

WALDWICK SCHOOL DISTRICT

Administrative Offices
155 Summit Avenue
Waldwick, NJ 07463



Physical Education Curriculum Guide

High School 9-12

Adoption Date: August 15, 2022

Board Approved Revision Date:

WALDWICK SCHOOL DISTRICT
Physical Education Curriculum- High School 9-12

TABLE OF CONTENTS

COURSE DESCRIPTION	3
PACING GUIDE	4
Unit 1: Movement Skills and Concepts	5
Unit 2: Physical Fitness	9
Unit 3: Lifelong Fitness & Nutrition	12

WALDWICK SCHOOL DISTRICT
Physical Education Curriculum- High School 9-12

COURSE DESCRIPTION

The Mission of the 9-12 Health and Physical Education program is to provide each student the opportunity for maximum intellectual, physical, social and emotional development. It is our belief that education is a continuous life-long process, which allows each student to continuously strive to maximize all of his or her capabilities. It is our hope that each student will develop into a health educated and socially responsible life-long learner. We also believe that the benefits of a comprehensive health education program will not only develop lifelong learners but foster workplace skills, including problem solving, communication, cooperation, utilizing technology, and responsible decision making. Our students will have a foundation for an active, healthy and productive life, which will enable them to be a contributing member of society.

The units include Movement Skills and Concepts, Physical Fitness, and LifeLong Fitness.

In addition to content-based knowledge and skills, this curriculum integrates the skills, knowledge, and expertise of Career Awareness, Exploration, Preparation, and Training. Career readiness, life literacies, and key skills education, when used in combination with standards-based content, ensures that students are prepared for success in today's challenging environment. In this course, students will examine the relationships of the past to the present, solve challenging, authentic problems, accept the responsibility of supporting a group by improving their own skill sets, identify interdisciplinary connections, utilize technology to solve problems, etc.

WALDWICK SCHOOL DISTRICT
Physical Education Curriculum- High School 9-12

PACING GUIDE

Unit Number	Unit Title	Suggested Timeframe
1	Movement Skills and Concepts	50 lessons
2	Physical Fitness	30 lessons
3	LifeLong Fitness	50 lessons
Flexible Days	Days spent on state assessment testing and reviews/assemblies/severe weather days	5 lessons

WALDWICK SCHOOL DISTRICT
Physical Education Curriculum- High School 9-12

Unit 1: Movement Skills and Concepts	Pacing Guide: 50 lessons	Standards:
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What are the benefits of individual activities? 2. How do they affect lifelong activities? 3. What do you learn from an individual sport that will help you with team sports? 4. How do you accomplish the goal? 5. Why is it important to work collaboratively with others? 6. Why is team building so important? 7. What personal meaning do I find through participation in physical activity on a team? 8. What is healthy competition? 9. How can I move effectively and efficiently? 10. What different ways can the body move given a specific purpose? 11. How does Physical Education relate to what I do every day? 12. What makes a good team? 13. How are the social lessons learned through group activity applied to other long term daily life experiences? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> -Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities -Competition can positively or negatively influence technique, behavior, attitude, and performance. -You can improve your performance regardless of who your competitor is. - Repetition of of proper technique leads to improvement 	<p>2.2.12.MSC.1 2.2.12.MSC.2 2.2.12.MSC.3 2.2.12.MSC.4 2.2.12.MSC.5</p>
<p>Summative Assessment</p> <ul style="list-style-type: none"> ✓ Current Events ✓ Research Paper ✓ Multimedia Presentations ✓ Self assessment 		
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Preparation ● Participation ● Sportsmanship ● Creativity ● Teacher Observation 		<p>Materials</p> <ul style="list-style-type: none"> ● Volleyballs & Net ● Speedballs ● Badminton Rackets ● Basketballs ● Soccer Balls ● Frisbee

