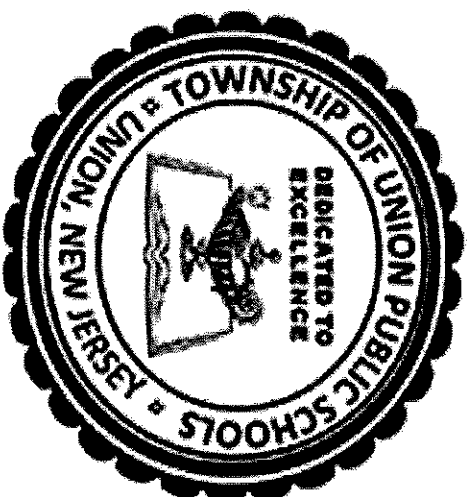


# **TOWNSHIP OF UNION PUBLIC SCHOOLS**



## **Comprehensive Physical Education Curriculum Guide – Grades 9-12**

Adopted August 20, 2019

### **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

### **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## Course Description

The curriculum will help the students to develop positive physical and healthy attitudes, respect for themselves and others and an appreciation for life.

We hope to supplement and expand the positive attitudes about personal fitness already taught in the home. The goal is to establish a consistent foundation on which the students can make responsible decisions on the future.

This curriculum will help students develop knowledge of physical fitness and the importance of being physically fit. The responsibilities and confrontations associated with this age group will also be developed. The goal is for the student to make responsible decisions based on information and activities received.

The students will develop a fitness vocabulary that is used properly with correct terminology. The students will learn that they are responsible for their own fitness behaviors and actions. Possible outcomes for these behaviors will also be discussed.

### Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1 Fitness <ul style="list-style-type: none"> <li>● Aerobic Conditioning</li> <li>● Conditioning</li> <li>● Dance I</li> <li>● Dance II</li> <li>● Dance Line</li> <li>● Square Dance</li> <li>● Exercise and Wellness</li> <li>● Introduction to Fitness</li> </ul>	15

<ul style="list-style-type: none"> <li>● Jogging</li> <li>● Jump Rope</li> <li>● Step Aerobics</li> <li>● Strength Developing and Cond.</li> <li>● Yoga</li> </ul>	
<p>15</p>	<p><b>Unit 2: Individual Sports</b></p> <ul style="list-style-type: none"> <li>● Archery</li> <li>● Golf</li> <li>● Project Adventure I</li> <li>● Project Adventure II</li> <li>● Self Defense</li> <li>● Tennis</li> </ul>
<p>15</p>	<p><b>Unit 3: Team Sports</b></p> <ul style="list-style-type: none"> <li>● Badminton</li> <li>● Basketball</li> <li>● Bowling</li> <li>● Cooperative Games</li> <li>● Field Hockey</li> <li>● Flag Football</li> <li>● Floor Hockey</li> <li>● International Games</li> <li>● Lacrosse</li> </ul>

- New Games/indoor games
- Paddle Ball
- Pickle Ball
- Recreational Games – Horseshoes/Bocce
- Recreational Games – Mass
- Soccer
- Softie Hockey
- Speedball and Speedway
- Tennis
- Track and Field
- Ultimate Frisbee
- Volleyball

## Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
<p><b>Unit 1</b> <b>Fitness</b></p>	<p><b>2.1 Wellness:</b> All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p><b>2.5 Motor Skill Development:</b> All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p><b>2.6 Fitness:</b> All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p>	<ul style="list-style-type: none"> <li>● Aerobic Conditioning</li> <li>● Conditioning</li> <li>● Dance I</li> <li>● Dance II</li> <li>● Dance Line</li> <li>● Dance Square</li> <li>● Exercise and Wellness</li> <li>● Introduction to Fitness</li> <li>● Jogging</li> <li>● Jump Rope</li> <li>● Step Aerobics</li> <li>● Strength</li> <li>● Developing and Cond.</li> <li>● Yoga</li> </ul>	
<p><b>Suggested Resources</b> <i>Provide links to specific resources/activities</i></p>	<p>Teacher Resources, Physical Education Equipment</p>		
<p><b>Unit 2</b> <b>Individual Sports</b></p>	<p><b>2.1 Wellness:</b> All students will acquire health promotion concepts and skills to support a healthy, active</p>	<ul style="list-style-type: none"> <li>● Archery</li> </ul>	

	<p>lifestyle.</p> <p><b>2.5 Motor Skill Development:</b> All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p><b>2.6 Fitness:</b> All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p>	<ul style="list-style-type: none"> <li>● Golf</li> <li>● Project Adventure I</li> <li>● Project Adventure II</li> <li>● Self Defense</li> <li>● Tennis</li> </ul>	
<p><b>Suggested Resources</b> Provide links to specific resources/activities</p>	<p>Teacher Resources: Physical Education Equipment</p>	<p>Teacher Resources: Physical Education Equipment</p>	
<p><b>Unit 3</b> <b>Team Sports</b></p>	<p><b>2.1 Wellness:</b> All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p><b>2.5 Motor Skill Development:</b> All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p><b>2.6 Fitness:</b> All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p>	<ul style="list-style-type: none"> <li>● Badminton</li> <li>● Basketball</li> <li>● Bowling</li> <li>● Cooperative Games</li> <li>● Field Hockey</li> <li>● Flag Football</li> <li>● Floor Hockey</li> <li>● International Games</li> <li>● Lacrosse</li> <li>● New Games/indoor games</li> <li>● Paddle Ball</li> <li>● Pickle Ball</li> </ul>	

<p><b>Suggested Resources</b> Provide links to specific resources/activities</p>		<ul style="list-style-type: none"> <li>● Recreational Games – Horseshoes/Bocce</li> <li>● Recreational Games &amp; Mass Games</li> <li>● Soccer</li> <li>● Softee Hockey</li> <li>● Speedball and Speedway</li> <li>● Tennis</li> <li>● Track and Field</li> <li>● Ultimate Frisbee</li> <li>● Volleyball</li> </ul>	
	<p>Teacher Resources, Physical Education Equipment</p>		



