

Adopted: May 2020

## Table of Contents

|   |    |
|---|----|
| Introduction/Mission  | 4  |
| <b>Pre-K through Fourth Physical Education Curriculum Units</b> |    |
| Kindergarten Pacing Guide                                       | 5  |
| First Grade Pacing Guide  | 6  |
| Second Grade Pacing Guide                                       | 7  |
| Pre-K Movement Skills and Concepts                              | 8  |
| Pre-K Sportsmanship Rules & Safety                              | 11 |
| K-2 Movement Skills and Concepts                                | 13 |
| K-2 Strategy  | 16 |
| K-2 Sportsmanship, Rules, & Safety                              | 19 |
| K-2 Spatial Awareness   | 21 |
| Kindergarten Benchmark Guide                                    | 24 |
| First Grade Benchmark Guide                                     | 26 |
| Second Grade Benchmark Guide                                    | 27 |
| Third Grade Pacing Guide  | 28 |
| Fourth Grade Pacing Guide                                       | 29 |
| Grades 3-4 Movement Skills and Concepts                         | 30 |
| Grades 3-4 Strategy   | 33 |
| Third Grade Benchmark Guide                                     | 36 |
| Fourth Grade Benchmark Guide                                    | 37 |
| K-4 Basketball  | 37 |
| K-4 Fitness   | 40 |
| K-4 Kickball/Soccer   | 43 |
| K-4 Striking  | 46 |
| K-4 Traveling and Movement                                      | 49 |
| K-4 Volleyball  | 51 |
| <b>Kindergarten through Fourth Health Curriculum</b>            |    |
| Kindergarten Health   | 54 |
| First Grade Health  | 59 |
| Second Grade Health   | 63 |
| Third Grade Health  | 67 |
| Fourth Grade Health   | 72 |

## **Fifth through Eighth Grade Physical Education Curriculum**

|   |     |
|---|-----|
| Fifth Grade Pacing Guide                  | 77  |
| Sixth Grade Pacing Guide                  | 79  |
| Seventh Grade Pacing Guide                | 80  |
| Eighth Grade Pacing Guide                 | 82  |
| Grades 5-8 Cooperative Games Unit         | 84  |
| Grades 5-8 Fitness Unit                   | 88  |
| Grades 5-8 Indoor/Outdoor Activities Unit | 91  |
| Grades 5 & 7 Basketball Unit              | 96  |
| Grades 5 & 7 Badminton Unit               | 100 |
| Grades 5-8 Volleyball Unit                | 104 |
| Grades 6 & 8 Soccer Unit                  | 108 |
| Grades 6 & 8 Pickleball Unit              | 113 |
| Grades 6 & 8 Football Unit                | 116 |
| Grades 5 & 7 Speedball Unit               | 121 |
| Grades 6 & 8 Diamond Activities           | 125 |
| Grades 5-8 Dance Unit                     | 129 |
| Grades 5 & 7 Frisbee Unit                 | 134 |
| Grades 5 & 7 Track and Field Unit         | 138 |

## **Fifth through Eighth Grade Health Curriculum**

|                |     |
|----------------|-----|
| Grade 5 Health | 144 |
| Grade 6 Health | 149 |
| Grade 7 Health | 154 |
| Grade 8 Health | 159 |

## **Benchmark Guides**

|                               |     |
|-------------------------------|-----|
| Fifth Grade Benchmark Guide   | 165 |
| Sixth Grade Benchmark Guide   | 167 |
| Seventh Grade Benchmark Guide | 168 |
| Eighth Grade Benchmark Guide  | 171 |

## ***Introduction***

The state requires that all students participate in a comprehensive, sequential health and physical education program that emphasizes the natural interdisciplinary connection among wellness, health and physical education. The standards provide a blueprint for curriculum development, instruction and assessment for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence life-long healthy behaviors within the context of self, family, school and the local and global communities. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations.

### **Hamburg School Health & Physical Education**

This curriculum is meant to serve as a living document that shall be revised with every changing and growing needs of our student population. This most recent revision was based on the research indicating that our current generation of children are living inactive, nutritionally deprived, unhealthy lifestyles. Research has shown that the prevalence and severity of obesity is so great, especially in children, that the associated diseases and complications, type 2 diabetes, heart disease, kidney failure, cancer are likely to strike people at younger and younger ages. As a result, the current generations of children are at risk to see a decrease in life expectancy. For the first time the youth's life expectancy is shorter than that of their parents.

Through this curriculum each student will gain knowledge of the importance of living a healthy and fit lifestyle. Quality physical education and health programs enable all students to enhance their quality of life through active living. The unique learning opportunities in physical education allow all students from kindergarten to grade 8 to acquire the knowledge, skills, and attitudes that enable them to enhance their quality of life through active living. Active living is characterized by the integration of physical activity into daily routines and leisure pursuits. Physical Education is also an integral part of the total education process. Students who participate in regular physical education classes enjoy enhanced memory and learning, better concentration, and increased problem-solving abilities.

The Hamburg School Physical Education Program will provide an all-inclusive, individualized, developmentally appropriate and personally challenging instructional program that will advance the knowledge, confidence, skills, and motivation needed to engage in a lifelong, healthy, active lifestyle.

## ***Kindergarten Pacing Guide***

| <b>Content Area:</b> Physical Education |         |             |
|---|---------|-------------|
| <b>Grade Level:</b> Kindergarten        |         |             |
| Unit Title                              | Pacing  | Standards   |
| <b>1<sup>st</sup> Marking Period</b>    |         |             |
| Establishing a learning environment     | 2 weeks | 2.5.P.A.1-3 |
| Locomotor movements                     | 4 weeks | 2.5.2.C.1-2 |
| Movement concepts                       | 2 weeks | 2.6.P.A.1-2 |
| Chasing, fleeing, dodging               | 2 weeks |             |
| <b>2<sup>nd</sup> Marking Period</b>    |         |             |
| Kicking and dribbling with feet         | 2 weeks | 2.5.P.A.1-3 |
| Rhythm activities and dance             | 2 weeks | 2.5.2.A.1   |
| Hand dribbling and passing              | 2 weeks | 2.5.2.C.1-2 |
| Jumping and Landing (Jump Rope)         | 2 weeks |             |
| Educational Gymnastics                  | 2 weeks |             |
| <b>3<sup>rd</sup> Marking Period</b>    |         |             |
| Underhand roll and bowl                 | 2 weeks | 2.5.P.A.1-3 |
| Striking with long implements           | 2 weeks | 2.5.2.C.1-2 |
| Striking with short implements          | 2 weeks | 2.6.P.A.1-2 |
| Volleying                               | 2 weeks | 2.1.P.B1-2  |
| Nutrition                               | 2 weeks |             |
| <b>4<sup>th</sup> Marking Period</b>    |         |             |
| Throwing and Catching                   | 3 weeks | 2.5.P.A.1-3 |
| Cooperative games                       | 3 weeks | 2.5.2.C.1-2 |
| Outdoor activities                      | 4 weeks | 2.6.P.A.1-2 |

## ***First Grade Pacing Guide***

| <b>Content Area:</b> Physical Education<br><b>Grade Level:</b> First Grade  |   |   |
|---|---|---|
| Unit Title  | Pacing  | Standards   |
| <b>1<sup>st</sup> Marking Period</b><br>Establish a learning environment<br>Traveling (Locomotor skills, chasing, fleeing, dodging)<br>Movement concepts  | 2 weeks<br>4 weeks<br>4 weeks                       | 2.5.P.A.1-3<br>2.5.2.C.1-2<br>2.6.P.A.1-2               |
| <b>2<sup>nd</sup> Marking Period</b><br>Kicking and dribbling with feet<br>Rhythm activities and dance<br>Jumping and Landing (jump rope)<br>Hand dribbling and passing<br>Educational gymnastics | 2 weeks<br>2 weeks<br>2 weeks<br>2 weeks<br>2 weeks | 2.5.P.A.1-3<br>2.5.2.C.1-2<br>2.6.P.A.1-2               |
| <b>3<sup>rd</sup> Marking Period</b><br>Underhand roll and bowl<br>Striking with long implements<br>Striking with short implements<br>Volleying<br>Nutrition                                      | 2 weeks<br>2 weeks<br>2 weeks<br>2 weeks<br>2 weeks | 2.5.P.A.1-3<br>2.5.2.C.1-2<br>2.6.P.A.1-2<br>2.1.P.B1-2 |
| <b>4<sup>th</sup> Marking Period</b><br>Throwing and Catching<br>Cooperative games<br>Outdoor activities  | 3 weeks<br>3 weeks<br>4 weeks                       | 2.5.P.A.1-3<br>2.5.2.C.1-2<br>2.6.P.A.1-2               |

## ***Second Grade Pacing Guide***

| <b>Content Area: Physical Education</b><br><b>Grade Level: Second Grade</b>   |  |  |
|---|--|--|
| Unit Title  | Pacing                                   | Standards  |
| <b>1<sup>st</sup> Marking Period</b><br>Establish a learning environment<br>Locomotor movements<br>Fitness (Fitnessgram)                          | 2 weeks<br>4 weeks<br>4 weeks<br>2 weeks | 2.5.2.A.1-4<br>2.5.2.C.2<br>2.6.2.A.1-3                |
| <b>2<sup>nd</sup> Marking Period</b><br>Jumping and Landing<br>Kicking and dribbling with feet<br>Hand dribbling and passing<br>Rhythms and dance | 3 weeks<br>2 weeks<br>2 weeks<br>3 weeks | 2.5.2.A.1-4<br>2.5.2.C.2<br>2.6.2.A.1-3                |
| <b>3<sup>rd</sup> Marking Period</b><br>Striking with long implements<br>Striking with short implements<br>Volleying<br>Nutrition                 | 3 weeks<br>3 weeks<br>2 weeks<br>2 weeks | 2.5.2.A.1-4<br>2.5.2.C.2<br>2.6.2.A.1<br>2.1.2.B1-3    |
| <b>4<sup>th</sup> Marking Period</b><br>Fitness (Fitnessgram)<br>Overhand throwing and catching<br>Cooperative games                              | 4 weeks<br>3 weeks<br>3 weeks            | 2.5.2.C.1-2<br>2.5.2.A.1<br>2.5.2.B.1-4<br>2.6.2.A.1-3 |

| Pre-K Movement Skills and Concepts Unit   |  |
|---|--|
| <b>Content Area: Physical Education</b>   |  |
| <b>Unit Title:</b> Movement Skills and Concepts   |  |
| <b>Target Course/Grade Level:</b> By the end of Pre-K   |  |
| <b>Unit Summary</b><br>Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life. |  |
| <b>Primary interdisciplinary connections:</b> <ul style="list-style-type: none"> <li>Health literacy</li> </ul>   |  |
| <b>21<sup>st</sup> century themes:</b> CRP3. Attend to personal health and financial well-being.  |  |
| <b>Unit Rationale</b><br>All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.   |  |
| Learning Targets  |  |
| <b>Standards:</b><br><b>2.5.A. Pre-K. Movement Skills and Concepts</b>  |  |
| <b>Content Statements</b> <ul style="list-style-type: none"> <li>Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.</li> </ul>   |  |
| CPI #   | Cumulative Progress Indicator (CPI)  |
| 2.5.P.A.1   | Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).  |
| 2.5.P.A.2   | Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).   |
| 2.5.P.A.3   | Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).                           |
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How does effective and appropriate movement affect wellness?</li> </ul>  | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</li> </ul> |



