

**Ocean Academy Charter High School
Full Physical Education Curriculum
Grades 9-12**



Original Adoption:	August 2024
Created by:	Stephen Nichol & Amy LaBarca

Ocean Academy Charter High School Physical Education Curriculum	
Content Area: Physical Education	
Course Title: Physical Education	Grade Level: 9-12
Unit 1: Fitness	Ongoing: i.e. 65 days
Unit 2: Wellness	Ongoing: i.e. 65 days
Unit 3: Team Sports	Ongoing: i.e. 65 days
Unit 4: Individual Sports/Recreational Activities	Ongoing: i.e. 65 days
Unit 5: Dance/Rhythm	Ongoing: i.e. 65 days
Unit 6: Experiential Learning	Ongoing: i.e. 65 days

Introduction

All Ocean Academy students will develop overall physical fitness, game skills, and strategies in various activities. Emphasis is placed on lifelong skills. The goal is to improve the strength, endurance, and flexibility of the student; to improve the social and emotional development of the student; to improve the students' knowledge of rules, techniques, and strategies as it pertains to specific sports; and to expose students to a variety of activities that keep them healthy and help them have fun.

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The Physical Education Units for grades 9-12 are a cohesive set of six units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units will progress from basic movement education to developing and applying manipulative skills in various isolated and applied situations such as physical fitness and activity, individual skill development, and cooperative activities.

Ocean Academy Charter High School Unit 1 Overview	
Content Area: Physical Education	
Unit 1 Title: Fitness	Duration: 65 Days
Target Course/Grade Level: Full Physical Education	

Unit 1 Focus
<p>NJDOE Comprehensive Health and Physical Education •2.2 Physical Wellness</p>
Disciplinary Concepts for CHPE
<p>Movement Skills and Concepts Students will explore the fundamentals of movement across various environments such as land, water, snow, sand, and ice. This includes learning how to move efficiently from one place to another while developing an understanding of biomechanics—how the body moves, grows, and develops over time.</p> <p>Physical Fitness Students will apply concepts related to both health-related and skill-related fitness to support a healthy and active lifestyle. This includes building strength, endurance, flexibility, and coordination. Emphasis is placed on taking personal responsibility for fitness, which supports not only physical health but also emotional well-being, self-expression, and enjoyment.</p>

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Lifelong Fitness

Through meaningful experiences and goal-setting, students will learn how to develop and maintain lifelong healthy habits. The focus is on building a positive relationship with physical activity that encourages self-expression, social interaction, and long-term wellness in a safe and supportive environment.

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A:52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place

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pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
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rage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Practices for Comprehensive Health and Physical Education

Relationship	Self -Awareness
<ul style="list-style-type: none"> ● Acting as responsible and contributing member of society ● Building and maintaining healthy relationships ● Communicating clearly and effectively 	<ul style="list-style-type: none"> ● Attending to personal health, emotional, social and physical well-being ● Engaging in an active lifestyle ● Making decisions

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<p>(verbal and nonverbal)</p> <ul style="list-style-type: none"> ● Resolving conflict 	<ul style="list-style-type: none"> ● Managing-self ● Setting goals ● Using technology tools responsibly
<p>Unit 1 Focus Standards CHPE</p>	
<p style="text-align: center;">Core Ideas</p>	<p style="text-align: center;">Performance Expectations</p>
<ul style="list-style-type: none"> ● Advanced technique and concepts will elevate students' confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities). 	<ul style="list-style-type: none"> ● 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.
<ul style="list-style-type: none"> ● The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance. 	<ul style="list-style-type: none"> ● 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness)
<ul style="list-style-type: none"> ● Individual and team execution requires interaction, respect, effort, and positive attitude 	<ul style="list-style-type: none"> ● 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.
<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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

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	<p>through one's lifetime.</p> <ul style="list-style-type: none">● 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.● 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 principles (FITT) and the components of skill related fitness.● 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).● 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.
<ul style="list-style-type: none">● Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).	<ul style="list-style-type: none">● 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.● 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.

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	<ul style="list-style-type: none"> ● 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. ● 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
<ul style="list-style-type: none"> ● Community resources can support a lifetime of wellness to self and family members. 	<ul style="list-style-type: none"> ● 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.

Unit 1 Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science

- RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and

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media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Unit 1 [Computer Science and Design Thinking Standards](#)

Disciplinary Concepts

Engineering Design

Interactions of Technology and Humans

Effects of Technology on the Natural World

Core Ideas

Performance Expectations

Engineering design is a complex process in which creativity, content knowledge, research, and analysis are used to address local and global problems.

Decisions on trade-offs involve systematic comparisons of all costs and benefits, and final steps that may involve redesigning for optimization.

- 8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.

Engineering design evaluation, a process for determining how well a solution meets requirements, involves systematic comparisons between requirements, specifications, and constraints.

- 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).

- 8.2.12.ED.6: Analyze the effects of changing resources

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	<p>when designing a specific product or system (e.g., materials, energy, tools, capital, labor).</p>
<p>Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.</p>	<ul style="list-style-type: none"> ● 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
<p>Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.</p>	<ul style="list-style-type: none"> ● 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation. ● 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
<p>Development and modification of any technological system needs to take into account how the operation of the system will affect natural resources and ecosystems. Impacts of technological systems on the environment need to be monitored and must inform decision-making.</p>	<ul style="list-style-type: none"> ● 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and

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<p>Many technologies have been designed to have a positive impact on the environment and to monitor environmental change over time.</p>	<p>present the competing viewpoints.</p>
<p>Unit 1 NJSLs-CTE</p>	
<p style="text-align: center;">Core Ideas</p>	<p style="text-align: center;">Performance Expectations</p>
<p>Education and Training Career Cluster Teaching and Training</p>	<ul style="list-style-type: none"> ● 9.3.12.ED-TT.1: Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs. ● 9.3.12.ED-TT.2: Employ knowledge of learning and developmental theory to describe individual learners. ● 9.3.12.ED-TT.3: Use content knowledge and skills of instruction to develop standards-based goals and assessments. ● 9.3.12.ED-TT.4: Identify materials and resources needed to support instructional plans. ● 9.3.12.ED-TT.5: Establish a positive climate to promote learning ● 9.3.12.ED-TT.7: Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures. ● 9.3.12.ED-TT.8: Demonstrate

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	flexibility and adaptability in instructional planning.
<u>Unit 1 Career Readiness, Life Literacies, and Key Skills</u>	
Disciplinary Concepts Career Awareness- 9.2 Creativity and Innovation 9.4 Critical Thinking and Problem-solving 9.4	
Core Ideas	Performance Expectations
There are strategies to improve one’s professional value and marketability.	<ul style="list-style-type: none"> ● 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	<ul style="list-style-type: none"> ● 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
With a growth mindset, failure is an important part of success.	<ul style="list-style-type: none"> ● 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Collaboration with individuals with diverse experiences can aid in the problem-solving	<ul style="list-style-type: none"> ● 9.4.12.CT.1: Identify problem-solving strategies

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<p>process, particularly for global issues where diverse solutions are needed.</p>	<p>used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</p> <ul style="list-style-type: none"> ● 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
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New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
<p>Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.</p>	<p>2.1.12.CHSS.8: Investigate how local, state and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.</p>