## Curricular Units

Unit 1: Title			
Content Standards	Critical Knowledge & Skills (*Unpacked* Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p><b>Aerobic Conditioning</b></p> <p>2.5.12.A.1 2.5.12.A.4 2.6.12.A.1 2.6.12.A.4</p>	<p>Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another.</p> <p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, and efficient.</p> <p>Compare the short- and long term impact on wellness associated with physical inactivity.</p> <p>Compare and contrast the impact of health-related fitness components as a measure of fitness and health.</p>	<p>In groups the students will practice the aerobic conditioning movements.</p> <p>The students will be given a terminology sheet of aerobic conditioning movements to learn, and reviewed by the teacher.</p> <p>The students will participate in a group aerobic conditioning routine.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacentervideos.html">www.pecentral.org/mediacentervideos.html</a></p> <p>exit cards</p>
<p><b>Dance I</b></p> <p>2.5.12.A.1 2.5.12.A.3 2.6.12.A.1 2.6.12.A.4</p>	<p>Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another.</p> <p>Design and lead a rhythmic activity that includes variations in time, space, force, flow and relationships (creative, cultural, social, and fitness dance).</p> <p>Compare the short- and long-term impact on wellness associated with physical inactivity.</p> <p>Compare and contrast the impact</p>	<p>In groups the students will practice the dance movements.</p> <p>The students will be given a terminology sheet of dance movements to learn, and reviewed by the teacher.</p> <p>The students will participate in a group dance routine</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacentervideos.html">www.pecentral.org/mediacentervideos.html</a></p> <p>exit cards</p>

	<p>of health-related fitness components as a measure of fitness and health.</p> <p>Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another.</p> <p>Design and lead a rhythmic activity that includes variations in time, space, force, flow and relationships (creative, cultural, social, and fitness dance).</p> <p>Compare the short- and long-term impact on wellness associated with physical inactivity.</p> <p>Compare and contrast the impact of health-related fitness components as a measure of fitness and health.</p>	<p>In groups the students will practice the dance movements.</p> <p>The students will be given a terminology sheet of dance movements to learn, and reviewed by the teacher.</p> <p>The students will participate in a group dance routine</p>	<p><a href="http://www.pcentral.org/bp/index.html">www.pcentral.org/bp/index.html</a></p> <p><a href="http://www.pcentral.org/mediacentre/videos.html">www.pcentral.org/mediacentre/videos.html</a></p> <p>exit cards</p>
<p><b>Dance II</b></p> <p>2.5.12.A.1</p> <p>2.5.12.A.3</p> <p>2.6.12.A.1</p> <p>2.6.12.A.4</p>	<p><b>Dance Line</b></p> <p>2.5.12.A.1</p> <p>2.5.12.A.3</p> <p>2.6.12.A.1</p> <p>2.6.12.A.4</p>	<p>In groups the students will practice the dance movements.</p> <p>The students will be given a terminology sheet of dance movements to learn, and reviewed by the teacher.</p> <p>The students will participate in a group dance routine</p>	<p><a href="http://www.pcentral.org/bp/index.html">www.pcentral.org/bp/index.html</a></p> <p><a href="http://www.pcentral.org/mediacentre/videos.html">www.pcentral.org/mediacentre/videos.html</a></p> <p>exit cards</p>

	<p>components as a measure of fitness and health.</p>		
<p><b>Square Dance</b></p> <p>2.5.12.A.1 2.5.12.A.3 2.6.12.A.1 2.6.12.A.4</p>	<p>Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another.</p> <p>Design and lead a rhythmic activity that includes variations in time, space, force, flow and relationships (creative, cultural, social, and fitness dance).</p> <p>Compare the short- and long-term impact on wellness associated with physical inactivity.</p> <p>Compare and contrast the impact of health-related fitness components as a measure of fitness and health.</p>	<p>In groups the students will practice the folk and square dance movements.</p> <p>The students will be given a terminology sheet of folk and square dance movements to learn, and reviewed by the teacher.</p> <p>The students will participate in a group folk and square dance routine</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a></p> <p>exit cards</p>
<p><b>Exercise and Wellness</b></p> <p>2.5.12.A.1 2.5.12.A.4 2.6.12.A.1 2.6.12.A.4</p>	<p>Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another.</p> <p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, and efficient.</p> <p>Compare the short- and long term impact on wellness associated with physical inactivity.</p> <p>Compare and contrast the impact of health-related fitness components as a measure of fitness and health.</p>	<p>In groups or individually the students will practice the skills for each fitness exercise.</p> <p>The students will be given a rules and terminology sheet of each fitness exercise to learn, and reviewed by the teacher.</p> <p>The students will demonstrate their knowledge by performing each fitness exercise.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a></p> <p>exit cards</p>

<p><b>Introduction to Fitness</b></p> <p>2.5.12.A.1 2.5.12.A.4 2.6.12.A.1 2.6.12.A.4</p>	<p>Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another.</p> <p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, and efficient.</p> <p>Compare the short- and long term impact on wellness associated with physical inactivity.</p> <p>Compare and contrast the impact of health-related fitness components as a measure of fitness and health.</p>	<p>In groups or individually the students will practice the skills for each fitness exercise.</p> <p>The students will be given a rules and terminology sheet of each fitness exercise to learn, and reviewed by the teacher.</p> <p>The students will demonstrate their knowledge by performing each fitness exercise.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a></p> <p>exit cards</p>
<p><b>Jogging</b></p> <p>2.5.12.A.1 2.5.12.A.4 2.6.12.A.1 2.6.12.A.4</p>	<p>Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another.</p> <p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, and efficient.</p> <p>Compare the short- and long term impact on wellness associated with physical inactivity.</p> <p>Compare and contrast the impact of health-related fitness components as a measure of fitness and health.</p>	<p>In groups the students will practice the skill.</p> <p>The students will be given a rules and terminology, and reviewed by the teacher.</p> <p>The students will demonstrate their knowledge by performing the activity.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a></p> <p>exit cards</p>
<p><b>Jump Rope</b></p> <p>2.5.12.A.1</p>	<p>Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational</p>	<p>In groups the students will practice the skills.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p>

