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## Cliffside Park Public Schools

**GRADE: 10**    **SUBJECT: Physical Education**

**Duration:** 3 Marking Periods

**Essential Questions:**

- |  |  |  |
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|  | <ul style="list-style-type: none"><li>● How can you play a more active role in your health?</li><li>● How can healthy fitness levels lead to happier, more productive lives?</li><li>● How does assessment play a vital role in your fitness program?</li><li>● How can understanding basketball movement concepts improve my performance?</li><li>● How does the understanding of court position in basketball impact game play?</li><li>● How do game strategies in basketball improve performance on the court?</li></ul> | <ul style="list-style-type: none"><li>● How does physical activity benefit the quality of life?</li><li>● How do you demonstrate the impact of physical activities, such as volleyball, dance, basketball, group games, cardiovascular training, and weight training, on lifelong fitness ?</li><li>● How can you play a more active role in your health? • How can healthy fitness levels lead to happier, more productive lives?</li><li>● How does assessment play a vital role in your fitness program?</li><li>● What are the health related fitness components that are measured in.</li><li>● How is dance an important element in culture?</li><li>● What controls the dance: the dancer or the music?</li><li>● What are different types of line dances that can be incorporated into your everyday fitness routine?</li><li>● What are the techniques and movements involved in modern, ballet, and jazz vocabulary?</li></ul> |
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	<ul style="list-style-type: none"><li>• How does my movement on a basketball court influence that of my teammates?</li><li>• How can playing the game of basketball help me stay committed to wellness?</li></ul>	
<b>Enduring Understandings</b>	<ul style="list-style-type: none"><li>• Research shows that people who participate in regular physical activity, such as basketball, are more likely to do so because they feel comfortable and competent in movement skills.</li><li>• Skill development in basketball involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.</li></ul>	<ul style="list-style-type: none"><li>• <b>Physical activity reduces the risk of premature mortality in general, and of coronary artery disease, hypertension, colon cancer, and diabetes mellitus in particular.</b></li><li>• <b>Physical activity also improves mental health and is important for the health of muscles, bones, and joints.</b></li><li>• <b>Physical fitness (an outcome associated with participation in physical activity) also has been shown to be important for health and quality of life.</b></li><li>• <b>While not everyone can be an elite athlete, most people can achieve healthy levels of fitness by performing the recommended amounts of physical activity.</b></li></ul>



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	<ul style="list-style-type: none"> <li>Implementing movement principles in basketball such as space, speed, force, projection or tempo makes movement more effective and more interesting.</li> </ul>	<ul style="list-style-type: none"> <li><b>Knowing their current level of fitness will help them assess areas that need improvement.</b></li> <li><b>Physical fitness (an outcome associated with participation in physical activity) also has been shown to be important for health and quality of life</b></li> <li><b>While not everyone can be an elite athlete, most people can achieve healthy levels of fitness by performing the recommended amounts of physical activity.</b></li> <li><b>Training and proper dance technique is the foundation for successful and more challenging movement.</b></li> <li><b>Dance is a universal form of expression that is not limited by verbal language or geography.</b></li> </ul>
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### Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<ul style="list-style-type: none"> <li>Demonstrates different skills and activities that can be utilized outside of school to help improve my overall health and</li> </ul>	<ul style="list-style-type: none"> <li>Dynamic and static exercises/stretches.</li> <li>Manipulative skills.</li> <li>Locomotor skills.</li> </ul>	Formative: Fitnessgram, Presidential Fitness Test.	<ul style="list-style-type: none"> <li>Mentor Texts</li> <li>Teacher Resources</li> </ul> <i>Specific Sport Equipment,</i>



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<p>physical fitness.</p> <ul style="list-style-type: none"><li>• Demonstrate the ability to lead a warmup as given by the instructor.</li><li>• Demonstrate a willingness to participate in physical education.</li><li>• Demonstrate sportsmanship and respect in physical activity settings.</li></ul>	<ul style="list-style-type: none"><li>• Non-locomotor skills.</li><li>• Movement skills.</li><li>• Sport-specific skills.</li></ul>	<p>Summative: Entry/Exit worksheets, Progress reports. Benchmarks Alternative</p>	<p><i>Whistles, Bells, Speakers/Projectors</i> <b>Student Forms</b> Student contract</p> <p><b>Digital:</b> Youtube.com, pcentral.org, google resources.</p> <p><b>Other Materials</b> Textbooks, printouts, smartboard</p>
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**Interdisciplinary Connections : ELA,History, Math, Literacy, Science**



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*SCIENCE: LS1A Structure & Function*

2.3A Medicine

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*



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### 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.