Unit 1 Evidence of Student Learning

<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> ● Stopwatches (dash, shuttle, dot) ● Weekly BFS Tracking sheets ● Progression Charts/Boards Top 10 	<p style="text-align: center;">Other Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> - Teacher Observation - Teacher Exit Tickets - Verbal question & answer - Self-evaluation of performance and progress <p>Summative:</p> <ul style="list-style-type: none"> - Student participation - Rubric score - Final Exam <p>Benchmark:</p> <ul style="list-style-type: none"> - Baseline SGO - Mid-year SGO - End of year SGO <p>Alternative</p>
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	- Partner Testing
Unit 1 Knowledge and Skills	
Content	Skills
<p>Students will understand:</p> <p>Weight Training</p> <ul style="list-style-type: none"> ➤ How cardiovascular exercise supports cardiac health. ➤ The essential core and auxiliary lifts that make up a comprehensive Bigger Faster Stronger (BFS) workout. ➤ How heart rate and recovery rate reflect the intensity of cardiovascular effort and overall fitness levels. ➤ How time, force, and movement flow vary when navigating both personal and shared space. <p>Aerobic Training</p> <ul style="list-style-type: none"> ➤ The relationship between cardiovascular exercise and heart health. ➤ The role of heart rate and recovery rate in measuring cardiovascular intensity and fitness progress. 	<p>Students will be able to:</p> <p>Weight Training</p> <ul style="list-style-type: none"> ➤ Describe how proper movement techniques contribute to overall health and fitness. ➤ Apply teacher or peer feedback to correct movement errors and improve performance in physical activities. ➤ Perform core and auxiliary lifts safely and effectively. ➤ Accurately complete a weekly BFS workout plan to track progress and goals. <p>Aerobic Training</p> <ul style="list-style-type: none"> ➤ Select appropriate aerobic activities to improve cardiovascular fitness. ➤ Monitor and measure their pulse during and after exercise to assess exertion and recovery.
Unit 1 Instructional Plan	

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Suggested Activities	Resources
<p><i>Weight Training</i></p> <ul style="list-style-type: none"> ● Max Out Week: Students will perform while the teacher assesses students on improvement on skills and activities once a month on vertical jump, long jump, 4 core lifts, shuttle run, and 40 yd. Dash. ● Fitnessgram Assessment: Students are assessed on Curl ups, Push-ups, Sit and Reach, Pacer <p><i>Aerobic Training</i></p> <ul style="list-style-type: none"> ● Mile Walk: Students will walk one mile. ● Tabada: Students will perform a high-intensity physical training in which very short periods of extremely demanding activity are alternated with shorter periods of rest, typically over a period of four minutes. 	<ul style="list-style-type: none"> ● PE Central ● FitnessGram ● http://www.myhealthzone.fitnessgram.net/ ● Bigger Faster Stronger ● MC3 Breakout 9-12 LGBTQ Persons with Disabilities Template and Resources ● LGBTQ+ Youth Resources Lesbian, Gay, Bisexual, and Transgender Health CDC ● Strava ● Secondary Physical Education Resources for Teacher's Toolbox

Unit 1 Suggested Options for Differentiation: Content-specific Accommodations and Modifications for Subgroups

<p><i>Multilingual Learners</i></p> <ul style="list-style-type: none"> ➤ Pair MLL student with student who speaks English and understands/ able to communicate with student's native language ➤ Simplify content ➤ Google Translator ➤ Multi - language word wall ➤ Total Physical Response (TPR) : kinesthetic learning <p><i>Special Education</i></p> <ul style="list-style-type: none"> ➤ Modify speed ➤ Simplify movements ➤ Follow all IEP modifications ➤ Provide manipulatives or the opportunity to draw solution strategies ➤ Provide student with cool off location ➤ Provide a variety of size manipulatives to accommodate student needs. <p><i>Students with a 504 Plan</i></p>
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- Modify speed
- Simplify movements
- Follow 504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Provide student with cool off location
- Provide a variety of size manipulatives to accommodate student needs.

Gifted and Talented

- Challenge with additional movements
- Challenge with increased tempo

Students at Risk of School Failure

- Students Motivation
 - Interest
 - Build confidence
 - Independence
 - Enjoyment

Diversity and Inclusion

- Involve families in student learning
- Respect cultural traditions
- Provide students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Unit 1 Core Instructional and Supplemental Materials

- BFS computer Aide fitness program
- Chromebooks/ iPads
- Physical Education equipment
- Music

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Teacher Notes:

- Progression/ regression of students' skills

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Unit 2 Overview**

Content Area: Physical Education

Unit 2 Title: Wellness

Duration: 65 Days

Target Course/Grade Level: Full Physical Education

Unit 2 Focus

[2020 New Jersey Student Learning Standards - Comprehensive Health and Physical Education](#)

- **Standard 2.1 Personal and Mental Health**
- **Standard 2.2 Physical Wellness**
- **Standard 2.3 Safety**

Unit 2 Disciplinary Concepts CHPE

Movement Skills and Concepts

Movement skills and performance improve through consistent practice, focused effort, and meaningful feedback from both peers and self-assessment. Students will learn how to refine their movements and understand the importance of repetition in mastering physical tasks and developing confidence in a variety of physical activities.

Physical Fitness

Students will explore how personal responsibility plays a vital role in maintaining physical fitness. They will understand how staying active not only builds physical strength and endurance but also provides a healthy outlet for self-expression, emotional satisfaction, and personal enjoyment.

Emotional Health

Understanding one's strengths, limitations, and emotions is key to mental well-being. Students will examine how traits like self-confidence and resilience impact emotional development and will learn effective strategies to manage stress and resolve conflicts in positive, respectful

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ways.

Personal Growth and Development

The choices students make each day affect their overall wellness—including physical, mental, emotional, and social health. In this course, students will explore how personal decisions shape their development and how goal setting and self-awareness contribute to long-term growth.

Personal Safety

Students will evaluate how the decisions they make—both in and out of physical activity—can have lasting effects on their health and safety. They will learn how to recognize potential risks and make informed choices to protect themselves and others in various settings.

Lifelong Fitness

This course encourages students to build lasting healthy habits by connecting physical activity to personal interests, values, and goals. Students will explore ways to stay active throughout life in ways that support fitness, social interaction, personal expression, and overall well-being in a safe and supportive environment.

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

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Core Ideas	Performance Expectations
The decisions one makes can influence an individual's growth and development in all dimensions of wellness.	<ul style="list-style-type: none"> ● 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. ● 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.	<ul style="list-style-type: none"> ● 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.	<ul style="list-style-type: none"> ● 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness). ● 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audiences (e.g., dimensions of health).
The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.	<ul style="list-style-type: none"> ● 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, 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.	<ul style="list-style-type: none"> ● 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

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<p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p>	<ul style="list-style-type: none"> ● 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures
<p>Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.</p>	<ul style="list-style-type: none"> ● 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).

Unit 2 Primary Interdisciplinary Connections

- RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media

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(e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Unit 2 [Computer Science and Design Thinking NJSL](#)

Disciplinary Concepts

Engineering Design
 Interactions of Technology and Humans
 Effects of Technology on the Natural World

Cores Ideas	Performance Expectations
Engineering design is a complex process in which creativity, content knowledge, research, and analysis are used to address local and global problems. Decisions on trade-offs involve systematic comparisons of all costs and benefits, and final steps that may involve redesigning for optimization.	<ul style="list-style-type: none"> 8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.
Engineering design evaluation, a process for determining how well a solution meets requirements, involves systematic comparisons between requirements, specifications, and constraints.	<ul style="list-style-type: none"> 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).
Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	<ul style="list-style-type: none"> 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

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<p>Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.</p>	<ul style="list-style-type: none"> ● 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
<p>Development and modification of any technological system needs to take into account how the operation of the system will affect natural resources and ecosystems.</p> <p>Impacts of technological systems on the environment need to be monitored and must inform decision-making.</p> <p>Many technologies have been designed to have a positive impact on the environment and to monitor environmental change over time.</p>	<ul style="list-style-type: none"> ● 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
<p>New Jersey Student Learning Standards: Climate Change Mandate</p>	
<p>Core Ideas</p>	<p>Performance Expectations (Identified with Standard Number and Statement)</p>
<p>Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.</p>	<p>2.1.12.CHSS.8: Investigate how local, state and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.</p>
<p>Unit 2 NJSLs-CTE</p>	

