

Course: <i>Physical Education 1</i> Unit #1: <i>Movement Concepts and Sportsmanship</i>	Year of Implementation: 2026-2027
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Stage One - Desired Results	
Link(s) to New Jersey Student Learning Standards for this course: <i>{provide all applicable links to standards here}</i> https://www.state.nj.us/education/cccs/2020/	
● Unit Standards: ○ Content Standards ■ 2.2.12.MSC.1 – Demonstrate proficiency and control while participating in games, sports, and other physical activities that require complex movement patterns. ■ 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 and implement a personalized program that enhances physical fitness and health. ■ 2.2.12.MSC.5- Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. ■ 2.2.12.LF.1 – Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to pursue lifelong fitness. ■ 2.2.12.LF.3 – Explore by leading, self-assessing, and evaluating personal fitness goals and performance through various strategies and physical activities. ■ 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.PF.2- Respect and appreciate all levels of ability and encourage with care during all physical	

activities.

- **2020 NJSL Standards: Career Readiness, Life Literacies, and Key Skills Introduction**

- 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
- 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.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

- **Interdisciplinary Content Standards**

- 8.2.5.ED.1 – Explain the functions of a system and its subsystems
- MS-LS1-3 (from NGSS) – Use argument supported by evidence for how the body is a system of interacting subsystems.

■ 6.1.5.CivicsPI.3 – Explain how government functions.

- ***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: <https://www.nj.gov/education/amistad/about/>

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 demonstrate effective communication and appropriate concepts during physical activity and evaluate various health and safety situations.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/academics/curriculum>

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...

Essential Question

EU 1: • strategy, teamwork, and communication enhance success and collaboration in physical activities. EU 2: • respecting rules, practicing sportsmanship, and engaging in team activities promote safety, fairness, social interaction, and lifelong physical well-being.	What influences and shapes our ability to work together, stay safe, and enjoy lifelong participation in physical activities?
<u>Knowledge</u> Students will know . . . EU 1 • proper body position for each activity (2.2.12.MSC.1) (2.2.12.MSC.2) • common strategies for attacking and defending space (2.2.12.MSC.1) • teamwork and strategy positivity impact the outcome of an activity (2.2.12.MSC.1) EU 2 • to avoid injury through observing movement of other players and following rules. (2.2.12.MSC.5) • terminology and rules for each activity. (2.2.12.MSC.5) • what etiquette and sportsmanship are and how they impact a team / game. (2.2.12.LF.5)	<u>Skills</u> Students will be able to. . . EU 1 • demonstrate knowledge of offensive and defensive strategies during game play (2.2.12.MSC.1) • demonstrate healthful interactions, teamwork, and strategy between teammates. (2.2.12.MSC.5, 2.2.12.LF.4, 2.2.12.LF.5) • apply terminology, scoring, rules, and regulations in practice and game situations for that specific activity. (2.2.12.MSC.5) EU 2 • apply knowledge for lifelong activities. (2.2.12.PF.2) • exhibit proper movements while playing team sport. (2.2.12.MSC.2) • implement the ability to problem-solve in the face of adversity in team activities. (2.2.12.LF.5)

Stage Two - Assessment	
<u>Performance Task:</u>	
<u>Other Evidence:</u> • Peer communication during activities • Demonstrations of sportsmanship, rules and strategy through: -Teacher observation -Participation -Self assessment of sportsmanship, rules and strategies -Skill-based practice and demonstrations I	

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**

- Model how to perform the skills applied in specific lifelong lifetime, team or individual activities. (A, EU1, EU2)
- Perform skills learned with/without the use of equipment. (A, M, EU1, EU2)
- Correctly utilize terminology related to activity (A, M, EU2)
- Utilize correct terminology for equipment (A, M, EU2)
- 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. (A,M, EU1, EU2)
- Students will participate in various activities that include but are not limited to: Team Concepts such as Soccer, Football, Kickball, Softball, Basketball, Hockey, Volleyball, Handball, Frisbee, Pillow Polo, and Individual and Dual Concepts such as Pickleball, Badminton, Golf, and Tennis. (A, M, T, EU1, EU2).
- Engage independently to develop their own skills and techniques in order to play a specific activity properly. (M, EU1)
- After warm-ups or mini-games, students reflect and map out which movement concepts they used and how they adapted each. (M, EU 1)
- Perform the skills and techniques in order to successfully participate in a specified activity in class. (M, EU1)
- Having their teams share and discuss their offensive and defensive strategies. (M, EU1)
- Modify game expectations/rules to be inclusive for all students. (M, T, EU2)
- Apply the rules, safety precautions and strategies to game play. (M,T, EU1, EU2)
- Watch clips from games or sports drills. Students identify movement concepts being used and whether good sportsmanship is demonstrated. (M, T EU2)
- Peer coaching (M, T, EU1 EU 2)
- Upon completion of the skills learned in each activity, the student would compete in the activity using proper scoring and

technique. (T, EU1, EU2)

Pacing Guide

{This chart will be identical in all the units for this course.}

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
1	Movement Concepts, Sportsmanship, and Safety	40
2	Integrated Wellness and Cooperative Skill Development	27

Instructional Materials

Physical Resources:

- Team sport equipment (basketballs, handballs, nets, baskets, cones etc.)
- Individual dual sport equipment (racquets, wiffleballs, birdies, clubs, etc.)
- Music
- Modified equipment (size, texture)
- Google Classroom
- Marker boards
- Projector screen
- Poster paper and markers

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 Physical Educators, Health Educators, and Coaches
- Universal Design for Learning in Physical Education
- Complete Guide to Sport Education

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.