

Course: *Team Sports*
Unit #1: *Team 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:

{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 Standards**
 - 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another
 - 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.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
 - 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.
 - 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness.
 - 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
 - 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.
 - 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
 - 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
 - 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).
- 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%20NJSLS-CLKS.pdf>

Interdisciplinary Standards- NJSLS

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 participate safely and cooperatively in lifetime activities from an appreciation of team sports.*

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

- team sports are also often lifetime activities.

EU 2

- team sports require sportsmanship, safety, knowledge of rules, and a baseline of skill sets.

Essential Questions

EU 1

- What are lifetime activities?
- Why are lifetime activities important to healthy living?
- Can team sports be modified to fit different numbers of players, size of fields etc.?

EU 2

- What does sportsmanship entail?
- Why is safety important in team sports?
- What are some common examples of baseline skills required in team sports?

Knowledge

Students will know . . .

EU 1

- the benefits of lifetime activity. (2.2.12.MSC.1, 2.2.12.PF.1, 2.2.12.PF.2, 2.2.12.LF.3, 2.2.12.LF.4, 2.2.12.LF.5, 2.2.12.LF.8)

Skills

Students will be able to . . .

EU 1

- identify health benefits of various activities. (2.2.12.PF.1, 2.2.12.LF.3, 2.2.12.LF.8)
- demonstrate how to modify team sports into other similar lifetime activities (2.2.12.LF.3, 2.2.12.LF.4, 2.2.12.LF.5)

- team sports can be modified to promote lifetime activities (2.2.12.MSC.1, 2.2.12.PF.1, 2.2.12.PF.2, 2.2.12.LF.3, 2.2.12.LF.4, 2.2.12.LF.5, 2.2.12.LF.8)

EU 2

- the proper sportsmanship expectations (2.2.12.LF.5, 2.2.12.LF.2)
- the safety expectations for each activity (2.2.12.LF.4)
- the rules for each activity (2.2.12.LF.4)
- the baseline skill set required for each activity (2.2.12.PF.5)

EU 2

- demonstrate and promote sportsmanship with each activity (2.2.12.LF.5, 2.2.12.LF.2)
- make safety a priority when participating in each activity (2.2.12.LF.4)
- successfully participate in each activity within the rules of the activity (2.2.12.LF.4)
- demonstrate the minimum skill set required to participate in each activity (2.2.12.PF.5)

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**

- Students will review the study guide for activity specific information. **(A, EU1)**
- Model and discuss the skills/rules/strategies to be applied during fair game play. **(A, EU1)**
- Introduce and explain the rules, safety precautions, proper etiquette and use of equipment of the selected activities. **(A, EU2)**
- Drill and practice individual physical skills and common strategies. **(M, EU1)**
- **Have their teams share, discuss, and execute their offensive and defensive strategies. (M,T- EU 1)**
- Apply the rules, safety precautions, etiquette, and strategies to game situations. **(M, T- EU 2)**
- Demonstrate physical skills and/or teamwork during lead up activities. **(T- EU 1)**
- Students will participate in activities that may include but are not limited to: soccer, football, flag football, pillo polo, hockey, basketball, volleyball, and softball. **(A, EU1, EU2)**

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Team Sport	45
2	Lifetime and Personal Fitness	45

Instructional Materials

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

- Team sport equipment (basketballs, square dance music, handballs, nets, baskets, cones etc.)
- Music
- Different size, texture and weight of equipment
- Google Classroom
- Marker boards
- Projector Screen

Instructional Literature:

- Addressing Special Educational Needs and Disability in the Curriculum: PE and Sports by Crispin Andrews
- Teaching Children Physical Education by George Graham
- Fitness for Life by Charles B. Corbin
- The Psychology of Teaching Physical Education From Theory to Practice by Bonnie Blankenship

- Technology for pPhysical Educators, Health Educators, and Coaches
- Universal Design for Learning in Physical Education
- Complete Guide to Sport Education
- National Standards & Grade-Level Outcomes for K-12 Physical Education by SHAPE America - Society of Health and Physical Educators
- Adventure Curriculum for Physical Education: High School 1st Edition by Jane Panicucci

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.