

**Course:** *Physical Activity Leadership & Service*  
**Unit #1:** *Teambuilding*

**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/>

- **Unit Standards:** *(keep each of the following headings in place)*
  - **Content Standard**
    - *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 activity to share and learn experiences from your own and other cultures.*
    - *2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.*
    - *2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.*
    - *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).*
  - **21st Century Life & Career Standards**
    - All curriculum writers/revisionists need to include standards that apply to “Career Readiness, Life Literacies, and Key Skills”. This should include a brief description of the standard and the standard number. Document only those standards and practices that apply to each unit. Use the following link to assist you [see pages of 31-36; 41-42; 53-56 for specific standard #'s and strands]  
<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf>

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
  - 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
  - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
  - 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- **English Companion Standards**
    - List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 9-12. English Companion Standards are required only in these subject/content areas. This section can be deleted for all other content areas.
    - Grade 9-10 Companion Standards:  
<https://www.state.nj.us/education/cccs/2016/ela/CompanionG0910.pdf>
    - Grade 11-12 Companion Standards:  
<https://www.state.nj.us/education/cccs/2016/ela/CompanionG1112.pdf>
  - **Interdisciplinary Content Standards**
    - 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
    - 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
    - 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement)
    - 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
    - 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
  - **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 build relationships through inclusion and empathy.*

**As aligned with LRHSD Long Term Learning Goal(s):** *Foster positive social influence as educated, contributing citizens, use problem solving skills to solve "real world" health and well-being situations, and communicate effectively as part of a peer group.*

Enduring Understandings

Students will understand that . . .

*EU 1*

- teamwork and communication skills lead to a positive classroom environment.

*EU 2*

- all students have different athletic and intellectual abilities.

*EU 3*

Essential Questions

*EU 1*

- How does teamwork improve a classroom environment?
- How does appropriate communication skills improve a classroom environment?
- What types of behaviors or attitudes hinder teamwork?
- What are some examples of inappropriate communications skills?

*EU 2*

- How can we make sure that everyone feels confident in participating?
- What ways can we strengthen our peers' athletic and intellectual ability?

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● trust is a critical element in building positive relationships.</li> </ul> <p>EU 4</p> <ul style="list-style-type: none"> <li>● cooperative learning and teamwork create opportunities for students to engage with a diverse set of peers.</li> </ul>  | <p>EU 3</p> <ul style="list-style-type: none"> <li>● How do students build trust with peers?</li> <li>● Why does trust matter in a relationship?</li> <li>● What ways do individuals break someone's trust?</li> </ul> <p>EU 4</p> <ul style="list-style-type: none"> <li>● How can we create student engagement?</li> <li>● What ways can we make sure that everyone is included in an activity?</li> <li>● What are some ways peers can reject an activity when they feel they are not a part of a team/group?</li> </ul>                                   |
| <p><u>Knowledge</u><br/>Students will know . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> <li>● examples of positive communications skills.(2.2.12.LF.4)</li> <li>● tenets of a positive classroom environment.(2.2.12.LF.4)</li> <li>● the important roles individuals can play in a team. (2.2.12.PF.2)</li> </ul> <p>EU 2</p> <ul style="list-style-type: none"> <li>● differing abilities and intellects are facets of an individual's identity.(2.2.12.LF.2)</li> <li>● all students regardless of ability levels have a right to participate.(2.2.12.PF.2)</li> </ul> | <p><u>Skills</u><br/>Students will be able to . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> <li>● demonstrate positive communication skills. (2.2.12.LF.4)</li> <li>● behave in ways that promote a positive classroom environment. (2.2.12.LF.4)</li> <li>● participate in various roles within a team(2.2.12.LF.3)</li> </ul> <p>EU 2</p> <ul style="list-style-type: none"> <li>● embrace their peers' differing abilities.(2.2.12.LF.2)</li> <li>● modify activities to ensure maximum participation for all students.(2.2.12.PF.2)</li> </ul> |

EU 3

- what trust entails.(2.2.12.LF.2)
- ways trust can be broken.(2.2.12.LF.2)
- facets of positive relationships.(2.2.12.LF.5)

EU 4

- examples of diversity among their peers.(2.2.12.PF.2)
- strategies to create student involvement. (2.2.12.PF.2)

EU 3

- display trustworthy characteristics.(2.2.12.LF.2)
- avoid actions that will break the trust of their peers and teacher.(2.2.12.LF.2)
- promote honest verbal, nonverbal communication in a positive uplifting manner.(2.2.12.LF.5)

EU 4

- embrace diversity among their peers.(2.2.12.PF.2)
- motivate students in a positive manner to try new activities.(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**

- *Introduce and explain the rules, safety precautions, proper etiquette and use of equipment/facilities of the selected activities. (A, EU 1)*
- *Model and discuss the skills/rules/strategies to be applied during each activity. (A, EU 4)*
- *Have groups share and discuss their strategies for cooperative learning activities. Trust activities may include Animal Farm/Food Fest, Trust Falls, Safari etc, Tag games may include Everyone's It, Elbow Tag, Minnesota Mosquito, Triangle Tag, Octopus Tag, Tiger Tail Tag etc. (M, EU 3)*
- *Apply the rules, safety precautions and strategies to each cooperative learning activity. (M, T, EU 1)*
- *Discussion on how each activity relates to a real life situation. (T, EU 1)*
- *Demonstrate physical skills and/or teamwork during lead up strategies. (T, EU 2)*

## Pacing Guide

| <b>Unit #</b> | <b>Title of Unit</b> | <b>Approximate # of teaching days</b> |
|---------------|----------------------|---------------------------------------|
| 1             | Team Building        | 20                                    |
| 2             | Adventure Education  | 25                                    |
| 3             | PALS Partnership     | 25                                    |
| 4             |                      |                                       |

## Instructional Materials

- Equipment for team sports/individual games
- Blindfold Equipment
- Music

## 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.