

**Course:** *Physical Education 1*  
**Unit #:** *2 Trust Concepts, Challenge Course, Cooperative Concepts, and Problem Solving*

**Year of Implementation:** 2023-2024

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## Stage One - Desired Results

**Link(s) to New Jersey Student Learning Standards for this course:**

*{provide all applicable links to standards here}*

<https://www.state.nj.us/education/cccs/2020/>

### **Standards**

2.2.12.MSC.2:

Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

2.2.12.PF.2:

Respect and appreciate all levels of ability and encourage with care during all physical activities.

2.2.12.LF.2:

Develop a sense of openness and willingness when participating in physical fitness to share and learn experiences from your own and other cultures.

2.2.12.LF.4:

Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity

2.2.12.LF.5:

Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

2.2.12.LF.7:

Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.

2.2.12.LF.8:

Identify personal and community resources to explore career options related to physical activity and health.

### **Technology Integration Standards- NJSL**

Standard 8.1 - B

Standard 8.1 - C

Standard 8.1 - F

Standard 8.2 - C

Standard 8.2 - D

Standard 8.2 - E

- **Career Readiness, Life Literacies, and Key Skills NJSL**

- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

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

### **Interdisciplinary Standards- NJSL**

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

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.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

**NJ Amistad Curriculum:** <http://www.njamistadcurriculum.net/>

**Diversity and Inclusion:** <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

**Asian American and Pacific Islanders:**

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

*A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.*

Suicide Prevention (NJSA 18A:6-111) Requires instruction in suicide prevention in public schools. Instruction in suicide prevention shall be provided as part of any continuing education that public-school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the Core Curriculum Content Standards in Comprehensive Health and Physical Education.

Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) Requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines. Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

Health Curriculum to include Instruction on Mental Health (NJSA 18A:35-4.39)

- a. 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).

b. 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.

**Transfer Goal:** Students will be able to independently use their learning to utilize teamwork and communication during trust activities to ensure safety on the challenge courses that parallel real-life experiences.

**As aligned with LRHSD Long Term Learning Goal(s):**

By the end of the year, learners should be able, on their own, to effectively draw upon all the content learned each year, to...

- foster positive social influence as an educated, contributing citizen.
- use problem solving skills to solve “real world” health and well-being situations.
- make responsible life decisions that contribute to their wellness.
- communicate effectively as part of a peer group.
- live a healthy lifestyle through physical activity.
- analyze and evaluate health and safety situations.
- self-assess their personal decisions to improve wellness.

Enduring Understandings

Students will understand that. . .

*EU 1*

Essential Questions

*EU 1*

- How does working together play a part in attaining a goal?

- teamwork and positive communication leads to achieving a goal quicker and expedite problem solving.

*EU 2*

- core values are an intricate part of achieving a goal.

*EU 3*

- cooperative learning assists in the development of leadership skills.

*EU 4*

- trust is a complex and vital part of completing a task and is earned through participation in adventure education tasks and challenges.

*EU 5*

- successes and failures of the challenge course are similar to that of real life experiences.

- What are setbacks to achieving a goal when negative communication occurs?
- How does communication differ from task to task?
- How does communication affect problem solving?

*EU 2*

- What core values are represented in Adventure Education?
- Which of the core values in Adventure Education is most important?
- How do core values affect communication during tasks?

*EU 3*

- What qualities develop leadership?
- What characteristics reflect good leadership?

*EU 4*

- What is trust?
- Why is trust important?
- How does trust affect the outcome of a task?

*EU 5*

- What challenges have you faced in life that relate to challenge course tasks?
- What lessons have you learned from your failures?

*Knowledge*

*Students will know . . .*

*Skills*

*Students will be able to . . .*

*EU 1*

- how to achieve a goal through teamwork and communication. (2.2.12.LF.5)
- how to work together to meet a common goal. (2.2.12.LF.5)

*EU 2*

- the meaning of the core values and how they fit into each activity. (2.2.12.LF.4)
- how to transfer the core values to everyday life. (2.2.12.LF.4)

*EU 3*

- that leadership is a skill developed and demonstrated through cooperative learning tasks. (2.2.12.LF.7)
- how to become a leader in real life situations. (2.2.12.LF.7)

*EU 4*

- what trust is. (2.2.12.MSC.5)
- that trust is key to reaching a personal or team goal. (2.2.12.LF.4, 2.2.12.MSC.5)

*EU 5*

- how to deal with challenges in life. (2.2.12.LF.4, 2.2.12.LF.5)
- deal with failure. (2.2.12.LF.4, 2.2.12.LF.5)

*EU 1*

- demonstrate proper communication skills during team building activities. (2.2.12.LF.5)

*EU 2*

- utilize the core values during cooperative learning tasks. (2.2.12.LF.4).