|   |  |
|---|--|
|   |  |
| <b>Unit Learning Targets</b><br><i>Students will ...</i> <ul style="list-style-type: none"> <li>● Hop, jump, gallop, skip, run, and march.</li> <li>● Stack cups, blocks, chalk, pin drop</li> <li>● Throw and catch balls, Frisbees, twirl a hula hoop about the hips, and walks a balance beam forward and backward.</li> </ul> |  |
| <b>Evidence of Learning</b>   |  |
| <b>Summative Assessment (5 days)</b> <ul style="list-style-type: none"> <li>● Teacher observation</li> </ul> <p><b>Equipment needed: balance beams, mats, hula hoops, cones, floor tape, music, parachute, balloons</b></p> <p><b>Teacher Resources: <a href="http://pecentral.com">pecentral.com</a></b></p>                     |  |

|  |
|--|
| <b>Formative Assessments</b> <ul style="list-style-type: none"> <li>● Teacher Rubric</li> </ul> <p><b>Differentiation</b></p> <p>-Students within this classroom setting will be grouped when necessary based on physical capabilities, as well as knowledge individual skills.</p> <p><b>Modification</b></p> <p>-Modifications will be made based on physical needs, which will include disabilities that are outlined within students' IEPs.</p> <p><b>ELL</b></p> <p>-Students with ELL needs will be provided will visual demonstrations, as well as pictorial step by step examples.</p> |
|--|

| Lesson Plan 1 Template                  |                                    |
|---|------------------------------------|
| <b>Content Area: Physical Education</b> |                                    |
| <b>Lesson Title:</b> Musical Hoops      | <b>Timeframe:</b> 40 minutes/1 day |
| <b>Lesson Components</b>                |                                    |

|                                       |                           |   |   |  |                                 |   |                      |
|---------------------------------------|---------------------------|---|---|--|---------------------------------|---|----------------------|
|                                       |                           |   |   |  |                                 |   |                      |
| 21 <sup>st</sup> Century Themes       |                           |   |   |  |                                 |   |                      |
|                                       | Global Awareness          |   | Financial, Economic, Business, and Entrepreneurial Literacy |  | Civic Literacy                  | * | Health Literacy      |
| 21 <sup>st</sup> Century Skills       |                           |   |   |  |                                 |   |                      |
|                                       | Creativity and Innovation | X | Critical Thinking and Problem Solving                       |  | Communication and Collaboration |   | Information Literacy |
|                                       | Media Literacy            |   | ICT Literacy  |  | Life and Career Skills          |   |                      |
| Integration of Technology: Chromebook |                           |   |   |  |                                 |   |                      |
| Equipment needed: hula hoops, music   |                           |   |   |  |                                 |   |                      |

| Goals/Objectives  | Learning Activities/Instructional Strategies   | Formative Assessment Tasks  |
|---|--|---|
| Students: <ul style="list-style-type: none"> <li>● Will be able to listen to signals.</li> <li>●</li> <li>● Will be able to move using loco motor movements.</li> <li>● Will be able to recognize the difference between personal and general space.</li> </ul> | <b>Lesson Sequence</b> <ol style="list-style-type: none"> <li>1. Students' will find a hoop and sit in it. Review personal space.</li> <li>2. When music is playing students will perform a loco motor movement (walking, skipping, running, hopping, galloping, and animal movements.) When the music stops, they need to return back to their hoop. Explain moving safely through general space (no bumping into each other).</li> </ol> | <ul style="list-style-type: none"> <li>● Teacher observation</li> </ul> |
| <b>Differentiation</b><br>Special needs students may only be able to use simple loco-motor movements such as walking and running.   |  |   |
| <b>Resources Provided</b> <ul style="list-style-type: none"> <li>● Pecentral.com</li> </ul>   |  |   |

| Pre-K Sportsmanship, Rules, & Safety Unit  |  |
|--|--|
| <b>Content Area:</b> Physical Education  |  |
| <b>Unit Title:</b> Sportsmanship, Rules, Safety  |  |
| <b>Target Course/Grade Level:</b> Pre-K  |  |
| <b>Unit Summary</b><br>All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.   |  |
| <b>Primary interdisciplinary connections:</b> <ul style="list-style-type: none"> <li>Health literacy.</li> </ul>   |  |
| <b>21<sup>st</sup> century themes:</b> CRP3. Attend to personal health and financial well-being.   |  |
| <b>Unit Rationale</b><br>Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle. |  |
| Learning Targets   |  |
| <b>Standards</b><br>2.6.A Fitness and Physical Activity  |  |
| <b>Content Statements</b><br>Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.   |  |
| CPI #  | Cumulative Progress Indicator (CPI)  |
| 2.6. P.A.1   | Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching)   |
| 2.6. P.A.2   | Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulative during play, and uses a variety of writing instruments in a conventional manner).  |
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>What is the minimum amount of exercise I can do to stay physically fit?</li> </ul>  | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.</li> <li>Physical fitness is the ability of you whole body to work together efficiently to be able to do the most work with least amount of effort.</li> </ul> |

**Unit Learning Targets**

*Students will ...*

- Develop loco motor skills such as skipping, running, hopping, jumping, galloping, marching, side step shuffling, baby crawling, bear walking, crab walking, army crawl, right over left, and left over right.
- Catch and throw.
- Ride scooters.
- Balance.
- Roll lightweight soft balls.
- Play tag or other backyard games such as follow the leader, red light/green light, simon says, and musical chairs.
- Use smaller size manipulatives during play.

**Evidence of Learning****Summative Assessment (5 days)**

Portfolios

**Equipment needed:** playground balls, gator skin balls, scooters, yarn balls, foam balls, chairs, balance beams

**Teacher Resources:** pecentral.com, [www.state.nj.us/NJCCCS](http://www.state.nj.us/NJCCCS)

**Formative Assessments**

- Teacher Observations

**Differentiation**

-Students within this classroom setting will be grouped when necessary based on physical capabilities, as well as knowledge individual skills.

**Modification**

-Modifications will be made based on physical needs, which will include disabilities that are outlined within students' IEPs.

**ELL**

-Students with ELL needs will be provided will visual demonstrations, as well as pictorial step-by-step examples.

| K-2 Movement Skills and Concepts Unit   |  |
|---|--|
| <b>Content Area: Physical Education</b>   |  |
| <b>Unit Title:</b> Movement Skills and Concepts   |  |
| <b>Target Course/Grade Level:</b> By the end of Grade 2   |  |
| <b>Unit Summary</b><br>Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life. |  |
| <b>Primary interdisciplinary connections:</b> <ul style="list-style-type: none"> <li>Health literacy</li> </ul>   |  |
| <b>21<sup>st</sup> century themes:</b> CRP3. Attend to personal health and financial well-being.  |  |
| <b>Unit Rationale</b><br>All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.   |  |
| Learning Targets  |  |
| <b>Standards:</b><br>2.5.A.2.Movement Skills and Concepts   |  |
| <b>Content Statements</b> <ul style="list-style-type: none"> <li>Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.</li> </ul>   |  |
| CPI #   | Cumulative Progress Indicator (CPI)  |
| 2.5.2.A.1   | Explain and perform <u>movement skills</u> with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).  |
| 2.5.2.A.2   | Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.   |
| 2.5.2.A.3   | Respond in movement to changes in tempo, beat, rhythm, or musical style.   |
| 2.5.2.A.4   | Correct movement errors in response to feedback.   |
|   |  |
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How does effective and appropriate movement affect wellness?</li> </ul>  | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</li> </ul> |

**Unit Learning Targets**

*Students will...*

- Demonstrate skills of chasing, fleeing, and dodging to avoid others.
- Combine loco motor patterns in time to music.
- Balance, demonstrating momentary stillness, in symmetrical and nonsymmetrical shapes on a variety of body parts.
- Receive and send objects in a continuous motion (throwing and catching).
- Understand personal and general space.
- Understand boundaries.
- Strike a ball repeatedly with hands and arms.
- Strike a ball repeatedly with long handled and short handled implements.

**Evidence of Learning****Summative Assessment**

- Rubrics

**Equipment needed:** balance beams, mats, hula hoops, cones, floor tape, music, parachute, balloons

**Teacher Resources:** [pecentral.com](http://pecentral.com)

**Formative Assessments**

- Portfolios
- Peer Assessment
- Self Assessment
- Teacher Observation

**Differentiation**

-Students within this classroom setting will be grouped when necessary based on physical capabilities, as well as knowledge individual skills.

**Modification**

-Modifications will be made based on physical needs, which will include disabilities that are outlined within students' IEPs.

**ELL**

-Students with ELL needs will be provided will visual demonstrations, as well as pictorial step-by-step examples.

| Lesson Plan 1                                    |                           |   |   |  |                                 |   |                      |
|--|---------------------------|---|---|--|---------------------------------|---|----------------------|
| Content Area: Physical Education                 |                           |   |   |  |                                 |   |                      |
| Lesson Title: Directions, Pathways, and Patterns |                           |   |   |  | Timeframe: 40 minutes/ 1 day    |   |                      |
| Lesson Components                                |                           |   |   |  |                                 |   |                      |
| 21 <sup>st</sup> Century Themes                  |                           |   |   |  |                                 |   |                      |
|  | Global Awareness          |   | Financial, Economic, Business, and Entrepreneurial Literacy |  | Civic Literacy                  | * | Health Literacy      |
| 21 <sup>st</sup> Century Skills                  |                           |   |   |  |                                 |   |                      |
|  | Creativity and Innovation | X | Critical Thinking and Problem Solving                       |  | Communication and Collaboration |   | Information Literacy |
|  | Media Literacy            |   | ICT Literacy  |  | Life and Career Skills          |   |                      |
| Equipment needed: white board                    |                           |   |   |  |                                 |   |                      |

| Goals/Objectives   | Learning Activities/Instructional Strategies  | Formative Assessment Tasks                                    |
|--|---|---|
| <p>Students:</p> <ul style="list-style-type: none"> <li>● Will be able to move if different directions through general space.</li> <li>● Will be able to move using locomotors.</li> </ul> | <p><b>Lesson Sequence</b></p> <ol style="list-style-type: none"> <li>1. Students will warm up.</li> <li>2. On the white board, I will draw different pathways (zig zagged, curved, straight, winding, and spiral) and patterns (circle, triangle, square, rectangle, figure -8, a letter, a number)</li> <li>3. After reviewing pathways and patterns, have students begin moving.</li> <li>4. Travel forward, backwards, sideways, up and down, and diagonally.</li> <li>5. Now let's explore travelling in different pathways that I call out through general space. Try not to touch anyone. When you hear one whistle, you must walk to your own personal space.</li> </ol> | <ul style="list-style-type: none"> <li>● Exit slip</li> </ul> |

**Differentiation**

Special needs students may walk or jog if they have trouble with more challenging locomotors.

**Resources Provided**

- Pecentral.com
- [www.state.nj.us/njded/cccs](http://www.state.nj.us/njded/cccs)

**K-2 Strategy Unit****Content Area: Physical Education****Unit Title:** Strategy**Target Course/Grade Level:** K-2**Unit Summary**

Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle

**Primary interdisciplinary connections:**

- Health literacy

**21<sup>st</sup> century themes:** CRP3. Attend to personal health and financial well-being.

**Unit Rationale**

All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

**Learning Targets****Standards**

2.5 B Strategy

**Content Statements**

- Teamwork consists of effective communication and other interactions between team members.

