

Ocean Academy Charter School
Curriculum Guide
Grades 6, 7, 8 - Physical Education



Original Adoption:	August 2025
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OCEAN ACADEMY CHARTER SCHOOL Physical Education Curriculum	
Content Area: Physical Education	
Course Title: Physical Education	Grade Level: 6 - 8
Unit 1: Fitness	About 45 days
Unit 2: Team Sports	About 45 days
Unit 3: Individual Sports	About 45 days
Unit 4: Cooperative Games	About 45 days
<u>Introduction</u> Physical education in middle school plays a crucial role in guiding students toward developing lifelong habits of physical activity and wellness. During these formative years, students experience rapid physical, mental, emotional, and social growth, making it essential to provide instruction that supports their unique developmental needs. The curriculum is designed to engage each student in activities that promote not only physical fitness but also critical skills such as teamwork, strategy, and self-motivation. Students will have opportunities to enhance their overall physical fitness by participating in a variety of activities focused on improving strength, cardiovascular endurance, flexibility, and coordination. Emphasis will be placed on teaching skills and strategies applicable across a range of sports and recreational activities, fostering a broad base of movement competence.	

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A key objective of physical education is to equip students with the knowledge and skills necessary to make informed decisions about their health and physical activity. This includes understanding the principles of fitness, injury prevention, nutrition, and the benefits of regular exercise. By cultivating positive attitudes toward physical activity, the curriculum encourages students to seek out and enjoy meaningful participation in physical activities both now and throughout their lives.

Ultimately, the goal is to empower students to take ownership of their personal health and fitness. Engaging consistently in physical activity will not only improve their physical well-being but also contribute to emotional resilience, social connections, and overall life satisfaction. Through a supportive and inclusive environment, students will build confidence, experience challenge and success, and develop a foundation for healthy living.

OCEAN ACADEMY CHARTER SCHOOL
Unit 1 Overview

Content Area: Physical Education

Unit 1 Title: Fitness

Duration: 45 Days

Target Course/Grade Level: 6 - 8

Unit 1 Introduction/Focus:

NJDOE Comprehensive Health and Physical Education

This unit centers on developing students' understanding and skills related to the five key components of physical fitness: cardiovascular endurance, muscular endurance, flexibility, muscular strength, and body composition. Students will explore how each component contributes to overall health and physical performance. Through a variety of activities and exercises, they will learn to improve their heart and lung capacity, build muscle stamina and strength, increase joint flexibility, and understand how body composition affects fitness and well-being. By focusing on these essential areas, students will gain the knowledge and habits necessary to maintain a balanced and healthy lifestyle now and in the future.

Disciplinary Concepts for CHPE

•2.1 Personal and Mental Health

Personal Growth and Development-

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and

emotionally from infancy through advanced age.

Emotional Health-

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

•2.2 Physical Wellness

Movement skills and concepts- Include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures).

Physical Fitness- All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. 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.

Lifelong Fitness- 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.

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 genocides 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.

Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and

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human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.

Practices for Comprehensive Health and Physical Education

Relationship	Self -Awareness
• Acting as responsible and contributing member of society • Building and maintaining healthy relationships • Communicating clearly and effectively (verbal and nonverbal) • Resolving conflict	• Attending to personal health, emotional, social and physical well-being • Engaging in an active lifestyle • Making decisions • Managing-self • Setting goals • Using technology tools responsibly

Unit 1 Focus Standards [NJDOE Comprehensive Health and Physical Education](#)

Disciplinary Concepts (Below are examples) Please remove if they do not apply
 Personal Growth and Development (PGD)
 Emotional Health (EH)
 Movement Skills and Concepts (MSC)
 Physical Fitness (PF)
 Lifelong Fitness (LF)

Core Ideas	Performance Expectations
• Personal hygiene and self-help skills promote healthy habits.	2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

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Self - management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.	2.1.8.EH.1 : Compare and contrast management strategies that are used to address various types of stress induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health
Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).	2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
Feedback impacts and improves the learning of movement skills and concepts.	2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).	2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity. 2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes,

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	exergames). 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health
Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.	2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities. 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.

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Community resources can provide participation in physical activity for self and family members.	2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities. 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.
Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.	2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.

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

SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- D. Acknowledge new information expressed by others and, when warranted, modify their

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own views.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Disciplinary Concepts

Computing Systems (CS)

Impacts of Computing (IC)

Data & Analysis (DA)

Core Ideas	Performance Expectations
The study of human-computer interaction can improve the design of devices and extend the abilities of humans.	8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
Advancements in computing technology can change individuals' behaviors. Society is faced with trade-offs due to the increasing globalization and automation that computing brings.	8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affects individual's everyday activities and career options. 8.1.8.IC.2: Describe issues of bias and

