



Nutley Public Schools

Physical Education

Grade: 9

Unit 1: Fitness 1

Unit Summary and Rationale

Through participation in various fitness activities and group exercise, the students will be able to learn the short and long term benefits of fitness (looking and feeling better, being able to do more, having better health and a longer life, avoiding major diseases, and having a better quality of life). In this unit, the students will be able to examine and improve on their aerobic endurance, strength, flexibility, and stability. They will each be able to experience how different activities have a different intensity level. Overall, the basic concepts of the cardio-respiratory and muscular system and their functions will be learned and understood through the different daily activities.

Recommended Pacing

2 weeks

Standards

Movement Skills and Concepts

Core Idea	Performance Expectations
Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).	<ul style="list-style-type: none"> • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.	2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

<p>Individual and team execution requires interaction, respect, effort, and a positive attitude.</p>	<ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
<p>Physical Fitness</p>	
<p>Core Idea</p>	<p>Performance Expectations</p>
<p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction.</p>	<ul style="list-style-type: none"> • 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 principles (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.
<p>Lifelong Fitness</p>	
<p>Core Idea</p>	<p>Performance Expectations</p>
<p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p>	<ul style="list-style-type: none"> • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
<p>Community resources can support a lifetime of wellness to self and family members.</p>	<ul style="list-style-type: none"> • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.

	<ul style="list-style-type: none"> • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.
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Nutrition	
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Core Idea	Performance Expectations
<p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p>	<ul style="list-style-type: none"> • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.

Interdisciplinary Connections	
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Standard x.x	
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9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
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9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
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Instructional Focus	
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Enduring Understandings	
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Circuit training is a form of physical activity that promotes cardio-vascular health.
 Effective participation in fitness activities requires attention to safety principles
 Fitness routines can be modified to make exercise interesting and to adjust to various personal fitness levels.

Essential Question	
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How does aerobic activity and endurance impact an individual?
 How does strength training impact personal fitness?
 What is the difference between resting heart rate and target heart rate? Why is this important?

Evidence of Learning (Assessments)	
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Teacher Observations
Rubrics (Determination and Personal Management)
Written Tests
Skills Tests
Self-Assessment (Determination)
Peer Assessment
Peer Assessment

Objectives

Students will know or learn:

- Fitness components
- Aerobic and anaerobic exercise terminology

- Calculate target heart rate
- Benefits of cardiovascular exercise
- Strength training principles
- Concepts, myths, and benefits of weight training.
- Muscle names, their actions, and exercises to train those muscles.

Students will be able to:

- Define the terms aerobic and anaerobic
- Define cardiovascular fitness
- Describe how aerobics contributes to cardiovascular fitness
- Define pulse, resting pulse, target zone and maximum heart rate
- Calculate individual resting heart rate, target zone, maximum heart rate
- Describe the health benefits of aerobics
- Discuss the health benefits of strength training
- Apply safety regulations will participating in strength training activities

Integration

Technology Integration

I Pad

Writing Integration

End of unit reflection
Fitness Log

Competencies

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal Management
- Determination

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Equipment:

Larger/lighter bat
Use of velcro
Larger goal/target
Mark positions on playing field
Lower goal/target
Scoops for catching
Vary balls (size, weight, color, texture)

Rules Prompts, Cues:

Demonstrate/model activity
Partner assisted
Disregard time limits
Oral prompt
More space between students
Eliminate outs/strike-outs
Allow ball to remain stationary
Allow batter to sit in chair
Place student with disability near teacher

Boundary/Playing Field:

Decrease distance
Use well-defined boundaries
Simplify patterns
Adapt playing area (smaller, obstacles removed)

Actions:

Change locomotor patterns
Modify grasps
Modify body positions
Reduce number of actions
Use different body parts

Time:

Vary the tempo
Slow the activity pace
Lengthen the time
Shorten the time
Provide frequent rest periods

Suggested Resources

Radio and music
Jump Ropes
Stability Balls
Medicine Balls
Body Bars
Kettlebells
Stopwatches

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>



Nutley Public Schools

Physical Education

Grade: 9

Unit 2: Fitness Testing

Summary and Rationale

Fitnessgram is a fitness assessment and reporting program for youth. The assessment includes a variety of health related physical fitness tests that are used to determine students' overall physical fitness and suggest areas for improvement when appropriate. The purpose of Fitnessgram is really three-fold: to assess students' health-related components of fitness, to report the scores to students and parents and finally, to use the information to educate students. Test results are presented in a broader context of what it means to be physically fit, and suggest ways that students can be more physically active and improve their level of fitness to help them reach the Healthy Fitness Zone standards for each test measure.

Recommended Pacing

1 week

Standards

Movement Skills and Concepts

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The quality of feedback from others, self assessment as well as effort and	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).

repetition influences movement skills, concepts, and performance.	
Individual and team execution requires interaction, respect, effort, and positive attitude.	<ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

Physical Fitness

Core Idea	Performance Expectations
Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction.	<ul style="list-style-type: none"> • 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.

