



**Physical Education
Grade 9 - 12
Adaptive PE**

Updated August 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
Adapted Physical Education Curriculum

Content Area/ Grade Level/ Course:	Adapted Physical Education Grades 9-12
Unit Plan Title:	Team 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>

Creativity & 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 & Problem Solving:

- 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).

Digital Citizenship

- 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.

Standard Number(s)

- 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.
<ul style="list-style-type: none"> ● 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

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.

<i>Check all that apply.</i> 21st Century Themes		<i>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.</i> 21st Century Skills	
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 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

Activities

- **Handball**
- **Basketball**
- **Soccer**
- **Track and Field**

Differentiation Strategies

- 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**