<p>2.5.12.A.4 2.6.12.A.1 2.6.12.A.4</p>	<p>activity to another.</p> <p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, and efficient.</p> <p>Compare the short- and long term impact on wellness associated with physical inactivity.</p> <p>Compare and contrast the impact of health-related fitness components as a measure of fitness and health.</p>	<p>The students will be given a rules and terminology sheet, and reviewed by the teacher.</p> <p>The students will participate in learning teamwork and sportsmanship.</p>	<p><a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a></p> <p>exit cards</p>
<p><b>Step Aerobics</b></p> <p>2.5.12.A.1 2.5.12.A.4 2.6.12.A.1 2.6.12.A.4</p>	<p>Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another.</p> <p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, and efficient.</p> <p>Compare the short- and long term impact on wellness associated with physical inactivity.</p> <p>Compare and contrast the impact of health-related fitness components as a measure of fitness and health.</p>	<p>In groups the students will practice the aerobic dance movements.</p> <p>The students will be given a terminology sheet of aerobic dance movements to learn, and reviewed by the teacher.</p> <p>The students will participate in a group aerobic dance routine.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a></p> <p>exit cards</p>
<p><b>Strength Development and Conditioning</b></p> <p>2.5.12.A.1 2.5.12.A.4 2.6.12.A.1 2.6.12.A.4</p>	<p>Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another.</p> <p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, and efficient.</p>	<p>In groups or individually the students will practice the skills for each strength development exercise.</p> <p>The students will be given a rules and terminology sheet of each strength development exercise to learn, and reviewed by the teacher.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a></p> <p>exit cards</p>

	<p>Compare the short- and long term impact on wellness associated with physical inactivity.</p> <p>Compare and contrast the impact of health-related fitness components as a measure of fitness and health.</p>	<p>The students will demonstrate their knowledge by performing each strength development exercise.</p>	
<p><b>Yoga</b></p> <p>2.5.12.A.1 2.5.12.A.4 2.6.12.A.1 2.6.12.A.4</p>	<p>Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another.</p> <p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, and efficient.</p> <p>Compare the short- and long term impact on wellness associated with physical inactivity.</p> <p>Compare and contrast the impact of health-related fitness components as a measure of fitness and health.</p>	<p>In groups or individually the students will practice the skills for each fitness exercise.</p> <p>The students will be given a rules and terminology sheet of each fitness exercise to learn, and reviewed by the teacher.</p> <p>The students will demonstrate their knowledge by performing each fitness exercise.</p>	<p><a href="http://www.pcentral.org/bp/index.html">www.pcentral.org/bp/index.html</a></p> <p><a href="http://www.pcentral.org/mediacenter/videos.html">www.pcentral.org/mediacenter/videos.html</a></p> <p>exit cards</p>

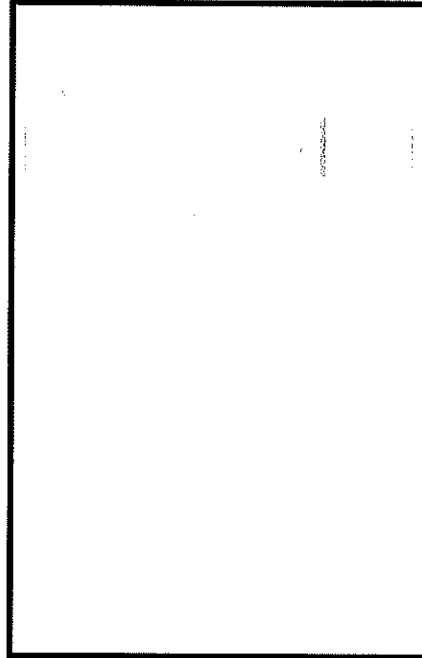
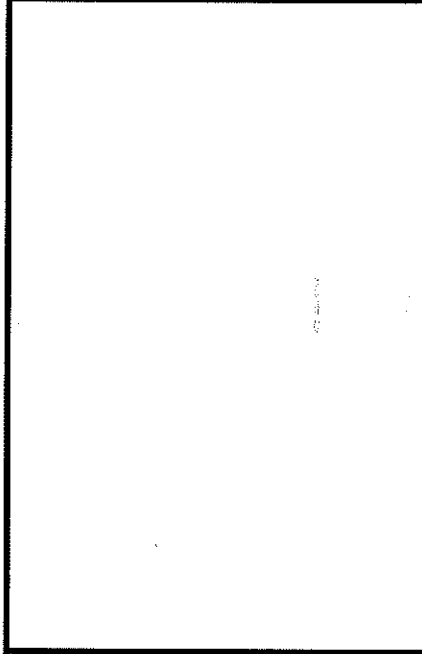
Unit 1 Assessment Plan	
<p><b>Formative Assessment</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p><b>Summative Assessment</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>
<ul style="list-style-type: none"> <li>• Assessment - How will students evaluate and assess their current level of fitness.</li> <li>• Health Related Fitness - Cardiovascular endurance, Muscular strength, Muscular endurance, Flexibility, Body Composition.</li> <li>• Skill Related Fitness - Agility, Balance, Power, Reaction Time, Coordination, Speed.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate students' ability to follow the rules while exercising each day in class.</li> <li>• Demonstrates ability to exercise safely</li> <li>• Is aware of others around them and not jeopardizing others health and well-being.</li> <li>• Uses proper equipment and equipment properly Observe students' readiness</li> </ul>

