



**Physical Education
Grade 11
(Updated June 2022)**

Dr. Mark Toback, Superintendent

This curriculum may be modified through varying techniques, strategies, and materials as per an individual student's Individualized Educational Plan (IEP)

Wayne School District
Physical Education Curriculum
Grade 11

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|--|------------------------------------|
| Content Area/ Grade Level/ Course: | Grade 11/Physical Education |
| Unit Plan Title: | Team Sports |
| Time Frame | 9 Weeks |
| Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10 | |
| Career Readiness, Life Literacies, and Key Skills https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf | |
| <p><u>Creativity & Innovation:</u></p> <ul style="list-style-type: none"> 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a) <p><u>Critical Thinking & Problem Solving:</u></p> <ul style="list-style-type: none"> 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). <p><u>Digital Citizenship</u></p> <ul style="list-style-type: none"> 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities. | |
| Unit Summary | |
| <p>This unit will build upon previously learned team sport concepts to further enhance team strategies during game play. In addition, there will be a focus on sportsmanship and higher order thinking to achieve these objectives. There is also a focus on how a recreational sport can help with overall wellness.</p> | |
| NJSLS Physical Education Standards | |

- 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).
- 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.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
- 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
- 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.6: Implement a financial plan for participation in physical activity in the community for self and family members.
- 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.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
- 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
- 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.

**Interdisciplinary Standards: New Jersey Learning Standards for English Language Arts
Companion Standards Grades (include reading and writing**

https://www.nj.gov/education/standards/ela/Docs/2016NJSLs-ELA_Grades11-12.pdf

| | |
|------------|--|
| NJSLSA.R6 | Assess how point of view or purpose shapes the content and style of a text. |
| RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| NJSLSA.SL1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |

2020 NJ Student Learning Standards – Computer Science and Design Thinking

8.2 Design Thinking <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CSDT.pdf>

| | |
|-------------|---|
| 8.2.12.ED.5 | Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics) |
| 8.1.12.IC.1 | Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. |
| 8.1.12.DA.1 | Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change |

2020 NJ Student Learning Standards - Science

<https://www.nj.gov/education/cccs/2020/NJSLs-Science.pdf>

| | |
|----------|---|
| HS-LS2-3 | Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. |
| HS-LS3-3 | Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. |

Essential Question(s)

- What role do team sports play in your overall fitness level?
- How does using strategy in team sports influence performance in competitive games?
- How has team sport participation evolved over time?
- What are the benefits of a proper warm and cool down when participating in team sport?
- How does nutrition play a role in team sport performance?
- How does one's role in team sports impact the social dynamic?

Enduring Understandings

- Team sports will improve agility, eye-foot coordination, balance and conditioning

- Different strategies impact the outcome of games
- Participation opportunities have expanded over time.
- There are many long term benefits of a proper warm up and cool down.
- Nutrition plays a vital role in performance and recovery
- Participants in team sports will create more substantial relationships and communication skills

In this unit plan, the following 21st Century themes and skills are addressed.

21st Century Skills

Check all that apply

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

| | | | |
|----------------------------|---|----------------------------|---------------------------------------|
| <input type="checkbox"/> E | Global Awareness | <input type="checkbox"/> E | Creativity and Innovation |
| <input type="checkbox"/> E | Environmental Literacy | <input type="checkbox"/> A | Critical Thinking and Problem Solving |
| <input type="checkbox"/> T | Health Literacy | <input type="checkbox"/> T | Communication |
| <input type="checkbox"/> E | Civic Literacy | <input type="checkbox"/> A | Collaboration |
| <input type="checkbox"/> | Financial, Economic, Business, and Entrepreneurial Literacy | | |

Student Learning Targets/Objectives (Students will know/Students will understand)

- SWBAT explain how team sports play a role in your overall fitness level
- SWBAT apply strategy in team sports during competitive games
- SWBAT analyze how team sport participation evolved over time
- SWBAT define the benefits of a proper warm and cool down when participating in team sports
- SWBAT identify the role nutrition plays in team sport performance
- SWBAT break down how roles in team sports impact the social dynamic

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Benchmark- Skill tests
- Formative- Teacher observation of game play
- Summative- Written test
- Alternative- Oral examination of rules and game play

