

BENWAY SCHOOL

Physical Education

Grades: 9-12

Credits: 5



Benway School

Unit 1

Content Area: Physical Education

Unit Title: Net Games

Grade Level: 9-12

Unit Overview: Throughout this unit, students will demonstrate their understanding of safety, rules, and sportsmanship as they pertain to a variety of net games.

Recommended Pacing: 5-7 weeks

Student Learning Objectives	NJSLS
Students will be able to display knowledge of the rules and safety as it pertains to a variety of team games.	2.5.12.C.2
Students will be able to demonstrate good sportsmanship as they participate in team games.	2.5.12.C.2 2.5.12.B.2
Students will be able to exhibit hand-eye coordination while participating in team games.	2.5.12.A.1 2.5.12.A.4
Students will be able to develop and perform proper passing techniques while participating in Volleyball.	2.5.12.A.1 2.5.12.A.2 2.5.12.A.4
Students will be able to develop and perform proper positioning techniques while participating in net games.	2.5.12.A.1 2.5.12.A.2 2.5.12.A.4
Students will be able to develop and perform proper serving techniques while participating in net games.	2.5.12.A.1 2.5.12.A.2 2.5.12.A.4
Students will be able to demonstrate cooperative play through net games in physical education.	2.5.12.B.1 2.5.12.B.3
Students will be able to understand the importance of sportsmanship and positive social interaction while participating in team games.	2.5.12.C.3 2.6.12.A.1 2.5.12.C.1
<i>Students will be able to research different athletes, sports, and health related topics. They will identify the main idea of these texts and articulate their findings verbally or in written form.</i>	<i>RI.9-10.2 RI.11-12.2 W.9-10.2. W.11-12.2.</i>
New Jersey Student Learning Standards	Progress Indicator
Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to hand tennis, badminton, ping pong, pickleball).	2.5.12.A.1
Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.	2.5.12.A.2
Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.	2.5.12.A.4
Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.	2.5.12.B.1
Apply a variety of mental strategies to improve performance.	2.5.12.B.2

Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.	2.5.12.B.3
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.1
Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.	2.5.12.C.2
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.	2.5.12.C.3
Compare the short- and long-term impact on wellness associated with physical inactivity.	2.6.12.A.1
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. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	RI.9-10.2 RI.11-12.2
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	W.9-10.2. W.11-12.2.
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Develop an 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.	8.1.12.C.1
Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	8.1.12.D.2
Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	8.1.12.F.1
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Apply critical thinking and problem-solving strategies during structured learning experiences.	9.1.12.A.1
Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.	9.1.12.C.5
Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.	9.1.12.F.2
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Identify transferable career skills and design alternate career plans.	9.2.12.C.3
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Career Ready Practices	Indicator

Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12

Key Vocabulary Words

Body awareness, Coordination, Balance, Flexibility, Fit individual, Net Games, Racquets

Evidence of Learning

Suggested Assessments:

- Class Participation
- Class Discussion
- Interim Reports
- Marking Period Grades
- Real Time Gradebook
- Teacher Observation Rubric (Student progress from Initial Game Play to the end of the Unit)
- Written Test on Rules and Regulations

Learning Activities:

- Small group and whole class pre and post activity discussions
- Develop class routines and expectations for procedures and game play. (Pre-Season, Season, Post-Season)
- Establish routines and expectations for warm ups and class setup and breakdown.
- Introduction to Net Games
- Introduction to the history of Badminton, Pickleball, Volleyball and Hand Tennis
- Teacher demonstrations
- Student demonstrations
- Determine skill level definitions of beginner, intermediate and advanced using student input and teacher observations. Beginner level: This section is designed to provide basic introductory instruction for those students with minimal or no skill and knowledge. Intermediate level: This section is designed to provide instruction for students with an average skill level that will improve knowledge, strategies and performance. Advanced level: This section provides comprehensive instruction for the highly skilled performer. These students should be prepared to participate in the activity at the second class meeting.