<ul style="list-style-type: none"> <li>● Technology - How can students use technology to help identify, analyze and address their personal fitness program?</li> <li>● The student identified their strengths and weaknesses.</li> <li>● The student formulated a plan to address and improve their current personal fitness level.</li> <li>● The student successfully increased their health and skill related fitness by implementation of their personal fitness plan.</li> </ul>	<ul style="list-style-type: none"> <li>● to safely participate in class each day.</li> <li>● Comes dressed in proper gym clothes.</li> <li>● Is on time to the locker room and the gym, after students are dismissed from the locker room to enter the gym.</li> <li>● Participates in warm up activity, pays attention and follows directions. Assess student development and proper form/technique while performing various exercises.</li> <li>● Student is able to detect movement errors.</li> <li>● Student can analyze movement errors.</li> <li>● Student can correct movement errors. Evaluate students' ability to apply their knowledge of fitness room rules while engaging in exercise.</li> <li>● Student is able to apply F.I.T.T. principle concepts to their personal fitness plan.</li> <li>● Student set and achieved a fitness related goal throughout the unit.</li> <li>● Student participates daily in moderate to vigorous exercise that addresses each component of health-related and skill-related fitness</li> </ul>
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**Unit 1 Suggested Modifications/Accommodations/Extension Activities**

<b>English Language Learners (ELL)</b> <i>When possible, provide links to specific samples/documents/assignments/etc.</i>	<b>Special Education / 504</b> <i>When possible, provide links to specific samples/documents/assignments/etc.</i>	<b>Gifted and Talented</b> <i>When possible, provide links to specific samples/documents/assignments/etc.</i>
<p>Examples of Strategies and Practices that Support English Language Learners:            *All WIDA Can Do Descriptors can be found at:  <a href="https://wida.wisc.edu/teach/cando/desc-riptors">https://wida.wisc.edu/teach/cando/desc-riptors</a></p> <ul style="list-style-type: none"> <li>● Pre-teaching of vocabulary and concepts</li> <li>● Visual learning, including graphic organizers</li> <li>● Use of cognates to increase comprehension</li> <li>● Teacher modeling</li> <li>● Pairing students with beginning</li> </ul>	<p>Examples of Strategies and Practices that Support Students with Disabilities:  <b>*Refer to students' IEP for specific modifications and accommodations</b></p> <ul style="list-style-type: none"> <li>● Use of visual and multisensory formats</li> <li>● Use of assisted technology</li> <li>● Use of prompts</li> <li>● Modification of content and student products</li> <li>● Testing accommodations</li> <li>● Authentic assessments</li> </ul>	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> <li>● Adjusting the pace of lessons</li> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher-order thinking skills</li> <li>● Interest-based content</li> <li>● Student-driven instruction</li> <li>● Real-world problems and scenarios</li> </ul>

- English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups
- Teacher think-aloud



Unit 1 Connections	
<p style="text-align: center;"><b>NJSLS - Technology</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the <u>NJ Technology Standards</u></i></p>	<p style="text-align: center;"><b>Career Readiness Practices</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the <u>NJ Career Readiness Practices</u></i></p>
<p><b>K-4</b></p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</p> <p>8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning-activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p> <p>8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> <p>8.2.2.B.4 Identify how the ways people live and work has changed</p>	<ul style="list-style-type: none"> <li>CRP1. Act as a responsible and contributing citizen and employee.</li> <li>CRP2. Apply appropriate academic and technical skills.</li> <li>CRP3. Attend to personal health and financial well-being.</li> <li>CRP4. Communicate clearly and effectively and with reason.</li> <li>CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>CRP6. Demonstrate creativity and innovation.</li> <li>CRP7. Employ valid and reliable research strategies.</li> <li>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>CRP9. Model integrity, ethical leadership and effective management.</li> <li>CRP10. Plan education and career paths aligned to personal goals.</li> <li>CRP11. Use technology to enhance productivity.</li> <li>CRP12. Work productively in teams while using cultural global competence.</li> </ul>



because of technology.

**5-8**

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

**9-12**

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue

**21st Century Skills**

*When possible, provide links to specific samples/ documents/ assignments/etc.*

Refer to the 21st Century Life and Skills

**Interdisciplinary Connections**

*When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.*

Refer to the NJ Student Learning Standards

**K-4th**

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

- Math

- Language Arts

- Science

- Art

- Music

**K-8th**

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

## K-12th

- 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.
- 9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.
- 9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms
- 9.3.HU.6 Explain how human development principles enhance the wellbeing of individuals and families.
- 9.3.HU-FAM.2 Identify community resources to provide family and community services.
- 9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.
- 9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.
- 9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.
- 9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.



Unit 2: Title			
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (When applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<b>Archery</b> 2.5.12.A.4 2.5.12.B.1 2.5.12.B.3 2.6.12.A.1 2.6.12.A.3	<p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, efficient, and effective.</p> <p>Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p>Analyze Factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>Compare the short- and long- term impact on wellness associated with physical inactivity.</p> <p>Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p>	<p>In groups the students will practice the skills.</p> <p>The students will be given a rules and terminology sheet, and reviewed by the teacher.</p> <p>The students will participate in learning teamwork and sportsmanship.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a></p> <p>exit cards</p>
<b>Golf</b> 2.5.12.A.4 2.5.12.B.1 2.5.12.B.3 2.6.12.A.1 2.6.12.A.3	<p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, efficient, and effective.</p> <p>Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p>	<p>In groups the students will practice the skills.</p> <p>The students will be given a rules and terminology sheet, and reviewed by the teacher.</p> <p>The students will participate in game play learning teamwork and sportsmanship.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a></p> <p>exit cards</p>