**CPI #****Cumulative Progress Indicator (CPI)**

2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.

2.5.2.B.2 Explain the difference between offense and defense.

2.5.2.B.3 Determine how attitude impacts physical performance.

2.5.2.B.4 Demonstrate strategies that enable team members to achieve goals.



|   |  |
|---|--|
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>To what extent does strategy influence performance in competitive games and activities?</li> </ul>   | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.</li> </ul> |
| <b>Unit Learning Targets</b><br><i>Students will...</i> <ul style="list-style-type: none"> <li>Understand the importance of group and team games.</li> <li>Understand player positioning.</li> <li>Be able to fake and dodge.</li> <li>Be able to create open areas.</li> <li>Be able to defend space.</li> <li>Explain the difference between offense and defense in sports such as hockey, basketball, baseball, football, and soccer.</li> <li>Be able to improve fitness scores.</li> <li>Be able to improve ball movement skills.</li> <li>Be able to score points within a given game.</li> </ul> |  |
| <b>Evidence of Learning</b>   |  |
| <b>Summative Assessment</b> <ul style="list-style-type: none"> <li>Rubrics</li> </ul>   |  |
| <b>Equipment needed:</b> hockey sticks, basketballs, soccer balls, baseballs, softballs, cones, nets, tape, playground balls, pucks, plastic balls,   |  |

|  |
|--|
| <b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Portfolios</li> <li>Peer Assessment</li> <li>Self Assessment</li> <li>Teacher Observation</li> </ul> <b>Differentiation</b><br>-Students within this classroom setting will be grouped when necessary based on physical capabilities, as well as knowledge individual skills. <b>Modification</b><br>-Modifications will be made based on physical needs, which will include disabilities that are outlined within students' IEPs. <b>ELL</b><br>-Students with ELL needs will be provided with visual demonstrations, as well as pictorial step-by-step examples. |
|--|

| Lesson Plan 1 Template   |                           |   |   |  |                                 |   |                      |
|--|---------------------------|---|---|--|---------------------------------|---|----------------------|
| Content Area: Physical Education   |                           |   |   |  |                                 |   |                      |
| Lesson Title: Indian Pin   |                           |   |   |  | Timeframe: 40 minutes           |   |                      |
| Lesson Components  |                           |   |   |  |                                 |   |                      |
| 21 <sup>st</sup> Century Themes  |                           |   |   |  |                                 |   |                      |
|  | Global Awareness          |   | Financial, Economic, Business, and Entrepreneurial Literacy |  | Civic Literacy                  | * | Health Literacy      |
| 21 <sup>st</sup> Century Skills  |                           |   |   |  |                                 |   |                      |
|  | Creativity and Innovation | X | Critical Thinking and Problem Solving                       |  | Communication and Collaboration |   | Information Literacy |
|  | Media Literacy            |   | ICT Literacy  |  | Life and Career Skills          |   |                      |
| Equipment needed: 28 bowling pins, 2 wooden pins, floor tape, 6 gator skin balls |                           |   |   |  |                                 |   |                      |

| Goals/Objectives   | Learning Activities/Instructional Strategies  | Formative Assessment Tasks   |
|--|---|--|
| Students: <ul style="list-style-type: none"> <li>● Will be able to roll a ball to a target from 30 feet away.</li> <li>● Will be able to understand the difference between offense and defense.</li> </ul> | <b>Lesson Sequence</b> <ol style="list-style-type: none"> <li>1. Warm ups.</li> <li>2. Demonstrate rolling a ball.<br/>CUES: <i>stay low to floor, arm back, step with opposite foot, don't bounce ball.</i></li> <li>3. Divide class into two teams.</li> <li>4. Both teams are not allowed to go onto the other team's side. Choose one defender. The defender is the only one allowed to block their own pins. Object of the game is to knock over the 14 bowling pins first before knocking over the wooden pin. If the wooden pin</li> </ol> | <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Exit slip</li> </ul> |

|   |  |  |
|---|--|--|
|   | gets knocked over before the bowling pins, then the game is over. First team to knock over 15 pins wins. |  |
| <b>Resources Provided</b> <ul style="list-style-type: none"> <li>● Pecentral.com</li> </ul> |  |  |

| K-2 Sportsmanship, Rules, Safety Unit   |  |
|---|--|
| <b>Content Area: Physical Education</b>   |  |
| <b>Unit Title:</b> Sportsmanship, Rules, Safety   |  |
| <b>Target Course/Grade Level:</b> By the end of grade 2   |  |
| <b>Unit Summary</b><br>Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle   |  |
| <b>Primary interdisciplinary connections:</b> <ul style="list-style-type: none"> <li>● Health literacy</li> </ul>   |  |
| <b>21<sup>st</sup> century themes:</b> CRP3. Attend to personal health and financial well-being.  |  |
| <b>Unit Rationale</b><br>All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.   |  |
| Learning Targets  |  |
| <b>Standards</b><br>2.5 C Sportsmanship, Rules, and Safety  |  |
| <b>Content Statements</b> <ul style="list-style-type: none"> <li>● Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> </ul> |  |
| CPI #   | Cumulative Progress Indicator (CPI)  |
| 2.5.2.C.1   | Explain what it means to demonstrate good sportsmanship.   |
| 2.5.2.C.2   | Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. |

|   |  |
|---|--|
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Why do I have to show good sportsmanship and follow the rules when others do not?</li> </ul>   | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules, and safety guidelines.</li> </ul> |
| <b>Unit Learning Targets</b><br><i>Students will ...</i> <ul style="list-style-type: none"> <li>Show display good manners.</li> <li>Role play.</li> <li>Resolve conflicts.</li> <li>Discuss consequences.</li> <li>Understand spatial recognition in games/activities.</li> <li>Understand use peripheral vision, side vision, up vision, and all-around vision.</li> </ul> |  |
| <b>Evidence of Learning</b>   |  |
| <b>Summative Assessment</b><br>Rubrics<br><b>Equipment needed:</b> bean bag, yarn ball, soccer ball, play ground balls, basketballs, paddles, balloons, beach balls, bats, long jump ropes, nerf balls, gator skin balls<br><b>Teacher Resources:</b> pecentral.com   |  |

|  |
|--|
| <b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Portfolios</li> <li>Peer Assessment</li> <li>Self Assessment</li> <li>Teacher Observation</li> </ul> <b>Differentiation</b><br>-Students within this classroom setting will be grouped when necessary based on physical capabilities, as well as knowledge individual skills.<br><b>Modification</b><br>-Modifications will be made based on physical needs, which will include disabilities that are outlined within students' IEPs.<br><b>ELL</b><br>-Students with ELL needs will be provided will visual demonstrations, as well as pictorial step by step examples. |
|--|

| K-2 Spatial Awareness Unit  |  |
|---|--|
| <b>Content Area: Physical Education</b>   |  |
| <b>Unit Title:</b> Spatial Awareness  |  |
| <b>Target Course/Grade Level:</b> By the end of Grade 2   |  |
| <b>Unit Summary</b><br>Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life. |  |
| <b>Primary interdisciplinary connections:</b> <ul style="list-style-type: none"> <li>Health literacy</li> </ul>   |  |
| <b>21<sup>st</sup> century themes:</b> CRP3. Attend to personal health and financial well-being.  |  |
| <b>Unit Rationale</b><br>All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.   |  |
| Learning Targets  |  |
| <b>Standards:</b><br>2.5.A.2.Movement Skills and Concepts   |  |
| <b>Content Statements</b> <ul style="list-style-type: none"> <li>Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.</li> </ul>   |  |
| CPI #   | Cumulative Progress Indicator (CPI)  |
| 2.5.2.A.1   | Explain and perform <u>movement skills</u> with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).  |
| 2.5.2.A.2   | Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.   |
| 2.5.2.A.3   | Respond in movement to changes in tempo, beat, rhythm, or musical style.   |
| 2.5.2.A.4   | Correct movement errors in response to feedback.   |
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How does effective and appropriate movement affect wellness?</li> </ul>  | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</li> </ul> |

**Unit Learning Targets**

*Students will ...*

- Demonstrate skills of chasing, fleeing, and dodging to avoid others.
- Combine loco motor patterns in time to music.
- Balance, demonstrating momentary stillness, in symmetrical and nonsymmetrical shapes on a variety of body parts.
- Receive and send objects in a continuous motion (throwing and catching).
- Understand personal and general space.
- Understand boundaries.

**Evidence of Learning****Summative Assessment**

- Rubrics

**Equipment needed:** balance beams, mats, hula hoops, cones, floor tape, music, parachute, balloons

**Teacher Resources:** [pecentral.com](http://pecentral.com)

**Formative Assessments**

- Portfolios
- Peer Assessment
- Self Assessment
- Teacher Observation

**Differentiation**

-Students within this classroom setting will be grouped when necessary based on physical capabilities, as well as knowledge individual skills.

**Modification**

-Modifications will be made based on physical needs, which will include disabilities that are outlined within students' IEPs.

**ELL**

-Students with ELL needs will be provided will visual demonstrations, as well as pictorial step by step examples.

**Lesson Plan 1 Template****Content Area: Physical Education**

**Lesson Title:** Directions, Pathways, and Patterns

**Timeframe:** 40 minutes/ 1 day

| Lesson Components               |                           |   |   |  |                                 |                      |
|---------------------------------|---------------------------|---|---|--|---------------------------------|----------------------|
| 21 <sup>st</sup> Century Themes |                           |   |   |  |                                 |                      |
|                                 | Global Awareness          |   | Financial, Economic, Business, and Entrepreneurial Literacy |  | Civic Literacy                  | * Health Literacy    |
| 21 <sup>st</sup> Century Skills |                           |   |   |  |                                 |                      |
|                                 | Creativity and Innovation | X | Critical Thinking and Problem Solving                       |  | Communication and Collaboration | Information Literacy |
|                                 | Media Literacy            |   | ICT Literacy  |  | Life and Career Skills          |                      |
| Equipment needed: white board   |                           |   |   |  |                                 |                      |

| Goals/Objectives   | Learning Activities/Instructional Strategies  | Formative Assessment Tasks                                    |
|--|---|---|
| <p>Students:</p> <ul style="list-style-type: none"> <li>● Will be able to move in different directions through general space.</li> <li>● Will be able to move using locomotors.</li> </ul> | <p><b>Lesson Sequence</b></p> <ol style="list-style-type: none"> <li>1. Students will warm up.</li> <li>2. On the white board, I will draw different pathways (zig zagged, curved, straight, winding, and spiral) and patterns (circle, triangle, square, rectangle, figure -8, a letter, a number)</li> <li>3. After reviewing pathways and patterns, have students begin moving.</li> <li>4. Travel forward, backwards, sideways, up and down, and diagonally.</li> <li>5. Now let's explore travelling in different pathways that I call out through general space. Try not to touch anyone. When you hear one whistle, you must walk to your own personal space.</li> </ol> | <ul style="list-style-type: none"> <li>● Exit slip</li> </ul> |
| <p><b>Differentiation</b></p> <p>Special needs students may walk or jog if they have trouble with more challenging locomotors.</p>   |   |   |
| <p><b>Resources Provided</b></p> <ul style="list-style-type: none"> <li>● Pecentral.com</li> <li>● <a href="http://www.state.nj.us/njded/cccs">www.state.nj.us/njded/cccs</a></li> </ul>   |   |   |