WALDWICK SCHOOL DISTRICT
Physical Education Curriculum- High School 9-12

	<ul style="list-style-type: none"> ● Hockey Sticks ● Puck/small ball ● Lacrosse Sticks ● Softball gloves & bats
<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Volleyball <ol style="list-style-type: none"> a. The purpose of volleyball is to stop the ball from hitting the ground on your side of the court. As a team you also want to return the ball back to the other side within 3 hits. 2. Speedball/Team Handball <ol style="list-style-type: none"> a. The purpose of this activity is to create team play where you use basketball, baseball, and soccer skills to throw or kick a ball into the goal. You play defense like basketball and soccer and the field is the gym. One point for throwing and two for kicking. 3. Badminton <ol style="list-style-type: none"> a. The purpose of this activity is to play a game of singles or doubles on a rectangular court. The object is to serve the shuttle across the court, 4. Basketball <ol style="list-style-type: none"> a. The purpose of this activity is to work together as a team to throw a ball into a basket. In order to achieve that skill you must be able to dribble, pass and shoot a ball properly. 5. Soccer <ol style="list-style-type: none"> a. The purpose of this activity is to work together and pass the ball to their teammates and score a goal. Passing, dribbling and shooting will be the required skills to achieve a goal. 6. Ultimate Frisbee <ol style="list-style-type: none"> a. Ultimate Frisbee is a game that is played between two teams of at least 7 players. Players are supposed to pass the disc from player to player until they cross the end line. They are not allowed to run with the disc and if the disc is dropped, the other team then has possession. 7. Flag Football <ol style="list-style-type: none"> a. The purpose of this game is to use football formations and catch a ball from a qb and try not to get touched 8. Tchoukball <ol style="list-style-type: none"> a. The purpose of this activity is to be played at least 7v7 with a ball and two rebound frames at each end of the court. The offensive players are supposed to throw the ball against the rebound 	<p style="text-align: center;">Differentiation for Diverse Learners</p> <p>Special Education/504:</p> <ul style="list-style-type: none"> -Provide copies of notes and presentation -Provide excerpts of primary source documents instead of full documents. -Provide students with essential vocabulary -Re-teaching and review -Graphic organizers -Scaffolding of assignments -Guided questions and note taking. -Provide an Outline for writing assignments <p>ELL:</p> <ul style="list-style-type: none"> -Use simplified text and summaries of content. -Use art visuals for students to respond to instead of text. -Provide copies of notes <p>At-Risk:</p> <ul style="list-style-type: none"> -Provide copies of presentations and notes. -Extended time on assignments

WALDWICK SCHOOL DISTRICT
Physical Education Curriculum- High School 9-12

frames and if the ball hits the floor it is a point for the team.

9. Floor Hockey

- a. The purpose of this activity is to build hand eye coordination while passing and moving with a stick. The object of the game is to work with your teammates by passing and moving to score a goal.

10. Lacrosse

- a. The purpose of this activity is to build hand eye coordination in a game setting by traveling with a stick and passing with your teammates. The goal is to work up field with your team and throw the ball into a lacrosse goal for a point.

11. Softball

- a. This game is played between two teams of 10 players using a bat and ball. The object is to score more runs than the opponent by hitting the ball into play and running around the bases in succession.

12. Cooperative Games:

a. Balloon Ball

b. All Aboard

c. Capture the Flag

- i. The purpose of this game is for your team of 10-16 students per team to develop a strategy to seek out the opposing flag without getting touched and bringing the flag back to your side of the field. If touched, he/she will go to a designated spot on the field (jail). The only way your teammates can come out of jail is if someone tags you and that will free the group for game play.

d. Modified team games

- i. The purpose of the modified games is to vary the way you play a specific game. For example, we can play a game of ultimate frisbee in the gym as opposed to outside. Make it a smaller group setting, such as 3v3 or 4v4 and play the games. You could also play scooter speedball, scooter handball or scooter basketball.