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Core Ideas	Performance Expectations
Education and Training Career Cluster Teaching and Training	<ul style="list-style-type: none"> ● 9.3.12.ED-TT.1: Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs. ● 9.3.12.ED-TT.2: Employ knowledge of learning and developmental theory to describe individual learners. ● 9.3.12.ED-TT.3: Use content knowledge and skills of instruction to develop standards-based goals and assessments. ● 9.3.12.ED-TT.4: Identify materials and resources needed to support instructional plans. ● 9.3.12.ED-TT.5: Establish a positive climate to promote learning ● 9.3. 12.ED-TT.7: Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures. ● 9.3.12.ED-TT.8: Demonstrate flexibility and adaptability in instructional planning.
Unit 2 CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS NJSL	
Disciplinary Concepts Career Awareness and Planning 9.2 Technology Literacy 9.4 Creativity and Innovation 9.4 Critical Thinking and Problem Solving 9.4 Digital Citizenship 9.4 Information and Media Literacy 9.4	
Core Ideas	Performance Expectations
There are strategies to improve one’s professional value and marketability.	<ul style="list-style-type: none"> ● 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships,

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	and dual enrollment programs.
Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	<ul style="list-style-type: none"> ● 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
With a growth mindset, failure is an important part of success.	<ul style="list-style-type: none"> ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	<ul style="list-style-type: none"> ● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). ● 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
Cultivating online reputations for employers and academia requires separating private and professional digital identities	<ul style="list-style-type: none"> ● 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
Media have embedded values and points of view.	<ul style="list-style-type: none"> ● 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.	<ul style="list-style-type: none"> ● 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
Unit 2 Evidence of Student Learning	
Performance Tasks/Use of Technology:	Other Assessments
	Formative:

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<ul style="list-style-type: none"> ● Videos ● Stop Watches ● Pedometer ● Progression Chart ● Chromebooks 	<ul style="list-style-type: none"> - Teacher Observation - Teacher Checklist - Verbal question & answer - Self-evaluation of performance and progress - Exit Tickets <p>Summative:</p> <ul style="list-style-type: none"> - Student participation - Rubric score - Performance Test - Final Exam <p>Benchmark:</p> <ul style="list-style-type: none"> - Baseline SGO - Mid-year SGO - End of Year SGO <p>Alternative</p> <ul style="list-style-type: none"> - End of unit teaching project
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Unit 2 Knowledge and Skills

Content	Skills
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<p>Students will understand:</p> <ul style="list-style-type: none"> ● The impact of regular physical activity on overall personal health and well-being. ● The physical, social, emotional, and cognitive benefits of maintaining an active lifestyle. ● How to set personal fitness goals and track progress toward achieving them. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Describe targeted strategies to maintain or enhance components of both health-related and skill-related fitness. ● Set personal health-related fitness goals based on self-assessment and monitor progress using fitness indicators. ● Identify and evaluate how factors such as health status, personal interests, and environment influence fitness, including their potential benefits and drawbacks. ● Demonstrate exercises, activities, and techniques that support improvement in health and skill-related fitness areas. ● Design and implement a personal fitness plan informed by individual fitness assessments and goals.
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	<ul style="list-style-type: none"> ● Track and interpret fitness indicators as part of a personalized fitness plan. ● Explain how informed decision-making around physical activity and nutrition contributes to achieving personal health and fitness goals.
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Unit 2 Instructional Plan

Suggested Activities	Resources
<ul style="list-style-type: none"> ● Indoor Yoga ● Outdoor Yoga ● Tabada ● BFS program ● Strava (any fitness app) 	<ul style="list-style-type: none"> ● http://www.youtube.com ● PE Central ● FitnessGram ● http://www.myhealthzone.fitnessgram.net/ ● LGBTQ+ Youth Resources Lesbian, Gay, Bisexual, and Transgender Health CDC ● Strava ● Secondary Physical Education Resources for Teacher's Toolbox

Unit 2 Suggested Options for Differentiation: Content-specific Accommodations and Modifications for Subgroups

<p><i>Multilingual Learners</i></p> <ul style="list-style-type: none"> ● Pair MLL student with student who speaks English and understands/ able to communicate with student's native language ● Simplify content ● Google Translator ● Multi - language word wall ● Total Physical Response (TPR) : kinesthetic learning <p><i>Special Education</i></p> <ul style="list-style-type: none"> ● Assign the student a peer tutor/partner learner when necessary.

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- Modify Fitnessgram test
- Allow students additional time to complete activity
- Modify speed
- Simplify movements
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide the student with a cool off location.

Students with a 504 Plan

- Assign the student a peer tutor/partner learner when necessary.
- Modify Fitnessgram test
- Allow students additional time to complete activity
- Modify speed
- Simplify movements
- Follow 504 plans
- Provide manipulatives or the opportunity to draw solution strategies
- Provide the student with a cool off location.

Gifted and Talented

- Allow students who exceed objective expectations, the opportunity to visit subject specific interactive websites.
- Provide more challenging opportunities with use of manipulative skills that will challenge the skill being taught to other students.
- Assign the student to be a peer tutor/partner instructor.

Students at Risk of School Failure

- Students Motivation
 - Interest
 - Build confidence
 - Independence
 - Enjoyment

Diversity and Inclusion

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available

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- Provide road maps or outlines for difficult concepts
 - Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
 - Display a word wall with current academic vocabulary in each subject
 - Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Core Instructional and Supplemental Materials

- Yoga Videos
- Chromebooks/ iPads
- Physical Education equipment
- Music

Teacher Notes:

- Progression/ Regression of students' skills

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Unit 3 Overview	
Content Area: Physical Education	
Unit 3 Title: Team Sports	Duration: 65 Days
Target Course/Grade Level: Full Physical Education 9 to 12	

Unit 3 Focus

[2020 New Jersey Student Learning Standards - Comprehensive Health and Physical Education](#)

- Standard 2.2 Physical Wellness

Unit 3 Disciplinary Concepts CHPE

Physical Fitness

Students will learn how taking personal responsibility for their fitness can positively impact both physical and emotional well-being. Through a variety of activities, they will work to improve strength, endurance, and flexibility—while also discovering how movement can serve

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as a form of self-expression, stress relief, and enjoyment.

Motor Skills and Concepts

Students will develop advanced techniques and apply key movement concepts to improve their skills and confidence in physical activities such as sports, games, aerobics, and fitness training. Both individual and team-based experiences will emphasize cooperation, respect, effort, and a positive mindset to enhance performance and participation.

Lifelong Fitness

This unit promotes the development of lifelong habits for staying active and healthy. Students will explore a variety of recreational and fitness activities—such as golf, tennis, martial arts, hiking, volleyball, soccer, and more—that support continued physical activity, personal growth, social interaction, and enjoyment in safe, supportive environments.

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight

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racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

3. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encour

rage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

"Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy."

Unit 3 Focus Standards [CHPE-NJSLs](#)

Core Ideas	Performance Expectations
Advanced technique and	<ul style="list-style-type: none"> ● 2.2.12.MSC.1: Explain and demonstrate ways to apply

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<p>concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).</p>	<p>movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).</p> <ul style="list-style-type: none"> ● 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.
<p>Individual and team execution requires interaction, respect, effort, and positive attitude.</p>	<ul style="list-style-type: none"> ● 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. ● 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
<p>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</p>	<ul style="list-style-type: none"> ● 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.
<p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p>	<ul style="list-style-type: none"> ● 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. ● 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
<p>Unit 3 Primary Interdisciplinary Connections</p>	

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- RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Unit 3 [Computer Science and Design Thinking NJSLs](#)

Disciplinary Concepts

Engineering Design

Interactions of Technology and Humans

Effects of Technology on the Natural World

Core Ideas	Performance Expectations
Engineering design is a complex process in which creativity, content knowledge, research, and analysis are used to address local and global problems. Decisions on trade-offs involve systematic comparisons of all costs and	<ul style="list-style-type: none"> ● 8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.