Lifelong Fitness

Core Idea	Performance Expectations
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Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).	<ul style="list-style-type: none"> • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
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<p>Community resources can support a lifetime of wellness to self and family members.</p>	<ul style="list-style-type: none"> • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.
Nutrition	
Core Idea	Performance Expectations
<p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p>	<ul style="list-style-type: none"> • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.
Interdisciplinary Connections	
Standard x.x	
<p>9.4.12.TL.2</p>	<p>Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</p>
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>A complete fitness program promotes participation in activities that build health and wellness including cardiovascular, flexibility, body composition, muscular strength and endurance, and lifetime activity. Personal fitness can be measured and monitored through fitness testing.</p>	
Essential Question	

How can pre- and post-fitness testing be used to improve your overall level of fitness?
 How can attaining fitness knowledge help to improve your overall fitness level?
 What are the health benefits of improved flexibility?
 What are the health benefits of improved muscular endurance?
 What are the health benefits of improved muscular strength?
 What are the health benefits of improved cardiovascular endurance?

Evidence of Learning (Assessments)

Teacher Observation
 Participation
 Rubrics
 Written Tests COMPETENCY III: RESEARCH (Learning and Evaluation)
 Skills Tests
 Self-Assessment COMPETENCY V: SELF AWARENESS and DIRECTION(Determination

Peer Assessment
 End of Course Assessment COMPETENCY III: RESEARCH (Analyzing data)

Objectives

Students will know or learn:

- **Fitnessgram tests**
- **Benefits of fitness**
- **Effects of activity on the body and the risks associated with inactivity**
- **How technology can assist in fitness**

Students will be able to:

- **Demonstrate proper technique in fitness skills and activities.**
- **Discuss how test standards build fitness for life.**
- **Identify what component of fitness each test of Fitnessgram measures.**
- **Explain the benefits of each test and how they relate to fitness.**
- **Apply fitness test results to goal setting**

Integration

Technology Integration

I Pads
 Fitnessgram Software

Writing Integration

<p>Reflection Goal writing</p>
<p>Competencies</p>
<p>COMPETENCY III: RESEARCH · Learning and Evaluation</p> <p>COMPETENCY V: SELF AWARENESS and DIRECTION · Determination</p>
<p style="text-align: center;">Tier 1 Modifications and Accommodations <i>Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans</i></p>
<p style="text-align: center;">https://docs.google.com/document/d/13vsvbelPv45j1LcCeL2oO4oy4iSMCrD9BkgN_DmV85A/edit</p>
<p style="text-align: center;">Suggested Resources</p>
<p>Fitnessgram tests</p>
<p style="text-align: center;">Career Readiness, Life Literacies, and Key Skills NJSLs</p>
<p>Please select all standards that apply to this unit of study:</p> <ul style="list-style-type: none"> Act as a responsible and contributing community members and employee Attend to financial well-being Consider the environmental, social and economic impacts of decisions Demonstrate creativity and innovation Utilize critical thinking to make sense of problems and persevere in solving them Model integrity, ethical leadership and effective management Plan education and career paths aligned to personal goals Use technology to enhance productivity increase collaboration and communicate effectively Work productively in teams while using cultural/global competence <p>Suggestions on integrating these standards can be found at: https://www.nj.gov/education/standards/clicks/</p>



Nutley Public Schools

Physical Education

Grade: 9

Unit 3:
Dance 1

Summary and Rationale

In this unit, students will be able to understand beat, rhythm and tempo through being active while gaining the benefits of exercise. Dancing incorporates strength, endurance, flexibility, and cardiovascular aspects of fitness. Through the art of dancing, the students will be physically active and engaging in aerobic activity. The dance unit encourages creative exploration through student created dance routines to favorite music and/or learning common large group dances.

Recommended Pacing

2 weeks

Standards

Movement Skills and Concepts

Core Idea	Performance Expectations
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<p>The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.</p>	<p>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).</p>

<p>Individual and team execution requires interaction, respect, effort, and positive attitude.</p>	<ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
Physical Fitness	
Core Idea	Performance Expectations
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Lifelong Fitness	
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Nutrition	
Core Idea	Performance Expectations
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Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Develop an understanding of fundamental concepts of music related to effective execution of movement actions. Dance can help create movements which express ideas and emotions.</p>	
Essential Question	
<p>How can dance make me more physically fit, improvement my co-ordination, and build up my self-confidence.</p>	

Evidence of Learning (Assessments)
Teacher Observation Participation Rubrics (Collaboration) Written Tests Skills Tests Self-Assessment (Teamwork, Working cooperatively, Building relationships) Peer Assessment (Teamwork, Working cooperatively, Building relationships)
Objectives
Students will know or learn: · How to identify the tempo and rhythm of different selections of music

· History of dance · Dance vocabulary including tempo, beat and rhythm · Steps to various dance sequences Students will be able to: · Demonstrate proper dance class procedure and etiquette · Execute dance sequences in dance. · Define dance vocabulary · Discuss the fitness components utilized during dance

Integration

Technology Integration

I Pads

Writing Integration

Reflection Journal

Competencies

COMPETENCY I: COLLABORATION COMPETENCY II: COMMUNICATION · Expression of oneself COMPETENCY V: SELF AWARENESS and DIRECTION

Tier 1 Modifications and Accommodations
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Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

https://docs.google.com/document/d/13vsvbeIpv45j1LcCeL2oO4oy4iSMCrD9BkgN_DmV85A/edit

Suggested Resources

www.pecentral.org
www.teachpe.com
www.aahperd.org
Zumba
Line Dances
Creative Dance
Social Dance

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
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Nutley Public Schools

