



BOE Approved 8/18

Cliffside Park Public Schools

GRADE:9-12 SUBJECT: Physical Education

<p>Unit Name: Physical Education</p> <p>Duration: Nine Weeks 4 marking periods</p>		
<p>Essential Questions:</p>	<p>What skills are essential to support effective participation in physical activity?</p> <p>In what ways do athletic endeavors impact lifelong decisions and activities?</p> <p>What qualities define a good team player?</p>	<p>How does physical activity benefit the quality of life?</p> <p>How do you demonstrate the impact of physical activities, such as volleyball, dance, basketball, group games, cardiovascular training, and weight training, on lifelong fitness?</p>
<p>Enduring Understandings</p>	<ul style="list-style-type: none"> analyze the application of movement skills in diverse physical activities (e.g., power, speed, agility, range of motion) demonstrate the transfer of movement skills in games, sports, and recreational activities assess and apply appropriate offensive, defensive, and cooperative strategies in play (e.g., football, soccer, field hockey, dance, fitness assessment planning) assimilate mental strategies, such as planning, 	<ul style="list-style-type: none"> compare and contrast attitudes regarding the use of performance-enhancing substances apply personal skills and strategies in play of games (e.g., softball, baseball, pickle ball, ultimate Frisbee, I) assimilate knowledge of rules and good sportsmanship in individual and team play assess progress in the attainment of personal fitness goal create new fitness goals based on previous achievement and self-reflection employ a scoring rubric to assess personal and team play contribute to the development of a good team player (e.g., positive attitude, good sportsmanship, cooperative spirit) assess the necessary group dynamic that contributes to team success (e.g., unselfish play, mutual support, strong mental focus, cohesive game plan) collaborate with teammates to strategize game plan and execution apply strategies for team success in play of games (e.g., volleyball, basketball, floor hockey, group games)



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	<p>anticipating, and visualizing plays and movement in game play coordinate reciprocal and cooperative movement with team members</p> <ul style="list-style-type: none"> design and implement a personal fitness plan employ a scoring rubric to assess personal and team play 		
<p>Relevant Standards</p>	<ul style="list-style-type: none"> 2.1 Students will learn health promotion and disease prevention concepts and behaviors 2.2 Students will learn health enhancing personal and interpersonal life skills 2.3 Students will learn physical, mental, emotional and social effects of use/abuse of alcohol and drugs 2.4 Students will learn biological, social, cultural and psychological aspects of human sexuality 		
<p>Interdisciplinary Connections : ELA, History, Math, Literacy, Science</p> <p><i>SCIENCE: LS1A Structure & Function</i></p> <p>2.3A Medicine</p>			



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2.3B Alcohol, Tobacco & Other Drugs

SCIENCE: LS1B Growth & Development of Organisms

2.1A Personal Growth & Development

2.1C Disease

2.2E Health Services

2.3A Medicine

2.3B Alcohol, Tobacco & Other Drugs

2.4B Sexuality

2.4C Pregnancy & Parenting

SCIENCE: LS1C Organization for Matter & Energy Flow in Organisms

2.1B Nutrition

SOCIAL STUDIES:

Similar connections may be made between social studies content areas (6.3) and the following areas of content such as (2.2A) interpersonal communication skills, (2.1E) social, (2.2E) health services and (2.4A) relationships.



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LANGUAGE ARTS LITERACY

Students in physical education and health classrooms are provided with the opportunity to address CCSS in literacy, specifically “Grades 6-12 Literacy in History/Social Studies, Science and Technical Subjects” with a focus on analysis of non-fiction text and writing.

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.



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CCSS.ELA-LITERACY.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.MATH PRACTICES 1 and 2

Make sense of problems and reason abstractly during physical education classes and health data analysis goal setting.

WIDA English Language Development Standard 1

English language learners communicate for social and instructional purposes within the school setting.

Tier 2 Vocabulary: Demonstrate, Analyze, Application, Perform, Recall

Tier 3 Vocabulary: Digression, Aesthetic, Exemplary

Core Instructional Materials/Resources/Digital Tools: Internet, Web Quests, wireless laptop computers, SMART Boards, digital tools, video streaming, podcasting

21st Century Themes and Skills:

(CRP Standards)

To apply the standards that apply copy and paste from the link.