	<p>Analyze Factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>Compare the short- and long- term impact on wellness associated with physical inactivity.</p> <p>Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p>		
<p><b>Project Adventure I</b></p> <p>2.5.12.A.1 2.5.12.A.4 2.6.12.A.1 2.6.12.A.4</p>	<p>Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another.</p> <p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, and efficient.</p> <p>Compare the short- and long term impact on wellness associated with physical inactivity.</p> <p>Compare and contrast the impact of health-related fitness components as a measure of fitness and health.</p>	<p>In groups the students will practice the skills.</p> <p>The students will be given a rules and terminology sheet, and reviewed by the teacher.</p> <p>The students will participate in the activity learning teamwork and sportsmanship.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a></p> <p>exit cards</p>
<p><b>Project Adventure II</b></p> <p>2.5.12.A.1 2.5.12.A.4 2.6.12.A.1 2.6.12.A.4</p>	<p>Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another.</p> <p>Critique a movement skill/performance and discuss how each part can be made interesting.</p>	<p>In groups the students will practice the skills.</p> <p>The students will be given a rules and terminology sheet, and reviewed by the teacher.</p> <p>The students will participate in the</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a></p> <p>exit cards</p>

	<p>creative, and efficient.</p> <p>Compare the short- and long term impact on wellness associated with physical inactivity.</p> <p>Compare and contrast the impact of health-related fitness components as a measure of fitness and health.</p>	<p>activity learning teamwork and sportsmanship.</p>	
<p><b>Self Defense</b></p> <p>2.5.12.A.1</p> <p>2.5.12.A.4</p> <p>2.6.12.A.1</p> <p>2.6.12.A.4</p>	<p>Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another.</p> <p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, and efficient.</p> <p>Compare the short- and long term impact on wellness associated with physical inactivity.</p> <p>Compare and contrast the impact of health-related fitness components as a measure of fitness and health.</p>	<p>In groups or individually the students will practice the skills for each fitness exercise.</p> <p>The students will be given a rules and terminology sheet of each fitness exercise to learn, and reviewed by the teacher.</p> <p>The students will demonstrate their knowledge by performing each fitness exercise.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a></p> <p>exit cards</p>
<p><b>Tennis</b></p> <p>2.5.12.A.4</p> <p>2.5.12.B.1</p> <p>2.5.12.B.3</p> <p>2.6.12.A.1</p> <p>2.6.12.A.3</p>	<p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, efficient, and effective.</p> <p>Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p>Analyze Factors that influence intrinsic and extrinsic motivation and employ techniques to enhance</p>	<p>In groups the students will practice the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p> <p>The students will participate in game play learning teamwork and sportsmanship.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a></p> <p>exit cards</p>

	<p>individual and team effectiveness.</p> <p>Compare the short- and long- term impact on wellness associated with physical inactivity.</p> <p>Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p>		
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**Unit 2 Assessment Plan**

**Formative Assessment**  
*When possible, provide links to specific samples/ documents/ assignments/etc.*

- Assessment - How will students evaluate and assess their current level of fitness.
- Health Related Fitness - Cardiovascular endurance, Muscular strength, Muscular endurance, Flexibility, Body Composition.
- Skill Related Fitness - Agility, Balance, Power, Reaction Time, Coordination, Speed.
- Technology - How can students use technology to help identify, analyze and address their personal fitness program?
- The student identified their strengths and weaknesses.
- The student formulated a plan to address and improve their current personal fitness level.
- The student successfully increased their health and skill related fitness by implementation of their personal fitness plan.

**Summative Assessment**  
*When possible, provide links to specific samples/ documents/ assignments/etc.*

- Evaluate students' ability to follow the rules while exercising each day in class.
- Demonstrates ability to exercise safely
- Is aware of others around them and not jeopardizing others health and well being.
- Uses proper equipment and equipment properly Observe students' readiness to safely participate in class each day.
- Comes dressed in proper gym clothes.
- Is on time to the locker room and the gym, after students are dismissed from the locker room to enter the gym.
- Participates in warm up activity, pays attention and follows directions. Assess student development and proper form/technique while performing various exercises.
- Student is able to detect movement errors.
- Student can analyze movement errors.
- Student can correct movement errors. Evaluate students' ability to apply their knowledge of fitness room rules while engaging in exercise.
- Student is able to apply F.I.T.T. principle concepts to their personal fitness plan.
- Student set and achieved a fitness related goal throughout the unit.

	<ul style="list-style-type: none"> <li>• Student participates daily in moderate to vigorous exercise that addresses each component of health-related and skill-related fitness</li> </ul>
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Unit 2 Suggested Modifications/Accommodations/Extension Activities		
<b>English Language Learners (ELL)</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<b>Special Education / 504</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<b>Gifted and Talented</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>Examples of Strategies and Practices that Support English Language Learners:            *All WIDA Can Do Descriptors can be found at:  <a href="https://wida.wisc.edu/teach/cando/desc-riptors">https://wida.wisc.edu/teach/cando/desc-riptors</a></p> <ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Visual learning, including graphic organizers</li> <li>• Use of cognates to increase comprehension</li> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>• Scaffolding</li> <li>• Word walls</li> <li>• Sentence frames</li> <li>• Think-pair-share</li> <li>• Cooperative learning groups</li> <li>• Teacher think-aloud</li> </ul>	<p>Examples of Strategies and Practices that Support Students with Disabilities:  <b>*Refer to students' IEP for specific modifications and accommodations</b></p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> <li>• Modification of content and student products</li> <li>• Testing accommodations</li> <li>• Authentic assessments</li> </ul>	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> <li>• Adjusting the pace of lessons</li> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher-order thinking skills</li> <li>• Interest-based content</li> <li>• Student-driven instruction</li> <li>• Real-world problems and scenarios</li> </ul>



<p style="text-align: center;"><b>NJSLS - Technology</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the <u>NJ Technology Standards</u></i></p>	<p style="text-align: center;"><b>Career Readiness Practices</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the <u>NJ Career Readiness Practices</u></i></p>
<p><b>K-4</b></p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</p> <p>8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p> <p>8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> <p>8.2.2.B.4 Identify how the ways people live and work has changed because of technology.</p> <p><b>5-8</b></p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability</p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).</p> <p>8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries</p> <p>8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber</p>	<ul style="list-style-type: none"> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP3. Attend to personal health and financial well-being.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7. Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11. Use technology to enhance productivity.</li> <li>● CRP12. Work productively in teams while using cultural global competence.</li> </ul>