Physical Education

Grade: 9

Unit 4: Badminton/Speedminton 1	
Summary and Rationale	
<p>The purpose of this unit is to introduce the game of badminton/speedminton and to create an interest and a level of success in the game so that the students will want to continue to participate for the rest of their lives. Throughout this unit of study, students will experience the advancement of effective movement development and fitness through badminton skills and game participation. Skill development will include focusing on the development of the serve, the forehand hit, the back hand hit, the overhead hit, game rules and safety.</p>	
Recommended Pacing	
2 weeks	
Standards	
Movement Skills and Concepts	
Core Idea	Performance Expectations
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as effort and repetition influences movement skills, concepts, and performance.	relationships (e.g., creative, cultural, social, aerobics dance, fitness).
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Physical Fitness	
Core Idea	Performance Expectations
Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction.	<ul style="list-style-type: none"> • 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.
Lifelong Fitness	
Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).	<ul style="list-style-type: none"> • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

<p>Community resources can support a lifetime of wellness to self and family members.</p>	<ul style="list-style-type: none"> • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.
<p>Nutrition</p>	

Core Idea	Performance Expectations
<p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p>	<ul style="list-style-type: none"> • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.
<p>Interdisciplinary Connections</p>	
<p>Standard x.x</p>	
<p>Math</p>	<p>Court dimensions, scoring, timing, personal and team averages</p>
<p>Science</p>	<p>Muscle groups required for individual skill performance</p>
<p>Integration of Technology</p>	
<p>Standard x.x</p>	
<p>CPI #</p>	<p>Cumulative Progress Indicator (CPI)</p>
<p>Instructional Focus</p>	
<p>Enduring Understandings</p>	

Badminton is a lifetime sport.
Physical activity will enhance your overall health and wellness.
Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

Essential Question

How does effective and appropriate movement affect wellness?
Why do I have to show good sportsmanship and follow the rules?
How does the game of badminton compare to the game of tennis?
How do you use the skill of power and agility in the game of badminton/speedminton?
How do you grip a badminton/speedminton racket?
What are the basic rules of badminton/speedminton?
What is the rotation for serving in doubles play?
What are the court markings for singles and doubles badminton/speedminton?
What are the standards for taking care of badminton/speedminton equipment?

Evidence of Learning (Assessments)

Teacher Observation
Participation
Peer Assessment
Self-Assessment (Personal wellness and relationships, Determination)
Skill Analysis
Written Tests
Rubrics (Teamwork, Managing Conflict)

Objectives

Students will know or learn:

- **History and etiquette of badminton**
- **Rules, court markings, net level, serving, scoring, innings, ties and singles vs. doubles**
- **Safety in the game of badminton**

Students will be able to:

- **Explain the history and etiquette of badminton**
- **Demonstrate rules, court markings, net level, serving, scoring, innings, ties and singles vs. doubles**
- **Demonstrate safety in the game of badminton**
- **Explain the serving rotation for a doubles match**
- **Discuss the relationship among different racquet sports**
- **Discuss the importance of power and agility in the game of badminton**

Integration
Technology Integration
I pads for video analysis and sport history research
Writing Integration
End of unit reflection
Competencies
<p>COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> · Teamwork · Managing Conflict/Differences <p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> · Personal wellness and relationships · Determination
<p>Tier 1 Modifications and Accommodations</p> <p><i>Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans</i></p>
<p>https://docs.google.com/document/d/13vsvbelIpv45j1LcCeL2oO4oy4iSMCrD9BkgN_DmV85A/edit</p>
Suggested Resources
<p>Nets Racquets – Badminton and/or Speedminton Shuttles Clip Boards, pencils I Pads http://www.worldbadminton.com http://www.usabadminton.com http://www.speedmintonusa.com/</p>
Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>



Nutley Public Schools

Physical Education

Grade: 9

Unit 5:
Archery 1

Summary and Rationale

As a result of this unit, the history, physical, emotional and social benefits of archery will be learned. In addition, safety strategies, skills and archery techniques necessary to participate in and enjoy archery as a lifetime activity will be fully addressed. This provides an excellent opportunity of success for both the advanced and novice athlete. This also allows the students to use basic math to apply scoring during this activity.

Recommended Pacing

2 weeks

Standards:

Movement Skills and Concepts	
Core Idea	Performance Expectations
Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).	<ul style="list-style-type: none"> • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.	2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
Individual and team execution requires interaction, respect, effort, and a positive attitude.	<ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
Physical Fitness	
Core Idea	Performance Expectations
Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction.	<ul style="list-style-type: none"> • 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.
Lifelong Fitness	

Core Idea	Performance Expectations
<p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p>	<ul style="list-style-type: none"> • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
<p>Community resources can support a lifetime of wellness to self and family members.</p>	<ul style="list-style-type: none"> • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.

Nutrition	
Core Idea	Performance Expectations

<p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p>	<ul style="list-style-type: none"> • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.
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Interdisciplinary Connections	
Standard x.x	
Math	Distance, scoring,

Science	Flight
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Archery is a low intensity activity that can be a leisure sport, but also competitive. Archery is a sport that demands a high degree of concentration and self-motivation. Fine motor skills are just as important as gross motor skills and allow us to do many daily activities. Fine motor skill development can unlock a great deal of the body's overall fitness potential. Archery can be considered a lifelong activity that people of any fitness level can be successful at with practice.</p>	
Essential Question	
<p>What skills/steps are necessary to safely and successfully shoot an arrow? How does body position change the accuracy of the arrow?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation Participation Peer Assessment Self-Assessment (Competency: Determination) Skill Analysis Written Tests Rubrics (Competency: Determination)</p>	
Objectives	
<p>Students will know or learn:</p> <ul style="list-style-type: none"> · Proper safety precautions when using archery equipment · Proper archery terminology (bow, arrow, fletching, knock) · Proper lower and upper body position · Proper knocking technique 	