Suggested Materials

-Self-reflection logs: Allows students to give their honest

Suggested Websites:

-<https://www.pecentral.org/lessonideas/searchresults.asp?category=190>

WALDWICK SCHOOL DISTRICT
Physical Education Curriculum- High School 9-12

<p>opinions on needs of growth and strengths -Student based surveys involving feedback regarding particular topics. Each survey will provide insight to learning outcomes and individual goals</p>	<p>-https://plt4m.com/blog/pe-lesson-plans-for-high-school/ -https://sparkpe.org/free-lesson-downloads -https://www.teacher.org/lesson-plans/p-e/ -http://www.scsk12.org/ci/uploads/hpelw/FitnessConditioning_I.pdf - PLT4M Videos - Darbee</p>
<p>Interdisciplinary Connections / Career Readiness, Life Literacies, and Key Skills</p> <ul style="list-style-type: none">➤ RST.9-10.4 RH.11-12.7➤ 8.2.12.NT.1 8.2.12.NT.2:➤ 9.4.12.CI.1➤ CRP3, CRP4	

WALDWICK SCHOOL DISTRICT
Physical Education Curriculum- High School 9-12

Unit 2: Physical Fitness	Pacing Guide: 30 lessons	Standards
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What are the personal and social behavioral expectations in a physical activity setting? 2. What can I do to be physically active throughout my life? 3. What personal meaning do I find through participation in physical activity? 4. Why is physical fitness good for me? 5. What are different activities that you can perform to improve your cardiovascular fitness? 6. How does exercise enhance overall fitness? 7. How does one exercise correctly and safely in order to benefit from exercise? 8. What does an effective fitness program look like? 9. What are different activities that you can do to improve your muscular strength? 10. What are your personal fitness strengths and weaknesses? 11. What are the appropriate activities to address the weaknesses? 12. How do I reach the next level of performance? 13. How do I get more energy (both in the short-term and in the long-term)? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> -Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with the least amount of effort. -Physical activity provides a variety of opportunities for health, enjoyment, challenge, self-expression, and/or social interaction. -Performing movement skills in a technically correct manner protects your muscular and skeletal systems. -Physical fitness contributes to quality of life. -Take care of yourself so that you can be your best every day. 	<p>2.2.12.PF.1 2.2.12.PF.2 2.2.12.PF.3 2.2.12.PF.4 2.2.12.PF.5</p>
<p>Summative Assessment</p> <ul style="list-style-type: none"> ✓ Personal Workout Plan ✓ Written Assessments ✓ Self assessment 		
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Preparation ● Participation 		<p>Materials</p> <ul style="list-style-type: none"> ● Badminton Rackets ● Birdies

WALDWICK SCHOOL DISTRICT

Physical Education Curriculum- High School 9-12

<ul style="list-style-type: none"> ● Sportsmanship ● Creativity ● Teacher Observation 	<ul style="list-style-type: none"> ● Pickleball Paddles ● Pickleballs ● Tennis Rackets ● Weight Room-weight accessories ● Ladder Ball ● Corn hole ● Yoga Mats
<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Badminton <ol style="list-style-type: none"> a. The purpose of this activity is to play a game of singles or doubles on a rectangular court. The object is to serve the shuttle across the court, but the opponent is attempting to prevent the shuttle from falling to the court. 2. Pickleball <ol style="list-style-type: none"> a. The purpose of this activity is to create a game that is similar to tennis but incorporates different equipment while keeping the game similar to tennis. You use a tennis court with the same boundaries and rules. 3. Tennis <ol style="list-style-type: none"> a. The purpose of this activity is to play a game of singles or doubles on a rectangular court. The object is to serve a ball across the court, but the opponent is attempting to prevent the ball from falling to the court. 4. Weight Training <ol style="list-style-type: none"> a. The purpose is to teach students about proper lifts, proper form, safety and equipment. Students will learn how to train properly by incorporating a circuit into their workouts. 5. Running <ol style="list-style-type: none"> a. The purpose of this activity is to teach the proper technique of running as well the health benefits of running. Students will also learn how to take their heart rate as well as the difference between resting heart rate and max heart rate. 6. Rec Games <ol style="list-style-type: none"> a. Ladder ball, Ping Pong, Bocce, Bean Bag Toss and horseshoe. 7. Stress Management <ol style="list-style-type: none"> a. The purpose of this activity is to help the students understand successful ways to manage their stress. This can be done through certain fitness activities 	<p style="text-align: center;">Differentiation for Diverse Learners</p> <p>Special Education/504: -Provide copies of notes and presentation -Provide excerpts of primary source documents instead of full documents. -Provide students with essential vocabulary -Re-teaching and review -Graphic organizers -Scaffolding of assignments -Guided questions and note taking. -Provide an Outline for writing assignments</p> <p>ELL: -Use simplified text and summaries of content. -Use art visuals for students to respond to instead of text. -Provide copies of notes</p> <p>At-Risk: -Provide copies of presentations and notes. -Extended time on assignments</p>