<p>ethics including appropriate use of social media</p> <p><b>9-12</b>        8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue</p>	
<p><b>21st Century Skills</b>  <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>        Refer to the <u>21st Century Life and Skills</u></p>	<p><b>Interdisciplinary Connections</b>  <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i>        Refer to the <u>NJ Student Learning Standards</u></p>
<p><b>K-4th</b>        9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.        9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.        9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p><b>K-8th</b>        9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.</p> <p><b>K-12th</b>        9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.        9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.        9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.        9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.        9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.        9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.        9.3.HL.4 Evaluate the roles and responsibilities of individual</p>	<ul style="list-style-type: none"> <li>● Math</li> <li>● Language Arts</li> <li>● Science</li> <li>● Art</li> <li>● Music</li> </ul>

- members as part of the healthcare team and explain their role in promoting the delivery of quality health care.
- 9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms
  - 9.3.HU.6 Explain how human development principles enhance the wellbeing of individuals and families.
  - 9.3.HU-FAM.2 Identify community resources to provide family and community services.
  - 9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.
  - 9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.
  - 9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.
  - 9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

Unit 3: Title			
Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<b>Badminton</b> 2.5.12.A.4 2.5.12.B.1 2.5.12.B.3 2.6.12.A.1 2.6.12.A.3	<p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, efficient, and effective.</p> <p>Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p>Analyze Factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>Compare the short- and long- term impact on wellness associated with physical inactivity.</p> <p>Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p>	<p>In groups the students will practice the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p> <p>The students will participate in game play learning teamwork and sportsmanship.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacentre/videos.html">www.pecentral.org/mediacentre/videos.html</a></p> <p>exit cards</p>
<b>Basketball</b> 2.5.12.A.4 2.5.12.B.1 2.5.12.B.3 2.6.12.A.1 2.6.12.A.3	<p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, efficient, and effective.</p> <p>Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p>	<p>In groups the students will practice the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p> <p>The students will participate in game play learning teamwork and sportsmanship.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacentre/videos.html">www.pecentral.org/mediacentre/videos.html</a></p> <p>exit cards</p>

	<p>Analyze Factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>Compare the short- and long- term impact on wellness associated with physical inactivity.</p> <p>Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p>		
<p><b>Bowling</b></p> <p>2.5.12.A.4 2.5.12.B.1 2.5.12.B.3 2.6.12.A.1 2.6.12.A.3</p>	<p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, efficient, and effective.</p> <p>Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p>Analyze Factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>Compare the short- and long- term impact on wellness associated with physical inactivity.</p> <p>Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p>	<p>In groups the students will practice the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p> <p>The students will participate in game play learning teamwork and sportsmanship.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a></p> <p>exit cards</p>
<p><b>Cooperative Games</b></p>	<p>Critique a movement skill/performance and discuss how each part can be made interesting,</p>	<p>In groups the students will practice the skills of the game.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p>

<p>2.5.12.A.4 2.5.12.B.1 2.5.12.B.3 2.6.12.A.1 2.6.12.A.3</p>	<p>creative, efficient, and effective.</p> <p>Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p>Analyze Factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>Compare the short- and long- term impact on wellness associated with physical inactivity.</p> <p>Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p>	<p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p> <p>The students will participate in game play learning teamwork and sportsmanship.</p>	<p><a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a></p> <p>exit cards</p>
<p><b>Field Hockey</b> 2.5.12.A.4 2.5.12.B.1 2.5.12.B.3 2.6.12.A.1 2.6.12.A.3</p>	<p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, efficient, and effective.</p> <p>Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p>Analyze Factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>Compare the short- and long- term impact on wellness associated with physical inactivity.</p> <p>Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body</p>	<p>In groups the students will practice the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p> <p>The students will participate in game play learning teamwork and sportsmanship.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a></p> <p>exit cards</p>

<p>composition.</p>	<p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, efficient, and effective.</p> <p>Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p>Analyze Factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>Compare the short- and long- term impact on wellness associated with physical inactivity.</p> <p>Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p>	<p>In groups the students will practice the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p> <p>The students will participate in game play learning teamwork and sportsmanship.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacentre/videos.html">www.pecentral.org/mediacentre/videos.html</a></p> <p>exit cards</p>
<p><b>Flag Football</b></p> <p>2.5.12.A.4 2.5.12.B.1 2.5.12.B.3 2.6.12.A.1 2.6.12.A.3</p>	<p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, efficient, and effective.</p> <p>Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p>Analyze Factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>Compare the short- and long- term impact on wellness associated with physical inactivity.</p> <p>Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p>	<p>In groups the students will practice the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p> <p>The students will participate in game play learning teamwork and sportsmanship.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacentre/videos.html">www.pecentral.org/mediacentre/videos.html</a></p> <p>exit cards</p>
<p><b>Floor Hockey</b></p> <p>2.5.12.A.4 2.5.12.B.1 2.5.12.B.3 2.6.12.A.1 2.6.12.A.3</p>	<p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, efficient, and effective.</p> <p>Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p>Analyze Factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p>	<p>In groups the students will practice the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p> <p>The students will participate in game play learning teamwork and sportsmanship.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacentre/videos.html">www.pecentral.org/mediacentre/videos.html</a></p> <p>exit cards</p>