- Proper firing technique
- Proper scoring guidelines
- History of archery
- 11 steps to successful shooting
- Learn and practice making shot adjustments
- Participating in accuracy competition
- Participating in tournament competition

Students will be able to:

- Explain the history of archery
- Identify terminology and equipment needed
- Understand scoring
- Demonstrate proper scoring technique
- Explain the archery steps to successful shooting

Integration

Technology Integration

I pads for video analysis

Writing Integration

End of unit reflection

Competencies

COMPETENCY V: SELF AWARENESS and DIRECTION

- Determination

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

https://docs.google.com/document/d/13vsvbeIpv45j1LcCeL2oO4oy4iSMCrD9BkgN_DmV85A/edit

Suggested Resources

Arrows
Bows
Targets
Clip Boards, pencils
I Pads

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>



Nutley Public Schools

Physical Education

Grade: 9

Unit 6:
Basketball

Summary and Rationale

During the Basketball unit the students will continue to develop basic skills and cognitive concepts that will enable them to participate in a basketball activity. As students develop basic physical skills, it will allow them to participate in a variety of related activities as well as provide a fundamental base on which to build advanced skills and participate at higher levels of activity. Understanding and comprehending rules and strategies will allow students to socialize, interact, and communicate with others through sports and related activities.

Recommended Pacing

2 weeks

Standards

Movement Skills and Concepts

Core Idea	Performance Expectations
Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).	<ul style="list-style-type: none"> • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.	2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
Individual and team execution requires interaction, respect, effort, and positive attitude.	<ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

Physical Fitness

Core Idea	Performance Expectations
Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction.	<ul style="list-style-type: none"> • 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

	<p>evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness.</p> <ul style="list-style-type: none"> • 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.
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Lifelong Fitness

<p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p>	<ul style="list-style-type: none"> • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
<p>Community resources can support a lifetime of wellness to self and family members.</p>	<ul style="list-style-type: none"> • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.

Nutrition

Core Idea	Performance Expectations
<p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p>	<ul style="list-style-type: none"> • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research present trends in plant based and organic food choices and

	industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.
Interdisciplinary Connections	
Standard x.x	
Math	Court dimensions, scoring, timing, personal and team averages
Science	Muscle groups required for individual skill performance
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Body awareness and coordination are necessary components of a fit individual. Students will understand that basketball offers health benefits that enhance physical fitness and activities. Balance, coordination, and flexibility are key components of basketball concepts.</p>	
Essential Question	
<p>What components of fitness does basketball encompass? What kind of endurance training is used for basketball? To what extent does strategy influence performance in competitive games and activities? Why do I have to show good sportsmanship and follow the rules?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation Participation Peer Assessment Self-Assessment (COMPETENCY I: COLLABORATION – Teamwork, Working Cooperatively, Managing Conflict/Differences) Written Tests Rubrics (COMPETENCY I: COLLABORATION – Teamwork)</p>	
Objectives	
<p>Students will know or learn:</p> <ul style="list-style-type: none"> · The rules and regulations · Player positions · The basic skills shooting, passing and dribbling 	

- Offensive and defensive strategies
- Scoring and etiquette

Students will be able to:

- Facilitate the learning of the rules, playing regulations, and boundaries in the sport of basketball. · Understand the different player positions on the court (ex. point guard, shooting guard, forward). · Dribble a basketball correctly using both hands in a stationary position as well as while moving across the court with proper head and body position.
- Demonstrate the three types of passes used in basketball (ex. chest, bounce, overhead passes). · Use proper form shooting from a stationary position.
- Demonstrate the understanding of the three basic shots in basketball (lay-up, foul shot, jump shot). · Demonstrate the proper defensive stance and position used in a variety of defenses.
- Understand the differences between the different types of defenses used in the game of basketball (ex. zones and man to man).
- Develop the inclusion of lead up games and activities for the game of basketball.
- Develop etiquette, scoring and sportsmanship in a regulation game and tournament play.

Integration

Technology Integration

I pads for video analysis and sport history research

Writing Integration

End of unit reflection

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Managing Conflict/Differences

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

https://docs.google.com/document/d/13vsvbelpv45j1LcCeL2oO4oy4iSMCrD9BkgN_DmV85A/edit

Suggested Resources

Basketballs
Referee flags
Stopwatches
Cones
Pens and paper

Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>



Nutley Public Schools

Physical Education

Grade: 9

Unit 7:
Volleyball 1

Summary and Rationale

Volleyball is an activity which can be enjoyed by all students. Students will learn the necessary skills to develop an appreciation for the game. Volleyball is a game that continues to develop and challenge hand-eye coordination and reaction time. Volleyball requires students to move quickly in response to the ball, which helps with agility and coordination. The volleyball unit will serve as an activity to foster teamwork, socialization and skill development. The goal of this unit is to continue to develop the basic skills and movement patterns necessary to successfully participate in the game of volleyball. This unit will also focus on making appropriate game speed decisions and strategies about where to send the ball, what skill to choose, and what tactics would be best suited for their opponents.