Students will work individually and collaboratively to answer key questions:

- What components of fitness do net games encompass?
- How can badminton increase the hand-eye level of each individual?

- What do balance, coordination, and flexibility have to do with the concepts and performance of volleyball?

Instructional Materials:

- Net Base Standards
- Net Poles
- Nets
- Volleyballs
- Pickleballs
- Birdies
- Oversized Tennis Balls
- Racquets (Wooden Pickleball Racquets, Racquetball Racquets, Badminton Racquets, Tennis Racquets)
- Gymnasium with Court or similar boundary markings

Teacher Resources:

- <http://pecentral.com/>
- <http://www.shapeamerica.org/explorepe.cfm>
- <http://www.usapa.org>
- <https://www.livestrong.com/article/266093-basic-rules-regulations-for-playing-volleyball/>
- <http://www.badminton-information.com/rules-of-badminton.html>

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

Gifted and Talented

(content, process, product, and learning environment)

Extension Activities:

- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Anchor activities
- Use of higher-level questioning techniques and activities
- Provide assessments at a higher-level of thinking
- Allow gifted students to peer assess

English Language Learners

Modifications:

- Modified assignments
- Native language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities

(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)

Modifications for Classroom:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments

Students at Risk of School Failure

Modifications for Classroom:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and practice
- Model skills/techniques to be mastered
- Extended time to complete class work

<ul style="list-style-type: none"> ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Preferential seating to be mutually determined by the student and teacher ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning ● Provide regular parent/school communication ● Student requires use of other assistive technology device ● Usage of larger rackets, brightly colored balls, larger balls, closer serving distances, and lower nets during net activities. <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> ● Extended time on classroom tests and quizzes ● Student may take/complete tests in an alternate setting as needed ● Restate, reread, and clarify directions/questions ● Establish procedures for accommodations/modifications for assessments 	<ul style="list-style-type: none"> ● Preferential seating to be mutually determined by the student and teacher ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Provide regular parent/school communication ● Student requires use of other assistive technology device <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> ● Extended time on classroom tests and quizzes ● Student may take/complete tests in an alternate setting as needed ● Restate, reread, and clarify directions/questions ● Establish procedures for accommodations/modifications for assessments
--	--

Benway School	
Unit 2	
Content Area: Physical Education	
Unit Title: Fitness- Fitnessgram, Zumba, Fitness Room and Weight Room	
Grade Level: 9-12	
Unit Overview: Throughout this unit, students will utilize the weight room and fitness room in a safe and productive manner. They will learn about the value of wellness and the development/implementation of a personal, health plan.	
Recommended Pacing: 5-7 weeks	
Student Learning Objectives	NJSLS

Students will be able to display knowledge of the rules and safety as it pertains to fitness, fitness room and weight room.	2.5.12.C.2
Students will know how to spot weight training exercises properly while working in the weight room.	2.5.12.C.2
Students will be able to demonstrate responsible, personal, and social behaviors while participating in fitness and weight room.	2.5.12.C.3 2.5.12.C.1
Students will be able to understand that life-enhancing experiences are found in fitness and weight room.	2.5.12.C.3 2.6.12.A.1
Students will know how and be able to develop an individual fitness plan. Students will be able to develop and teach a Zumba routine, either individually or with a partner.	2.5.12.A.1 2.5.12.A.2 2.5.12.A.4
Students will know how and be able to measure heart rate using their pulse.	2.5.12.C.3 2.6.12.A.1 2.6.12.A.2
<i>Students will be able to research different athletes, sports, and health related topics. They will identify the main idea of these texts and articulate their findings verbally or in written form.</i>	<i>RI.9-10.2 RI.11-12.2 W.9-10.2 W.11-12.2.</i>
New Jersey Student Learning Standards	Progress Indicator
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.1
Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.	2.5.12.A.2
Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.	2.5.12.A.4
Apply a variety of mental strategies to improve performance.	2.5.12.B.2
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.1
Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.	2.5.12.C.2
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.	2.5.12.C.3
Compare the short- and long-term impact on wellness associated with physical inactivity.	2.6.12.A.1
Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles.	2.6.12.A.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. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	RI.9-10.2 RI.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	W.9-10.2. W.11-12.2.
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Develop an 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.	8.1.12.C.1
Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	8.1.12.D.2
Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	8.1.12.F.1
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Apply critical thinking and problem-solving strategies during structured learning experiences.	9.1.12.A.1
Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.	9.1.12.C.5
Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.	9.1.12.F.2
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Identify transferable career skills and design alternate career plans.	9.2.12.C.3
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Participation, Sportsmanship, Fitness Levels, Pacer Test, Modified Pull Ups, Flexed Arm Hang, Cardiovascular and Muscular Endurance, Zumba's four basic rhythm and dance steps: Merengue, Salsa, Cumbia and Reggaeton,	