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	accessibility in the design of existing technologies.
People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
<u>Unit 1 Career Readiness, Life Literacies, and Key Skills</u>	
Disciplinary Concepts Civic Financial Responsibility (CR) Career Awareness and Planning (CAP) Critical Thinking and Problem-solving (CT) Global and Cultural Awareness (GCA) Technology Literacy (TL)	
Core Ideas	Performance Expectations
Individuals can use their talents, resources, and abilities to give back.	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
An individual's strengths, lifestyle goals, choices, and interests affect employment and income	9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.	9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

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Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.	9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making. 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Unit 1 Evidence of Student Learning

Performance Tasks/Use of Technology: - Google Classroom - Google Forms - Google Docs - Tracking sheets - Cell phones - Edpuzzle - YouTube - ChromeBooks - Video Technology - Strava - Heart Rate Monitors - Pedometers - Scale	Other Assessments Formative: - Teacher Observation - Teacher Exit Tickets - Verbal question & answer - Written question & answer - Self-evaluation of performance and progress - Reflections/Journal - Class Discussion Summative: - Student participation - Rubric score - Final Exam - Final Project of teaching the
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	class Benchmark: - Baseline SGO - Mid-year SGO - End of year SGO Alternative - Partner Evaluation
Unit 1 Knowledge and Skills	
Essential Questions: • In what ways does physical fitness benefit my overall health and well-being? • What steps should I take to use fitness equipment safely and effectively? • How can activities like cardio dance improve my physical fitness, coordination, and self-confidence? • What are the benefits of power walking for boosting cardiovascular endurance? • How can I recognize and reflect on my physical and emotional well-being during exercise?	
Content	Skills
Enduring Understandings <i>Students will know...</i> • Understanding heart rate and recovery rate is key to gauging cardiovascular fitness and workout intensity. • Movement involves changes in timing, force, and spatial awareness that affect physical performance. • Creating and following a personalized fitness plan helps set achievable health goals. • Regular assessment and adjustment of fitness plans are necessary to continue improving personal fitness. • Making informed choices about fitness requires comparing different components of health-related fitness.	Learning Targets <i>Students will be able to...</i> • Safely and correctly perform lifts and physical activities by following proper techniques. • Analyze how improving movement skills, with feedback from teachers and peers, enhances performance in dance and other activities. • Design and maintain a personal fitness plan with realistic goals tailored to individual needs. • Measure their current fitness levels using appropriate methods and develop strategies to improve. • Explain the connection between movement quality and personal health outcomes. • Evaluate and choose fitness activities based on the

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	components of health-related fitness.
Unit 1 Instructional Plan	
Suggested Activities	Resources
• Interval training building up to a mile run • Fitness testing: Mile run, push-ups, sit-ups, sit-n-reach, shuttle run, standing long jump • Complete a variety of aerobic activities • Discussion of components of fitness and cross training in order to enhance those components • Proper stretching / flexibility routine • Breathing technique • Warm up and cool down routine	• PE Central • CDC - Center for Disease Control • Shape America - Teacher Toolbox • Music • Human Kinetics- Lesson Planning for Skills-Based Health Education
Unit 1 Suggested Options for Differentiation	
Special Education ➤ Provide step-by-step modeling and demonstrations for new or complex motor skills ➤ Break down multi-step activities (e.g., sport rules, fitness routines) into smaller segments with practice time ➤ Use adapted or specialized equipment (lighter balls, lowered nets, larger targets, heart rate monitors) ➤ Adjust activity intensity, duration, or space for safety and accessibility ➤ Assign peer mentors or partners for encouragement and skill modeling ➤ Offer alternative roles in team sports (e.g., scorekeeper, referee, coach assistant) to encourage participation ➤ Provide frequent breaks and structured routines to support stamina and focus ➤ Follow all IEP accommodations and modifications Students with 504 Plans ➤ Modify activities based on health restrictions (e.g., walking instead of running, non-contact roles) ➤ Provide flexible pacing or extended time for mastering skills and assessments ➤ Ensure accessibility of space and equipment for students with mobility or medical needs ➤ Reduce required repetitions to prevent physical strain while maintaining participation ➤ Follow all accommodations and health guidelines outlined in the 504 plan	

Students at Risk for Failure

- Provide structured practice opportunities and small, achievable goals
 - Offer additional teacher or peer feedback during skill-building activities
 - Reduce the number or complexity of required skills in a session, focusing on mastery of key movements
 - Pair with supportive peers for modeling, motivation, and accountability
 - Emphasize effort, persistence, and participation rather than performance outcomes
 - Offer visual reminders of rules, game procedures, or fitness routines
-

Gifted and Talented

- Provide opportunities to lead warm-ups, design drills, or coach peers during group activities
 - Encourage advanced challenges in endurance, strength, or skill complexity (e.g., longer distances, higher-level sports techniques)
 - Incorporate strategy development and higher-order problem solving in team games and fitness planning
 - Allow independent projects such as designing fitness programs or analyzing sports statistics
 - Offer cross-curricular connections (e.g., integrating health, math, or science into performance tracking)
 - Encourage participation in intramural or school-wide competitions to extend learning
-

Multilingual Learners (MLs)