Recommended Pacing

2 weeks

Standards

Movement Skills and Concepts

Core Idea	Performance Expectations
Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).	<ul style="list-style-type: none"> • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.	2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
Individual and team execution requires interaction, respect, effort, and positive attitude.	<ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

Physical Fitness

Core Idea	Performance Expectations
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<p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.</p>	<ul style="list-style-type: none"> • 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.
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Lifelong Fitness	
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Core Idea	Performance Expectations
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<p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p>	<ul style="list-style-type: none"> • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
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<p>Community resources can support a lifetime of wellness to self and family members.</p>	<ul style="list-style-type: none"> • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.
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Nutrition	
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Core Idea	Performance Expectations
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<p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p>	<ul style="list-style-type: none"> • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Students will be able to understand that fitness activities incorporated in our daily lifestyle are important for overall good health.</p> <p>Students will be able to understand that teamwork is a fundamental and necessary skill of volleyball. Students will be able to understand that the development of better eye-hand coordination is important in the game of volleyball.</p>	
Essential Question	
<p>What are the rules, skills, and game strategies involved in volleyball? How do teamwork and sportsmanship affect game play? How does participation in volleyball improve physical fitness? What offensive and defensive formations will we use during game play? Where the ball should be passed in order to run a successful offense? What are the best ways to attack a defense? At what point, do the players need to be ready to attack?</p>	
Evidence of Learning (Assessments)	

Teacher Observation
 Participation
 Peer Assessment
 Self-Assessment (COMPETENCY I: COLLABORATION – Teamwork, Working Cooperatively, Managing Conflict/Differences)
 Written Tests

Rubrics (COMPETENCY I: COLLABORATION – Teamwork)

Objectives

Students will know or learn:

- Students will learn basic rules, history, and terms of the sport
- Students will be able to learn the basic rules and regulations of volleyball.
- Students will understand the types of formations used on offense.
- Students will be able to recognize and describe the different types of hits.
- Students will recognize when to use each particular shot.
- Students will be able to describe the formation used for offense and defense
- Definition of teamwork
- Application of teamwork
- Terminology of the game of volleyball
- Fundamental skills
- The “Ready” position
- Different types of serves
- “Bumping” and “setting” the ball
- The “Spike”
- Rules

Students will be able to:

- Students will perform short and medium forearm passes.
- Students will perform short and medium overhead passes.
- Students will perform the proper techniques for spiking a volleyball.
- Students will have a variety of shots that they can take when their team is attacking.
- Students will develop proper offensive and defensive formations during game play.
- Students will get into the proper defensive position when the other team is attacking the ball

Integration

Technology Integration

I Pads for skill analysis

Writing Integration

Unit reflection
Competencies
<p>COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> · Teamwork · Working Cooperatively · Managing Conflict/Differences
Suggested Resources
<p>Line Drills Circle Drills</p>
Career Readiness, Life Literacies, and Key Skills NJSLs
<p>Please select all standards that apply to this unit of study:</p> <ul style="list-style-type: none"> Act as a responsible and contributing community members and employee Attend to financial well-being Consider the environmental, social and economic impacts of decisions Demonstrate creativity and innovation Utilize critical thinking to make sense of problems and persevere in solving them Model integrity, ethical leadership and effective management Plan education and career paths aligned to personal goals Use technology to enhance productivity increase collaboration and communicate effectively Work productively in teams while using cultural/global competence <p>Suggestions on integrating these standards can be found at: https://www.nj.gov/education/standards/clicks/</p>



Nutley Public Schools

Physical Education

Grade: 9

Unit 8:
Indoor/Outdoor Team Games

Summary and Rationale

During this unit, students will understand basic skills and cognitive concepts that will enable them to participate in indoor/outdoor team games activities. Physical participation as well as the development of cognitive processes will allow students to be actively involved in various forms of indoor/outdoor team games competitions, as well as comprehend rules and strategies that are essential for participation. As students develop basic physical skills, it will allow them to participate in a variety of related activities as well as provide a fundamental base on which to build advanced skills and participate at higher levels of activity. Understanding and comprehending rules and strategies will allow students to socialize, interact, and communicate with others through sports and related activities.

Recommended Pacing

2 weeks

Standards

Movement Skills and Concepts

Core Idea	Performance Expectations
Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).	<ul style="list-style-type: none"> • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.	2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
Individual and team execution requires interaction, respect, effort, and positive attitude.	<ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

Physical Fitness

Core Idea	Performance Expectations

<p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction.</p>	<ul style="list-style-type: none"> • 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.
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Lifelong Fitness	
Core Idea	Performance Expectations

<p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p>	<ul style="list-style-type: none"> • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
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<p>Community resources can support a lifetime of wellness to self and family members.</p>	<ul style="list-style-type: none"> • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.
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Nutrition	
Core Idea	Performance Expectations

<p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p>	<ul style="list-style-type: none"> • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.
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Interdisciplinary Connections

Standard x.x

Integration of Technology

Standard x.x

CPI #	Cumulative Progress Indicator (CPI)
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Instructional Focus

Enduring Understandings

Body awareness and coordination are necessary components of a fit individual.
 Balance, coordination, and flexibility are key components of indoor/outdoor team games concepts.
 Indoor/outdoor team games and related activities can effect and benefit the overall health of an individual.

Essential Question

What components of fitness do indoor/outdoor team games encompass?
 What do balance and coordination and flexibility have to do with the concepts and performance of indoor/outdoor team games?
 How could indoor/outdoor team games increase the fitness level of each individual?