WALDWICK SCHOOL DISTRICT
Physical Education Curriculum- High School 9-12

Suggested Materials	Suggested Websites: -https://www.pecentral.org/lessonideas/searchresults.asp?category=190 -https://plt4m.com/blog/pe-lesson-plans-for-high-school/ -https://sparkpe.org/free-lesson-downloads -https://www.teacher.org/lesson-plans/p-e/ -http://www.scsk12.org/ci/uploads/hpelw/FitnessConditioning_I.pdf - PLT4M Videos - Darbee
Interdisciplinary Connections / Career Readiness, Life Literacies, and Key Skills <ul style="list-style-type: none">➤ RST.9-10.4 RH.11-12.7➤ 8.2.12.ITH.1, 8.2.12.ITH.2, 8.2.12.ITH.3➤ 9.4.12.CI.1➤ CRP3, CRP4	

WALDWICK SCHOOL DISTRICT
Physical Education Curriculum- High School 9-12

Unit 3: Lifelong Fitness & Nutrition	Pacing Guide: 50 lessons	Standards
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do we keep ourselves healthy? 2. How do we practice health enhancing behaviors? 3. Why are relationships important? 4. Why is it important to set a goal for a healthy future? 5. How do we become advocates for personal, family and community health? 6. Where do I go to access information about good health and fitness services? 7. How do you realize age-appropriate fitness? 8. What are the consequences (especially unforeseen) of our choices in terms of wellness? 9. What makes food healthy? 10. How do you determine appropriate portion sizes? 11. How do nutritional choices impact your quality of life? 12. How can I promote accurate health information and behavior for myself and others? 13. Why is it important to eat a variety of foods from all food groups? 14. Why is it important to eat a variety of foods from all food groups? 15. What foods should I eat less of, and why? How can I make better choices? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> -Take care of yourself so you can be your best everyday. - Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors. -An individual's health at different stages is dependent on heredity, environment factors and lifestyle choices. -There are many short and long term health benefits and risks associated with nutritional choices. -There are numerous health and fitness programs available that provide a variety of services. Not all are created equal. 	<p>2.2.12.LF.1 2.2.12.LF.2 2.2.12.LF.3 2.2.12.LF.4 2.2.12.LF.5 2.2.12.LF.6 2.2.12.LF.7 2.2.12.LF.8 2.2.12.N.1 2.2.12.N.2 2.2.12.N.3 2.2.12.N.4 2.2.12.N.5</p>
<p>Summative Assessment</p> <ul style="list-style-type: none"> ✓ Current Events ✓ Written Assessments ✓ Self assessment 		