Teaching and Learning Activities

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|-----------------------------------|--|
| <i>Activities</i> | <ul style="list-style-type: none"> • Deck hockey • Softball |
| <i>Differentiation Strategies</i> | <ul style="list-style-type: none"> • Differentiation Strategies for Special Education Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students • Differentiation Strategies for Students with a 504 |

Resources

- Study guide
- Sports Equipment

- Videos
- Chromebooks
- A/V Equipment

Wayne School District
Physical Education Curriculum
Grade 11

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|--|-----------------------------|
| Content Area/ Grade Level/ Course: | Grade 11/Physical Education |
| Unit Plan Title: | Racquet Sports |
| Time Frame | 18 Weeks |
| Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10 | |
| Career Readiness, Life Literacies, and Key Skills https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf | |
| <p><u>Creativity & Innovation:</u></p> <ul style="list-style-type: none"> 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a) <p><u>Critical Thinking & Problem Solving:</u></p> <ul style="list-style-type: none"> 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). <p><u>Digital Citizenship</u></p> <ul style="list-style-type: none"> 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities. | |
| Unit Summary | |
| This unit will build upon previously learned racquet sport concepts to further enhance strategies during game play. In addition, there will be a focus on sportsmanship and higher order thinking to achieve these objectives. There is also a focus on how a recreational sport can help with overall wellness. | |
| NJSLS Physical Education | |

- 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).
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- 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.
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- 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.
- 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.
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- 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).
- 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.

**Interdisciplinary Standards: New Jersey Learning Standards for English Language Arts
Companion Standards Grades (include reading and writing
https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Grades11-12.pdf**

| | |
|------------|--|
| NJSLSA.R6 | Assess how point of view or purpose shapes the content and style of a text. |
| RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| NJSLSA.SL1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |

**2020 NJ Student Learning Standards – Computer Science and Design Thinking
8.2 Design Thinking <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CSDT.pdf>**

| | |
|-------------|---|
| 8.2.12.ED.5 | Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics) |
| 8.1.12.IC.1 | Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. |
| 8.1.12.DA.1 | Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change |

2020 NJ Student Learning Standards - Science

<https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf>

| | |
|----------|---|
| HS-LS2-3 | Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. |
| HS-LS3-3 | Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. |
| HS-LS2-3 | Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. |

Essential Question(s)

- What role do racquet sports play in your overall fitness level?
- How does using strategy in racquet sports influence performance in competitive games?
- How has racquet sport participation evolved over time?
- What are the benefits of a proper warm and cool down when participating in racquet sports?
- How does nutrition play a role in racquet sport performance?
- How does one's role in team racquet sports impact the social dynamic?

Enduring Understandings

- Racquet sports will improve agility, eye-foot coordination, balance and conditioning
- Different strategies impact the outcome of games
- Participation opportunities have expanded over time.
- There are many long term benefits of a proper warm up and cool down.
- Nutrition plays a vital role in performance and recovery
- Participants in racquet sports will create more substantial relationships and communication skills

In this unit plan, the following 21st Century themes and skills are addressed.

21st Century Skills

Check all that apply

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

| | | | |
|---|---|---|---------------------------------------|
| E | Global Awareness | E | Creativity and Innovation |
| E | Environmental Literacy | A | Critical Thinking and Problem Solving |
| T | Health Literacy | T | Communication |
| E | Civic Literacy | A | Collaboration |
| | Financial, Economic, Business, and Entrepreneurial Literacy | | |

Student Learning Targets/Objectives (Students will know/Students will understand)

- SWBAT explain how racquet sports play a role in your overall fitness level
- SWBAT apply strategy in racquet sports during competitive games
- WBAT analyze how racquet sport participation evolved over time
- SWBAT define the benefits of a proper warm and cool down when participating in racquet sports
- SWBAT identify the role nutrition plays in racquet sport performance
- SWBAT break down how roles in team racquet sports impact the social dynamic

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Benchmark- Skill tests
- Formative- Teacher observation of game play
- Summative- Written test
- Alternative- Oral examination of rules and game play

Teaching and Learning Activities

| | |
|-----------------------------------|--|
| <i>Activities</i> | <ul style="list-style-type: none"> ● Badminton ● Tennis |
| <i>Differentiation Strategies</i> | <ul style="list-style-type: none"> ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students ● Differentiation Strategies for Students with a 504 |

