



**Physical Education
Grade 9
Team Sports and Wellness
(Update 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 9

Content Area/ Grade Level/ Course:	Grade 9/Physical Education
Unit Plan Title:	Team Sports
Time Frame	6 Weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
Career Readiness, Life Literacy and Key Skills https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf <u>Creativity & Innovation:</u> 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a) <u>Critical Thinking & Problem Solving:</u> 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). <u>Digital Citizenship</u> 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.	
Unit Summary	
This is an introduction course designed to develop the rudiments of team sports as recreational activities. In addition, concomitant learning such as respect for others, respect for rules, and proper competitive attitude is exemplified. There is also a focus on how a recreational sport can help with overall wellness.	
NJSLS Physical Education	
<ul style="list-style-type: none"> ● 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.

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

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_Grades9-10.pdf

RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
NJLSA.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 - 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 Questions

- 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.

Global Awareness

Environmental Literacy

Health Literacy

Civic Literacy

Creativity and Innovation

Critical Thinking and Problem Solving

Communication

Collaboration

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

<i>Activities</i>	<ul style="list-style-type: none"> ● Handball ● Basketball ● Soccer ● Track and Field
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Modification of sporting equipment and space ● 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

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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 as an introduction to a multitude of workout styles and tools to stay fit. In these units, the students will be required to demonstrate a specific workout and log their workout results.

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

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_Grades9-10.pdf

RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
NJSLSA.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

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)

- How does safety impact wellness?
- How is heart rate a good indicator of fitness level?
- 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 demonstrate their understanding of different workout styles.
- Students will understand how environment, lifestyles, and culture impact fitness.
- 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

<i>Activities</i>	<ul style="list-style-type: none"> • Warm-up • FITT • Cross Training • Cardio • Rhythmic Activities • Cool down
<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 assignments
- 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

- Community
- Instructor
- Internet/Chromebook
- Videos
- Exercise Equipment
- Study Guides