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<p>benefits, and final steps that may involve redesigning for optimization.</p>	
<p>Engineering design evaluation, a process for determining how well a solution meets requirements, involves systematic comparisons between requirements, specifications, and constraints.</p>	<ul style="list-style-type: none"> ● 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).
<p>Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture</p>	<ul style="list-style-type: none"> ● 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
<p>Development and modification of any technological system needs to take into account how the operation of the system will affect natural resources and ecosystems. Impacts of technological systems on the environment need to be monitored and must inform decision-making. Many technologies have been designed to have a positive impact on the environment and to monitor environmental</p>	<ul style="list-style-type: none"> ● 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

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change over time.	
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.	2.1.12.CHSS.8: Investigate how local, state and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.
Unit 3 NJSLs-CTE	
Core Ideas	Performance Expectations
Education and Training Career Cluster Teaching and Training	<ul style="list-style-type: none"> ● 9.3.12.ED-TT.1: Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs. ● 9.3.12.ED-TT.2: Employ knowledge of learning and developmental theory to describe individual learners. ● 9.3.12.ED-TT.3: Use content knowledge and skills of instruction to develop standards-based goals and assessments. ● 9.3.12.ED-TT.4: Identify materials and resources needed to support instructional plans. ● 9.3.12.ED-TT.5: Establish a positive climate to promote learning ● 9.3. 12.ED-TT.7: Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures. ● 9.3.12.ED-TT.8: Demonstrate flexibility and adaptability in
Unit 3 Career Readiness, Life Literacies, and Key Skills	
Disciplinary Concepts Career Awareness- 9.2 Creativity and Innovation 9.4	

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Critical Thinking and Problem-solving 9.4	
Cores Ideas	Performance Expectations
There are strategies to improve one's professional value and marketability.	<ul style="list-style-type: none"> ● 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	<ul style="list-style-type: none"> ● 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
Cultivating online reputations for employers and academia requires separating private and professional digital identities.	<ul style="list-style-type: none"> ● 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
Media have embedded values and points of view.	<ul style="list-style-type: none"> ● 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.ALIPRET.6).
With a growth mindset, failure is an important part of success.	<ul style="list-style-type: none"> ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	<ul style="list-style-type: none"> ● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). ● 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
Digital tools differ in features, capacities, and styles.	<ul style="list-style-type: none"> ● 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions

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<p>Knowledge of different digital tools is helpful in selecting the best tool for a given task.</p>	<p>about the data.</p>
<p>Unit 3 Evidence of Student Learning</p>	
<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> ● Stopwatches ● Pedometer ● Progression Charts: i.e. sticker boards ● QR codes with iPads ● Fitness/Game Apps: Strava 	<p style="text-align: center;">Other Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> - Teacher Observation - Teacher Checklist - Verbal question & answer - Exit Tickets - Self-evaluation of performance and progress <p>Summative:</p> <ul style="list-style-type: none"> - Student participation - Rubric score - Fitnessgram - Performance Test <p>Benchmark:</p> <ul style="list-style-type: none"> - Baseline SGO - Mid-year SGO - End of Year SGO <p>Alternative</p> <ul style="list-style-type: none"> - End of unit project
<p>Unit 3 Knowledge and Skills</p>	
<p>Content</p>	<p>Skills</p>
<p>Students will understand:</p> <p>General Skills Across Team Sports</p> <ul style="list-style-type: none"> ● The importance of proper technique and form for key sport-specific skills, including: 	<p>Students will be able to:</p> <p>Basketball</p> <ul style="list-style-type: none"> ● Dribble using both the right and left hands. ● Execute a variety of passes, including chest, bounce, skip, and post-entry, in game situations. ● Perform lay-ups with both the right and left hands. ● Demonstrate proper technique for a jump shot.

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- **Dribbling, passing, and shooting**
(Basketball, Field Hockey, Soccer)
- **Throwing, catching, and cradling**
(Lacrosse, Softball, Flag Football)
- **Swinging and fielding** (Softball)
- **Ground ball pickup** (Lacrosse)
- **Heading the ball** (Soccer)

Defensive and Offensive Strategies

- How defensive and offensive strategies contribute to successful gameplay in team sports such as:
 - Basketball
 - Field Hockey
 - Softball
 - Soccer
 - Lacrosse

- Apply man-to-man defensive strategies during gameplay.

Field Hockey

- Dribble the ball using the flat side of the stick with control.
- Execute push passes, slap shots, drives, and flicks appropriately in game scenarios.
- Perform accurate shots on goal with the intent to score.
- Apply man-to-man defense concepts during play.

Softball

- Throw a softball using the dominant hand with proper mechanics.
- Hit a softball using correct batting technique.
- Catch fly balls and field ground balls effectively.
- Apply defensive strategies, including correct footwork (stepping with the opposite foot) during play.

Lacrosse

- Demonstrate cradling technique and perform at least one dynamic move (e.g., roll dodge, face dodge).
- Catch passes on the strong side.
- Execute proper throwing, cradling, and ground ball pickup techniques.
- Demonstrate correct shooting form.

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Game Knowledge and Teamwork

- The rules, scoring systems, and historical background of:
 - Volleyball
 - Flag Football
- The importance of teamwork and cooperative play in Volleyball and Flag Football.

- Apply understanding of game rules and gameplay strategies.

Students will be able to:

Soccer

- Demonstrate effective dribbling technique and perform at least one dynamic move (e.g., feint, step-over).
- Execute key passing techniques, including square passes and give-and-go plays.
- Apply proper shooting technique to accurately place shots on goal.
- Demonstrate an understanding of soccer rules and gameplay strategies.

Volleyball

- Perform fundamental volleyball skills: passing, setting, serving, spiking (overhead), and emergency hitting.
- Apply basic skills during game play with accuracy and control.
- Enhance hand-eye coordination, agility, body control, and overall competitiveness.
- Analyze rhythm and movement mechanics to improve personal performance.
- Demonstrate understanding of game rules, court boundaries, and safety protocols.
- Apply team tactics effectively during gameplay.
- Exhibit good sportsmanship and a positive attitude

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	<p>throughout participation.</p> <p>Flag Football</p> <ul style="list-style-type: none"> ● Demonstrate proper technique in throwing, catching, and running with the football. ● Apply fundamental football skills during gameplay. ● Improve hand-eye coordination, agility, body control, and competitiveness. ● Analyze body movement and rhythm to support improved athletic performance. ● Show understanding of game rules, field boundaries, and safety procedures. ● Apply team strategies and tactics during games. ● Demonstrate sportsmanship, teamwork, and a respectful attitude during play.
Unit 3 Instructional Plan	
Suggested Activities	Resources
<p>Basketball</p> <ul style="list-style-type: none"> ● Dribble Tag: Students will demonstrate proper dribbling technique and control in a game setting. Multiple students will be designated as 'defense' to steal the ball away from dribbling students. <p>Soccer</p> <ul style="list-style-type: none"> ● Quadrant Soccer: 	<ul style="list-style-type: none"> ● PE Central ● Book: Physical Best Activity Guide by SHAPE America ● Book: The Ultimate Sport Lead Up Game Book by Guy Bailey ● MC3 Breakout 9-12 LGBTQ Persons with Disabilities Template and Resources ● These LGBTQ Athletes are Fighting For Equality Both On and Off the Field ● LGBTQ+ Youth Resources Lesbian, Gay, Bisexual, and Transgender Health CDC

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Students will be divided into 4 teams. Each team has a goalie, while other players play offense and defense to demonstrate proper kicking skills.