- Use visual demonstrations, physical modeling, and gestures in place of lengthy verbal instructions
 - Pre-teach and reinforce PE vocabulary with visuals, real equipment, and translated supports if possible
 - Pair students with bilingual peers or supportive partners for directions and encouragement
 - Provide step-by-step written or visual instructions for rules and routines
 - Use repetition and allow nonverbal demonstration of skills instead of requiring verbal responses
 - Label equipment and gym/play areas in English and home languages when appropriate
-

Diversity and Inclusion

- Incorporate culturally relevant games, dances, and movement traditions into units

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- Provide flexibility in attire, activity choice, or participation to respect cultural or religious practices
- Foster teamwork and cooperation in activities to build inclusive peer relationships
- Ensure equitable access to leadership roles and opportunities across all groups of students
- Promote a culture of encouragement, fairness, and respect for diverse skill levels and abilities
- Use inclusive visuals and language when introducing activities and examples

Unit 1 Core Instructional and Supplemental Materials

- Chromebooks
- Music
- Step boxes
- Yoga mats
- Hand weights
- Resistance bands

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

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- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

<http://www.nj.gov/education/students/safety/sandp/sel>

Teacher Notes: Progression/ regression of students' skills.

OCEAN ACADEMY CHARTER SCHOOL

Unit 2 Overview

Content Area: Physical Education

Unit 2 Title: Team Sports

Duration: 45 Days

Target Course/Grade Level: 6-8

Unit 2 Introduction/Focus:

In this unit, students will participate in a variety of team sports such as football, soccer, speedball, ultimate frisbee, basketball, floor hockey, volleyball, and kickball. These activities are designed to build students' understanding of game rules, strategies, teamwork, and communication. Through active participation, students will develop sport-specific skills, enhance their physical fitness, and strengthen their ability to cooperate and collaborate with others. Emphasis will be placed on good sportsmanship, leadership, and respect for teammates and opponents. The goal of the unit is to help students improve their individual and team performance while fostering a lifelong appreciation for physical activity and team-based recreation.

Unit 2 Disciplinary Concepts CHPE

2.1 Personal and Mental Health

Personal Growth and Development-

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve,

and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

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Social and Sexual Health-

Social and Sexual Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

2.2 Physical Wellness

Movement skills and concepts- Include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures).

Physical Fitness- All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. 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.

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Practices for Comprehensive Health and Physical Education

Relationship	Self -Awareness
● Acting as responsible and contributing member of society ● Building and maintaining healthy relationships ● Communicating clearly and effectively (verbal and nonverbal) ● Resolving conflict	● Attending to personal health, emotional, social and physical well-being ● Engaging in an active lifestyle ● Making decisions ● Managing-self ● Setting goals ● Using technology tools responsibly

Unit 2 Focus Standards

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CHPE.pdf>

Disciplinary Concepts

Personal Growth and Development (PGD)

Emotional Health (EH)

Social and Sexual Health (SSH)

Movement Skills and Concepts (MSC)

Physical Fitness (PF)

Lifelong Fitness (LF)

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Relationships are influenced by a wide variety of factors, individuals, and behaviors.	2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).	2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
Feedback impacts and improves the learning of movement skills and concepts.	2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.	2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.

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	2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).	2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity. 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.	2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities. 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
Community resources can provide participation in physical activity for self and family members	2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

Unit 2 Primary Interdisciplinary Connections Infused within the unit are connections to the NJSLS for Mathematics, Language Arts Literacy, Science [NJSLS-ELA](#) Below are examples only.

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SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

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SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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- B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Unit 2 Computer Science and Design Thinking NJSL

Disciplinary Concepts

Computing Systems (CS)

Impacts of Computing (IC)

Data & Analysis (DA)

Cores Ideas	Performance Expectations
The study of human-computer interaction can improve the design of devices and extend the abilities of humans.	8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
Advancements in computing technology can change individuals' behaviors. Society is faced with trade-offs due to the increasing globalization and automation that computing brings.	8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options. 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.
People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Unit 2 CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS

Disciplinary Concepts

Civic Financial Responsibility (CR)

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Career Awareness and Planning (CAP) Critical Thinking and Problem-solving (CT) Global and Cultural Awareness (GCA) Technology Literacy (TL)	
Core Ideas	Performance Expectations
Individuals can use their talents, resources, and abilities to give back.	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
An individual's strengths, lifestyle goals, choices, and interests affect employment and income	9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.	9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with	9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making. 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