Evidence of Learning (Assessments)

Teacher Observation
 Participation
 Peer Assessment
 Self-Assessment (COMPETENCY I: COLLABORATION – Teamwork, Working Cooperatively, Managing Conflict/Differences)
 Written Tests
 Rubrics (COMPETENCY I: COLLABORATION – Teamwork)

Objectives
<p>Students will know or learn:</p> <ul style="list-style-type: none"> · Safety procedures · Movement concepts and motor skills · Offensive and defensive strategies · Basic rules · Role of the officials · Effective interpersonal skills <p>Students will be able to:</p> <ul style="list-style-type: none"> · Demonstrate an understanding of movement concepts and the use of motor skills · Effectively move safely through space while actively participating · Demonstrate responsible personal and social behavior · Demonstrate the ability to use effective interpersonal skills · Demonstrate the ability to use decision making skills of appropriate goal setting, risk-taking, and problem solving · Understand that challenge, enjoyment, creativity, self-expression and social interaction are important, life enhancing experiences and are found in recreational activities · Demonstrate an understanding and respect for differences
Integration
Technology Integration
I Pads for skill analysis
Writing Integration
Reflection Journal Writing
Competencies
<p>COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> · Teamwork · Working Cooperatively · Managing Conflict/Differences
Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

https://docs.google.com/document/d/13vsvbeIpv45j1LcCeL2oO4oy4iSMCrD9BkgN_DmV85A/edit

Suggested Resources

Kick balls
Soccer balls (Indoor & Outdoor)
Footballs
Wiffleballs
Wiffle bats
Scrimmage Vests
Bases or similar markers
Cones or similar markers
Field or similar boundary markers

Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>



Nutley Public Schools

Physical Education

Grade: 9

**Unit 9:
Floor Hockey**

Summary and Rationale

During this unit, students will understand basic skills and cognitive concepts that will enable them to participate in floor hockey. Physical participation as well as the development of cognitive processes will allow students to be actively involved in various forms of basketball competition, as well as comprehend rules and strategies that are essential for participation. As students develop basic physical skills, it will allow them to participate in a variety of related activities as well as provide a fundamental base on which to build advanced skills and participate at higher levels of activity. Understanding and comprehending rules and strategies will allow students to socialize, interact, and communicate with others through sports and related activities.

Recommended Pacing

2 weeks

Standards

Movement Skills and Concepts

Core Idea	Performance Expectations
Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).	<ul style="list-style-type: none"> • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.	2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
Individual and team execution requires interaction, respect, effort, and positive attitude.	<ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

Physical Fitness	
Core Idea	Performance Expectations
Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction.	<ul style="list-style-type: none"> • 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.
Lifelong Fitness	
Core Idea	Performance Expectations
Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).	<ul style="list-style-type: none"> • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. <ul style="list-style-type: none"> • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
Community resources can support a lifetime of wellness to self and family members.	<ul style="list-style-type: none"> • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. • 2.2.12.LF.8: Identify personal and community resources to explore career

	options related to physical activity and health.
Nutrition	
Core Idea	Performance Expectations
The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.	<ul style="list-style-type: none"> • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Body awareness and coordination are necessary components of a fit individual.</p> <p>Balance, coordination, and flexibility are key components of floor hockey concepts.</p> <p>Understanding how floor hockey and related activities can effect and benefit the overall health of an individual.</p>	
Essential Question	
<p>What components of fitness does floor hockey encompass?</p> <p>What do balance and coordination and flexibility have to do with the concepts and performance of floor hockey? How could floor hockey increase the fitness level of each individual?</p>	
Evidence of Learning (Assessments)	

Teacher Observation
 Participation
 Peer Assessment
 Self-Assessment (COMPETENCY I: COLLABORATION – Teamwork, Working Cooperatively, Managing Conflict/Differences)
 Written Tests
 Rubrics (COMPETENCY I: COLLABORATION – Teamwork)

Objectives

Students will know or learn:

- Safety procedures
- Fundamental passing and shooting skills.
- Offensive and defensive strategies
- Basic rules
- Role of the officials

Students will be able to:

- Perform fundamental skills such as passing, traveling, controlling, and shooting the hockey puck.
- Understand and implement basic offensive and defensive strategies, both as a team and as individuals.
- Implement basic offensive and defensive positions and formations.
- Implement basic scoring principles, rules and understand the penalties for violations of these rules.
- Understand the dimensions of the playing court, boundaries and other areas of importance.
- Identify potential risks and dangers associated with physical activity and describe how to minimize these risks
- Understand the importance of physical conditioning and its relationship to participation in the sport of floor hockey.

Integration

Technology Integration

I Pads for skill analysis

Writing Integration

Reflection
 Journal Writing

Competencies

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Managing Conflict/Differences

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

https://docs.google.com/document/d/13vsvbeIpv45j1LcCeL2oO4oy4iSMCrD9BkgN_DmV85A/edit

Suggested Resources

Hockey sticks
Goals
Pucks
Scrimmage Vests
Cones

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>



Nutley Public Schools

Physical Education

Grade: 9

Unit 10: Strength Training
Summary and Rationale
<p>During this unit students will be introduced to a basic instructional program in strength and conditioning development. The unit will include basic anatomy, muscular function, strength training principles, basic program design and correct exercise technique and safety. The students will develop an understanding of these concepts and will participate in individual training programs. Through strength training exercises, the students will be able to learn the short and long term benefits of fitness. Students will learn how strength training is one component in overall fitness and healthful living.</p>
Recommended Pacing
2 weeks
Standards
Movement Skills and Concepts

Core Idea	Performance Expectations
Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).	<ul style="list-style-type: none"> • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.	2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
Individual and team execution requires interaction, respect, effort, and positive attitude.	<ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
Physical Fitness	
Core Idea	Performance Expectations
Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction.	<ul style="list-style-type: none"> • 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.
Lifelong Fitness	
Healthy habits and behaviors are created by personal learning experiences,	• 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.