#### 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.



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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.

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.



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<b>Tier 2 Vocabulary:</b> Demonstrate, Analyze, Application, Perform, Recall, Evaluate, Irrelevant	
<b>Tier 3 Vocabulary:</b> Digression, Aesthetic, Exemplary, Allocate	
<b>Core Instructional Materials/Resources/Digital Tools:</b> Internet, Web Quests, wireless laptop computers, SMART Boards, digital tools, video streaming, podcasting	
<b>21<sup>st</sup> Century Themes and Skills:</b> <b>(CRP Standards)</b>	12 Career Ready Practices follow the link below. <a href="http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf">http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</a>  CRP2. Apply appropriate academic and technical skills.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason
<b>8.1 Educational Technology</b>	<a href="http://www.state.nj.us/education/cccs/2014/tech/8.pdf">http://www.state.nj.us/education/cccs/2014/tech/8.pdf</a> 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.





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<b>8.2 Technology Education, Engineering, Design, and Computation</b>	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
<b>Assessments and Performance Tasks:</b>	<p><b>Formative:</b> fitness tests (presidential, fitnessgram, etc), daily task checklist for skill development</p> <p><b>Summative:</b> entry/exit worksheets, progress reports, practical (using what has been learned to incorporate in actual games and/or scenarios to see students understanding and decision making)</p> <p><b>Benchmark:</b> physical fitness tests every few weeks to see students growth and development</p> <p><b>Alternative:</b> drawing a picture of a certain skill or sport movement, making video of a particular skill, creating a sport using a specific skill set</p> <p>Projects, written and/or oral responses, self-assessments, multimedia 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>



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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><b>Extension Activities</b></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in</p>	<p><b>Modifications for Classroom</b></p> <p><b>Modifications for Homework/Assignments</b></p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology,</p>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom</b></p>	<p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p>



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<p>discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types /</p>	<p>translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use equipment that is more suitable for the specific student</p>	<p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete</p>
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<p>modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> <p>Students with greater athletic ability will have modifications but not limited to these:</p> <p>Higher number of reps to complete exercises</p>		<p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p>	<p>assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p>
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<p>Various exercises that put more strain on muscles</p> <p>Lengthen/shorten distance in a specific skill to challenge them</p> <p>Make targets/goals smaller</p> <p>Have students demonstrate and teacher skills to other students that aren't as athletic inclined</p>		<p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</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>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p>
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		<p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p>	<p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b> 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</p>
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		<p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b> 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</p>	<p>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><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p>
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		<p>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><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes.</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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		<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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### Modifications in Physical Education for Students with Disabilities

Modifications can be made for certain deficiencies, for specific motor and fitness skills. The following are examples of each of these areas:

<b>For a student with limited strength:</b>	<b>For a student with limited speed:</b>
<ul style="list-style-type: none"><li>- Shorten distance to move or propel object</li><li>- Use lighter equipment</li><li>- Use shorter and lighter striking implements</li><li>- Allow students to sit or lie down while playing</li><li>- Allow students to monitor their own fatigue</li><li>- Use deflated balls or suspended balls</li><li>- Change movement requirements</li></ul>	<ul style="list-style-type: none"><li>- Shorten distance or change distances for different students</li><li>- Change locomotor pattern</li><li>- Equalize competition among teams</li><li>- Make safe areas in tag games</li></ul>
<b>For a student with limited endurance:</b>	<b>For a student with limited balance:</b>