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others.	9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
Unit 2 Evidence of Student Learning	
Performance Tasks/Use of Technology: ● Google Classroom ● Google Forms ● Google Docs ● Tracking sheets ● Progression Charts/Boards Top 10 ● Cell phones ● Edpuzzle ● YouTube ● ChromeBooks ● Video Technology	Other Assessments Formative: - Teacher Observation - Teacher Exit Tickets - Verbal question & answer - Written question & answer - Self-evaluation of performance and progress - Reflections/ Journal - Class Discussion Summative: - Student participation - Rubric score - Final Exam - Final Project of teaching the class Benchmark: - Baseline SGO - Mid-year SGO - End of year SGO Alternative - Partner Evaluation
Unit 2 Knowledge and Skills	
Essential Questions: ● How does my understanding of strategy affect my performance in team sports and games? ● In what ways can teamwork and sportsmanship influence outcomes on and off the field? ● Why is it important to learn movement concepts even if I can already perform the skills? ● How do I respond to failure or setbacks during physical activities? ● How can participation in team or individual sports contribute to my physical, social, and emotional development? ● How do my fitness levels and nutritional choices impact my overall health and daily performance? ● What role does effective movement play in lifelong wellness? ● Why should I follow the rules and model positive behavior even when others don't?	
Content	Skills
Enduring Understandings <i>Students will know...</i>	Learning Targets <i>Students will be able to..</i>

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• Mastering fundamental and complex motor skills is essential for participating effectively in team sports. • Physical activity enhances mental health, emotional resilience, and social connections. • Understanding and applying both offensive and defensive strategies improves individual and team performance. • Consistent physical activity contributes to long-term personal health and well-being. • Demonstrating positive sportsmanship and teamwork contributes to a supportive and inclusive environment. • The ability to make informed decisions about movement, fitness, and nutrition supports a healthy lifestyle. • Social and collaborative skills gained through sports can be transferred to everyday life and future experiences. • Following game rules and showing respect builds character and strengthens community.	• Explain how movement techniques and game strategies influence performance. • Apply sport-specific skills such as dribbling, passing, receiving, and shooting in dynamic game settings. • Use effective communication and demonstrate leadership, teamwork, and ethical behavior in all activities. • Practice and model safe, respectful, and inclusive participation across diverse games and cultures. • Recognize player roles and positions in various team sports and contribute meaningfully in gameplay. • Analyze and apply both offensive and defensive strategies during competitive play. • Describe the physical, mental, and social benefits of staying active and eating well. • Identify and use key terminology, rules, and concepts related to team sports and fitness. • Develop personal and team goals for improving skill-related and health-related fitness components.
Unit 2 Instructional Plan	
Suggested Activities	Resources
Team Sports including but not limited to: • Football • Soccer • Speedball • Ultimate Frisbee • Basketball • Floor Hockey • Badminton • Volleyball • Kickball • Softball • Handball • Tennis	• PE Central • MC3 Breakout 9-12 LGBTQ Persons with Disabilities Template and Resources • CDC - Center for Disease Control • Shape America - Teacher Toolbox • Open Phys Ed • Human Kinetics- Lesson Planning for Skills-Based Health Education

Unit 2 Suggested Options for Differentiation

Special Education

- Provide step-by-step modeling and demonstrations for new or complex motor skills
 - Break down multi-step activities (e.g., sport rules, fitness routines) into smaller segments with practice time
 - Use adapted or specialized equipment (lighter balls, lowered nets, larger targets, heart rate monitors)
 - Adjust activity intensity, duration, or space for safety and accessibility
 - Assign peer mentors or partners for encouragement and skill modeling
 - Offer alternative roles in team sports (e.g., scorekeeper, referee, coach assistant) to encourage participation
 - Provide frequent breaks and structured routines to support stamina and focus
 - Follow all IEP accommodations and modifications
-

Students with 504 Plans

- Modify activities based on health restrictions (e.g., walking instead of running, non-contact roles)
 - Provide flexible pacing or extended time for mastering skills and assessments
 - Ensure accessibility of space and equipment for students with mobility or medical needs
 - Reduce required repetitions to prevent physical strain while maintaining participation
 - Follow all accommodations and health guidelines outlined in the 504 plan
-

Students at Risk for Failure

- Provide structured practice opportunities and small, achievable goals
 - Offer additional teacher or peer feedback during skill-building activities
 - Reduce the number or complexity of required skills in a session, focusing on mastery of key movements
 - Pair with supportive peers for modeling, motivation, and accountability
 - Emphasize effort, persistence, and participation rather than performance outcomes
 - Offer visual reminders of rules, game procedures, or fitness routines
-

Gifted and Talented

- Provide opportunities to lead warm-ups, design drills, or coach peers during group activities
- Encourage advanced challenges in endurance, strength, or skill complexity (e.g., longer

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- distances, higher-level sports techniques)
 - Incorporate strategy development and higher-order problem solving in team games and fitness planning
 - Allow independent projects such as designing fitness programs or analyzing sports statistics
 - Offer cross-curricular connections (e.g., integrating health, math, or science into performance tracking)
 - Encourage participation in intramural or school-wide competitions to extend learning
-

Multilingual Learners (MLs)

- Use visual demonstrations, physical modeling, and gestures in place of lengthy verbal instructions
 - Pre-teach and reinforce PE vocabulary with visuals, real equipment, and translated supports if possible
 - Pair students with bilingual peers or supportive partners for directions and encouragement
 - Provide step-by-step written or visual instructions for rules and routines
 - Use repetition and allow nonverbal demonstration of skills instead of requiring verbal responses
 - Label equipment and gym/play areas in English and home languages when appropriate
-

