

**Winslow Township School District**  
**9-12 Physical Education**  
**Pickle Ball**

**Overview:** The students will learn and practice methods to play the game of Pickle Ball, utilizing rules, skills, cooperation and teamwork. Students will have opportunities to progress their skills through individual and group practices.

Overview	Standards	Unit Focus	Essential Questions
<b>Pickle Ball</b>	2.2.12.LF.2 2.2.12.LF.3 2.2.12.LF.4 2.2.12.LF.5 2.2.12.LF.8 2.2.12.MSC.1 WIDA 1	<ul style="list-style-type: none"> <li>● Use the information gathered to further explore the impact of pickle ball as a global sport.</li> <li>● Understand and identify technical, tactical and positional play.</li> <li>● Analyze the rules and apply them to game situations Understand and identify terminology and scoring that apply to the game/activity.</li> </ul>	<ul style="list-style-type: none"> <li>● How can understanding sportsmanship, rules, and safety carry over into everyday life?</li> <li>● What physical fitness skills are required to be successful at this sport?</li> <li>● How does effective and appropriate movement affect wellness?</li> <li>● Why do I have to understand concepts of movement when I can already perform the movement?</li> <li>● To what extent does strategy influence performance in competitive games and activities?</li> <li>● What is the process for choosing equipment for this sport?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>● Lifelong activity enhances personal fitness and improves self-confidence</li> <li>● By understanding good sportsmanship, rules and safety you can enhance your social interaction, ethical behavior and cooperation skills to be a productive member of society.</li> <li>● Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</li> <li>● Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.</li> <li>● Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations</li> <li>● Explain and/or demonstrate ways to utilize skills across multiple games and activities</li> <li>● Analyze their ability to use force and motion to impact movement/performance</li> </ul>		

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Curriculum Unit	Standards		Pacing	
			Days	Unit Days
<b>Pickle Ball</b>	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	13
	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	
	2.2.12.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	
	2.2.12.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	
	2.2.12.LF.8	Identify personal and community resources to explore career options related to physical activity and health.	2	
	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).	1	
	<b>Assessment, Re-teach and Extension</b>		2	

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Grade 9-12		
Core Idea	Indicator #	Performance Expectations
Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).	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.
Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).	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.
Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).	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.
Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).	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).

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Community resources can support a lifetime of wellness to self and family members.	2.2.12.LF.8	Identify personal and community resources to explore career options related to physical activity and health.
Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).	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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Pickle Ball Grade 9-12	
Assessment Plan	
<ul style="list-style-type: none"><li>● Assess student’s knowledge in the form of a written test.</li><li>● Survey student’s knowledge through a K-W-L-A chart</li><li>● Teacher observation of skills</li><li>● Self-evaluation</li><li>● Peer evaluation</li><li>● Lead-up games</li><li>● Translation to game play</li><li>● Teacher lead skill based instruction</li><li>● Drill work</li><li>● Lead up game</li><li>● Student created drill work</li><li>● Current Event Article Summary</li><li>● Questioning Strategies</li><li>● Video Analysis</li><li>● Polls/Surveys</li><li>● Exit Tickets</li><li>● Student Demonstrations</li></ul>	<p>Alternative Assessments:</p> <p>In small groups students will practice/perform/evaluate the various types of pickle ball skills. One student will videotape the practice/performance to use for review and skill evaluation.</p> <p>Skill Rubrics</p> <p>Written Rubrics on identified activities</p>

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Resources	Activities
<p><a href="http://www.pecentral.com">www.pecentral.com</a>  <a href="http://www.njapherd.org">www.njapherd.org</a></p> <p>Diversity, Equity &amp; Inclusion Educational Resources  <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></p>	<ul style="list-style-type: none"> <li>● History</li> <li>● Rules/regulations</li> <li>● Safety</li> <li>● Strategy</li> <li>● Sportsmanship/Etiquette</li> <li>● Court Awareness</li> <li>● Grip</li> <li>● Stance/Footwork</li> <li>● Forehand</li> <li>● Backhand</li> <li>● Serve/Return of Serve</li> <li>● Volley</li> <li>● Double bounce</li> <li>● Faults</li> <li>● Scoring</li> <li>● Modified Games/Matches</li> <li>● Games/Matches/Tournaments</li> </ul>
<b>Instructional Best Practices and Exemplars</b>	
<ol style="list-style-type: none"> <li>1. Identifying similarities and differences</li> <li>2. Summarizing and note taking</li> <li>3. Reinforcing effort and providing recognition</li> <li>4. Homework and practice</li> <li>5. Nonlinguistic representations</li> </ol>	<ol style="list-style-type: none"> <li>6. Cooperative learning</li> <li>7. Setting objectives and providing feedback</li> <li>8. Generating and testing hypotheses</li> <li>9. Cues, questions, and advance organizers</li> <li>10. Manage response rates</li> </ol>

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**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills**

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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**Modifications for Special Education/504**

*Students with special needs:* Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Team Intervention Plan, and may include (but are not limited to) the following:

Equipment size	Modified rules
Pictures	Preferential Seating
Spacing / distance	Modifications to Equipment
Peer partnering	Study guides/notes
Larger print	Modifications of assignments
Relaxed rules	Modifications of due dates
Safe environment	Modified Tests/Quizzes

**Modifications for At-Risk Students**

Formative and summative data will be used to monitor student success. Student work/performance will be reviewed to determine support. This may include parent notification, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards or:

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support



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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <p style="padding-left: 20px;"><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>This particular unit has limited language barriers due to the physical nature of the curriculum. The following can be utilized: Review previously learned terminology. Display labeled images of activity/sport terminology. Assign a native language partner.</p> <ul style="list-style-type: none"> <li>● Pointing to objects as you say them, such as 'basketball' or 'racquet'</li> <li>● Physically demonstrating something, such as dribbling a basketball</li> <li>● Developing non-verbal cues, such as holding up a hand to say 'stop'</li> <li>● Using a whistle to indicate start and stop times or errors</li> <li>● Referring to a picture or diagram when introducing a new activity</li> </ul>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the unit requirements. This will include allowing more opportunities to demonstrate creativity. In addition, the following can be utilized:</p> <ul style="list-style-type: none"> <li>● Alternate Learning Activities/Units: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.</li> <li>● Create and lead the class in a warm up focusing on body alignment, balance, strength, and coordination.</li> <li>● Create a detailed report on observations of other students and professional athletes.</li> </ul>

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**Interdisciplinary Connections**

**ELA**

**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.

**NJSLSA.SL2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**Interdisciplinary Standards**

**RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**RST.6-8.3** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

**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.

**Computer Science and Design Thinking**

**8.1.12.IC.1:** Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices

**8.1.12.CS.4:** Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

**8.2.12.ED.1:** Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.