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<ul style="list-style-type: none"><li>- Shorten distance and playing area</li><li>- Allow more rest periods</li><li>- Change movement requirements to reduce activity time</li><li>- Allow student to sit while playing</li><li>- Decrease activity time for students</li></ul>	<ul style="list-style-type: none"><li>- Provide chair, bar or buddy for support</li><li>- Teach balance techniques (widen base, use arms)</li><li>- Increase width of surfaces to be walked</li><li>- Use carpeted areas rather than slick surfaces</li><li>- Teach student how to fall</li><li>- Place student near wall for support</li><li>- Lower center of gravity</li></ul>
<b>For a student with limited coordination and accuracy:</b>	
<ul style="list-style-type: none"><li>- Use stationary objects for kicking/striking</li><li>- Decrease distance for throwing, kicking, and striking</li><li>- Make targets and goals larger</li><li>- Use scarves, balloons, bubbles to enhance visual tracking skills</li><li>- Increase surface of striking implements</li><li>- Use larger balls for kicking and striking</li><li>- Use softer, slower balls for striking and catching</li><li>- Use lighter, less stable pins in bowling-type games.</li></ul>	

### Specific Game and Sport Adaptations



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<b>Badminton</b>	<b>Basketball</b>	<b>Bowling</b>	<b>Floor Hockey</b>
<ul style="list-style-type: none"><li>- use oversized racquets</li><li>- use larger birdies</li><li>- use a lower net</li><li>- allow students to sit</li><li>- eliminate the net</li><li>- use a balloon instead of a birdie</li></ul>	<ul style="list-style-type: none"><li>- use smaller, lighter ball</li><li>- use a different type of ball (e.g., playground ball)</li><li>- use a lower goal</li><li>- use a goal with a larger circumference</li><li>- modify rules</li><li>- use smaller playing area</li></ul>	<ul style="list-style-type: none"><li>- use lighter ball</li><li>- use fewer number of pins</li><li>- allow students to push ball while sitting</li><li>- use ramp</li><li>- allow three tries instead of two</li><li>- use empty milk jugs as pins</li><li>- create lanes with cones</li></ul>	<ul style="list-style-type: none"><li>- use oversized sticks</li><li>- use lighter sticks</li><li>- use larger ball or puck</li><li>- increase size of the goal</li><li>- use smaller playing area</li><li>- modify rules</li><li>- do not use goalies</li></ul>
<b>Kickball</b>	<b>Soccer</b>	<b>Softball</b>	<b>Volleyball</b>



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<ul style="list-style-type: none"> <li>- use a lighter, larger ball</li> <li>- allow students to use a hockey stick to contact ball (wheelchairs)</li> <li>- decrease distance to base</li> <li>- use one base</li> <li>- allow student to kick ball when stationary</li> </ul>	<ul style="list-style-type: none"> <li>- use lighter, larger ball</li> <li>- allow students to use a hockey stick instead of kicking the ball</li> <li>- use smaller playing area</li> <li>- allow students to play with a buddy</li> <li>- allow student to walk to ball or roll wheelchair to ball</li> <li>- use larger goal</li> </ul>	<ul style="list-style-type: none"> <li>- use a lighter, larger ball</li> <li>- use a lighter bat</li> <li>- use shorter distance around bases</li> <li>- use one base</li> <li>- allow more than three strikes</li> <li>- use batting tee</li> <li>- allow more time to get to bases</li> </ul>	<ul style="list-style-type: none"> <li>- use a beach ball or balloon</li> <li>- allow students to sit on the floor</li> <li>- use lower net</li> <li>- use no net at all</li> <li>- use smaller playing court</li> <li>- allow ball to bounce once before hitting</li> <li>- allow unlimited number of hits</li> <li>- allow more than one try when serving</li> </ul>
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### Modifications For Group Games and Sports

#### Vary Purpose or Goal of Game

- Some students play to learn complex strategies while others play to work on simple motor skills

#### Vary Number of Players

- Use smaller size teams to increase participation and isolate students in certain groups, if needed

#### Vary Movement Requirements

- Some students can walk while others run



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- Some students can hit off a tee while others hit balls that are tossed

### **Vary Field of Play**

- Use shorter distances
- Set up safety zones for those with mobility difficulties
- Make field narrower and wider

### **Vary Objects Used**

- Use lighter balls, bats
- Use larger or smaller balls
- Lower net or basket

### **Vary the Rules/Expectations**

- Vary number of turns each student receives
- Evaluate what positions students with disabilities will find success
- Use “luck” as means of de-emphasizing skill