Evidence of Learning

Suggested Assessments:

- Class Participation
- Class Discussion
- Interim Reports
- Marking Period Grades
- Real Time Gradebook
- Teacher Observation Rubric
- Student Generated Rubrics

Learning Activities:

- Small group and whole class pre and post activity discussions
- Develop class routines and expectations for procedures and game play. (Pre-Season, Season, Post-Season)
- Establish routines and expectations for warm ups and class setup and breakdown.
- Introduction to Weight Room
- Introduction to the purpose of Fitnessgram
- Teacher demonstrations

Students will work individually and collaboratively to answer key questions:

- What components of fitness does fitnessgram and weight room encompass?
- How does fitnessgram incorporate flexibility?
- How can fitnessgram and weight room increase the fitness level of each individual?
- How can I have fun moving?

Instructional Materials

- Pull Up Bar
- Cones
- Sit and Reach board
- Ruler
- Stopwatch
- Weight Room Facility
- Assorted Weights

Teacher Resources:

- <http://www.cooperinstitute.org/fitnessgram>
- <https://www.livestrong.com/article/259945-basic-zumba-moves/>
- <https://www.google.com/search?biw=1110&bih=618&ei=7yVaW6HAKonCjgS9v7TgDA&q=zumba+work>
- <http://lessonplanspage.com/peweightroomsafetymaxingout912-hm/>

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

Gifted and Talented

English Language Learners

<p align="center"><i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Anchor activities ● Use of higher-level questioning techniques and activities ● Provide assessments at a higher-level of thinking ● Allow gifted students to peer assess 	<p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers
<p align="center">Students with Disabilities <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Preferential seating to be mutually determined by the student and teacher ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning ● Provide regular parent/school communication ● Student requires use of other assistive technology device <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> ● Extended time on classroom tests and quizzes ● Student may take/complete tests in an alternate setting as needed 	<p align="center">Students at Risk of School Failure</p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Preferential seating to be mutually determined by the student and teacher ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Provide regular parent/school communication ● Student requires use of other assistive technology device <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> ● Extended time on classroom tests and quizzes ● Student may take/complete tests in an alternate setting as needed ● Restate, reread, and clarify directions/questions

<ul style="list-style-type: none"> ● Restate, reread, and clarify directions/questions ● Establish procedures for accommodations/modifications for assessments 	<ul style="list-style-type: none"> ● Establish procedures for accommodations/modifications for assessments
--	---