12 Career Ready Practices follow the link below.

<http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

CRP2. Apply appropriate academic and technical skills.



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	<p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason</p>
<p>8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computation</p>	<p>http://www.state.nj.us/education/cccs/2014/tech/8.pdf 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. Select and use applications effectively and productively.</p> <p>8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review</p> <p>-Create a dynamic spreadsheet where the students enter their own times and performances</p>
<p>Assessments and Performance Tasks:</p>	<p>Projects, written and/or oral responses, self-assessments, multi-media presentations.</p> <p>Student periodicals, health websites, public health resources, teacher-created resources</p> <p>perform the physical Fitness testing all year and log their improvement.</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> - Daily extensive concentrated core aerobic activities - Daily extensive running activities - Weekly recorded running challenges - Strategic questioning <p>Summative Assessments:</p> <ul style="list-style-type: none"> - Evaluations of various formative assessments



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- Recorded time in the 800m and 1600m run
- Benchmark presidential fitness challenge quarterly

GRADING BAND - 9-10

Offenses: Unprepared and no participation

- Unprepared = Not dressed in PE clothes. This includes sneakers, shorts or sweatpants, and a t-shirt or sweatshirt
- No participation = Not taking part in warm up activities, or not taking part in the activity of the day

	OFFENSES
A	Student committed 0 offenses over the course of the marking period
B	Student committed 1 offense over the course of the marking period
C	Student committed 2 offenses over the course of the marking period
D	Student committed 3 offenses over the course of the marking period
F	Student committed 4 or more offenses over the course of the marking period

*Also, 2 points off for every late, therefore, 5 lates would lower your grade by one letter grade.



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-For excused students, they are to submit a weekly written physical education assignment

GRADING BAND - 11-12

Offenses: Unprepared and no participation

-Unprepared = Not dressed in PE clothes. This includes sneakers, shorts or sweatpants, and a t-shirt or sweatshirt

-No participation = Not taking part in warm up activities, or not taking part in the activity of the day

	OFFENSES
A	Student committed 0 offenses over the course of the marking period
B	Student committed 1 offense over the course of the marking period
C	Student committed 2 offenses over the course of the marking period
D	Student committed 3 offenses over the course of the marking period
F	Student committed 4 or more offenses over the course of the marking period

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Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities</p> <p>Pair students up with other students</p> <p>Ask students to restate information, directions, and assignments for other students.</p> <p>Have students demonstrate / model skills and techniques to be mastered by others.</p> <p>Adapt the playing area.</p> <p>Vary the tempo and the activity pace</p> <p>Lengthen time of activity.</p> <p>Conduct research and provide presentation.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p>	<p>Modifications for Classroom</p> <p>Modifications for Homework/Assignments</p> <p>Modified Assignments</p> <p>Pair visual prompts with verbal presentations</p> <p>Pair students up with other students</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Pair students up with other students</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Demonstrate/ model skills and techniques to be mastered.</p> <p>Give more space between students</p>	<p>Modifications for Classroom</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Model skills / techniques to be mastered.</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Establish expectations for class goals.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and review students effort on a daily basis.</p> <p>Assist student with long and short term planning of their summative assessments.</p>



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<p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>	<p>Use graphic organizers</p> <p>Reduce the number of actions required for that activity</p> <p>Give continuous verbal cues</p> <p>Assign a peer helper in the class setting</p>	<p>Reduce the number of actions required for that activity</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Adapt the playing area</p> <p>Vary the tempo and slow the activity pace</p> <p>Lengthen / shorten time of activity.</p> <p>Provide frequent rest periods.</p> <p>Give continuous verbal cues</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Provide regular parent/ school communication</p> <p>Modifications for Homework and Assignments</p>	<p>Encourage student to push through their limitations.</p> <p>Provide regular parent/ school communication. As provide communication with councilors.</p> <p>Teachers will check/sign student agenda daily.</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments</p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p>
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		<p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on activities.</p> <p>Student may take alternate assignments.</p> <p>Restate, and clarify directions/questions</p>	<p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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		Establish procedures for accommodations / modifications for assessments.	
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