<p>knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p>	<ul style="list-style-type: none"> • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
<p>Community resources can support a lifetime of wellness to self and family members.</p>	<ul style="list-style-type: none"> • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.

Nutrition	
Core Idea	Performance Expectations
<p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p>	<ul style="list-style-type: none"> • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.
<p>Interdisciplinary Connections</p>	
<p>Standard x.x</p>	
<p>Math</p>	<p>Court dimensions, scoring, timing, personal and team averages</p>
<p>Science</p>	<p>Muscle groups required for individual skill performance</p>
<p>Integration of Technology</p>	

Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>Body awareness and coordination are necessary components of a fit individual. It's important to know how to organize exercises into a comprehensive strength training program. Strength training can effect and benefit the overall health of an individual.</p>	
Essential Question	
<p>How can participating in a strength training program impact my life? What are the components of a comprehensive strength training program? What is strength and why is it important for overall health?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation Rubrics (COMPETENCY V: SELF AWARENESS and DIRECTION – Determination) Written Tests Skills Tests Self-Assessment (COMPETENCY V: SELF AWARENESS and DIRECTION- Personal management, Determination) Peer Assessment Project (Competency III: RESEARCH – Ethics, Learning and Evaluation)</p>	
Objectives	
<p>Students will know or learn:</p> <ul style="list-style-type: none"> · Fitness components · Strength training principles 	

- Operation of machines and free weights.
- Concepts, myths, and benefits of weight training.
- Muscle names, their actions, and exercises to train those muscles.
- Weight room safety regulations

Students will be able to:

- Perform upper body exercises using selected equipment
- Perform Simple upper body exercises using Free Weights
- Perform lower body exercises using selected equipment
- Perform simple lower body exercises using Free Weights
- Demonstrate proper form of exercises
- Choose appropriate exercises for select body parts
- Demonstrate safe spotting technique
- Calculate and compare volume of work performed: Sets and Repetitions
- Engage in exercises of varying intensities

Integration

Technology Integration

I Pad

Writing Integration

End of unit reflection
Fitness Log

Competencies

COMPETENCY III: RESEARCH

- Ethics
- Learning and Evaluation

COMPETENCY V: SELF AWARENESS and DIRECTION

- Personal management
- Determination

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

https://docs.google.com/document/d/13vsvbeIpv45j1LcCeL2oO4oy4iSMCrD9BkgN_DmV85A/edit

Suggested Resources

Weight Room
Logs

Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>



Nutley Public Schools

Physical Education

Grade: 9

Unit 11:
Project Adventure

Summary and Rationale

During this unit students will experience critical motor skills in an environment that is fun and non-threatening. Students will learn to share or follow rules as they experience a process that allows them to explore, to question, to participate, and to reflect on themselves. Students will develop the ability to work effectively with others. Develop leadership qualities and investigate strategies to solve conflicts and create solutions. Students will have the opportunity to explore decision making process, of which risks are and are not positive for each individual. Students will learn to demonstrate respect and understanding for all persons despite their individual differences.

Recommended Pacing

2 weeks

Standards

Movement Skills and Concepts

Core Idea	Performance Expectations
Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).	<ul style="list-style-type: none"> • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball). • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.	2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
Individual and team execution requires interaction, respect, effort, and positive attitude.	<ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

Physical Fitness

Core Idea	Performance Expectations
Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression,	<ul style="list-style-type: none"> • 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

<p>enjoyment, and emotional satisfaction.</p>	<p>principals (FITT) and the components of skill related fitness.</p> <ul style="list-style-type: none"> • 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.
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Lifelong Fitness	
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Core Idea	Performance Expectations
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<p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p>	<ul style="list-style-type: none"> • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. <ul style="list-style-type: none"> • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
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<p>Community resources can support a lifetime of wellness to self and family members.</p>	<ul style="list-style-type: none"> • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.
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Nutrition	
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Core Idea	Performance Expectations
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<p>The balance of food intake and exercise is a vitally important component of nutritional</p>	<ul style="list-style-type: none"> • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical
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wellness, and is tempered by factors like age, lifestyle, and family history.	<p>activity to weight loss, gain, and maintenance.</p> <ul style="list-style-type: none"> • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.

Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>You can enjoy a nontraditional physical activity that encourages both teamwork and individual success. Collaboration and communication with peers: is developed by working as a team in many different challenges.</p>	
Essential Question	
<p>Why is working cooperatively essential in life? What are the required skills needed in order to effectively work cooperatively in a group? How can applying the skills of building communication and trust be used in your own life? What cooperative skills and creative principles are necessary to promote active, social relationships?</p>	
Evidence of Learning (Assessments)	
<p>Teacher Observation Participation</p>	

Peer Assessment

Self-Assessment

COMPETENCY I: COLLABORATION

- Teamwork
- Working Cooperatively
- Building Relationships

COMPETENCY IV: PROBLEM SOLVING

- Use of Information
- Approach to Solving
- Solutions

COMPETENCY V: SELF AWARENESS and DIRECTION

- Determination

Skill Analysis

Written Tests

Rubrics (COMPETENCY I: COLLABORATION- Teamwork, Working Cooperatively, Building Relationships)
(COMPETENCY V: SELF AWARENESS and DIRECTION – Determination)