Resources

- Study guide

- Sports Equipment
- Videos
- Chromebooks
- A/V Equipment

Wayne School District
Physical Education Curriculum
Grade 11

| | |
|---|------------------------------------|
| Content Area/ Grade Level/ Course: | Grade 11/Physical Education |
| Unit Plan Title: | Wellness |
| Time Frame | 9 Weeks |

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

9.4 Life Literacies and Key Skills:

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

Creativity and Innovation:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Critical Thinking and Problem-solving:

- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)

Information and Media Literacy:

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Technology Literacy:

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Unit Summary

This course is designed to foster concomitant learning such as respect for others, respect for rules, and proper competitive attitude is exemplified. This course is also designed to teach a multitude of workout styles to provide the students the tools to stay fit for a lifetime. In these units, the students are also required to research and teach a workout style to their peers.

NJSLS Physical Education

Physical Education Standards:

- 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 principle.

- s (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.8: Identify personal and community resources to explore career options related to physical activity and health
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Interdisciplinary Standards: New Jersey Learning Standards for English Language Arts Companion Standards Grades (include reading and writing

https://www.nj.gov/education/standards/ela/Docs/2016NJSLs-ELA_Grades11-12.pdf

| | |
|-----------|--|
| NJLSA.R1 | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| NJLSA.SL2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
| NJLSA.SL3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric |

2020 NJ Student Learning Standards – Computer Science and Design Thinking

8.2 Design Thinking <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CSDT.pdf>

| | |
|-------------|---|
| 8.2.12.ED.6 | Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor). |
| 8.2.12.NT.1 | Explain how different groups can contribute to the overall design of a product. |
| 8.2.12.NT.2 | Redesign an existing product to improve form or function. |

2020 NJ Student Learning Standards - Science

<https://www.nj.gov/education/cccs/2020/NJSLs-Science.pdf>

| | |
|----------|--|
| HS-LS2-3 | Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. |
| HS-LS3-3 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |

Essential Question(s)

- What fitness activities are available to me as I get older?
- Why is it important to remain fit throughout a lifetime?
- What does it take to teach a workout class?
- How does safety impact wellness?
- How is heart rate a good indicator of fitness level?
- How does weight training impact body composition?
- How does flexibility impact wellness?
- What are the different styles of exercise?

Enduring Understandings

- Students will have an understanding of which exercises improve what part of the body/movements
- Students will understand why lifetime wellness is so important
- Students will determine what style of exercise fits best for them and how to perform that style correctly
- Students will demonstrate their understanding of different workout styles.
- Students will understand how environment, lifestyles, and culture impact fitness.
- Students will understand how to evaluate fitness level.
- Students will understand proper etiquette when in fitness facilities.

In this unit plan, the following 21st Century themes and skills are addressed.

21st Century Skills

Check all that apply

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

| | | | |
|---|---|---------|---------------------------------------|
| X | Global Awareness | E, T, A | Creativity and Innovation |
| X | Environmental Literacy | E, A | Critical Thinking and Problem Solving |
| X | Health Literacy | E, T, A | Communication |
| X | Civic Literacy | E, T, A | Collaboration |
| | Financial, Economic, Business, and Entrepreneurial Literacy | | |

Student Learning Targets/Objectives (Students will know/Students will understand)

- Structure of workout (ie warm up, sequence of skills, cool down)
- The benefits of finding an activity or lifetime sport
- Culture and environmental impacts on fitness
- Different workout styles

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Summative (Written Test)
- Formative (Class Discussion & Teacher Observation)
- Benchmark (Fitness Log)
- Alternative (Creation and presentation of workouts)

Teaching and Learning Activities

- Warm-up (specific to lesson)

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| <i>Activities</i> | <ul style="list-style-type: none"> ● FITT ● Weight training ● Jogging ● Self Defense ● Yoga ● Pilates ● Rhythmic Activities ● Cool Down (specific to lesson) |
| <i>Differentiation Strategies</i> | <ul style="list-style-type: none"> ● Individual and collaborative research, design, and problem solving ● Student interest and skill level assessment ● Peer/teacher tutoring ● Individual, small group, and large group instruction ● Cooperative learning groups ● Modified assessments ● Videos of skills if necessary ● Student presentations and flipped lessons ● Follow all 504/IEP accommodations and modification plans ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students ● Differentiation Strategies for Students with a 504 |
| Resources | |
| <ul style="list-style-type: none"> ● Community ● Instructor ● Internet ● Videos ● Exercise equipment ● Study guide ● BYOD | |