## ***Benchmark Guide - Kindergarten***

| <b>Content Area: Physical Education</b><br><b>Grade Level: Kindergarten</b>   |                |   |  |
|---|----------------|---|--|
| Benchmark Name/Unit Assessment  | Period of Time | Standards Covered                         | Scoring Scale<br>(ex. Based on 100 pt scale) |
| 1. Teacher observation - The student will be asked to travel through general space with a steady run, and upon a designated signal, perform the loco motor action announced (skip, gallop, hop, walk) Upon observing the student's performance, the teacher marks on a checklist mastery of the various critical elements. (arm swing, balance, foot placement).  | 4 weeks        | 2.5.P.A.1-3<br>2.5.2.C 1-2<br>2.6.P.A.1-2 | Rubric                                       |
| 2. Teacher observation - The students play a game of "Bear Hunt" by performing the actions of a story told by the teacher. A variety of loco motor and nonlocomotory movements should be used. Students should practice the actions before playing the game. The teacher observes the movements of the student for appropriateness of response to the verbal cue. | 2 weeks        |   |  |
| 3. Teacher observation - Have the class participate for several minutes in a vigorous activity such as a tag game. Ask them to place hands on chest to feel the heartbeat before the activity and immediately after the activity stop. Lead a discussion.   | 2 weeks        |   |  |
| 4. Teacher observation - The teacher records the names of students who had to be reminded of rules and procedures after each class period   | 2 weeks        |   |  |



|  |         |   |        |
|--|---------|---|--------|
| and those who do not respond after being reminded.   |         |   |        |
| 1. Written test - Students are provided a drawing of a kicking pattern and asked to circle the correct form.   | 2 weeks | 2.5.P.A.1-3<br>2.5.2.A.1<br>2.5.2.C.1-2                 | Rubric |
| 2. Teacher observation - Correctly identifies the rhythmic pattern and dance   | 2 weeks |   |        |
| 3. Written test - Correctly identifies the critical elements of dribbling with the hands.  | 2 weeks |   |        |
| 4. Teacher observation - Demonstrates jumping rope at least 2 consecutive times.   | 2 weeks |   |        |
| 5. Teacher observation - Demonstrates appropriate rolling movement.  | 2 weeks |   |        |
| 1. Written test - Students are provided a drawing of an underhand roll and overhand throw and asked to circle the underhand roll.  | 2 weeks | 2.5.P.A.1-3<br>2.5.2.C.1-2<br>2.6.P.A.1-2<br>2.1.P.B1-2 | Rubric |
| 2. Teacher observation - Correctly identifies fundamental movement pattern (striking with body parts, short and long implements)   | 6 weeks |   |        |
| 3. Written test - Correctly identifies each food group   | 2 weeks |   |        |
| 1. Teacher observation - Students are periodically observed during activity within physical education class to ascertain their level of participation and involvement in the chosen activity | 3 weeks | 2.5.P.A.1-3<br>2.5.2.C.1-2<br>2.6.P.A.1-2               | Rubric |
|  | 7 weeks |   |        |

## Benchmark Guide – Grade 1

| <b>Content Area: Physical Education</b>  |   |   |  |
|--|---|---|--|
| <b>Grade Level: 1<sup>st</sup> Grade</b>   |   |   |  |
| Benchmark Name/Unit Assessment   | Period of Time                                      | Standards Covered                         | Scoring Scale<br>(ex. Based on 100 pt scale) |
| 1. Teacher observation - The student will be asked to travel through general space with a steady run, and upon a designated signal, perform the loco motor action announced (skip, gallop, hop, walk) Upon observing the student's performance, the teacher marks on a checklist mastery of the various critical elements. (arm swing, balance, foot placement).   | 4 weeks   | 2.5.P.A.1-3<br>2.5.2.C 1-2<br>2.6.P.A.1-2 | Rubric                                       |
| 2. Teacher observation - The students play a game of "Follow the Leader" in which the teacher demonstrates a loco motor movement and then observes the students to determine if they can replicate the action as demonstrated. The teacher varies the movement by changing the concept applied on each repetition.   | 2 weeks   |   |  |
| 3. Teacher observation - Have the class participate for several minutes in a vigorous activity such as a tag game. Ask them to place hands on chest to feel the heartbeat before the activity and immediately after the activity stop. Lead a discussion.  | 2 weeks   |   |  |
| 4. Teacher observation - The teacher records the names of students who had to be reminded of rules and procedures after each class period and those who do not respond after being reminded.   | 2 weeks   |   |  |
| 1. Written test - Students are provided a drawing of a kicking pattern and asked to circle the correct form.<br>2. Written test - Correctly identifies the rhythmic pattern and dance.<br>3. Written test - Correctly identifies the critical elements of dribbling with the hands.<br>4. Teacher observation - Demonstrates jumping rope at least 3 consecutive times.<br>5. Teacher observation - Demonstrates appropriate rolling movement. | 2 weeks<br>2 weeks<br>2 weeks<br>2 weeks<br>2 weeks | 2.5.P.A.1-3<br>2.5.2.A.1<br>2.5.2.C.1-2   | Rubric                                       |

|   |                                       |   |        |
|---|---------------------------------------|---|--------|
| 1. Written test - Students are provided a drawing of an underhand roll and overhand throw and asked to circle the underhand roll.<br>2. Teacher observation - Correctly identifies fundamental movement pattern (striking with body parts, short and long implements)<br>3. Written test - Correctly identifies each food group                       | 2 weeks<br><br>6 weeks<br><br>2 weeks | 2.5.P.A.1-3<br>2.5.2.C.1-2<br>2.6.P.A.1-2<br>2.1.P.B1-2 | Rubric |
| 1. Written test - Students are provided a drawing of an underhand and an overhand throwing pattern and asked to circle the overhand throwing pattern.<br>2. Teacher observation - Students are periodically observed during activity within physical education class to ascertain their level of participation and involvement in the chosen activity | 3 weeks<br><br>7 weeks                | 2.5.P.A.1-3<br>2.5.2.C.1-2<br>2.6.P.A.1-2               | Rubric |

## ***Benchmark Guide – Grade 2***

| <b>Content Area: Physical Education</b><br><b>Grade Level: 2nd Grade</b>  |                |   |   |
|---|----------------|---|---|
| Benchmark Name/Unit Assessment  | Period of Time | Standards Covered                       | Scoring Scale (ex. Based on 100 pt scale) |
| 1. Teacher observation - Demonstrates skills of chasing, fleeing, and dodging to avoid others.  | 2 weeks        | 2.5.2.A.1-4<br>2.5.2.C.2                | Rubric                                    |
| 2. Teacher observation - Combines loco motor patterns in time to music.   | 2 weeks        |   | Rubric                                    |
| 3. Teacher observation - Identifies and demonstrates the major characteristics of mature walking, running, hopping, and skipping.   | 4 weeks        |   | Rubric                                    |
| 1. Teacher observation - Uses concepts of space awareness and movement control to run, hop, and jump in different ways in a large group without bumping into others or falling. | 3 weeks        | 2.5.2.A.1-4<br>2.5.2.C.2<br>2.6.2.A.1-3 | Rubric                                    |
|   | 2 weeks        |   | Rubric                                    |

|   |         |             |        |
|---|---------|-------------|--------|
| 2. Teacher observation - Demonstrates four characteristics each of dribbling and kicking.     | 3 weeks |             | Rubric |
| 3. Teacher observation - Identifies a mature form of hand dribbling and passing.              | 2 weeks |             | Rubric |
| 4. Teacher observation - Participates in a variety of rhythm and dance activities.            |         |             |        |
| 1. Teacher observation - Strikes a ball repeatedly with a short paddle.                       | 2 weeks | 2.5.2.A.1-4 | Rubric |
| 2. Teacher observation - Strikes a ball repeatedly with a long paddle.                        | 2 weeks | 2.5.2.C.2   |        |
| 3. Teacher observation - receives and sends an object.  | 2 weeks | 2.6.2.A.1   | Rubric |
| 4. Written test - Identifies the difference between fruits and vegetables.                    |         | 2.1.2.B1-3  | Rubric |
| 1. Fitness testing - Fitnessgram  | 4 weeks | 2.5.2.C.1-2 | Rubric |
| 2. Teacher observation - Demonstrates characteristics of a mature throw.                      | 3 weeks | 2.5.2.A.1   |        |
| 3. Teacher observation - Demonstrates the elements of socially acceptable conflict resolution | 3 weeks | 2.5.2.B.1-4 |        |
|   |         | 2.6.2.A.1-3 |        |

## ***Pacing Guide – Grade 3***

| <b>Content Area: Physical Education</b>  |         |             |
|--|---------|-------------|
| <b>Grade Level: Third Grade</b>          |         |             |
| Unit Title                               | Pacing  | Standards   |
| <b>1<sup>st</sup> Marking Period</b>     |         |             |
| Establishing a learning environment      | 2 weeks | 2.5.4.A.1-2 |
| Soccer (Dribbling with feet and kicking) | 4 weeks | 2.5.4.C.1-2 |
| Fitness/Wellness (Fitnessgram)           | 4 weeks | 2.6.4.A.1-4 |
| <b>2<sup>nd</sup> Marking Period</b>     |         |             |
| Jump Rope                                | 4 weeks | 2.5.4.A.1-2 |
| Rhythms and Dance                        | 3 weeks | 2.5.4.C.1-2 |
| Basketball (Hand dribbling and passing)  | 3 weeks | 2.6.4.A.1-4 |
| <b>3<sup>rd</sup> Marking Period</b>     |         |             |

|  |         |   |
|--|---------|---|
| Team Handball (Throwing and Catching)                      | 4 weeks | 2.1.4.A.1                                 |
| Body Systems   | 2 weeks | 2.5.4.A.1-2                               |
| Fitness (Fitnessgram)                                      | 4 weeks | 2.5.2.B.1-4<br>2.5.4.C.1-2<br>2.6.4.A.1-4 |
| <b>4<sup>th</sup> Marking Period</b>                       |         |   |
| Striking with implements (pilo polo sticks, baseball bats) | 4 weeks | 2.6.4.A.1-4<br>2.5.4.A.1-2                |
| Cooperative games  | 3 weeks | 2.5.4.C.1-2                               |
| Outdoor activities   | 3 weeks |   |