Flag football

- **Endzone:** Students will demonstrate proper throwing and catching skills by dividing groups into quarterbacks, receivers, and defensive players.

Volleyball

- **Keep it up:** Students will practice self and partner volleying by using proper set and bump skills of volleyball. The Student will try to set or bump the ball consecutively keeping a count of success.

Softball

- **Kickball:** Students will play a game of kickball to learn catching skills, concept of game play and base running.

Field Hockey/Lacrosse

- **Keep Away:** Students will practice stick handling skills in groups of 4. They will pass to the partner while the other two players will try to get the ball.

- **How Data Analysis In Sports Is Changing The Game**
- **Secondary Physical Education Resources for Teacher's Toolbox**

Unit 3 Suggested Options for Differentiation: Content-specific Accommodations and Modifications for Subgroups

Multilingual Learners

- Pair ELL student with student who speaks English and understands/ able to

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- communicate with student's native language
- Simplify content
- Google Translator
- Multi - language word wall
- Total Physical Response (TPR) : kinesthetic learning

Special Education

- Modify speed
- Simplify movements
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Provide student with cool off location
- Provide a variety of size manipulatives to accommodate student needs.

Students with a 504 Plan

- Modify speed
- Simplify movements
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Provide student with cool off location
- Provide a variety of size manipulatives to accommodate student needs.

Gifted and Talented

- Challenge with additional movements
- Challenge with increased tempo

Students at Risk of School Failure

- Students Motivation
 - Interest
 - Build confidence
 - Independence
 - Enjoyment

Diversity and Inclusion

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.

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- Establish a positive connection with parent
 - Utilize closed captioning when available
 - Provide road maps or outlines for difficult concepts
 - Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
 - Display a word wall with current academic vocabulary in each subject
 - Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Core Instructional and Supplemental Materials

- Textbooks
- ChromeBooks/ iPads
- Physical Education equipment
- Music

Teacher Notes:

- Progression/ regression of students' skills

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Unit 4 Overview**

Content Area: Physical Education

Unit 4 Title: Individual Sports/ Recreational Activities

Duration: 65 Days

Target Course/Grade Level: Full Physical Education

Unit 4 Focus

[2020 New Jersey Student Learning Standards - Comprehensive Health and Physical Education](#)

- **Standard 2.2 Physical Wellness**

Unit 4 Disciplinary Concepts

Lifelong Fitness

Students will explore how personal experiences, values, and goals shape healthy habits that can last a lifetime. By participating in a variety of individual and recreational activities—such as pickleball, biking, golf, tennis, hiking, martial arts, and more—they will learn how to stay active in ways that support overall wellness, personal enjoyment, and social interaction in safe and supportive environments.

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Motor Skills and Concepts

Students will develop and refine movement techniques and strategies to enhance their performance in physical activities like sports, fitness routines, games, and aerobics. Emphasis is placed on building confidence, teamwork, and skill through positive effort, respectful collaboration, and constructive feedback in both individual and group settings.

Physical Fitness

This area focuses on helping students take ownership of their personal fitness goals and understand the link between physical activity and emotional well-being. Through regular participation in exercises that build strength, endurance, and flexibility, students will experience the benefits of improved health, stress relief, and opportunities for self-expression and enjoyment.

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and

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secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

4. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encour

rage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

"Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy."

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Core Ideas	Performance Expectations
Advanced technique and concepts will elevate students' confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).	<ul style="list-style-type: none"> ● 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). ● 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.
Individual and team execution requires interaction, respect, effort, and positive attitude.	<ul style="list-style-type: none"> ● 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. ● 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
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.	<ul style="list-style-type: none"> ● 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.
Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking,	<ul style="list-style-type: none"> ● 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. ● 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. ● 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.

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biking, swimming).	
Unit 4 Primary Interdisciplinary Connections	
<ul style="list-style-type: none"> ● RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. ● RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. ● RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem. ● RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept). ● RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works. ● RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. ● SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. ● SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. 	
Unit 4 Computer Science and Design Thinking NJSLs	
Disciplinary Concepts	
Engineering Design Interactions of Technology and Humans Effects of Technology on the Natural World	
Core Ideas	Performance Expectations
Engineering design is a complex process in which creativity, content knowledge,	<ul style="list-style-type: none"> ● 8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on

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<p>research, and analysis are used to address local and global problems. Decisions on trade-offs involve systematic comparisons of all costs and benefits, and final steps that may involve redesigning for optimization.</p>	<p>a cost benefit analysis.</p>
<p>Engineering design evaluation, a process for determining how well a solution meets requirements, involves systematic comparisons between requirements, specifications, and constraints.</p>	<ul style="list-style-type: none"> ● 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics). ● 8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).
<p>Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture</p>	<ul style="list-style-type: none"> ● 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
<p>New Jersey Student Learning Standards: Climate Change Mandate</p>	
<p>Core Ideas</p>	<p>Performance Expectations (Identified with Standard Number and Statement)</p>
<p>Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.</p>	<p>2.1.12.CHSS.8: Investigate how local, state and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.</p>

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Unit 4 NJSLs-CTE	
Cores Ideas	Performance Expectations
<p>Education and Training Career Cluster Teaching and Training</p>	<ul style="list-style-type: none"> ● 9.3.12.ED-TT.1: Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs. ● 9.3.12.ED-TT.2: Employ knowledge of learning and developmental theory to describe individual learners. ● 9.3.12.ED-TT.3: Use content knowledge and skills of instruction to develop standards-based goals and assessments. ● 9.3.12.ED-TT.4: Identify materials and resources needed to support instructional plans. ● 9.3.12.ED-TT.5: Establish a positive climate to promote learning ● 9.3. 12.ED-TT.7: Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures. ● 9.3.12.ED-TT.8: Demonstrate flexibility and adaptability in instructional planning.
Unit 4 CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS NJSLs	
Disciplinary Concepts	
<p>Career Awareness- 9.2 Creativity and Innovation 9.4 Digital Citizenship 9.4 Critical Thinking and Problem-solving 9.4</p>	
Core Ideas	Performance Expectations
<p>There are strategies to improve one’s professional value and</p>	<ul style="list-style-type: none"> ● 9.2.12.CAP.2: Develop college and career readiness skills by participating in

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marketability.	opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	<ul style="list-style-type: none"> ● 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
Cultivating online reputations for employers and academia requires separating private and professional digital identities	<ul style="list-style-type: none"> ● 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
With a growth mindset, failure is an important part of success.	<ul style="list-style-type: none"> ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	<ul style="list-style-type: none"> ● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

Unit 4 Evidence of Student Learning

Performance Tasks/Use of Technology:	Other Assessments
<ul style="list-style-type: none"> ● Stopwatches ● Pedometer ● Progression Charts ● Chromebooks ● Fitness/Game apps: Strava 	<p>Formative:</p> <ul style="list-style-type: none"> - Teacher Observation - Teacher Exit Tickets - Verbal question & answer - Self-evaluation of performance and progress <p>Summative:</p> <ul style="list-style-type: none"> - Student participation - Rubric score - Final Exam <p>Benchmark:</p>

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	<ul style="list-style-type: none"> - Baseline SGO - Mid-year SGO - End of year SGO <p>Alternative</p> <ul style="list-style-type: none"> - Partner Testing - End of unit project
Unit 4 Knowledge and Skills	
Content	Skills
<p>Students will understand:</p> <p style="text-align: center;">Individual Sports</p> <p>Tennis</p> <ul style="list-style-type: none"> ● Proper technique for serving the ball. ● Correct form for executing a groundstroke. ● How to accurately score a tennis match. <p>Badminton</p> <ul style="list-style-type: none"> ● Proper technique for serving. ● Correct form for striking a shuttlecock (birdie) with a groundstroke. ● How to keep score in a badminton game. <p>Pickleball</p> <ul style="list-style-type: none"> ● The concept of spatial 	<p>Students will be able to:</p> <p style="text-align: center;">Individual Sports</p> <p>Tennis</p> <ul style="list-style-type: none"> ● Demonstrate proper technique when serving. ● Execute correct groundstroke form. ● Accurately score a tennis match during gameplay. <p>Badminton</p> <ul style="list-style-type: none"> ● Demonstrate proper serving technique. ● Perform a groundstroke with correct form. ● Accurately keep score in a badminton game. <p>Pickleball</p> <ul style="list-style-type: none"> ● Serve using proper form and control. ● Execute groundstrokes with appropriate technique. ● Score a pickleball game correctly during play.

