

**Winslow Township School District**  
**9-12 Physical Education**  
**Fitness/Track & Field**

- **Overview:** : The students will learn and practice methods to participate in Fitness/Track & Field, utilizing rules, skills, cooperation and teamwork. Students will have opportunities to progress their skills through individual and group practices.

Overview	Standards	Unit Focus	Essential Questions
<b>Fitness/Track &amp; Field</b>	2.2.12.MSC.4 2.2.12.MSC.5 2.2.12.MSC.1 2.2.12.MSC.2 2.2.12.PF.1 2.2.12.PF.2 2.2.12.PF.3 2.2.12.PF.4 2.2.12.PF.5 WIDA 1	<ul style="list-style-type: none"> <li>● Use the information gathered to further explore the impact of Fitness/Track as a global sport.</li> <li>● Demonstrate health-enhancing personal, interpersonal and life skills to support a healthy, active lifestyle.</li> <li>● Understand and identify terminology and scoring that apply to the game/activity.</li> <li>● Students will improve their knowledge of different training techniques to acquire physical fitness results, enhance their health related fitness through utilization of assessment results and demonstrate techniques used in the sport of track and field.</li> <li>● Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.</li> </ul>	<ul style="list-style-type: none"> <li>● What are long-term benefits of participating in regular physical activity?</li> <li>● Why is it important to know proper technique when implementing a training program?</li> <li>● How can using heart rate increase the effectiveness of a training program?</li> <li>● How can you play a more active role in your health?</li> <li>● How can healthy fitness levels lead to a happier, more productive life?</li> <li>● How does assessment play a vital role in your fitness program?</li> <li>● How do I overcome negative influences when making decisions about my personal health?</li> <li>● What is the minimum amount of exercise I can do to stay physically fit?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>● Proper warm-up and cool-down are important aspects of a training program.</li> <li>● Appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.</li> <li>● Knowing their current level of fitness will help them assess areas that need improvement.</li> <li>● Physical fitness has been shown to be important for health and quality of life.</li> <li>● Most people can achieve healthy levels of fitness by performing the recommended amounts of physical activity.</li> </ul>		

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|  | <ul style="list-style-type: none"><li>● Setting individual goals is a very important part in developing a training program</li><li>● The difference between aerobic and anaerobic training</li><li>● Proper use of the equipment and technique of exercise</li><li>● Lifelong activity enhances personal fitness and improves self- confidence</li><li>● By understanding good sportsmanship, rules and safety you can enhance your social interaction, ethical behavior and cooperation skills to be a productive member of society.</li><li>● Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.</li><li>● Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.</li></ul> |  |
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Curriculum Unit	Standards		Pacing	
			Days	Unit Days
<b>Fitness/Track &amp; Field</b>	2.2.12.MSC.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.	1	12
	2.2.12.MSC.5	Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.	1	
	2.2.12.MSC.1	Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).	1	
	2.2.12.MSC.2	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.	1	
	2.2.12.PF.1	Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.	1	
	2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.	1	
	2.2.12.PF.3	Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness.	1	
	2.2.12.PF.4	Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).	1	
	2.2.12.PF.5	Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.	1	
	Assessment, Re-teach and Extension			

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<b>Fitness/Track &amp; Field Grade 9-12</b>		
<b>Core Idea</b>	<b>Indicator #</b>	<b>Performance Expectations</b>
Individual and team execution requires interaction, respect, effort, and positive attitude.	2.2.12.MSC.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
Individual and team execution requires interaction, respect, effort, and a positive attitude.	2.2.12.MSC.5	Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).	2.2.12.MSC.1	Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).
Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).	2.2.12.MSC.2	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.	2.2.12.PF.1	Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.	2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.

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Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.	2.2.12.PF.3	Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness.
Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.	2.2.12.PF.4	Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.	2.2.12.PF.5	Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.