Objectives

Students will know or learn:

- Safety procedures
- Effective communication skills
- Conflict resolution strategies
- Decision making strategies

Students will be able to:

- Demonstrate an understanding of movement concepts and the use of motor skills
- Demonstrate responsible personal and social behavior and safety procedures
- Demonstrate the ability to use effective interpersonal skills
- Demonstrate the ability to use the decision making skills of appropriate goal setting, risk taking, and problem solving
- Demonstrate an understanding of and respect for differences
- Use effective communication skills and display good character values (sportsmanship) under challenging situations.
- Apply effective decision making with outcome predictions.

Integration

Technology Integration

I Pads

Writing Integration

Reflection
Journal Writing

Competencies

COMPETENCY I: COLLABORATION

- Teamwork

- Working Cooperatively

- Building Relationships

COMPETENCY IV: PROBLEM SOLVING

- Use of Information

- Use of Metacognition

- Approach to Solving

- Solutions

COMPETENCY V: SELF AWARENESS and DIRECTION

- Determination

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

https://docs.google.com/document/d/13vsvbeIpv45j1LcCeL2oO4oy4iSMCrD9BkgN_DmV85A/edit

Suggested Resources

Project Adventure Curriculum

Various tag games (frantic, flag tag, elbow tag, etc.)

- Various relay races (scooters, hula hoops, etc. may be utilized)

- Proper spotting techniques and trust sequence

- Pro Ball

- Striker

- Stargate

- Wind in the Willow

- Blind Polygon

- The Cube

Low Elements

Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>



Nutley Public Schools

Physical Education

Grade: 9

Unit 12:
Create A Game

Summary and Rationale

The purpose of the activity is to have students actively engaged in creating and participating in fitness games. Throughout this activity we can reinforce and refine the students understanding of the components of fitness. Skills for this unit will vary. Students will be in groups and will be responsible for creating a new game. They will be given what "type" of game they need to create and will need to choose a name for their game, decide on equipment to be used, what skills are involved, rules of the game, and then teach the game to the rest of the class.

Recommended Pacing

2 weeks

Standards

Movement Skills and Concepts

Core Idea	Performance Expectations
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Individual and team execution requires interaction, respect, effort, and positive attitude.	<ul style="list-style-type: none"> • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
Physical Fitness	
Core Idea	Performance Expectations
Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction.	<ul style="list-style-type: none"> • 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.
Lifelong Fitness	
Core Idea	Performance Expectations
Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and	<ul style="list-style-type: none"> • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. • 2.2.12.LF.3: Examine building to a level of fitness to

<p>maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p>	<p>successfully participate in a range of different physical activities during a lifetime.</p> <ul style="list-style-type: none"> • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
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<p>Community resources can support a lifetime of wellness to self and family members.</p>	<ul style="list-style-type: none"> • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members. • 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.
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Nutrition

Core Idea	Performance Expectations
<p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.</p>	<ul style="list-style-type: none"> • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.

Interdisciplinary Connections

Standard x.x

Integration of Technology

Standard x.x

CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understandings

<p>The importance of physical activity as a lifelong process. The values of physical fitness and strive for personal improvement.</p>
<p>Essential Question</p>
<p>What changes in lifestyle will lead to improved health and wellness? How will your lifestyle choices affect your lifestyle?</p>
<p>Evidence of Learning (Assessments)</p>
<p>Teacher Observation Participation Peer Assessment Self-Assessment (COMPETENCY I: COLLABORATION) Skill Analysis Written Tests Rubrics (COMPETENCY I: COLLABORATION)</p>
<p>Objectives</p>
<p>Students will know or learn: · Benefits of collaborating as a group.</p>

<p>· Problem-solving strategies</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> · Demonstrate collaborative skills · Reflect on being a member of a problem-solving group
<p>Integration</p>
<p>Technology Integration</p>
<p>I Pads for skill analysis Projector</p>
<p>Writing Integration</p>

<p>Reflection Writing the rules of the game</p>
<p>Competencies</p>
<p>COMPETENCY I: COLLABORATION <ul style="list-style-type: none"> · Working Cooperatively · Building Relationships COMPETENCY II: COMMUNICATION <ul style="list-style-type: none"> · Expression of oneself · Variety of modes and delivery COMPETENCY V: SELF AWARENESS and DIRECTION <ul style="list-style-type: none"> · Personal wellness and relationships · Social responsibility </p>
<p>Tier 1 Modifications and Accommodations <i>Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans</i></p>
<p>https://docs.google.com/document/d/13vsvbeIpv45j1LcCeL2oO4oy4iSMCrD9BkgN_DmV85A/edit</p>
<p>Suggested Resources</p>
<p>Paper Pencil Variety of resources: Balls Scooters Goals Hula Hoops</p>
<p>Career Readiness, Life Literacies, and Key Skills NJSLs</p>
<p>Please select all standards that apply to this unit of study:</p> <ul style="list-style-type: none"> Act as a responsible and contributing community members and employee Attend to financial well-being Consider the environmental, social and economic impacts of decisions Demonstrate creativity and innovation Utilize critical thinking to make sense of problems and persevere in solving them Model integrity, ethical leadership and effective management Plan education and career paths aligned to personal goals Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>