Benway School	
Unit 3	
Content Area: Physical Education	
Unit Title: Lifetime Activities (Paddle Ball, Wall Ball, Ping Pong, Golf, Walking)	
Grade Level: 9-12	
Unit Overview: Throughout this unit, students will develop an understanding of lifetime activities and their importance to maintain overall health and wellness.	
Recommended Pacing: 5-7 weeks	
Student Learning Objectives	NJSLs
Students will be able to display knowledge of the rules and safety as it pertains to lifetime activities.	2.5.12.C.2
Students will be able to demonstrate good sportsmanship as they participate in lifetime activities.	2.5.12.C.2 2.5.12.B.2
Students will be able to exhibit eye-hand coordination while participating in lifetime activities.	2.5.12.A.1 2.5.12.A.4
Students will be able to develop and perform proper form techniques while participating in lifetime activities.	2.6.12.A.4 2.6.12.A.1
Students will be able to demonstrate cooperative play through lifetime activities in physical education.	2.6.12.A.4 2.5.12.B.2 2.5.12.A.2
Students will be able to display knowledge of the rules and safety as it pertains to team games.	2.5.12.C.1
<i>Students will be able to research different athletes, sports, and health related topics. They will identify the main idea of these texts and articulate their findings verbally or in written form.</i>	<i>RI.9-10.2 RI.11-12.2 W.9-10.2. W.11-12.2.</i>
New Jersey Student Learning Standards	Progress Indicator
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.1
Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.	2.5.12.A.2
Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.	2.5.12.A.4
Apply a variety of mental strategies to improve performance.	2.5.12.B.2
Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.	2.5.12.C.2

Compare the short- and long-term impact on wellness associated with physical inactivity.	2.6.12.A.1
Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles.	2.6.12.A.2
Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.	2.6.12.A.3
Compare and contrast the impact of health-related fitness components as a measure of fitness and health.	2.6.12.A.4
<i>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. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</i>	<i>RI.9-10.2 RI.11-12.2</i>
<i>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</i>	<i>W.9-10.2. W.11-12.2.</i>
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Develop an 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.	8.1.12.C.1
Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	8.1.12.D.2
Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	8.1.12.F.1
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Apply critical thinking and problem-solving strategies during structured learning experiences.	9.1.12.A.1
Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.	9.1.12.C.5
Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.	9.1.12.F.2
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Identify transferable career skills and design alternate career plans.	9.2.12.C.3
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4

Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Flexibility, Endurance, Back Swing, Baggo, Forehand, Backhand, Spin, Chip	
Evidence of Learning	
<p>Suggested Assessments:</p> <ul style="list-style-type: none"> ● Class Participation ● Class Discussion ● Interim Reports ● Marking Period Grades ● Real Time Gradebook ● Teacher Observation Rubric ● Student Generated Rubrics ● Individual Walking Logs ● Written Test of Rules and Regulations 	
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Small group and whole class pre and post activity discussions ● Develop class routines and expectations for procedures and game play. (Pre-Season, Season, Post-Season) ● Establish routines and expectations for warm ups and class setup and breakdown. ● Introduction to Net Games ● Introduction to the history of Baggo, Golf, Walking and Ping Pong ● Teacher demonstrations ● Student demonstrations ● Determine skill level definitions of beginner, intermediate and advanced using student input and teacher observations. Beginner level: This section is designed to provide basic introductory instruction for those students with minimal or no skill and knowledge. Intermediate level: This section is designed to provide instruction for students with an average skill level that will improve knowledge, strategies and performance. Advanced level: This section provides comprehensive instruction for the highly skilled performer. These students should be prepared to participate in the activity at the second class meeting. <p>Students will work individually and collaboratively to answer key questions:</p> <ul style="list-style-type: none"> ● Why is it important to maintain a healthy level of physical fitness? ● How can walking or power walking influence your fitness level? ● Why is it important to learn different lifetime activities? 	
Instructional Materials:	

<ul style="list-style-type: none"> ● Ping Pong Paddles ● Ping Pong Balls ● Baggo Boards ● Bean Bags ● Golf Clubs ● Wiffle Golf Balls ● Birdie Balls 	
Teacher Resources: <ul style="list-style-type: none"> ● Google Maps ● http://pecentral.com/ ● http://www.shapeamerica.org/explorepe.cfm ● http://www.rulesofsport.com/sports/table-tennis-ping-pong.html ● https://www.randa.org/RulesEquipment/Rules/QuickGuide/Start ● https://www.prevention.com/fitness/a20485587/benefits-from-walking-every-day/ 	
Modifications & Accommodations: <i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<p style="text-align: center;"><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Anchor activities ● Use of higher-level questioning techniques and activities ● Provide assessments at a higher-level of thinking ● Allow gifted students to peer assess 	<p style="text-align: center;"><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Preferential seating to be mutually determined by the student and teacher ● Assign a peer helper in the class setting 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Preferential seating to be mutually determined by the student and teacher ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time