Diversity and Inclusion

- Incorporate culturally relevant games, dances, and movement traditions into units
- Provide flexibility in attire, activity choice, or participation to respect cultural or religious practices
- Foster teamwork and cooperation in activities to build inclusive peer relationships
- Ensure equitable access to leadership roles and opportunities across all groups of students
- Promote a culture of encouragement, fairness, and respect for diverse skill levels and abilities
- Use inclusive visuals and language when introducing activities and examples

Core Instructional and Supplemental Materials

- Chromebooks
- Music
- Step boxes
- Yoga mats
- Hand weights
- Resistance bands

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

<http://www.nj.gov/education/students/safety/sandp/sel>

Teacher Notes:

- Progression/ Regression of students' skills

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OCEAN ACADEMY CHARTER SCHOOL Unit 3 Overview	
Content Area: Physical Education	
Unit 3 Title: Individual Sports	Duration: 45 Days
Target Course/Grade Level: 6-8	

Unit 3 Introduction/Focus:
In this unit, students will explore a wide variety of individual sports and lifetime activities such as badminton, tennis, disc golf, pickleball, spikeball, horseshoes, ladderball, KanJam, bowling, bocce ball, track, cross country, and speed walking. These activities are designed to help students develop personal fitness, hand-eye coordination, agility, and self-discipline while promoting individual goal-setting and personal growth. Students will focus on mastering the fundamental skills, strategies, and rules of each sport, while learning how to improve performance through self-assessment and consistent practice. The unit also emphasizes personal responsibility, sportsmanship, and the value of participating in physical activities that can be enjoyed independently throughout one's life.
Unit 3 Disciplinary Concepts CHPE
•2.1 Personal and Mental Health Personal Growth and Development- Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age. Emotional Health- Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems. Social and Sexual Health- Social and Sexual Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect

with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

•2.2 Physical Wellness

Movement skills and concepts- Include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures).

Physical Fitness- All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. 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.

Lifelong Fitness- 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.

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 genocides 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.

Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in

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mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services

Practices for Comprehensive Health and Physical Education

Relationship	Self -Awareness
• Acting as responsible and contributing member of society • Building and maintaining healthy relationships • Communicating clearly and effectively (verbal and nonverbal) • Resolving conflict	• Attending to personal health, emotional, social and physical well-being • Engaging in an active lifestyle • Making decisions • Managing-self • Setting goals • Using technology tools responsibly

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

Disciplinary Concepts

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CHPE.pdf>

Personal Growth and Development (PGD)

Emotional Health (EH)

Social and Sexual Health (SSH)

Movement Skills and Concepts (MSC)

Physical Fitness (PF)

Lifelong Fitness (LF)

Core Ideas	Performance Expectations
• Personal hygiene and self-help skills promote healthy habits.	2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
• Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.	2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional

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	health.
Inclusive schools and communities are accepting of all people and make them feel welcome and included.	2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).	2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
Feedback impacts and improves the learning of movement skills and concepts.	2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.	2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).	2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. 2.2.8.PF.2: Recognize and involve others of all ability levels into a

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	physical activity. 2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health
• Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.	2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities. 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness

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	activities. 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
Community resources can provide participation in physical activity for self and family members	2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

Unit 3 Primary Interdisciplinary Connections [NJSLs ELA](#)

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SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

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Unit 3 Computer Science and Design Thinking NJSLs

Disciplinary Concepts

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Impacts of Computing (IC)

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Advancements in computing technology can change individuals' behaviors. Society is faced with trade-offs due to the increasing globalization and automation that computing brings.	8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options. 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

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People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
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Unit 3 Career Readiness, Life Literacies, and Key Skills

Disciplinary Concepts

Civic Financial Responsibility (CR)

Career Awareness and Planning (CAP)

Critical Thinking and Problem-solving (CT)

Global and Cultural Awareness (GCA)

Technology Literacy (TL)

Cores Ideas	Performance Expectations
Individuals can use their talents, resources, and abilities to give back.	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
An individual's strengths, lifestyle goals, choices, and interests affect employment and income	9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.	9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
Awareness of and appreciation for cultural differences is critical to avoid barriers to	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity

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productive and positive interaction.	and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.	9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making. 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
Unit 3 Evidence of Student Learning	
Performance Tasks/Use of Technology: - Google Classroom - Google Forms - Google Docs - Tracking sheets - Progression Charts/Boards Top 10 - Cell phones - Edpuzzle - YouTube - ChromeBooks - Video Technology	Other Assessments Formative: - Teacher Observation - Teacher Exit Tickets - Verbal question & answer - Written question & answer - Self-evaluation of performance and progress - Reflections/Journal - Class Discussion Summative: - Student participation - Rubric score - Final Exam - Final Project of teaching the class, rubric provided Benchmark:

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	- Baseline SGO - Mid-year SGO - End of year SGO Alternative - End of unit project options... present with a partner, create a video, options on who stars in the video
Unit 3 Knowledge and Skills	
Essential Questions: • In what ways can participating in individual sports contribute to both physical and emotional well-being? • How can movement choices influence the experience of others around me? • What role does sportsmanship play in solo competition or activities? • How can practicing movement patterns and strategies improve my performance in individual sports? • How can working with a partner in individual sports build collaboration skills useful in everyday life? • What makes movement activities enjoyable, and how can I maintain long-term interest in staying active? • What are the social advantages of engaging in individual or partner-based physical activities?	
Content	Skills
Enduring Understandings <i>Students will know...</i> • Being physically active through individual sports builds lifelong fitness, self-discipline, and confidence. • Successful participation in physical activity relies on respectful behavior, safety awareness, and sportsmanship. • Understanding how the body moves allows athletes to refine technique and improve overall performance. • Movement skills and strategies are transferable across different sports and can be adapted for success. • Effective communication and cooperation are just as important in partner-based individual sports as they are in team games. • Individual sports provide opportunities for goal setting, personal challenge, and continuous	Learning Targets <i>Students will be able to..</i> • Practice and apply proper movement techniques to improve skill performance in various individual sports. • Demonstrate appropriate safety practices and rule-following behaviors during physical activity. • Apply cooperative strategies when engaging in individual or partner-based games and challenges. • Use knowledge of fitness principles to evaluate and enhance their own physical health and skills. • Exhibit respect, fairness, and

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improvement. Respecting the rules of the game and cultural variations fosters inclusivity and responsible participation.	sportsmanship while working independently or with others. - Reflect on their own physical performance and make adjustments based on feedback or observation. - Communicate clearly and respectfully with others during partner activities and shared space play.
Unit 3 Instructional Plan	
Suggested Activities	Resources
Individual sports including but not limited to: - Badminton - Tennis - Disc Golf - PickleBall - Spikeball - Horseshoes - Ladderball - Kanjam - Bowling - Bocci Ball - Track - Cross County - Speed Walking	- Shape America - Teacher Toolbox - PE Central - MC3 Breakout 9-12 LGBTQ Persons with Disabilities Template and Resources - CDC - Center for Disease Control - Open Phys Ed - ESPN - Human Kinetics- Lesson Planning for Skills-Based Health Education
Unit 3 Suggested Options for Differentiation	
Special Education ➤ Provide step-by-step modeling and demonstrations for new or complex motor skills ➤ Break down multi-step activities (e.g., sport rules, fitness routines) into smaller segments with practice time ➤ Use adapted or specialized equipment (lighter balls, lowered nets, larger targets, heart rate monitors) ➤ Adjust activity intensity, duration, or space for safety and accessibility ➤ Assign peer mentors or partners for encouragement and skill modeling ➤ Offer alternative roles in team sports (e.g., scorekeeper, referee, coach assistant) to encourage participation ➤ Provide frequent breaks and structured routines to support stamina and focus	

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- Follow all IEP accommodations and modifications
-

Students with 504 Plans

- Modify activities based on health restrictions (e.g., walking instead of running, non-contact roles)
 - Provide flexible pacing or extended time for mastering skills and assessments
 - Ensure accessibility of space and equipment for students with mobility or medical needs
 - Reduce required repetitions to prevent physical strain while maintaining participation
 - Follow all accommodations and health guidelines outlined in the 504 plan
-

Students at Risk for Failure

- Provide structured practice opportunities and small, achievable goals
 - Offer additional teacher or peer feedback during skill-building activities
 - Reduce the number or complexity of required skills in a session, focusing on mastery of key movements
 - Pair with supportive peers for modeling, motivation, and accountability
 - Emphasize effort, persistence, and participation rather than performance outcomes
 - Offer visual reminders of rules, game procedures, or fitness routines
-

Gifted and Talented

- Provide opportunities to lead warm-ups, design drills, or coach peers during group activities
 - Encourage advanced challenges in endurance, strength, or skill complexity (e.g., longer distances, higher-level sports techniques)
 - Incorporate strategy development and higher-order problem solving in team games and fitness planning
 - Allow independent projects such as designing fitness programs or analyzing sports statistics
 - Offer cross-curricular connections (e.g., integrating health, math, or science into performance tracking)
 - Encourage participation in intramural or school-wide competitions to extend learning
-

Multilingual Learners (MLs)

- Use visual demonstrations, physical modeling, and gestures in place of lengthy verbal instructions

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- Pre-teach and reinforce PE vocabulary with visuals, real equipment, and translated supports if possible
 - Pair students with bilingual peers or supportive partners for directions and encouragement
 - Provide step-by-step written or visual instructions for rules and routines
 - Use repetition and allow nonverbal demonstration of skills instead of requiring verbal responses
 - Label equipment and gym/play areas in English and home languages when appropriate
-