WALDWICK SCHOOL DISTRICT
Physical Education Curriculum- High School 9-12

<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Preparation ● Participation ● Sportsmanship ● Creativity ● Teacher Observation 	<p>Materials</p> <ul style="list-style-type: none"> ● Yoga Mats
<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Yoga <ol style="list-style-type: none"> a. The purpose of yoga is to create strength, increase flexibility, endurance and balance. 2. Pilates <ol style="list-style-type: none"> a. The purpose of pilates is to improve core strength, improve flexibility as well as improving posture and balance. 3. Cardiovascular Fitness: Target Heart Rate (Walking vs. Power Walking vs. Jogging vs. Running) <ol style="list-style-type: none"> a. The purpose of this activity is to teach the proper technique of running as well the health benefits of running. Students will also learn how to take their heart rate as well as the difference between resting heart rate and max heart rate. 4. Plyometrics/dynamics <ol style="list-style-type: none"> a. The purpose of plyometrics is to increase your vertical jump, speed and strength. 5. Nutrition/Sports Nutrition <ol style="list-style-type: none"> a. The purpose of this activity is to gain an understanding of how important nutrition and understanding nutrition facts are to your overall health and well being. 6. Martial Arts/Self-Defense <ol style="list-style-type: none"> a. Certified instructors will help to teach this activity. 7. Weight Training <ol style="list-style-type: none"> a. The purpose is to teach students about proper lifts, proper form, safety and equipment. Students will learn how to train properly by incorporating a circuit into their workouts. 8. Dance/Zumba <ol style="list-style-type: none"> a. The purpose of zumba is dancing to upbeat music, this type of activity helps burn calories and build strength. 9. Upper & Lower Body Strength & Endurance <ol style="list-style-type: none"> a. The purpose is to teach students about proper lifts, proper form, safety and equipment. Students will learn how to train properly by incorporating a circuit into their workouts. 10. Flexibility/Stretching 	<p style="text-align: center;">Differentiation for Diverse Learners</p> <p>Special Education/504:</p> <ul style="list-style-type: none"> -Provide copies of notes and presentation -Provide excerpts of primary source documents instead of full documents. -Provide students with essential vocabulary -Re-teaching and review -Graphic organizers -Scaffolding of assignments -Guided questions and note taking. -Provide an Outline for writing assignments <p>ELL:</p> <ul style="list-style-type: none"> -Use simplified text and summaries of content. -Use art visuals for students to respond to instead of text. -Provide copies of notes <p>At-Risk:</p> <ul style="list-style-type: none"> -Provide copies of presentations and notes. -Extended time on assignments

WALDWICK SCHOOL DISTRICT

Physical Education Curriculum- High School 9-12

<p>a. The purpose of this activity is to help improve muscle tension as well as range of motion in joints which will help with all the other wellness activities.</p> <p>11. Stress Management</p> <p>a. The purpose of this activity is to help the students understand successful ways to manage their stress. This can be done through certain fitness activities</p>	
<p>Suggested Materials</p>	<p>Suggested Websites</p> <ul style="list-style-type: none"> • https://njhki.rutgers.edu/ • https://www.nj.gov/health/ • https://www.cdc.gov/healthyschools/success-stories/new-jersey.htm • https://www.ashaweb.org/ • www.aahperd.org - Alliance for Health, Physical Education, Recreation & Dance • www.asep.com - The American Sport Education Program • www.americanheart.org - The American Heart Association • www.myplate.gov - The United States Department of Agriculture • -https://www.pecentral.org/lessonideas/searchresults.asp?category=190 • -https://plt4m.com/blog/pe-lesson-plans-for-high-school/ • -https://sparkpe.org/free-lesson-downloads • -https://www.teacher.org/lesson-plans/p-e/ • -- • http://www.scsk12.org/ci/uploads/hpelw/FitnessConditioning_1.pdf • - ■ PLT4M_Nutrition_E_book_Ch.1_6_2022.pdf • - PLT4M Videos • - Darbee
<p>Interdisciplinary Connections / Career Readiness, Life Literacies, and Key Skills</p> <ul style="list-style-type: none"> ➤ RST.9-10.4 RH.11-12.7 ➤ 8.2.12.EC.3, 8.2.12.EC.4 ➤ 9.4.12.CI.1 ➤ CRP3, CRP4 	