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<p>awareness during gameplay.</p> <ul style="list-style-type: none">• How to perform movement skills with appropriate control in both isolated drills and game situations.• The basic rules and scoring of pickleball. <hr/> <p style="text-align: center;">Recreational Activities</p> <p>Horseshoes</p> <ul style="list-style-type: none">• Proper throwing technique.• How to score a game of horseshoes. <p>Bocce Ball</p> <ul style="list-style-type: none">• How to throw a bocce ball accurately.• How to keep score in a game of bocce. <p>Washers</p> <ul style="list-style-type: none">• Proper technique for throwing a washer.• How to score a game of washers.	<hr/> <p>Recreational Activities</p> <p>Horseshoes</p> <ul style="list-style-type: none">• Demonstrate proper throwing technique for a horseshoe.• Keep score accurately in a game of horseshoes. <p>Bocce Ball</p> <ul style="list-style-type: none">• Demonstrate correct technique when throwing a bocce ball.• Accurately score a bocce game. <p>Washers</p> <ul style="list-style-type: none">• Demonstrate proper technique when throwing a washer.• Score a game of washers correctly. <p>Ladder Ball</p> <ul style="list-style-type: none">• Perform correct throwing technique for the rope and ball.• Accurately keep score in ladder ball. <p>Spike Ball</p> <ul style="list-style-type: none">• Serve the ball correctly to begin play.• Demonstrate proper hitting technique using the net.• Score a game of spike ball accurately.
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<p>Ladder Ball</p> <ul style="list-style-type: none"> • How to throw the rope and ball combination correctly. • How to score in ladder ball. <p>Spike Ball</p> <ul style="list-style-type: none"> • How to correctly hit and bounce the ball off the net. • The rules and scoring system of spike ball. <p>Kan Jam</p> <ul style="list-style-type: none"> • Proper form for throwing a frisbee. • How to score points in Kan Jam. 	<p>Kan Jam</p> <ul style="list-style-type: none"> • Use correct technique to throw the frisbee. • Demonstrate proper technique to hit or deflect the frisbee. • Score a game of Kan Jam accurately.
Unit 4 Instructional Plan	
Suggested Activities	Resources
<p><i>Individual Sport</i> <i>Tennis</i></p> <ul style="list-style-type: none"> • Rush N Crush: There will be an individual on each side of the net. The teacher will feed a tennis ball to the left side who has to beat the opponent twice to 	<ul style="list-style-type: none"> • PE Central • NJAHPERD annual conference activities • http://www.youtube.com/ • MC3 Breakout 9-12 LGBTQ Persons with Disabilities Template and Resources • These LGBTQ Athletes are Fighting For Equality Both On and Off the Field

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win while the champion on the right side only has to win once. Winner stays on and if the left opponent wins they must run to the opposite side and a new opponent from the line will enter.

Badminton

- **Top of the World:** Students will play a game until the whistle blows. The winner will move up the ladder and the non-winner will move down one court.

Pickleball

- **Top of the World:** Students will play a game until the whistle blows. The winner will move up the ladder and the non-winner will move down one court.

Recreational Activity

Horseshoes

Bocci Ball

Washers

Ladder Ball

Spike Ball

Kan Jam

- **LGBTQ+ Youth Resources | Lesbian, Gay, Bisexual, and Transgender Health | CDC**
- **How Data Analysis In Sports Is Changing The Game**
- **Secondary Physical Education Resources for Teacher's Toolbox**

Unit 4 Suggested Options for Differentiation: Content-specific Accommodations and Modifications for Subgroups

Multilingual Learners

- Pair MLL student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator

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- Multi - language word wall
- Total Physical Response (TPR) : kinesthetic learning

Special Education

- Modify speed
- Simplify movements
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide student with cool off location
- Provide a variety of size manipulatives to accommodate student needs.

Student with a 504 Plan

- Modify speed
- Simplify movements
- Follow 504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Provide student with cool off location
- Provide a variety of size manipulatives to accommodate student needs.

Gifted and Talented

- Challenge with additional movements
- Challenge with increased tempo

Students at Risk of School Failure

- Students Motivation
 - Interest
 - Build confidence
 - Independence
 - Enjoyment

Diversity and Inclusion

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available

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- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Teacher Notes:

- Progression/ Regression of students' skills

**Ocean Academy Charter High School
Unit 5 Overview**

Content Area: Physical Education

Unit 5 Title: Dance/Rhythm

Duration: 65 Days

Target Course/Grade Level: Full Physical Education

Unit 5 Focus

[2020 New Jersey Student Learning Standards - Comprehensive Health and Physical Education](#)

- **Standard 2.1 Personal and Mental Health**
- **Standard 2.2 Physical Wellness**

Unit 5 Disciplinary Concepts CHPE

Emotional Health

Students will explore how factors like self-confidence, personality traits, stress management, and awareness of personal strengths and limitations affect their emotional well-being. Developing emotional health is essential for making positive decisions, building strong relationships, and handling challenges both in and out of physical activity.

Movement Skills and Concepts

Students will work on improving their physical abilities through advanced techniques and movement concepts. Whether playing team sports, participating in fitness routines, or engaging in individual activities, students will learn how consistent effort, repetition, feedback, and self-assessment can boost their confidence, skill level, and overall performance.

Physical Fitness

This component emphasizes the importance of personal responsibility in achieving and maintaining fitness. Students will engage in activities that build strength, endurance, and flexibility, while also learning how regular physical activity contributes to emotional balance,

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enjoyment, and healthy self-expression.

Lifelong Fitness

Students will gain an understanding of how to build and maintain healthy habits that support long-term physical and emotional well-being. Through exposure to a range of individual and group activities, students will discover enjoyable and meaningful ways to stay active throughout life in safe, inclusive, and supportive environments.

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A:52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school

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students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

5. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage

safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Unit 5 Focus Standards [CHPE-NJSLs](#)

Core Ideas	Performance Expectations
Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development	<ul style="list-style-type: none"> ● 2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

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<p>of an individual.</p>	
<p>Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).</p>	<ul style="list-style-type: none"> ● 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.
<p>The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.</p>	<ul style="list-style-type: none"> ● 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
<p>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.</p>	<ul style="list-style-type: none"> ● 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. ● 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities. ● 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
<p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p>	<ul style="list-style-type: none"> ● 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. ● 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. ● 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.

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Unit 5 Primary Interdisciplinary Connections

- RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Unit 5 [Computer Science and Design Thinking NJSLs](#)

Disciplinary Concepts

Engineering Design

Interactions of Technology and Humans

Effects of Technology on the Natural World

Core Ideas	Performance Expectations
<p>Engineering design is a complex process in which creativity, content knowledge, research, and analysis are used to address local and global problems. Decisions on trade-offs involve systematic comparisons of all costs and benefits, and final steps that</p>	<ul style="list-style-type: none"> ● 8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.