## ***Pacing Guide – Grade 4***

| <b>Content Area: Physical Education</b><br><b>Grade Level: Fourth Grade</b> |         |   |
|---|---------|---|
| Unit Title  | Pacing  | Standards                                 |
| <b>1<sup>st</sup> Marking Period</b>  |         |   |
| Establishing a Learning Environment   | 2 weeks | 2.5.4.A.1-4                               |
| Ultimate Frisbee  | 4 weeks | 2.5.4.B.1-2                               |
| Fitness/Wellness (Fitnessgram)  | 4 weeks | 2.5.4.C.1-2<br>2.6.4.A.1-4                |
| <b>2<sup>nd</sup> Marking Period</b>  |         |   |
| Jump Rope   | 3 weeks | 2.5.4.A.1-4                               |
| Gymnastics  | 3 weeks | 2.5.4.B.1-2                               |
| Volleyball (striking objects, volleying)                                    | 4 weeks | 2.5.4.C.1-2<br>2.6.4.A.1-4                |
| <b>3<sup>rd</sup> Marking Period</b>  |         |   |
| Badminton (striking with implements)  | 4 weeks | 2.1.4.A.1                                 |
| Skeletal system   | 2 weeks | 2.5.4.A.1-4                               |
| Fitness (Fitnessgram)   | 4 weeks | 2.5.4.B.1-2<br>2.5.4.C.1-2<br>2.6.4.A.1-4 |
| <b>4<sup>th</sup> Marking Period</b>  |         |   |
| Outdoor Activities  | 3 weeks | 2.5.4.A.1-4                               |
| Flag football   | 4 weeks | 2.5.4.B.1-2                               |
| Whiffle ball  | 3 weeks | 2.5.4.C.1-2<br>2.6.4.A.1-4                |

| Grades 3-4 Movement Skills and Concepts Unit  |  |
|---|--|
| <b>Content Area: Physical Education</b>   |  |
| <b>Unit Title:</b> Movement Skills and Concepts   |  |
| <b>Target Course/Grade Level:</b> By the end of Grade 4   |  |
| <b>Unit Summary</b><br>Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.<br><b>Primary interdisciplinary connections:</b> <ul style="list-style-type: none"> <li>• Health literacy</li> </ul> <b>21<sup>st</sup> century themes:</b> CRP3. Attend to personal health and financial well-being. |  |
| <b>Unit Rationale</b><br>All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.   |  |
| Learning Targets  |  |
| <b>Standards:</b><br>2.5.A. 4.  |  |
| <b>Content Statements</b> <ul style="list-style-type: none"> <li>• Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</li> <li>• Ongoing feedback impacts improvement and effectiveness of movement actions.</li> </ul>  |  |
| CPI #   | Cumulative Progress Indicator (CPI)  |
| 2.5.4. A.1  | Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). |
| 2.5.4. A.2  | Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.   |
| 2.5.4. A.3  | Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.  |
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How does effective and appropriate movement affect wellness?</li> </ul>  | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Performing movement skills in a technically correct manner improves the overall</li> </ul>                    |

|  |   |
|--|---|
|  | performance and increases the likelihood participation in lifelong physical activity. |
| <b>Unit Learning Targets</b><br><i>Students will ...</i> <ul style="list-style-type: none"> <li>● Play modified basketball.</li> <li>● Play modified volleyball.</li> <li>● Play modified soccer.</li> <li>● Play capture the flag.</li> <li>● Jump rope continuously.</li> <li>● Play kickball.</li> <li>● Ride scooters under control.</li> <li>● Understand the importance of physical fitness.</li> <li>● Work cooperatively in small groups for station activities.</li> </ul>  |   |
| <b>Evidence of Learning</b>  |   |
| <b>Summative Assessment</b> <ul style="list-style-type: none"> <li>● Rubrics</li> </ul> <b>Equipment needed:</b> basketballs, volleyballs, soccer balls, cones, flags, jump ropes, playground balls, bases, scooters, mats<br><b>Teacher Resources:</b> <a href="http://pecentral.com">pecentral.com</a>   |   |
| <b>Formative Assessments</b> <ul style="list-style-type: none"> <li>● Portfolios</li> <li>● Peer Assessment</li> <li>● Self Assessment</li> <li>● Teacher Observation</li> </ul> <b>Differentiation</b><br>-Students within this classroom setting will be grouped when necessary based on physical capabilities, as well as knowledge individual skills. <b>Modification</b><br>-Modifications will be made based on physical needs, which will include disabilities that are outlined within students' IEPs. <b>ELL</b><br>-Students with ELL needs will be provided will visual demonstrations, as well as pictorial step by step examples. |   |

| Lesson Plan 1                             |                           |   |   |  |                                 |   |                      |
|---|---------------------------|---|---|--|---------------------------------|---|----------------------|
| Content Area: Physical Education          |                           |   |   |  |                                 |   |                      |
| Lesson Title: Games in the lane           |                           |   |   |  | Timeframe: 40 minutes           |   |                      |
| Lesson Components                         |                           |   |   |  |                                 |   |                      |
| <u>21<sup>st</sup> Century Themes</u>     |                           |   |   |  |                                 |   |                      |
|   | Global Awareness          |   | Financial, Economic, Business, and Entrepreneurial Literacy |  | Civic Literacy                  | * | Health Literacy      |
| <u>21<sup>st</sup> Century Skills</u>     |                           |   |   |  |                                 |   |                      |
|   | Creativity and Innovation | X | Critical Thinking and Problem Solving                       |  | Communication and Collaboration |   | Information Literacy |
|   | Media Literacy            |   | ICT Literacy  |  | Life and Career Skills          |   |                      |
| Equipment needed: basketballs, dome cones |                           |   |   |  |                                 |   |                      |

| Goals/Objectives  | Learning Activities/Instructional Strategies   | Formative Assessment Tasks   |
|---|--|--|
| <p>Students:</p> <ul style="list-style-type: none"> <li>● Will be able to dribble under control in limited space.</li> <li>● Will be able to understand how to defend.</li> </ul> | <p><b>Lesson Sequence</b></p> <ol style="list-style-type: none"> <li>1) Students will warm up.</li> <li>2) Set up cones to divide into seven lanes. Divide students into 7 groups.</li> <li>3) Demonstrate dribbling in lane. CUES: <i>use fingerpads, bounce to waist, eyes forward, knees slightly bent, keep ball close</i>. Students will dribble their ball in their lane.</li> <li>4) After dribbling, bounce pass to next person waiting.</li> <li>5) After dribbling, chest pass to next person waiting.</li> <li>6) The first student in each lane is a defensive player and turns around (with hands behind back) to face the second player in line. The second player tries to dribble a basketball from one end of the lane to the finish line without losing control and keeping the ball bouncing. The defensive player tries to slow down the dribbler by keeping his or her body in between</li> </ol> | <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Exit slip</li> </ul> |



|  |  |  |
|--|--|--|
|  | the dribbler and the finish line. Upon completion the students return to the end of their line and change positions. No running is permitted. The defensive player is not permitted to steal the ball from the dribbler or bump into the offensive player. |  |
| <b>Differentiation</b><br>Lesser skilled students may work with a more advanced skilled student. |  |  |
| <b>Resources Provided</b> <ul style="list-style-type: none"> <li>Pecentral.com</li> </ul>        |  |  |

| Grades 3-4 Strategy Unit  |  |
|---|--|
| <b>Content Area:</b> Physical Education   |  |
| <b>Unit Title:</b> Strategy   |  |
| <b>Target Course/Grade Level:</b> Grade 3 & 4   |  |
| <b>Unit Summary</b><br>Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle<br><b>Primary interdisciplinary connections:</b> <ul style="list-style-type: none"> <li>Health literacy</li> </ul> <b>21<sup>st</sup> century themes:</b> CRP3. Attend to personal health and financial well-being. |  |
| <b>Unit Rationale</b><br>All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active, lifestyle   |  |
| Learning Targets  |  |
| <b>Standards:</b><br>2.5 B Strategy   |  |
| <b>Content Statements</b> <ul style="list-style-type: none"> <li>Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.</li> </ul>  |  |
| CPI #   | Cumulative Progress Indicator (CPI)  |
| 2.5.4.B.1   | Explain and demonstrate the use of basic offensive and defensive strategies.   |
| 2.5.4.B.2   | Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. |

|  |  |
|--|--|
|  |  |
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● To what extent does strategy influence performance in competitive games and activities?</li> </ul>  | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.</li> </ul> |
| <b>Unit Learning Targets</b><br><i>Students will ...</i> <ul style="list-style-type: none"> <li>● Understand the importance of group and team games.</li> <li>● Understand player positioning.</li> <li>● Be able to fake and dodge.</li> <li>● Be able to create open areas.</li> <li>● Be able to defend space.</li> <li>● Be able to mirror and match.</li> <li>● Be able to participate with a partner, in small and team games and activities.</li> <li>● Participate in a variety of activities such as capture the flag, soccer, hockey, basketball, kickball, volleyball.</li> </ul> |  |
| <b>Evidence of Learning</b>  |  |
| <b>Summative Assessment</b> <ul style="list-style-type: none"> <li>● Rubrics</li> </ul> <b>Equipment needed:</b> playground balls, bats, hockey sticks, nets, cones, paddles, rackets, poly spots, basketballs, plastic balls, soccer balls<br><b>Teacher Resources:</b> pecentral.com, www.state.nj.us/njded/cccs   |  |

|   |
|---|
| <b>Formative Assessments</b> <ul style="list-style-type: none"> <li>● Portfolios</li> <li>● Peer Assessment</li> <li>● Self Assessment</li> <li>● Teacher Observation</li> </ul> <b>Differentiation</b> <ul style="list-style-type: none"> <li>● Students within this classroom setting will be group when necessary based on physical capabilities, as well as knowledge individual skills.</li> </ul> <b>Modification</b> <ul style="list-style-type: none"> <li>● Modifications will be made based on physical needs, which will include disabilities that are outlined within students' IEPs.</li> </ul> <b>ELL</b> |
|---|

- Students with ELL needs will be provided with visual demonstrations, as well as pictorial step by step examples.

| Lesson Plan 1  |                           |   |   |  |                                 |   |                      |
|--|---------------------------|---|---|--|---------------------------------|---|----------------------|
| Content Area: Physical Education   |                           |   |   |  |                                 |   |                      |
| Lesson Title: Capture the flag   |                           |   |   |  | Timeframe: 40 minutes           |   |                      |
| Lesson Components  |                           |   |   |  |                                 |   |                      |
| 21 <sup>st</sup> Century Themes  |                           |   |   |  |                                 |   |                      |
|  | Global Awareness          |   | Financial, Economic, Business, and Entrepreneurial Literacy |  | Civic Literacy                  | * | Health Literacy      |
| 21 <sup>st</sup> Century Skills  |                           |   |   |  |                                 |   |                      |
|  | Creativity and Innovation | X | Critical Thinking and Problem Solving                       |  | Communication and Collaboration |   | Information Literacy |
|  | Media Literacy            |   | ICT Literacy  |  | Life and Career Skills          |   |                      |
| Interdisciplinary Connections:   |                           |   |   |  |                                 |   |                      |
| Integration of Technology:   |                           |   |   |  |                                 |   |                      |
| Equipment needed: small cones, pinnies, 2 big cones, 2 flags, flag belts, 2 hula hoops |                           |   |   |  |                                 |   |                      |

| Goals/Objectives   | Learning Activities/Instructional Strategies  | Formative Assessment Tasks   |
|--|---|--|
| Students: <ul style="list-style-type: none"> <li>• Will be able to chase, flee, and dodge away from members of the other team.</li> <li>• Will be able to use offensive and defensive strategies to play.</li> </ul> | <b>Lesson Sequence</b> <ol style="list-style-type: none"> <li>1. Students will warm up.</li> <li>2. Divide the students into two teams. The object of the game is to steal the flag from the other team. Once stolen, they need to bring the flag over to their side of the field without their flag belt being pulled. If successful, a point is awarded. If a player steals a flag but gets their belt pulled before</li> </ol> | <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Exit slip based on strategy used.</li> </ul> |

|  |   |  |
|--|---|--|
|  | reaching safely to their side, they go to prison.<br>3. Choose one person from each team to guard prison and flag. The rest of the players need to try to steal the flag. |  |
| <b>Differentiation</b><br>Lesser skilled students may work with a more advanced skilled student. |   |  |
| <b>Resources Provided</b><br>● PE central.com  |   |  |

