

**Course:** *Individual and Dual Sports*  
**Unit # 2:** *Racquet and Target Sports*

**Year of Implementation:** 2023-2024

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## Stage One - Desired Results

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

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

- **Content 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.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
- 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
- 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

- **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

- ***Interdisciplinary Content Standards***

- Standard 1.1 The Creative Process
- Standard 1.3 Performing/Presenting/Producing

- ***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.*

**Transfer Goal:** *Students will be able to independently use their learning to effectively communicate and demonstrate sportsmanship when participating in lifelong physical activities.*

**As aligned with LRHSD Long Term Learning Goal:** *foster positive social influence as educated, contributing citizens, make responsible life decisions that contribute to their wellness, live healthy lifestyles 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

- lifetime activities provide opportunities for healthful social interaction and development of problem solving and communication skills.

*EU 2*

- safely and correctly performing movement skills improves overall performance and increases the likelihood of participation in lifelong physical activity and living a healthy lifestyle.

*EU 3*

- good sportsmanship and proper sport etiquette means following the rules of play and being responsible for yourself and others.

- How does participating in healthy activities make me a better person?
- Why is participating in healthy activities important to one's future?
- How can participation in lifetime activities promote wellness?
- Does a person have to be physically active to be healthy?
- Why is physical activity important?

*EU 2*

- Why do you have to understand concepts of movement if you can already perform the movement?
- Is knowing how to perform the movement enough?
- How do effective and appropriate movements affect wellness?

*EU 3*

- What does good sportsmanship look like?
- Should we have to be responsible for our own behavior?

Knowledge

*Students will know . . .*

*EU 1*

Skills

*Students will be able to . . .*

*EU 1*

- the cooperative skills involved in lifetime activities (2.2.12.PF.1).
- the terminology required to communicate in lifetime activities (2.2.12.PF.1).
- problem solving and communication skills needed to participate in the lifetime activities (2.2.12.PF.1).

EU 2

- how to safely apply locomotor and movement concepts to lifetime activities (2.2.12.MSC.2).
- the proper techniques in order to safely and successfully participate in lifetime activities (2.2.12.MSC.2).
- the rules for safely and fairly participating in lifetime activities.

EU 3

- how to participate without endangering the safety of others (2.2.12.PF.2).
- proper use of equipment and care of facilities (2.2.12.PF.2).
- Proper etiquette and sportsmanship for various activities (2.2.12.PF.2).

- demonstrate effective interactions, communication and cooperation between doubles partners (2.2.12.MSC.3).
- create space by movement of cooperative team members on the court (2.2.12.MSC.3).

EU 2

- identify the proper execution and attempt to execute the following skills: grip, serve, forehand drives, clears, smashes, drop shot, backhand drives (2.2.12.MSC.2).
- identify the proper execution and attempt to execute the following skills: drive, approach shot, and putting (2.2.12.MSC.2).
- Identify the proper execution and attempt to execute the following: aim, focus, and release/follow through (2.2.12.MSC.2).

EU 3

- emulate proper etiquette and sportsmanship during play (2.2.12.PF.2).
- demonstrate safety procedures and care for equipment (2.2.12.PF.2).

**Stage Two - Assessment**

## Stage Three - Instruction

**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**

### **Suggested Learning Activities-**Including but not limited to

1. Badminton
2. Pickleball
3. Tennis
4. Golf
5. Frisbee Golf
6. Archery

The activities listed in all 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).

- *Students will demonstrate social interaction, development, problem solving, and communication skills during team activities. (A,T,EU 1)*
- *Students will model how to perform the skills applied in specific lifetime, team or individual activities. (A,EU 2)*
- *Students will review the study guide for activity specific information. (A,EU 2)*
- *Students will perform skills learned with/without the use of equipment. (M,EU 2,3)*
- *Teacher will introduce terminology specific to each activity to students. (A, EU 2)*
- *Have teams or individuals perform the skills and techniques in order to successfully participate in a specified activity in class. (M,EU 2)*
- *Students work independently to develop their own skills and techniques in order to play a specific activity properly. (T, EU 2)*

- *Upon completion of the skills learned in each activity, the student would compete in the activity using proper scoring and technique. (T, EU 2)*
- *Students will select an activity from the unit and describe the healthful benefits of the activity (M,EU 2)*
- *Students will self-assess their skills of a selected activity and reflect on what they can do to improve. (T, EU 2)*
- *Apply the rules, safety precautions, etiquette, and strategies to game situations. (M,T, EU 3)*

## Pacing Guide

<b>Unit #</b>	<b>Title of Unit</b>	<b>Approximate # of teaching days</b>
1	Lifetime Recreational Activities	30
2	<i>Racquet and Target Sports</i>	30
3	Modified Team Sports	30

## Instructional Materials

### Recreation Games:

- **Badminton**
  - 1 badminton racquet per participant
  - 1 badminton net per game
  - 1 shuttlecock per game
- **Pickleball**
  - 1 pickleball paddle per participant
  - 1 pickleball per participant
  - 1 pickleball net per participant
- **Tennis**
  - 1 tennis racquet per participant
  - 1 tennis ball per game
- **Golf**
  - 1 golf ball per participant
  - 1 driver per participant



- 1 iron per participant
- 1 putter per participant
- **Frisbee Golf**
  - 1 driver disk per participant
  - 1 mid-range disk per participant
  - 1 putter disk per participant
  - 1 target per group
- **Archery**
  - 1 bow per participant
  - 5 arrows per participant
  - 1 target for every 2 participants

## **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.