Diversity and Inclusion

- Incorporate culturally relevant games, dances, and movement traditions into units
- Provide flexibility in attire, activity choice, or participation to respect cultural or religious practices
- Foster teamwork and cooperation in activities to build inclusive peer relationships
- Ensure equitable access to leadership roles and opportunities across all groups of students
- Promote a culture of encouragement, fairness, and respect for diverse skill levels and abilities
- Use inclusive visuals and language when introducing activities and examples

Core Instructional and Supplemental Materials

- Chromebooks
- Music
- Step boxes
- Yoga mats
- Hand weights
- Resistance bands

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

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- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

<http://www.nj.gov/education/students/safety/sandp/sel>

Teacher Notes:

- Give plenty of support and feedback during the final project development

OCEAN ACADEMY CHARTER SCHOOL

Unit 4 Overview

Content Area: Physical Education

Unit 4 Title: Cooperative Games

Duration: 45 Days

Target Course/Grade Level: 6-8

Unit 4 Introduction/Focus:

In this unit, students will participate in a variety of cooperative games and activities such as Capture the Flag, Coneball, relays, team-building challenges, and problem-solving tasks. These activities are designed to strengthen collaboration, communication, leadership, and strategic

thinking skills in a fun and engaging environment. Students will work in teams to accomplish shared goals, learning how to resolve conflicts, support peers, and recognize the value of every team member's contribution. The focus of the unit is not only on physical movement, but also on the development of social-emotional skills that are essential for both athletic and everyday success. Through active participation, students will better understand how to work effectively with others and how cooperation can lead to personal and group achievement.

Unit 4 Disciplinary Concepts CHPE

•2.1 Personal and Mental Health

Personal Growth and Development-

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

Emotional Health-

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

Social and Sexual Health-

Social and Sexual Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

•2.2 Physical Wellness

Movement skills and concepts- Include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures).

Physical Fitness- All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. 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.

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Lifelong Fitness- 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.

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 genocides 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.

Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services

Practices for Comprehensive Health and Physical Education

Relationship	Self -Awareness
• Acting as responsible and contributing member of society • Building and maintaining healthy relationships • Communicating clearly and effectively (verbal	• Attending to personal health, emotional, social and physical well-being • Engaging in an active lifestyle

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- and nonverbal) - Resolving conflict	- Making decisions - Managing-self - Setting goals - Using technology tools responsibly
Unit 4 Focus Standards CHPE-NJSLS	
Disciplinary Concepts https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CHPE.pdf Personal Growth and Development (PGD) Emotional Health (EH) Social and Sexual Health (SSH) Movement Skills and Concepts (MSC) Physical Fitness (PF) Lifelong Fitness (LF)	
Core Ideas	Performance Expectations
Personal hygiene and self-help skills promote healthy habits.	2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.	2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
Inclusive schools and communities are accepting of all people and make them feel welcome and included.	2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
Relationships are influenced by a wide variety of factors, individuals, and behaviors.	2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
Effective execution of movements is determined	2.2.8.MSC.1: Explain and

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by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).	demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
• Feedback impacts and improves the learning of movement skills and concepts.	2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
• Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.	2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
• A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).	2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.

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	2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.	2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities. 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
Community resources can provide participation in physical activity for self and family members	2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
Unit 4 Primary Interdisciplinary Connections <u>NJSLS_ELA</u>	
SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	

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- A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion
- B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner

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with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Unit 4 Computer Science and Design Thinking NJSLs

Disciplinary Concepts

Computing Systems (CS)

Impacts of Computing (IC)

Data & Analysis (DA)

Core Ideas	Performance Expectations
The study of human-computer interaction can improve the design of devices and extend the abilities of humans.	8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
Advancements in computing technology can change individuals' behaviors. Society is faced with trade-offs due to the increasing globalization and automation that computing brings.	8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options. 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.
People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Unit 4 Career Readiness, Life Literacies, and Key Skills

Disciplinary Concepts

Civic Financial Responsibility (CR)

Career Awareness and Planning (CAP)

Critical Thinking and Problem-solving (CT)

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Global and Cultural Awareness (GCA) Technology Literacy (TL)	
Core Ideas	Performance Expectations
Individuals can use their talents, resources, and abilities to give back.	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
An individual's strengths, lifestyle goals, choices, and interests affect employment and income	9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.	9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.	9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making. 9.4.8.TL.2: Gather data and digitally

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	represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
Unit 4 Evidence of Student Learning	
Performance Tasks/Use of Technology: • Google Classroom • Google Forms • Google Docs • Tracking sheets • Progression Charts/Boards Top 10 • Cell phones • Edpuzzle • YouTube • ChromeBooks • Video Technology	Other Assessments Formative: - Teacher Observation - Teacher Exit Tickets - Verbal question & answer - Written question & answer - Self-evaluation of performance and progress - Reflections/ Journal - Class Discussion Summative: - Student participation - Rubric score - Final Exam - Final Project of teaching the class, rubric provided Benchmark: - Baseline SGO - Mid-year SGO - End of year SGO Alternative - End of unit project options... present with a partner, create a video, options on who stars in the video
Unit 4 Knowledge and Skills	
Essential Questions: • In what ways does communication impact teamwork and overall performance? • How can we show good sportsmanship even when others do not? • Why is teamwork a valuable skill beyond physical education or sports? • How can working together help solve problems in competitive or recreational settings?	