<ul style="list-style-type: none"> ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning ● Provide regular parent/school communication ● Student requires use of other assistive technology device <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> ● Extended time on classroom tests and quizzes ● Student may take/complete tests in an alternate setting as needed ● Restate, reread, and clarify directions/questions ● Establish procedures for accommodations/modifications for assessments 	<ul style="list-style-type: none"> ● Assist student with long and short term planning of assignments ● Provide regular parent/school communication ● Student requires use of other assistive technology device <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> ● Extended time on classroom tests and quizzes ● Student may take/complete tests in an alternate setting as needed ● Restate, reread, and clarify directions/questions ● Establish procedures for accommodations/modifications for assessments
---	--

Benway School	
Unit 4	
Content Area: Physical Education	
Unit Title: Traditional Sports and Movement Games	
Grade Level: 9-12	
Unit Overview: Throughout this unit, student will demonstrate their knowledge of safety, sportsmanship and cooperative play as they pertain to team games and sports.	
Recommended Pacing: 5-7 weeks	
Student Learning Objectives	NJSLs
Students will be able to display knowledge of the rules and safety as it pertains to team games.	2.5.12.C.2
Students will be able to demonstrate good sportsmanship as they participate in team games.	2.5.12.C.2 2.5.12.B.2
Students will be able to exhibit eye-hand coordination while participating in traditional sports and movement games.	2.5.12.A.1 2.5.12.A.4
Students will be able to develop and perform proper passing techniques while participating in traditional sports and movement games.	2.5.12.A.1 2.5.12.A.2 2.5.12.A.4

Students will be able to know and understand the five components of health related fitness.	2.6.12.A.4 2.6.12.A.1
Students will be able to develop and perform proper shooting techniques while participating in traditional sports and movement games.	2.5.12.A.1 2.5.12.A.2 2.5.12.A.4
Students will be able to demonstrate cooperative play through traditional sports and movement games in physical education.	2.5.12.B.1 2.5.12.B.3
<i>Students will be able to research different athletes, sports, and health related topics. They will identify the main idea of these texts and articulate their findings verbally or in written form.</i>	<i>RI.9-10.2 RI.11-12.2 W.9-10.2. W.11-12.2.</i>
New Jersey Student Learning Standards	Progress Indicator
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.1
Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.	2.5.12.A.2
Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.	2.5.12.A.4
Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.Driver Education	2.5.12.B.1
Apply a variety of mental strategies to improve performance.	2.5.12.B.2
Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.	2.5.12.B.3
Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.	2.5.12.C.2
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.	2.5.12.C.3
Compare the short- and long-term impact on wellness associated with physical inactivity.	2.6.12.A.1
Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles.	2.6.12.A.2
Compare and contrast the impact of health-related fitness components as a measure of fitness and health.	2.6.12.A.4
<i>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. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</i>	<i>RI.9-10.2 RI.11-12.2</i>
<i>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</i>	<i>W.9-10.2. W.11-12.2.</i>
New Jersey Student Learning Standards	Indicator

Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	
Develop an 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.	8.1.12.C.1
Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	8.1.12.D.2
Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	8.1.12.F.1
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	
Apply critical thinking and problem-solving strategies during structured learning experiences.	9.1.12.A.1
Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.	9.1.12.C.5
Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.	9.1.12.F.2
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Identify transferable career skills and design alternate career plans.	9.2.12.C.3
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Career Ready Practices	
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Fitness level, Body awareness, Coordination, Balance, Flexibility, Fit individual, Team sports	
Evidence of Learning	
Suggested Assessments: <ul style="list-style-type: none"> ● Class Participation ● Class Discussion ● Interim Reports 	