*EU 3*

- demonstrate leadership through a cooperative learning task. (2.2.12.LF.7).

*EU 4*

- explain what trust is, and how it is developed. (2.2.12.MSC.5).
- incorporate trust in future task and problem solving activities. (2.2.12.LF.4, 2.2.12.MSC.5).

*EU 5*

- adapt to different types of life challenges. (2.2.12.LF.4, 2.2.12.LF.5).

<b>Stage Two - Assessment</b>	
<b>Stage Three - Instruction</b>	

**Learning Plan:** Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

The activities of the LRHSD approved Physical Education curricula can be interchanged due to safety of the activity/sport, inclement weather and/or limited gym/field availability, as long as the activity/sport is aligned with the desired goals of that curriculum's specific big idea(s).

### **Cooperative Concepts and Problem Solving**

Triangle Tag  
Name Game  
Builder and Bulldozer  
Octopus/Add-on Tag  
Everyone is it Tag  
Animal Farm/Food Fest  
Campout  
Circle the Circle  
Impulse  
Birthday/Address Lineup  
Rock, Paper, Scissor Tag  
Elbow Tag  
Minnesota Mosquito Tag  
Battleship Tag  
Butthead  
Chicken Baseball  
Group Juggle  
Flip shoe  
Chemical Spill  
Tiger Tail Tag  
Ubuntu  
Finding Nemo  
Popcorn  
Turnstiles

Traffic Jam

### **Trust Concepts and Challenge Course**

Human Springs

Trust Falls

Partner Stand Up

Willow in the Wind

MULC

Climbing Wall

Climbing Tower

Team Skis

Islands

Whale Watch

Horizontal Wall

Flying Squirrel

Pamper Pole

Human Knot

Pipeline

Human Keypad

- Proper etiquette and proper use of equipment/facilities of the selected activities. (A, EU 4, 5)
- Review how trust is earned and lost. (A,M, EU 1, 4, 5)
- Discuss how trust is incorporated during each activity. (A, EU 1, 4, 5)
- Discussion on how each activity relates to a real life situation. (T, EU 1, 5)
- Discuss how trust is related to the success of relationships. (M,T, EU 1, 2, 3, 4, 5)
- Demonstration of safety skills and movement concepts used in each activity. (A,M, EU 4, 5)
- Have groups discuss how some tasks and activities relate to other subjects. (M, T, EU 3, 4, 5)
- Introduce and explain the rules, safety precautions, proper etiquette and use of equipment/facilities of the selected activities. (A, EU 3, 4, 5)
- Model and discuss the skills/rules/strategies to be applied during each activity. (A, EU 1, 2, 3, 4, 5)
- Have groups share and discuss their strategies and cooperative learning activities. (M, EU 1, 2, 4, 5)
- Apply the rules, safety precautions and strategies to each cooperative learning activity. (M, T, EU 2, 3)
- Review the study guide for activity specific information. (A, EU 4, 5)

- Discussion on how each activity relates to a real life situation. (T, EU 1, 2, 3, 4, 5)
- Demonstrate physical skills and/or teamwork during lead up strategies. (T, EU 1, 3, 4, 5)

### Pacing Guide

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
1	Team/Movement Concepts, Sportsmanship, and Safety	30
2	Trust Concepts, Challenge Course, Cooperative Concepts, and Problem Solving	30
3	Personal Physical Fitness	30

## **Instructional Materials**

The teacher may include but are not limited to the following:

- Equipment for all adventure courses and cooperative games
- Music
- Student phones
- iPads/Chromebooks
- Google Classroom

Instructional Literature:

- Adventure Curriculum for Physical Education by Jane Panicucci
- Fitness for Life by Charles B. Corbin
- Technology for Physical Educators, Health Educators, and Coaches
- Universal Design for Learning in Physical Education
- National Standards & Grade-Level Outcomes for K-12 Physical Education by SHAPE America - Society of Health and Physical Educators

## **Accommodations**

*Special Education:* The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

*Students with 504 Plans:* Students will be accommodated based on specific accommodations listed in the 504 Plan.

*English Language Learners:* Students will be accommodated based on individual need and in consultation with the ELL teacher.

*Students at Risk of School Failure:* Students will be accommodated based on individual need and provided various structural supports through their school.

*Gifted and Talented Students:* Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.