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- How do our actions and attitudes during games reflect our personal values and decision-making?

Content

Enduring Understandings

Students will know...

- Strong communication and collaboration are essential for success in team-based activities.
- Applying problem-solving skills in physical activities prepares us for real-life challenges.
- Rules and sportsmanship help create a respectful and fair environment, regardless of others' behavior.
- Active participation in group activities can improve overall physical health and strengthen social bonds.
- Safety procedures and inclusive behavior are necessary for all participants to enjoy and benefit from physical activities.

Skills

Essential Questions

Students will be able to..

- Demonstrate the ability to solve group challenges through cooperation and shared strategy.
- Engage in team-building activities that strengthen interpersonal and leadership skills.
- Apply knowledge of movement and game rules while working cooperatively with others.
- Use respectful communication to support team performance and resolve conflicts.
- Evaluate how cooperation affects success in both physical tasks and social interactions.
- Compare strategies and roles used in different cooperative activities to improve teamwork.

**Unit 4
Instructional Plan**

Suggested Activities

Cooperative Games including but not limited to:

- Capture the Flag
- Coneball
- Relays
- Team Building Activities
- Problem Solving Activities

Resources

- PE Central
- MC3 Breakout 9-12 LGBTQ Persons with Disabilities Template and Resources
- CDC - Center for Disease Control
- Shape PE - Teacher Toolbox
- Human Kinetics- Lesson Planning for Skills-Based Health Education

Unit 4 Suggested Options for Differentiation

Special Education

- Provide step-by-step modeling and demonstrations for new or complex motor skills
 - Break down multi-step activities (e.g., sport rules, fitness routines) into smaller segments with practice time
 - Use adapted or specialized equipment (lighter balls, lowered nets, larger targets, heart rate monitors)
 - Adjust activity intensity, duration, or space for safety and accessibility
 - Assign peer mentors or partners for encouragement and skill modeling
 - Offer alternative roles in team sports (e.g., scorekeeper, referee, coach assistant) to encourage participation
 - Provide frequent breaks and structured routines to support stamina and focus
 - Follow all IEP accommodations and modifications
-

Students with 504 Plans

- Modify activities based on health restrictions (e.g., walking instead of running, non-contact roles)
 - Provide flexible pacing or extended time for mastering skills and assessments
 - Ensure accessibility of space and equipment for students with mobility or medical needs
 - Reduce required repetitions to prevent physical strain while maintaining participation
 - Follow all accommodations and health guidelines outlined in the 504 plan
-

Students at Risk for Failure

- Provide structured practice opportunities and small, achievable goals
 - Offer additional teacher or peer feedback during skill-building activities
 - Reduce the number or complexity of required skills in a session, focusing on mastery of key movements
 - Pair with supportive peers for modeling, motivation, and accountability
 - Emphasize effort, persistence, and participation rather than performance outcomes
 - Offer visual reminders of rules, game procedures, or fitness routines
-

Gifted and Talented

- Provide opportunities to lead warm-ups, design drills, or coach peers during group activities
- Encourage advanced challenges in endurance, strength, or skill complexity (e.g., longer

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- distances, higher-level sports techniques)
 - Incorporate strategy development and higher-order problem solving in team games and fitness planning
 - Allow independent projects such as designing fitness programs or analyzing sports statistics
 - Offer cross-curricular connections (e.g., integrating health, math, or science into performance tracking)
 - Encourage participation in intramural or school-wide competitions to extend learning
-

Multilingual Learners (MLs)

- Use visual demonstrations, physical modeling, and gestures in place of lengthy verbal instructions
 - Pre-teach and reinforce PE vocabulary with visuals, real equipment, and translated supports if possible
 - Pair students with bilingual peers or supportive partners for directions and encouragement
 - Provide step-by-step written or visual instructions for rules and routines
 - Use repetition and allow nonverbal demonstration of skills instead of requiring verbal responses
 - Label equipment and gym/play areas in English and home languages when appropriate
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Diversity and Inclusion

- Incorporate culturally relevant games, dances, and movement traditions into units
- Provide flexibility in attire, activity choice, or participation to respect cultural or religious practices
- Foster teamwork and cooperation in activities to build inclusive peer relationships
- Ensure equitable access to leadership roles and opportunities across all groups of students
- Promote a culture of encouragement, fairness, and respect for diverse skill levels and abilities
- Use inclusive visuals and language when introducing activities and examples

Core Instructional and Supplemental Materials

- Chromebooks
- Music
- Step boxes
- Yoga mats
- Hand weights
- Resistance bands

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

<http://www.nj.gov/education/students/safety/sandp/sel>

Teacher Notes:

- Give plenty of support and feedback during the final project development

Ocean Academy Charter School
Curriculum Guide
Grades 6, 7, 8 - Physical Education