- Marking Period Grades
- Real Time Gradebook
- Teacher Observation Rubric
- Student Generated Rubrics
- Test of Rules and Regulations

Learning Activities:

- Small group and whole class pre and post activity discussions
- Develop class routines and expectations for procedures and game play. (Pre-Season, Season, Post-Season)
- Establish routines and expectations for warm ups and class setup and breakdown.
- Introduction to Net Games
- Introduction to the history of Traditional Sports and Movement Games
- Teacher demonstrations
- Student demonstrations
- Determine skill level definitions of beginner, intermediate and advanced using student input and teacher observations. Beginner level: This section is designed to provide basic introductory instruction for those students with minimal or no skill and knowledge. Intermediate level: This section is designed to provide instruction for students with an average skill level that will improve knowledge, strategies and performance. Advanced level: This section provides comprehensive instruction for the highly skilled performer. These students should be prepared to participate in the activity at the second class meeting.

Students will work individually and collaboratively to answer key questions:

- What do balance, coordination, and flexibility have to do with the concepts and performance of basketball.
- What components of fitness does encompass?
- How can soccer increase the fitness level of each individual?
- What are the five components of health related physical fitness?

Instructional Materials:

- Goals
- Soccer Balls
- Basketballs
- Hockey Sticks
- Hockey Pucks
- Footballs
- Indoor and Outdoor Softballs
- Wiffle Balls
- Bases
- Wiffle Ball Bats
- Rubber Bats
- Frisbees
- Tchoukball
- Basketball Hoops
- Touch Football Belts
- Baseball and Softball Gloves
- Rebounder Nets

<ul style="list-style-type: none"> ● Scoops ● Lacrosse Sticks 	
Teacher Resources: <ul style="list-style-type: none"> ● http://pecentral.com/ ● http://www.shapeamerica.org/explorepe.cfm ● http://www.kids-sports-activities.com/basic-rules-of-soccer.html ● https://www.usultimate.org/rules/ ● https://tchoukball.ch/documents/En_FITB_Rules_of_Tchoukball.pdf ● http://www.rulesofsport.com/sports/lacrosse.html ● http://www.rulesofsport.com/sports/basketball.html ● http://www.rulesofsport.com/sports/softball.html ● http://www.rulesofsport.com/sports/handball.html ● http://www.rulesofsport.com/sports/football.html ● http://www.hanoverhornets.org/pe/wp-content/uploads/2017/01/floor_hockey_study_guide.pdf 	
Modifications & Accommodations: <i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<p style="text-align: center;"><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Anchor activities ● Use of higher-level questioning techniques and activities ● Provide assessments at a higher-level of thinking 	<p style="text-align: center;"><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Preferential seating to be mutually determined by the student and teacher ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Preferential seating to be mutually determined by the student and teacher ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Provide regular parent/school communication

<ul style="list-style-type: none">● Assist student with long and short term planning● Provide regular parent/school communication● Student requires use of other assistive technology device● Usage of brightly colored balls, larger balls, smaller boundaries, smaller team sizes during traditional sport activities. <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none">● Extended time to complete assignments● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. <p>Modifications for Assessments:</p> <ul style="list-style-type: none">● Extended time on classroom tests and quizzes● Student may take/complete tests in an alternate setting as needed● Restate, reread, and clarify directions/questions● Establish procedures for accommodations/modifications for assessments	<ul style="list-style-type: none">● Student requires use of other assistive technology device <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none">● Extended time to complete assignments● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. <p>Modifications for Assessments:</p> <ul style="list-style-type: none">● Extended time on classroom tests and quizzes● Student may take/complete tests in an alternate setting as needed● Restate, reread, and clarify directions/questions● Establish procedures for accommodations/modifications for assessments
--	--