## ***Benchmark Guide – Grade 3***

| <b>Content Area: Physical Education</b><br><b>Grade Level: 3rd Grade</b>                      |                               |   |  |
|---|-------------------------------|---|--|
| Benchmark Name/Unit Assessment  | Period of Time                | Standards Covered   | Scoring Scale<br>(ex. Based on 100 pt scale) |
| Soccer Unit Assessment<br>Fitness Testing - Fitnessgram                                       | 4 weeks<br>4 weeks            | 2.5.4.A.1-2<br>2.5.4.C.1-2<br>2.6.4.A.1-4                             | 100 points<br>Online                         |
| Jump Rope Unit Assessment<br>Rhythms and Dance Unit Assessment<br>Basketball Unit Assessment  | 4 weeks<br>3 weeks<br>3 weeks | 2.5.4.A.1-2<br>2.5.4.C.1-2<br>2.6.4.A.1-4                             | Scale 1-4<br>Scale 1-4<br>100 points         |
| Team Handball Unit Assessment<br>Skeletal Unit Assessment<br>Fitness Testing - Fitnessgram    | 4 weeks<br>4 weeks<br>2 weeks | 2.1.4.A.1<br>2.5.4.A.1-2<br>2.5.2.B.1-4<br>2.5.4.C.1-2<br>2.6.4.A.1-4 | 100 points<br>100 points<br>Online           |
| Fitness Testing - Fitnessgram<br>Striking Unit Assessment<br>Cooperative Game Unit Assessment | 3 weeks<br>4 weeks<br>3 weeks | 2.6.4.A.1-4<br>2.5.4.A.1-2<br>2.5.4.C.1-2                             | Online<br>100 points<br>100 points           |

## **Benchmark Guide – Grade 4**

| <b>Content Area: Physical Education</b><br><b>Grade Level: 4th Grade</b>                            |                               |   |  |
|---|-------------------------------|---|--|
| Benchmark Name/Unit Assessment  | Period of Time                | Standards Covered   | Scoring Scale<br>(ex. Based on 100 pt scale) |
| Ultimate Frisbee Unit Assessment<br>Fitness Testing - Fitnessgram                                   | 4 weeks<br>4 weeks            | 2.5.4.A.1-2<br>2.5.4.C.1-2<br>2.6.4.A.1-4                             | 100 points<br>Online                         |
| Jump Rope Unit Assessment<br>Gymnastics Unit Assessment<br>Volleyball Unit Assessment               | 4 weeks<br>2 weeks<br>4 weeks | 2.5.4.A.1-2<br>2.5.4.C.1-2<br>2.6.4.A.1-4                             | Scale 1-4<br>Scale 1-4<br>100 points         |
| Floor Hockey Unit Assessment<br>Net games Unit Assessment<br>Fitness Testing - Fitnessgram          | 4 weeks<br>4 weeks<br>2 weeks | 2.1.4.A.1<br>2.5.4.A.1-2<br>2.5.2.B.1-4<br>2.5.4.C.1-2<br>2.6.4.A.1-4 | 100 points<br>100 points<br>Online           |
| Fitness Testing - Fitnessgram<br>Striking Games Unit Assessment<br>Cooperative Game Unit Assessment | 3 weeks<br>4 weeks<br>3 weeks | 2.6.4.A.1-4<br>2.5.4.A.1-2<br>2.5.4.C.1-2                             | Online<br>100 points<br>100 points           |

| <b>Grades K-4 Basketball Unit</b>   |
|---|
| <b>Content Area: Physical Education</b>   |
| <b>Unit Title:</b> Basketball   |
| <b>Target Course/Grade Level:</b> K-4   |
| <b>Unit Summary</b><br>Students will demonstrate mature motor patterns in simple combinations (e.g. dribbling while running).<br>Students will develop basic skills such as dribbling, passing, and shooting. |
| <b>Primary interdisciplinary connections:</b> <ul style="list-style-type: none"> <li>Health literacy</li> </ul>   |

|   |   |
|---|---|
| <b>21<sup>st</sup> century themes:</b> CRP3. Attend to personal health and financial well-being.  |   |
| <b>Unit Rationale</b><br>Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.   |   |
| <b>Learning Targets</b>   |   |
| <b>Standards</b><br><b>2.5. A Movement Skills and Concepts</b><br><b>2.5. B Strategy</b><br><b>2.5. C Sportsmanship, Rules, and Safety</b>  |   |
| <b>Content Statements</b> <ul style="list-style-type: none"> <li>• Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</li> <li>• Teamwork consists of effective communication and other interactions between team members.</li> <li>• Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.</li> <li>• Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> </ul> |   |
| <b>CPI #</b>  | <b>Cumulative Progress Indicator (CPI)</b>  |
| 2.5.2.A.1   | Explain and perform movement skills developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). |
| 2.5.4. A.1  | Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).          |
| 2.5.4. A.2  | Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.  |
| 2.5.2.B.1   | Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.   |
| 2.5.2.B.2   | Explain the difference between offense and defense.   |
| 2.5.4.B.1   | Explain and demonstrate the use of basic offensive and defensive strategies.  |
| 2.5.2.C.1   | Explain what it means to demonstrate good sportsmanship.  |

|           |  |
|-----------|--|
| 2.5.2.C.2 | Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.               |
| 2.5.4.C.1 | Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer. |
| 2.5.4.C.2 | Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. |

### Unit Learning Targets

*Students will ...*

- Demonstrate the correct technique while shooting a basketball.
- Demonstrate dribbling skills, using dominate and non-dominate hands.
- Be able to identify a lay-up, jump shot, and foul-shot.
- Demonstrate the two main passes, chest pass, and bounce pass.
- Identify and explain the court boundaries; foul line, baseline, and sidelines.
- Identify scoring rules and regulations.
- Demonstrate safety guidelines during practice drills and games.
- Practice games: knock out, 21, lay up lines, runners and gunners etc.

### Evidence of Learning

**Equipment needed:** basketballs, basketball nets, cones, spots, pinnies

**Teacher Resources:** pecentral.com, [www.state.nj.us/njded/cccs](http://www.state.nj.us/njded/cccs)

### Differentiation

- Students within this classroom setting will be grouped when necessary based on physical capabilities, as well as knowledge individual skills.

### Modification

- Modifications will be made based on physical needs, which will include disabilities that are outlined within students' IEPs.

### ELL

- Students with ELL needs will be provided will visual demonstrations, as well as pictorial step by step examples.

### Formative Assessments

- |                       |                   |
|-----------------------|-------------------|
| ● Teacher observation | ● Portfolios      |
| ● Peer assessment     | ● Self assessment |

| Grades K-4 Fitness Unit   |  |
|---|--|
| <b>Content Area: Physical Education</b>   |  |
| <b>Unit Title:</b> Fitness  |  |
| <b>Target Course/Grade Level:</b> K-4   |  |
| <b>Unit Summary</b><br>All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.<br><br><b>Primary interdisciplinary connections:</b> <ul style="list-style-type: none"> <li>• Math (nutrition = portion control)</li> <li>• English (listening skills)</li> <li>• Anatomy (muscle identification)</li> <li>• Music</li> </ul> <b>21<sup>st</sup> century themes:</b> CRP3. Attend to personal health and financial well-being. |  |
| <b>Unit Rationale</b><br>Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.  |  |
| Learning Targets  |  |
| <b>Standards</b><br><b>2.6. A Fitness and Physical Activity</b>   |  |
| <b>Content Statements</b> <ul style="list-style-type: none"> <li>• Appropriate types and amounts of physical activity enhance personal health.</li> <li>• Each component of fitness contributes to personal health as well as motor skill performance.</li> </ul>   |  |
| CPI #   | Cumulative Progress Indicator (CPI)  |
| 2.6.2.A.1   | Explain the role of regular physical activity in relation to personal health.  |
| 2.6.2.A.2   | Explain what it means to be physically fit and engage in moderate to vigorous age appropriate activities that promote fitness. |
| 2.6.2.A.3   | Develop a fitness goal and monitor progress towards achievement of the goal.   |
| 2.6.4.A.1   | Determine the physical, social, emotional, and intellectual benefits of regular physical activity.                             |



|  |  |   |  |                   |                   |
|--|--|---|--|-------------------|-------------------|
| 2.6.4.A.2  | Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.  |   |  |                   |                   |
| 2.6.4. A.3   | Develop a health related fitness goal and track progress using health/fitness indicators.  |   |  |                   |                   |
| 2.6.4. A.4   | Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.  |   |  |                   |                   |
| <table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● What is the minimum amount of exercise I can do to stay physically fit?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.</li> <li>● Physical fitness is the ability of you whole body to work together efficiently to be able to do the most work with least amount of effort.</li> </ul> </td></tr> </table>  |  | <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● What is the minimum amount of exercise I can do to stay physically fit?</li> </ul> | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.</li> <li>● Physical fitness is the ability of you whole body to work together efficiently to be able to do the most work with least amount of effort.</li> </ul> |                   |                   |
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● What is the minimum amount of exercise I can do to stay physically fit?</li> </ul>  | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.</li> <li>● Physical fitness is the ability of you whole body to work together efficiently to be able to do the most work with least amount of effort.</li> </ul> |   |  |                   |                   |
| <b>Unit Learning Targets</b><br><i>Students will ...</i> <ul style="list-style-type: none"> <li>● Define the importance of physical activity and personal fitness.</li> <li>● Explain the relationship between health and fitness.</li> <li>● Identify the skill-related and health related components of fitness.</li> <li>● Describe lifestyle choices that can improve overall fitness and offset negative factors.</li> <li>● Participate in activities to evaluate your health related fitness.</li> <li>● Perform physical fitness test (President’s Challenge).</li> <li>● Learn about the five components of fitness.</li> </ul> |  |   |  |                   |                   |
| <b>Evidence of Learning</b>  |  |   |  |                   |                   |
| <b>Summative Assessment</b><br>Fitness Test (3 weeks)<br><b>Equipment needed:</b> jump ropes, mats, step boxes, hula hoops, pedometers, heart rate monitors, pull up bar, stopwatches, erasers, flex tester<br><b>Teacher Resources:</b> pecentral.com, www.state.nj.us/njded/cccs   |  |   |  |                   |                   |
| <b>Formative Assessments</b> <table border="0"> <tr> <td>● Teacher observation</td><td>● Portfolios</td></tr> <tr> <td>● Peer assessment</td><td>● Self assessment</td></tr> </table>  |  | ● Teacher observation   | ● Portfolios   | ● Peer assessment | ● Self assessment |
| ● Teacher observation  | ● Portfolios   |   |  |                   |                   |
| ● Peer assessment  | ● Self assessment  |   |  |                   |                   |
| <b>Differentiation</b> <ul style="list-style-type: none"> <li>● Students within this classroom setting will be grouped when necessary based on physical capabilities, as well as knowledge individual skills.</li> </ul>   |  |   |  |                   |                   |
| <b>Modifications</b>   |  |   |  |                   |                   |

- Modifications will be made based on physical needs, which will include disabilities that are outlined within students' IEPs.