	<p>Compare the short- and long- term impact on wellness associated with physical inactivity.</p> <p>Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p>		
<p><b>International Games</b></p> <p>2.5.12.A.4 2.5.12.B.1 2.5.12.B.3 2.6.12.A.1 2.6.12.A.3</p>	<p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, efficient, and effective.</p> <p>Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p>Analyze Factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>Compare the short- and long- term impact on wellness associated with physical inactivity.</p> <p>Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p>	<p>In groups the students will practice the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p> <p>The students will participate in game play learning teamwork and sportsmanship.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a></p> <p>exit cards</p>
<p><b>Lacrosse</b></p> <p>2.5.12.A.4 2.5.12.B.1 2.5.12.B.3 2.6.12.A.1 2.6.12.A.3</p>	<p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, efficient, and effective.</p> <p>Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p>	<p>In groups the students will practice the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p> <p>The students will participate in game play, learning teamwork and</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a></p> <p>exit cards</p>



	<p>Analyze Factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>Compare the short- and long- term impact on wellness associated with physical inactivity.</p> <p>Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p>	sportsmanship.	
<p><b>New Games/Indoor games</b></p> <p>2.5.12.A.4 2.5.12.B.1 2.5.12.B.3 2.6.12.A.1 2.6.12.A.3</p>	<p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, efficient, and effective.</p> <p>Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p>Analyze Factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>Compare the short- and long- term impact on wellness associated with physical inactivity.</p> <p>Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p>	<p>In groups the students will practice the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p> <p>The students will participate in game play learning teamwork and sportsmanship.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a></p> <p>exit cards</p>
<p><b>Paddle Ball</b></p>	<p>Critique a movement</p>	<p>In groups the students will practice</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p>

<p>2.5.12.A.4 2.5.12.B.1 2.5.12.B.3 2.6.12.A.1 2.6.12.A.3</p>	<p>skill/performance and discuss how each part can be made interesting, creative, efficient, and effective.</p> <p>Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p>Analyze Factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>Compare the short- and long- term impact on wellness associated with physical inactivity.</p> <p>Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p>	<p>the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p> <p>The students will participate in game play learning teamwork and sportsmanship.</p>	<p><a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a></p> <p>exit cards</p>
<p><b>Pickle Ball</b> 2.5.12.A.4 2.5.12.B.1 2.5.12.B.3 2.6.12.A.1 2.6.12.A.3</p>	<p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, efficient, and effective.</p> <p>Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p>Analyze Factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>Compare the short- and long- term impact on wellness associated with physical inactivity.</p> <p>Determine the role of genetics,</p>	<p>In groups the students will practice the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p> <p>The students will participate in game play learning teamwork and sportsmanship.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a></p> <p>exit cards</p>

	<p>gender, age, nutrition, activity level, and exercise type on body composition.</p>		
<p><b>Recreational Games – Horseshoe/Bocce</b></p> <p>2.5.12.A.4 2.5.12.B.1 2.5.12.B.3 2.6.12.A.1 2.6.12.A.3</p>	<p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, efficient, and effective.</p> <p>Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p>Analyze Factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>Compare the short- and long- term impact on wellness associated with physical inactivity.</p> <p>Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p>	<p>In groups the students will practice the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p> <p>The students will participate in game play learning teamwork and sportsmanship.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a></p> <p>exit cards</p>
<p><b>Recreational Games – Mass.</b></p> <p>2.5.12.A.4 2.5.12.B.1 2.5.12.B.3 2.6.12.A.1 2.6.12.A.3</p>	<p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, efficient, and effective.</p> <p>Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p>Analyze Factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p>	<p>In groups the students will practice the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p> <p>The students will participate in game play learning teamwork and sportsmanship.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a></p> <p>exit cards</p>

	<p>Compare the short- and long- term impact on wellness associated with physical inactivity.</p> <p>Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p>		
<p><b>Soccer</b></p> <p>2.5.12.A.4 2.5.12.B.1 2.5.12.B.3 2.6.12.A.1 2.6.12.A.3</p>	<p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, efficient, and effective.</p> <p>Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p>Analyze Factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>Compare the short- and long- term impact on wellness associated with physical inactivity.</p> <p>Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p>	<p>In groups the students will practice the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p> <p>The students will participate in game play learning teamwork and sportsmanship.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a></p> <p>exit cards</p>
<p><b>Softie Hockey</b></p> <p>2.5.12.A.4 2.5.12.B.1 2.5.12.B.3 2.6.12.A.1 2.6.12.A.3</p>	<p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, efficient, and effective.</p> <p>Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p>	<p>In groups the students will practice the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p> <p>The students will participate in game play learning teamwork and</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a></p> <p>exit cards</p>

	<p>Analyze Factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>Compare the short- and long- term impact on wellness associated with physical inactivity.</p> <p>Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p>	<p>sportsmanship.</p>	
<p><b>Speedball</b></p> <p>2.5.12.A.4 2.5.12.B.1 2.5.12.B.3 2.6.12.A.1 2.6.12.A.3</p>	<p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, efficient, and effective.</p> <p>Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p>Analyze Factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>Compare the short- and long- term impact on wellness associated with physical inactivity.</p> <p>Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p>	<p>In groups the students will practice the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p> <p>The students will participate in game play, learning teamwork and sportsmanship.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p> <p><a href="http://www.pecentral.org/mediacenter/Videos.html">www.pecentral.org/mediacenter/Videos.html</a></p> <p>exit cards</p>
<p><b>Tennis</b></p> <p>2.5.12.A.4</p>	<p>Critique a movement skill/performance and discuss how each part can be made interesting,</p>	<p>In groups the students will practice the skills of the game.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a></p>

<p>2.5.12.B.1 2.5.12.B.3 2.6.12.A.1 2.6.12.A.3</p>	<p>creative, efficient, and effective. Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. Analyze Factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness. Compare the short- and long- term impact on wellness associated with physical inactivity. Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p>	<p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.  The students will participate in game play learning teamwork and sportsmanship.</p>	<p><a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a>  exit cards</p>
<p><b>Track and Field</b> 2.5.12.A.1 2.5.12.A.4 2.6.12.A.1 2.6.12.A.4</p>	<p>Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another. Critique a movement skill/performance and discuss how each part can be made interesting, creative, and efficient. Compare the short- and long term impact on wellness associated with physical inactivity. Compare and contrast the impact of health-related fitness components as a measure of fitness and health.</p>	<p>In groups the students will practice the skills each event.  The students will be given a rules and terminology sheet of each event to learn, and reviewed by the teacher.  The students will demonstrate their knowledge by performing each event.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a>  <a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a>  exit cards</p>
<p><b>Ultimate Frisbee</b> 2.5.12.A.4</p>	<p>Critique a movement skill/performance and discuss how each part can be made interesting,</p>	<p>In groups the students will practice the skills of the game.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a>  ml</p>

