaptation of time
- Number of items reduced
- Support/skill/participation levels
- Alternate ways of demonstrating competency
- Teacher/peer tutoring
- Cooperative learning
- Modified assignments
- Differentiated instruction

504

- Provide benchmarks for long term projects
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Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Various physical education equipment (balls, bats, bases, cones, weights, etc.)
- Physical education texts, websites, workshops, guest speakers, etc.
- Dance and fitness DVD's, CD's, Video games, Xbox Kinect, projector, DVD player, speaker

**Toms River Regional Schools
Unit Overview**

Content Area: Physical Education

Unit 3 Title: Rhythmic Activity

Duration 40 Days

Target Course/Grade Level: Physical Education 9-12

Unit Summary:

Participation in rhythmic activity enhances the motor skills of students and integrates cultural and creative elements to their movement. Individuals who understand the basic concepts of rhythmic sequences learn to move more effectively and confidently and are more likely to participate in a variety of health enhancing forms of physical activity throughout life.

New Jersey Learning Standards

**Supporting and Additional
Standards**

CPI #	Cumulative Progress Indicator (CPI)
2.5.12.A.4	Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.
2.5.12.C.3	Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.

Focus Standards

2.5.12.A.1	Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball)
2.5.12.A.2	Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
2.5.12.A.3	Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance)>

**Primary Interdisciplinary
Connections**

Primary Interdisciplinary Connections:

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8.1.12.C.1 - Develop and innovative solution to a real world problem or issue in collaboration with peers and experts and present ideas for feedback through social media or in an online community.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● Why is it important to understand cultural aspects of dance? ● How can understanding dance and rhythmic movement be applied to other skills and activities? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Competency in overall movements associated with various dances. ● Knowing that cultural differences influence fitness and movements
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Influence of culture and history on dance/rhythm sequences <input type="checkbox"/> Types of rhythmic activity <ul style="list-style-type: none"> <input type="checkbox"/> Creative <input type="checkbox"/> Cultural <input type="checkbox"/> Social <input type="checkbox"/> Fitness <input type="checkbox"/> Elements of rhythmic movement <ul style="list-style-type: none"> <input type="checkbox"/> Time <input type="checkbox"/> Tempo <input type="checkbox"/> Direction <input type="checkbox"/> Space <input type="checkbox"/> Explanation of 4 count, 6 count, 8 count movements <input type="checkbox"/> Teaching/participation in basic movement sequences <ul style="list-style-type: none"> <input type="checkbox"/> Line Dance <input type="checkbox"/> Fitness Workout <input type="checkbox"/> X-box / DDR – video games <input type="checkbox"/> Salsa/partner dancing (grades 11,12) <input type="checkbox"/> Rhythmic sequence design and critique <ul style="list-style-type: none"> <input type="checkbox"/> Variations in space, flow, time <input type="checkbox"/> Creative vs. cultural <input type="checkbox"/> Efficient vs. interesting 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Explain the influence of culture and history on various dance/rhythm sequences ● Identify, explain, and incorporate basic types and elements of rhythmic movement ● Identify and differentiate between 4-6-8 count movements ● Effectively participate in learned movement sequence ● Recognize and correct movement errors ● Create and demonstrate planned movement sequences, individually and with others, based on variations in time, space, force, flow and relationships

Toms River Regional Schools
Evidence of Learning

Formative Assessments

- Teacher observation
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- Quarterly
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- Oral Testing

Modifications**Special Ed**

- Adaptation of time
- Number of items reduced
- Support/skill/participation levels
- Alternate ways of demonstrating competency
- Teacher/peer tutoring
- Cooperative learning
- Modified assignments
- Differentiated instruction

504

- Provide benchmarks for long term projects
- Communicate with parents if work isn't completed
- Weekly report
- Guidance will meet the first week of school
- Student may recheck test before submitting for grading
- Repeat and clarify directions as needed
- Extended time on class tests, as deemed necessary by the teacher
- Bathroom passes, as needed
- Preferential seating
- Check for understanding of directions
- Encourage student to use agenda book to record homework assignments
- Access to the nurse, as needed
- Provide cues to redirect attention
- Support organizational strategies and skill development

ELL

- ELD standards 1-5 and complementary strands addressing the need to interact with and support understanding of grade-level words and expressions, native language texts and native language to English dictionary
- Adaptation of time
- Number of items reduced
- Support/skill/participation levels
- Alternate ways of demonstrating competency
- Teacher/peer tutoring
- Cooperative learning
- Modified assignments
- Differentiated instruction

At-risk

- MTSS – Parent phone calls, constant contact with Administration, CST, Guidance
- Provide incentives on a daily/weekly basis for positive participation/behavior

Gifted & Talented

- Differential Instruction
- Individual Fitness Goals

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Various physical education equipment (balls, bats, bases, cones, weights, etc.)
- Physical education texts, websites, workshops, guest speakers, etc.
- Dance and fitness DVD's, CD's, Video games, Xbox Kinect, projector, DVD player, speaker