**ELL**

- Students with ELL needs will be provided with visual demonstrations, as well as pictorial step by step examples.

| Lesson Plan 1   |                           |   |   |  |                                 |   |                      |
|---|---------------------------|---|---|--|---------------------------------|---|----------------------|
| Content Area: Physical Education  |                           |   |   |  |                                 |   |                      |
| Lesson Title: 1 <sup>st</sup> Grade Fitness Stations  |                           |   |   |  | Timeframe: 40 minutes/1class    |   |                      |
| Lesson Components   |                           |   |   |  |                                 |   |                      |
| 21 <sup>st</sup> Century Themes   |                           |   |   |  |                                 |   |                      |
|   | Global Awareness          |   | Financial, Economic, Business, and Entrepreneurial Literacy |  | Civic Literacy                  | * | Health Literacy      |
| 21 <sup>st</sup> Century Skills   |                           |   |   |  |                                 |   |                      |
|   | Creativity and Innovation | X | Critical Thinking and Problem Solving                       |  | Communication and Collaboration |   | Information Literacy |
|   | Media Literacy            |   | ICT Literacy  |  | Life and Career Skills          |   |                      |
| Interdisciplinary Connections: Health   |                           |   |   |  |                                 |   |                      |
| Integration of Technology: Pedometers   |                           |   |   |  |                                 |   |                      |
| Equipment needed: 3 small mats, 4 jump ropes, 4 hula hoops, scooters, cones, 4 hoppers, pedometers, |                           |   |   |  |                                 |   |                      |

| Goals/Objectives   | Learning Activities/Instructional Strategies   | Formative Assessment Tasks  |
|--|--|---|
| Students: <ul style="list-style-type: none"> <li>• Will be able to improve their cardiorespiratory endurance.</li> </ul> | <b>Lesson Sequence</b> <ol style="list-style-type: none"> <li>1. Students will warm up.</li> <li>2. Students will be divided into 5 groups.</li> </ol> | <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Portfolios</li> </ul> |

|  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>● Will be able to improve their strength.</li> </ul>  | 3. Students will exercise at each station which includes (sit ups, jump rope/hula hoops, walking with pedometers, scooter, hoppers) |  |
| <b>Resources Provided</b> <ul style="list-style-type: none"> <li>● Pecentral.com,</li> <li>● <a href="http://www.state.nj.us/njded/cccs">www.state.nj.us/njded/cccs</a></li> </ul> |   |  |

| <b>Grades K-4 Kickball/Soccer Unit</b>   |
|--|
| <b>Content Area: Physical Education</b>  |
| <b>Unit Title:</b> Kickball/Soccer   |
| <b>Target Course/Grade Level:</b> K-4  |
| <b>Unit Summary</b><br>Students will understand basic terminology associated with kickball and soccer.<br>Students will demonstrate basic kicking skills.<br><b>Primary interdisciplinary connections:</b> Health literacy<br><b>21<sup>st</sup> century themes:</b> CRP3. Attend to personal health and financial well-being.   |
| <b>Unit Rationale</b><br>Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.  |
| <b>Learning Targets</b>  |
| <b>Standards</b><br><b>2.5. A Movement Skills and Concepts</b><br><b>2.5. B Strategy</b><br><b>2.5. C Sportsmanship, Rules, and Safety</b>   |
| <b>Content Statements</b> <ul style="list-style-type: none"> <li>● Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.</li> <li>● Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</li> </ul> |

| <ul style="list-style-type: none"> <li>● Ongoing feedback impacts improvement and effectiveness of movement actions.</li> <li>● Teamwork consists of effective communication and other interactions between team members.</li> <li>● Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.</li> <li>● Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> </ul>   |  |
|---|--|
| <b>CPI #</b>  | <b>Cumulative Progress Indicator (CPI)</b>   |
| 2.5.2.A.1   | Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). |
| 2.5.4. A.1  | Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).               |
| 2.5.4. A.2  | Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.   |
| 2.5.2.B.1   | Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.  |
| 2.5.4.B.1   | Explain and demonstrate the use of basic offensive and defensive strategies  |
| 2.5.2.C.1   | Explain what it means to demonstrate good sportsmanship.   |
| 2.5.4.C.1   | Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.   |
| 2.5.4.C.2   | Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.   |
| <b>Unit Learning Targets</b><br><i>Students will ...</i> <ul style="list-style-type: none"> <li>● Demonstrate directional kicking and fielding skills.</li> <li>● Demonstrate kicking techniques; inside/outside of foot, shoelaces.</li> <li>● Understand the importance of positioning.</li> <li>● Identify and explain the field boundaries, foul lines, bases, pitcher's mound, goal area.</li> <li>● Identify the scoring rules and regulations are similar to baseball/softball.</li> <li>● Demonstrate safety guidelines during practice drills and games.</li> <li>● Practice games; running bases relay, manoc, pitchers poison, soccer kickball, all ball kickball, cone kickball, wiffleball.</li> </ul> |  |
| <b>Equipment needed:</b> bases, playground balls, lummi sticks, goals, wiffleballs, bats<br><b>Teacher Resources:</b> pecentral.com, <a href="http://www.state.nj.us/njded/cccs">www.state.nj.us/njded/cccs</a><br><b>Differentiation</b>   |  |

- Students within this classroom setting will be grouped when necessary based on physical capabilities, as well as knowledge individual skills.

#### **Modifications**

- Modifications will be made based on physical needs, which will include disabilities that are outlined within students' IEPs.

#### **ELL**

- Students with ELL needs will be provided will visual demonstrations, as well as pictorial step by step examples.

#### **Formative Assessments**

- Teacher observation
- Peer assessment
- Portfolios
- Self assessment

| Lesson Plan 1  |                           |   |   |  |                                 |   |                      |
|--|---------------------------|---|---|--|---------------------------------|---|----------------------|
| Content Area: Physical Education   |                           |   |   |  |                                 |   |                      |
| Lesson Title: All ball kickball  |                           |   |   |  | Timeframe: 80 minutes/ 2 days   |   |                      |
| Lesson Components  |                           |   |   |  |                                 |   |                      |
| 21 <sup>st</sup> Century Themes  |                           |   |   |  |                                 |   |                      |
|  | Global Awareness          |   | Financial, Economic, Business, and Entrepreneurial Literacy |  | Civic Literacy                  | * | Health Literacy      |
| 21 <sup>st</sup> Century Skills  |                           |   |   |  |                                 |   |                      |
|  | Creativity and Innovation | X | Critical Thinking and Problem Solving                       |  | Communication and Collaboration |   | Information Literacy |
|  | Media Literacy            |   | ICT Literacy  |  | Life and Career Skills          |   |                      |
| Equipment needed: 1 foam soccer ball for half the class, 1 hockey net, 12 small cones, 12 big cones, 13 poly spots |                           |   |   |  |                                 |   |                      |

| Goals/Objectives  | Learning Activities/Instructional Strategies  | Formative Assessment Tasks                     |
|---|---|--|
| <p>Students:</p> <ul style="list-style-type: none"> <li>● Will be able to kick a stationary ball for distance.</li> <li>● Will be able to dribble a soccer ball</li> <li>● Will be able to value teamwork by encouraging each other.</li> </ul> | <p><b>Lesson Sequence</b></p> <ol style="list-style-type: none"> <li>1) Students will warm up.</li> <li>2) Demonstrate kicking a stationary ball with shoelaces, and inside/outside of feet.</li> <li>3) Students will be paired up and practice kicking a stationary ball taking turns.</li> <li>4) Divide class into two teams. Half the class is lined up at a cone on the first baseline with their ball on the ground. The other half of the class is scattered anywhere in the outfield. On your signal, students at the cones all kick their ball forward into the outfield. After they kick the ball they run to their cone on the second baseline and back again to the first. This scores one "run". They keep repeating going back and forth, scoring "runs", until the signal is given to stop.</li> <li>5) When the balls have been kicked into the outfield, each person finds one ball only to dribble using feet only to the goal. When each person has successfully kicked the ball into the goal (for safety, they should not go across the goal line), this stops the running of the other team. At this time, the teacher can ask each person for their number of runs, and the whole team adds their runs together for a total. Students then switch roles, so those in the outfield now get to kick.</li> </ol> | <p>Teacher observation<br/>Peer assessment</p> |
| <p><b>Differentiation</b><br/>Special needs students may use hands when trying to dribble.</p>  |   |  |
| <p><b>Resources Provided</b></p> <ul style="list-style-type: none"> <li>● <a href="http://pecentral.com">pecentral.com</a></li> <li>● <a href="http://www.state.nj.us/njded/cccs">www.state.nj.us/njded/cccs</a></li> </ul>                     |   |  |

| K-4 Striking Unit  |
|--|
| <b>Content Area: Physical Education</b>  |
| <b>Unit Title:</b> Striking  |
| <b>Target Course/Grade Level:</b> K-4  |
| <p><b>Unit Summary</b><br/>Students will develop visual tracking and hand-eye coordination at greater distances.</p> |

|   |  |
|---|--|
| <b>Primary interdisciplinary connections:</b> <ul style="list-style-type: none"> <li>● Health Education</li> </ul> <b>21<sup>st</sup> century themes:</b> CRP3. Attend to personal health and financial well-being.   |  |
| <b>Unit Rationale</b><br>Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.   |  |
| <b>Learning Targets</b>   |  |
| <b>Standards</b><br><b>2.5. A Motor Skill Development &amp; 2.5. B Strategy</b>   |  |
| <b>Content Statements</b> <ul style="list-style-type: none"> <li>● Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.</li> <li>● Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</li> <li>● Ongoing feedback impacts improvement and effectiveness of movement actions.</li> </ul> |  |
| <b>CPI #</b>  | <b>Cumulative Progress Indicator (CPI)</b>   |
| 2.5.2.A.1   | Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).   |
| 2.5.4.A.1   | Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).   |
| 2.5.4.A.2   | Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.   |
| 2.5.2.B.1   | Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.  |
| 2.5.2.B.2   | Explain the difference between offense and defense.  |
| 2.5.4.B.1   | Explain and demonstrate the use of basic offensive and defensive strategies  |
| 2.5.6.B.1   | Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.  |
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How does effective and appropriate movement affect wellness?</li> </ul>  | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</li> </ul> |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>● To what extent does strategy influence performance in competitive games and activities?</li> </ul>   | <ul style="list-style-type: none"> <li>● Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.</li> </ul> |
| <p><b>Unit Learning Targets</b><br/> <i>Students will ...</i></p> <ul style="list-style-type: none"> <li>● Strike a balloon with a lightweight paddle.</li> <li>● Toss a ball or object upward and hit it.</li> <li>● Drop an object and contacting it underhand.</li> <li>● Drop a ball and contact it after a bounce.</li> <li>● Strike a ball at a target.</li> <li>● Send a ball high enough to travel over a net.</li> <li>● Continuously hit to a rebound off the wall.</li> <li>● Striking with overhand, forearm, backhand, hands, and underhand strokes.</li> <li>● Play cooperative or competitive games.</li> <li>● Offensive and defensive movements involving others.</li> <li>● Traveling slowly while striking an object with a hockey stick.</li> <li>● Strike a ball off a batting tee with a plastic bat.</li> <li>● Striking on the ground to a stationary partner.</li> <li>● Traveling, stopping, and controlling the ball or puck.</li> <li>● Striking an object on the ground against an opponent.</li> <li>● Passing to a traveling partner.</li> <li>● Passing and receiving an object while moving and dodging other children.</li> </ul> |  |
| <b>Evidence of Learning</b>   |  |
| <p><b>Summative Assessment</b><br/>         Rubrics<br/> <b>Equipment needed:</b> volleyballs, beach balls, volleyball net, hockey sticks, plastic bats, cones, hockey nets, bases, batting tees, whiffle balls, pucks<br/> <b>Teacher Resources:</b> pecentral.com, <a href="http://www.state.nj.us/njded/cccs">www.state.nj.us/njded/cccs</a><br/> <b>Differentiation</b> <ul style="list-style-type: none"> <li>● Students within this classroom setting will be grouped when necessary based on physical capabilities, as well as knowledge individual skills.</li> </ul> <b>Modifications</b> <ul style="list-style-type: none"> <li>● Modifications will be made based on physical needs, which will include disabilities that are outlined within students' IEPs.</li> </ul> <b>ELL</b></p>  |  |



- Students with ELL needs will be provided will visual demonstrations, as well as pictorial step by step examples.