<p>2.5.12.B.1 2.5.12.B.3 2.6.12.A.1 2.6.12.A.3</p>	<p>creative, efficient, and effective. Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. Analyze Factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness. Compare the short- and long- term impact on wellness associated with physical inactivity. Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p>	<p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher. The students will participate in game play learning teamwork and sportsmanship.</p>	<p><a href="http://www.pecentral.org/mediacentre/r/videos.html">www.pecentral.org/mediacentre/r/videos.html</a> exit cards</p>
<p><b>Volleyball</b> 2.5.12.A.4 2.5.12.B.1 2.5.12.B.3 2.6.12.A.1 2.6.12.A.3</p>	<p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, efficient, and effective. Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. Analyze Factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness. Compare the short- and long- term impact on wellness associated with physical inactivity. Determine the role of genetics, gender, age, nutrition, activity level,</p>	<p>In groups the students will practice the skills of the game. The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher. The students will participate in game play learning teamwork and sportsmanship.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a> <a href="http://www.pecentral.org/mediacentre/r/videos.html">www.pecentral.org/mediacentre/r/videos.html</a> exit cards</p>

	and exercise type on body composition.	
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Unit 3 Assessment Plan		
<b>Formative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<b>Summative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	
<ul style="list-style-type: none"> <li>● Assessment - How will students evaluate and assess their current level of fitness.</li> <li>● Health Related Fitness - Cardiovascular endurance, Muscular strength, Muscular endurance, Flexibility, Body Composition.</li> <li>● Skill Related Fitness - Agility, Balance, Power, Reaction Time, Coordination, Speed.</li> <li>● Technology - How can students use technology to help identify, analyze and address their personal fitness program?</li> <li>● The student identified their strengths and weaknesses.</li> <li>● The student formulated a plan to address and improve their current personal fitness level.</li> <li>● The student successfully increased their health and skill related fitness by implementation of their personal fitness plan.</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate students' ability to follow the rules while exercising each day in class.</li> <li>● Demonstrates ability to exercise safely</li> <li>● Is aware of others around them and not jeopardizing others health and well being.</li> <li>● Uses proper equipment and equipment properly Observe students' readiness to safely participate in class each day.</li> <li>● Comes dressed in proper gym clothes.</li> <li>● Is on time to the locker room and the gym, after students are dismissed from the locker room to enter the gym.</li> <li>● Participates in warm up activity, pays attention and follows directions. Assess student development and proper form/technique while performing various exercises.</li> <li>● Student is able to detect movement errors.</li> <li>● Student can analyze movement errors.</li> <li>● Student can correct movement errors. Evaluate students' ability to apply their knowledge of fitness room rules while engaging in exercise.</li> <li>● Student is able to apply F.I.T.T. principle concepts to their personal fitness plan.</li> <li>● Student set and achieved a fitness related goal throughout the unit.</li> <li>● Student participates daily in moderate to vigorous exercise that addresses each component of health-related and skill-related fitness</li> </ul>	



<b>English Language Learners (ELL)</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<b>Special Education / 504</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<b>Gifted and Talented</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>Examples of Strategies and Practices that Support English Language Learners:            * All WIDA Can Do Descriptors can be found at:  <a href="https://wida.wisc.edu/teach/cando/desc-riptors">https://wida.wisc.edu/teach/cando/desc-riptors</a></p> <ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary and concepts Visual learning, including graphic organizers</li> <li>• Use of cognates to increase comprehension Teacher modeling</li> <li>• Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>• Scaffolding</li> <li>• Word walls</li> <li>• Sentence frames</li> <li>• Think-pair-share</li> <li>• Cooperative learning groups</li> <li>• Teacher think-aloud</li> </ul>	<p>Examples of Strategies and Practices that Support Students with Disabilities:  <b>*Refer to students' IEP for specific modifications and accommodations</b></p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> <li>• Modification of content and student products</li> <li>• Testing accommodations</li> <li>• Authentic assessments</li> </ul>	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> <li>• Adjusting the pace of lessons</li> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher-order thinking skills</li> <li>• Interest-based content</li> <li>• Student-driven instruction</li> <li>• Real-world problems and scenarios</li> </ul>

**Unit 3 Connections**

<b>NJSLS - Technology</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <a href="#">NJ Technology Standards</a>	<b>Career Readiness Practices</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <a href="#">NJ Career Readiness Practices</a>
	<ul style="list-style-type: none"> <li>• CRP1. Act as a responsible and contributing citizen and employee.</li> <li>• CRP2. Apply appropriate academic and technical skills.</li> </ul>

- K-4**
- 8.1.2.A.2 Create a document using a word processing application.
  - 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

**5-8**

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

**9-12**

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue

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

**21st Century Skills**

*When possible, provide links to specific samples/ documents/ assignments/etc.*

*Refer to the 21st Century Life and Skills*

**Interdisciplinary Connections**

*When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.*

*Refer to the NJ Student Learning Standards*

**K-4th**

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

**K-8th**

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

**K-12th**

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

9.3.HI.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.

9.3.HI.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.

9.3.HI-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms

9.3.HIU.6 Explain how human development principles enhance the wellbeing of individuals and families.

- Math
- Language Arts
- Science
- Art
- Music

- 9.3.HU-FAM.2 Identify community resources to provide family and community services.
- 9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.
- 9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.
- 9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.
- 9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