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Fitness/Track & Field Grade 9-12	
Assessment Plan	
<ul style="list-style-type: none"> <li>● Assess student’s knowledge in the form of a written test.</li> <li>● Survey student’s knowledge through a K-W-L-A chart</li> <li>● Teacher observation of skills</li> <li>● Self-evaluation</li> <li>● Peer evaluation</li> <li>● Lead-up games</li> <li>● Translation to game play</li> <li>● Teacher lead skill based instruction</li> <li>● Drill work</li> <li>● Lead up game</li> <li>● Student created drill work</li> <li>● Current Event Article Summary</li> <li>● Questioning Strategies</li> <li>● Video Analysis</li> <li>● Polls/Surveys</li> <li>● Exit Tickets</li> <li>● Student Demonstrations</li> </ul>	<p>Alternative Assessments:</p> <p>Self-assessment</p> <p>Partner assessment</p> <p>Teacher evaluation of technique used during exercise</p> <p>Physical Activity Survey/Checklist</p> <p>Target Heart Rate</p>

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Resources	Activities
<p><a href="http://www.pecentral.com">www.pecentral.com</a>  <a href="http://www.njapherd.org">www.njapherd.org</a></p> <p>Diversity, Equity &amp; Inclusion Educational Resources  <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></p>	<ul style="list-style-type: none"> <li>● Introduction</li> <li>● Description</li> <li>● Rules/ Safety</li> <li>● Warm up, stretching</li> <li>● Operation of machines and free weights.</li> <li>● Concepts, myths, and benefits of weight training.</li> <li>● Muscle names, their actions, and exercises to train those muscles.</li> <li>● Development of Personal Fitness Program.</li> <li>● Cardiovascular system.</li> <li>● Styles of Training</li> <li>● Flexibility Concepts</li> <li>● Explanation/demonstration of exercise or event</li> <li>● Demonstration/explanation of equipment use</li> <li>● Fitness/Track etiquette (replace and clean equipment)</li> </ul>
<b>Instructional Best Practices and Exemplars</b>	
<ol style="list-style-type: none"> <li>1. Identifying similarities and differences</li> <li>2. Summarizing and note taking</li> <li>3. Reinforcing effort and providing recognition</li> <li>4. Homework and practice</li> <li>5. Nonlinguistic representations</li> </ol>	<ol style="list-style-type: none"> <li>6. Cooperative learning</li> <li>7. Setting objectives and providing feedback</li> <li>8. Generating and testing hypotheses</li> <li>9. Cues, questions, and advance organizers</li> <li>10. Manage response rates</li> </ol>

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**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills**

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>



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**Modifications for Special Education/504**

*Students with special needs:* Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Team Intervention Plan, and may include (but are not limited to) the following:

Equipment size	Modified rules
Pictures	Preferential Seating
Spacing / distance	Modifications to Equipment
Peer partnering	Study guides/notes
Larger print	Modifications of assignments
Relaxed rules	Modifications of due dates
Safe environment	Modified Tests/Quizzes

**Modifications for At-Risk Students**

Formative and summative data will be used to monitor student success. Student work/performance will be reviewed to determine support. This may include parent notification, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards or:

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <p style="padding-left: 40px;"><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>This particular unit has limited language barriers due to the physical nature of the curriculum. The following can be utilized: Review previously learned terminology. Display labeled images of activity/sport terminology. Assign a native language partner.</p> <ul style="list-style-type: none"> <li>● Pointing to objects as you say them, such as 'basketball' or 'racquet'</li> <li>● Physically demonstrating something, such as dribbling a basketball</li> <li>● Developing non-verbal cues, such as holding up a hand to say 'stop'</li> <li>● Using a whistle to indicate start and stop times or errors</li> <li>● Referring to a picture or diagram when introducing a new activity</li> </ul>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the unit requirements. This will include allowing more opportunities to demonstrate creativity. In addition, the following can be utilized:</p> <ul style="list-style-type: none"> <li>● Alternate Learning Activities/Units:            Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.</li> <li>● Create and lead the class in a warm up focusing on body alignment, balance, strength, and coordination.</li> <li>● Create a detailed report on observations of other students and professional athletes.</li> </ul>

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**Interdisciplinary Connections**

**ELA**

**NJSLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**NJSLSA.SL2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**Interdisciplinary Standards**

**RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**RST.6-8.3** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

**HS-LS2-3.** Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

**Integration of Computer Science and Design Thinking NJSLS 8**

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices

8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.