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<p>may involve redesigning for optimization.</p>	
<p>Engineering design evaluation, a process for determining how well a solution meets requirements, involves systematic comparisons between requirements, specifications, and constraints</p>	<ul style="list-style-type: none"> ● 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics). ● 8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).
<p>Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture</p>	<ul style="list-style-type: none"> ● 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
<p>New Jersey Student Learning Standards: Climate Change Mandate</p>	
<p>Core Ideas</p>	<p>Performance Expectations (Identified with Standard Number and Statement)</p>
<p>Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.</p>	<p>2.1.12.CHSS.8: Investigate how local, state and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.</p>
<p>Unit 5 NJSLs-CTE</p>	
<p>Cores Ideas</p>	<p>Performance Expectations</p>

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<p>Education and Training Career Cluster Teaching and Training</p>	<ul style="list-style-type: none"> ● 9.3.12.ED-TT.1: Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs. ● 9.3.12.ED-TT.2: Employ knowledge of learning and developmental theory to describe individual learners. ● 9.3.12.ED-TT.3: Use content knowledge and skills of instruction to develop standards-based goals and assessments. ● 9.3.12.ED-TT.4: Identify materials and resources needed to support instructional plans. ● 9.3.12.ED-TT.5: Establish a positive climate to promote learning ● 9.3. 12.ED-TT.7: Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures. ● 9.3.12.ED-TT.8: Demonstrate flexibility and adaptability in instructional planning.
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[Unit 3 Career Readiness, Life Literacies, and Key Skills](#)

Disciplinary Concepts
 Career Awareness- 9.2
 Creativity and Innovation 9.4
 Critical Thinking and Problem-solving 9.4

Cores Ideas	Performance Expectations
There are strategies to improve one’s professional value and marketability.	<ul style="list-style-type: none"> ● 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
Career planning requires purposeful planning based on research, self-knowledge, and informed choices	<ul style="list-style-type: none"> ● 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
With a growth mindset,	<ul style="list-style-type: none"> ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze,

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<p>failure is an important part of success.</p>	<p>and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p>
<p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p>	<ul style="list-style-type: none"> ● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
<p>Unit 5 Evidence of Student Learning</p>	
<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> ● Stopwatches ● Pedometer ● Progression Charts ● Chromebooks ● Fitness Apps: Strava 	<p style="text-align: center;">Other Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> - Teacher Observation - Teacher Exit Tickets - Verbal question & answer - Self-evaluation of performance and progress <p>Summative:</p> <ul style="list-style-type: none"> - Student participation - Rubric score - Final Exam <p>Benchmark:</p> <ul style="list-style-type: none"> - Baseline SGO - Mid-year SGO - End of year SGO <p>Alternative</p> <ul style="list-style-type: none"> - Partner Testing
<p>Unit 5 Knowledge and Skills</p>	
<p>Content</p>	<p>Skills</p>
<p>Students will understand:</p> <p>Movement Concepts</p> <ul style="list-style-type: none"> ● How to evaluate movement 	<p>Students will be able to:</p> <p>Collaboration and Creativity</p> <ul style="list-style-type: none"> ● Demonstrate performance and participation skills by working both independently and collaboratively to create

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<p>performance and anticipate improvement by examining key elements such as balance, weight transfer, and agility.</p> <p>Cultural and Historical Influences</p> <ul style="list-style-type: none"> The ways in which historical, cultural, and social traditions have shaped and influenced different forms of dance. <p>Personal and Social Benefits</p> <ul style="list-style-type: none"> The joy, social connection, and lifelong value of participating in dances such as line, circle, and square dancing. 	<p>movement or dance sequences.</p> <p>Technical Proficiency</p> <ul style="list-style-type: none"> Apply dance techniques and movement skills that are developmentally appropriate.
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Unit 5 Instructional Plan

Suggested Activities	Resources
<ul style="list-style-type: none"> Line Dancing Square Dancing 	<ul style="list-style-type: none"> PE Central www.youtube.com NJAHPERD annual conference: MC3 Breakout 9-12 LGBTQ Persons with Disabilities Template and Resource

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- LGBTQ+ Youth Resources | Lesbian, Gay, Bisexual, and Transgender Health | CDC
- Secondary Physical Education Resources for Teacher's Toolbox

Unit 5 Suggested Options for Differentiation

Multilingual Learners

- Pair MLL student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator
- Multi - language word wall
- Total Physical Response (TPR) : kinesthetic learning

Special Education

- Modify speed
- Simplify movements
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide student with cool off location
- Provide a variety of size manipulatives to accommodate student needs.

Students with a 504 Plan

- Modify speed
- Simplify movements
- Follow 504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Provide student with cool off location
- Provide a variety of size manipulatives to accommodate student needs.

Gifted and Talented

- Challenge with additional movements
- Challenge with increased tempo

Students at Risk of School Failure

- Students Motivation
 - Interest
 - Build confidence
 - Independence
 - Enjoyment

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Diversity and Inclusion

- Involve families in student learning
 - Respect cultural traditions
 - Provided students with necessary academic resources and materials
 - Allow for alternative assignments
 - Provide visuals
 - Assign peer tutor
 - Collaborate with language professionals and ESL teachers
 - Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
 - Establish a positive connection with parent
 - Utilize closed captioning when available
 - Provide road maps or outlines for difficult concepts
 - Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
 - Display a word wall with current academic vocabulary in each subject
 - Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Core Instructional and Supplemental Materials

- Textbooks
- Chromebooks
- Physical Education equipment
- Music

Teacher Notes:

- Progression/ Regression of students' skills

Ocean Academy Charter High School Unit 6 Overview	
Content Area: Physical Education	
Unit 6: Experiential Learning	Duration: Ongoing: i.e. 65 days
Unit 6 Focus	
2020 New Jersey Student Learning Standards - Comprehensive Health and Physical	

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[Education](#)

- **Standard 2.1 Personal and Mental Health**
- **Standard 2.2 Physical Wellness**
- **Standard 2.3 Safety**

Unit 6 Disciplinary Concepts CHPE

Personal Growth and Development

Students will learn how the choices they make—both in and out of class—can impact their overall well-being. By understanding how decisions affect physical, mental, emotional, and social health, students can take active steps toward personal development and a balanced lifestyle.

Emotional Health

This section focuses on helping students build self-confidence, manage stress, and recognize personal strengths and areas for growth. Students will also develop strategies for healthy communication and learn how to handle interpersonal conflicts in positive, respectful ways that support emotional well-being.

Movement Skills and Concepts

Students will develop and refine their movement abilities through practice, repetition, and meaningful feedback. Activities will emphasize teamwork, effective communication, and mutual respect, helping students improve both individual performance and group cooperation in sports and physical tasks.

Physical Fitness

Students will take responsibility for their personal fitness by participating in activities that build strength, endurance, and flexibility. In addition to physical improvement, students will explore how regular exercise supports emotional health, creativity, and personal enjoyment.

Lifelong Fitness

This area encourages students to form healthy habits they can carry into adulthood. Through exposure to a wide range of activities, students will discover enjoyable, meaningful ways to stay active while promoting social interaction, self-expression, and overall wellness in a safe environment.

Personal Safety

Students will learn how to make informed decisions that protect their physical and emotional health. They will consider the short- and long-term effects of their actions and develop strategies to recognize and avoid potentially risky or harmful situations in physical activity and daily life.

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Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

6. The instruction shall:

(1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity,

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disabilities, and religious tolerance;

(2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and

(3) encourage

safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Unit 3 Focus Standards [CHPE-NJSLS](#)

Core Ideas	Performance Expectations
The decisions one makes can influence an individual’s growth and development in all dimensions of wellness.	<ul style="list-style-type: none"> 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.	<ul style="list-style-type: none"> 2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
Healthy individuals demonstrate the ability to prevent and resolve	<ul style="list-style-type: none"> 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audiences (e.g.,

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<p>interpersonal conflicts in constructive ways.</p>	<p>dimensions of health).</p>
<p>Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).</p>	<ul style="list-style-type: none"> ● 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). ● 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.
<p>The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.</p>	<ul style="list-style-type: none"> ● 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness)..
<p>Individual and team execution requires interaction, respect, effort, and positive attitude.</p>	<ul style="list-style-type: none"> ● 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. ● 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
<p>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.</p>	<ul style="list-style-type: none"> ● 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. • ● 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities. ● 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 principles (FITT) and the components of skill related fitness. ● 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). ● 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of

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	the energy systems effects on the mind and body before, during, and after physical fitness activities.
Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences	<ul style="list-style-type: none"> ● 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media)
Unit 6 Primary Interdisciplinary Connections	
<ul style="list-style-type: none"> ● RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem. ● RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept). ● RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works. ● RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. ● SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. ● SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. 	
Unit 6 Computer Science and Design Thinking NJSL	
Disciplinary Concepts Engineering Design Interactions of Technology and Humans	
Core Ideas	Performance Expectations
Engineering design is a complex process in which	<ul style="list-style-type: none"> ● 8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design

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<p>creativity, content knowledge, research, and analysis are used to address local and global problems. Decisions on trade-offs involve systematic comparisons of all costs and benefits, and final steps that may involve redesigning for optimization.</p>	<p>based on a cost benefit analysis.</p>
<p>Engineering design evaluation, a process for determining how well a solution meets requirements, involves systematic comparisons between requirements, specifications, and constraints.</p>	<ul style="list-style-type: none"> ● 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).
<p>Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture</p>	<ul style="list-style-type: none"> ● 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation. ● 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
<p>New Jersey Student Learning Standards: Climate Change Mandate</p>	
<p>Core Ideas</p>	<p>Performance Expectations (Identified with Standard Number and Statement)</p>

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<p>Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.</p>	<p>2.1.12.CHSS.8: Investigate how local, state and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.</p>
<p>Unit 6 NJSLs-CTE</p>	
<p style="text-align: center;">Core Ideas</p>	<p style="text-align: center;">Performance Expectations</p>
<p>Education and Training Career Cluster Teaching and Training</p>	<ul style="list-style-type: none"> ● 9.3.12.ED-TT.1: Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs. ● 9.3.12.ED-TT.2: Employ knowledge of learning and developmental theory to describe individual learners. ● 9.3.12.ED-TT.3: Use content knowledge and skills of instruction to develop standards-based goals and assessments. ● 9.3.12.ED-TT.4: Identify materials and resources needed to support instructional plans. ● 9.3.12.ED-TT.5: Establish a positive climate to promote learning ● 9.3. 12.ED-TT.7: Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures. ● 9.3.12.ED-TT.8: Demonstrate flexibility and adaptability in instructional planning.
<p>Unit 6 CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS NJSLs</p>	
<p>Disciplinary Concepts Career Awareness and Planning 9.2 Creativity and Innovation 9.4 Critical Thinking and Problem Solving 9.4 Digital Citizenship 9.4</p>	

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Core Ideas	Performance Expectations
There are strategies to improve one's professional value and marketability.	<ul style="list-style-type: none"> ● 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	<ul style="list-style-type: none"> ● 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
Cultivating online reputations for employers and academia requires separating private and professional digital identities	<ul style="list-style-type: none"> ● 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
With a growth mindset, failure is an important part of success.	<ul style="list-style-type: none"> ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	<ul style="list-style-type: none"> ● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
Unit 6 Evidence of Student Learning	
Performance Tasks/Use of Technology: <ul style="list-style-type: none"> ● Stopwatches ● Pedometer 	Other Assessments Formative: <ul style="list-style-type: none"> - Teacher Observation - Teacher Exit Tickets

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<ul style="list-style-type: none"> ● Progression Charts ● Chromebooks ● Fitness Apps: Strava 	<ul style="list-style-type: none"> - Verbal question & answer - Self-evaluation of performance and progress <p>Summative:</p> <ul style="list-style-type: none"> - Student participation - Rubric score - Final Exam <p>Benchmark:</p> <ul style="list-style-type: none"> - Baseline SGO - Mid-year SGO - End of year SGO <p>Alternative</p> <ul style="list-style-type: none"> - Partner Testing
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Unit 6 Knowledge and Skills

Content	Skills
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<p>Students will understand:</p> <p>Teamwork and Communication</p> <ul style="list-style-type: none"> ● How to develop and apply effective problem-solving, communication, and decision-making skills during group activities. <p>Safety and Risk Management</p> <ul style="list-style-type: none"> ● The proper techniques for spotting, belaying, and climbing on a high ropes course. ● How to provide safety support, including spotting, to 	<p>Students will be able to:</p> <p>Collaboration and Trust</p> <ul style="list-style-type: none"> ● Demonstrate trust in classmates when engaging in activities that involve personal safety. ● Work cooperatively with others to achieve shared goals during group challenges. ● Build self-confidence through participation in individual and group tasks. <p>Safety and Technical Skills</p> <ul style="list-style-type: none"> ● Safely spot peers during low and high ropes course activities. ● Tie and apply basic knots and use necessary equipment to participate safely in ropes course challenges. <p>Performance and Expression</p> <ul style="list-style-type: none"> ● Demonstrate performance and participation skills when
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<p>peers participating in controlled risk-taking activities.</p> <p>Leadership and Personal Growth</p> <ul style="list-style-type: none"> The value of building leadership skills through participation in cooperative and adventure-based challenges. 	<p>working individually and collaboratively.</p> <ul style="list-style-type: none"> Apply technical dance skills appropriate to their developmental level.
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Unit 6 Instructional Plan

Suggested Activities	Resources
<ul style="list-style-type: none"> Project adventure: Lead up Games Project Adventure: Low ropes course Project Adventure: High Ropes Course 	<ul style="list-style-type: none"> Ropes Adventure Course, climbing hardware, helmets, harnesses, a variety of balls, hoops, etc. for ice-breaker activities, low elements Cradlerock Outdoor Network Team and Low Challenge Manual Cowtails and Cobras II Silver Bullets by Karl Ruhnke Project Use; Redbank, NJ PE Central www.youtube.com NJAHPERD annual conference MC3 Breakout 9-12 LGBTQ Persons with Disabilities Template and Resources LGBTQ+ Youth Resources Lesbian, Gay, Bisexual, and Transgender Health CDC Secondary Physical Education Resources for Teacher's Toolbox

Unit 6 Suggested Options for Differentiation: Content-specific Accommodations and Modifications

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for Subgroups

Multilingual Learners

- Pair MLL student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator
- Multi - language word wall
- Total Physical Response (TPR) : kinesthetic learning

Special Education

- Modify speed
- Simplify movements
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide student with cool off location
- Provide a variety of size manipulatives to accommodate student needs.

Students with a 504 Plan

- Modify speed
- Simplify movements
- Follow 504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Provide student with cool off location
- Provide a variety of size manipulatives to accommodate student needs.

Gifted and Talented

- Challenge with additional movements
- Challenge with increased tempo

Students at Risk of School Failure

- Students Motivation
 - Interest
 - Build confidence
 - Independence
 - Enjoyment

Diversity and Inclusion

-Involve families in student learning

- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals

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- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Core Instructional and Supplemental Materials

- Textbooks
- Chromebooks
- Physical Education equipment
- Music

Teacher Notes:

- Progression/ Regression of students' skills