#### **Formative Assessments**

- Teacher observation
- Self assessment
- Portfolios
- Peer assessment

| <b>K-4 Traveling and Movement Unit</b>  |   |
|---|---|
| <b>Content Area: Physical Education</b>   |   |
| <b>Unit Title:</b> Traveling and movement   |   |
| <b>Target Course/Grade Level:</b> K-4   |   |
| <b>Unit Summary</b> <ul style="list-style-type: none"> <li>• Travel in forward and sideways directions using a variety of loco motor (nonlocomotor) patterns and changes directions quickly in response to a signal.</li> <li>• Walks and runs using mature form.</li> <li>• Combines loco motor patterns in time to music.</li> </ul> <b>Primary interdisciplinary connections:</b> <ul style="list-style-type: none"> <li>• Health literacy</li> </ul> <b>21<sup>st</sup> century themes:</b> CRP3. Attend to personal health and financial well-being. |   |
| <b>Unit Rationale</b><br>Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.   |   |
| <b>Learning Targets</b>   |   |
| <b>Standards</b><br><b>2.5. A Movement Skills and Concepts</b>  |   |
| <b>Content Statements</b> <ul style="list-style-type: none"> <li>• Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.</li> </ul>   |   |
| <b>CPI #</b>  | <b>Cumulative Progress Indicator (CPI)</b>  |
| 2.5.2.A.1   | Explain and perform <u>movement skills</u> with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). |
| 2.5.2.A.2   | Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.  |

|   |   |  |   |
|---|---|--|---|
| 2.5.2.A.3   | Respond in movement to changes in tempo, beat, rhythm, or musical style.  |  |   |
| 2.5.2.A.4   | Correct movement errors in response to feedback.  |  |   |
| 2.5.4.A.1   | Explain and perform <u>essential elements of movement skills</u> in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).               |  |   |
| 2.5.4.A.2   | Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.  |  |   |
| 2.5.4.A.3   | Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.   |  |   |
| 2.5.4.A.4   | Correct movement errors in response to feedback and explain how the change improves performance.  |  |   |
| <table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How does effective and appropriate movement affect wellness?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <p>Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</p> </td></tr> </table>                               |   | <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How does effective and appropriate movement affect wellness?</li> </ul> | <b>Unit Enduring Understandings</b> <p>Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</p> |
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How does effective and appropriate movement affect wellness?</li> </ul>  | <b>Unit Enduring Understandings</b> <p>Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</p> |  |   |
| <b>Unit Learning Targets</b><br><i>Students will ...</i> <ul style="list-style-type: none"> <li>Hop</li> <li>Skip</li> <li>Jump</li> <li>Leap</li> <li>Slide</li> <li>Gallop</li> <li>Bear Walk</li> <li>Crawl</li> <li>Crab Walk</li> <li>Run</li> </ul>   |   |  |   |
| <b>Evidence of Learning</b>   |   |  |   |
| <b>Summative Assessment</b><br>Rubrics<br><b>Equipment needed:</b> ipod, hula hoops, spots, cones,<br><b>Teacher Resources:</b> pecentral.com, <a href="http://www.state.nj.us/njded/cccs">www.state.nj.us/njded/cccs</a><br><br><b>Differentiation</b> <ul style="list-style-type: none"> <li>Students within this classroom setting will be grouped when necessary based on physical capabilities, as well as knowledge individual skills.</li> </ul> |   |  |   |

**Modifications**

- Modifications will be made based on physical needs, which will include disabilities that are outlined within students' IEPs.

**ELL**

- Students with ELL needs will be provided will visual demonstrations, as well as pictorial step by step examples.

**Formative Assessments**

- Teacher observation
- Peer assessment
- Portfolios
- Self assessment

| <b>K-4 Volleyball Unit</b>  |
|---|
| <b>Content Area: Physical Education</b>   |
| <b>Unit Title:</b> Volleyball   |
| <b>Target Course/Grade Level:</b> K-4   |
| <b>Unit Summary</b><br>Students will understand terminology.<br>Students will demonstrate proper skills associated with volleyball.<br><b>Primary interdisciplinary connections:</b> <ul style="list-style-type: none"><li>• Health literacy</li></ul> <b>21<sup>st</sup> century themes:</b> CRP3. Attend to personal health and financial well-being. |
| <b>Unit Rationale</b><br>Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.   |
| <b>Learning Targets</b>   |
| <b>Standards</b><br><b>2.5. A Movement Skills and Concepts</b><br><b>2.5. B Strategy</b><br><b>2.5. C Sportsmanship, Rules, and Safety</b>  |
| <b>Content Statements</b> <ul style="list-style-type: none"><li>• Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.</li></ul>   |

| <ul style="list-style-type: none"> <li>● Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</li> <li>● Ongoing feedback impacts improvement and effectiveness of movement actions.</li> <li>● Teamwork consists of effective communication and other interactions between team members.</li> <li>● Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.</li> <li>● Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> </ul>   |  |  |  |
|--|--|--|--|
| <b>CPI #</b>   | <b>Cumulative Progress Indicator (CPI)</b>   |  |  |
| 2.5.2.A.1  | Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).   |  |  |
| 2.5.4. A.1   | Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).   |  |  |
| 2.5.4. A.2   | Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.   |  |  |
| 2.5.2.B.1  | Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.  |  |  |
| 2.5.4.B.1  | Explain and demonstrate the use of basic offensive and defensive strategies  |  |  |
| 2.5.2.C.1  | Explain what it means to demonstrate good sportsmanship.   |  |  |
| 2.5.4.C.1  | Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.   |  |  |
| 2.5.4.C.2  | Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.   |  |  |
| <table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How does effective and appropriate movement affect wellness?</li> <li>● To what extent does strategy influence performance in competitive games and activities?</li> <li>● Why do I have to show good sportsmanship and follow the rules when others do not?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</li> <li>● Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.</li> <li>● In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules, and safety guidelines.</li> </ul> </td></tr> </table> |  | <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How does effective and appropriate movement affect wellness?</li> <li>● To what extent does strategy influence performance in competitive games and activities?</li> <li>● Why do I have to show good sportsmanship and follow the rules when others do not?</li> </ul> | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</li> <li>● Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.</li> <li>● In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules, and safety guidelines.</li> </ul> |
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How does effective and appropriate movement affect wellness?</li> <li>● To what extent does strategy influence performance in competitive games and activities?</li> <li>● Why do I have to show good sportsmanship and follow the rules when others do not?</li> </ul>   | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</li> <li>● Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.</li> <li>● In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules, and safety guidelines.</li> </ul> |  |  |
| <b>Unit Learning Targets</b>   |  |  |  |

*Students will ...*

- Use proper terminology regarding Volleyball equipment.
- Describe and execute the following skills: set, serve, bump,.
- Demonstrate proper body positions in the underhand/overhand serve.
- Demonstrate proper body position for the set and the bump.
- Demonstrate care and proper use of equipment.
- Understand the correct way of the rotation
- Explain proper scoring.

#### **Evidence of Learning**

**Equipment needed:** volley trainers, balloons, poly spots, nets, tape

**Teacher Resources:** pecentral.com, [www.state.nj.us/njded/cccs](http://www.state.nj.us/njded/cccs)

#### **Differentiation**

- Students within this classroom setting will be grouped when necessary based on physical capabilities, as well as knowledge individual skills.

#### **Modifications**

- Modifications will be made based on physical needs, which will include disabilities that are outlined within students' IEPs.

#### **ELL**

- Students with ELL needs will be provided will visual demonstrations, as well as pictorial step by step examples.

#### **Formative Assessments**

- |                       |                   |
|-----------------------|-------------------|
| ● Teacher observation | ● Portfolios      |
| ● Peer observation    | ● Self assessment |

#### **Lesson Plan 1**

**Content Area: Physical Education**

**Lesson Title:** Underhand Serve

**Timeframe:** 40 minutes

#### **Lesson Components**

#### **21<sup>st</sup> Century Themes**

|  |                  |  |   |  |                |   |                 |
|--|------------------|--|---|--|----------------|---|-----------------|
|  | Global Awareness |  | Financial, Economic, Business, and Entrepreneurial Literacy |  | Civic Literacy | * | Health Literacy |
|--|------------------|--|---|--|----------------|---|-----------------|

#### **21<sup>st</sup> Century Skills**

|   |                           |   |                                       |  |                                 |  |                      |
|---|---------------------------|---|---------------------------------------|--|---------------------------------|--|----------------------|
|   | Creativity and Innovation | X | Critical Thinking and Problem Solving |  | Communication and Collaboration |  | Information Literacy |
|   | Media Literacy            |   | ICT Literacy                          |  | Life and Career Skills          |  |                      |
| Equipment needed: volleyball net, poly spots, volley trainers |                           |   |                                       |  |                                 |  |                      |

| Goals/Objectives   | Learning Activities/Instructional Strategies  | Formative Assessment Tasks  |
|--|---|---|
| <b>Students:</b> <ul style="list-style-type: none"> <li>● Will be able to serve volleyball underhand.</li> <li>● Will be able understand how to rotate after a serve.</li> </ul> | <b>Lesson Sequence</b> <ol style="list-style-type: none"> <li>1. Students will warm up.</li> <li>2. Describe and demonstrate the underhand serve.</li> <li>3. Divide students into pairs to practice serving against the wall.</li> <li>4. Students' will serve to each other standing 30 feet away over the volleyball net.</li> </ol> | <ul style="list-style-type: none"> <li>● Peer assessment</li> </ul> |
| <b>Differentiation</b><br>Special needs students may position themselves closer to net to serve.   |   |   |
| <b>Resources Provided</b> <ul style="list-style-type: none"> <li>● pcentral.com</li> <li>● www.state.nj.us/njded/cccs</li> </ul>   |   |   |

## ***K-4 Health Curriculum***

| Kindergarten Health Unit   |
|--|
| <b>Content Area: Health Education</b>                              |
| <b>Unit Title:</b> Kindergarten Health                             |
| <b>Target Course/Grade Level:</b> Kindergarten                     |
| <b>Unit Summary</b><br>Unit 1 – Personal Health<br>Unit 2 – Safety |

|   |  |
|---|--|
| Unit 3 – Health Services<br>Unit 4 - Bullying<br><b>Primary interdisciplinary connections:</b> Health Literacy<br><b>21<sup>st</sup> century themes:</b> CRP3. Attend to personal health and financial well-being.  |  |
| <b>Unit Rationale</b> <ul style="list-style-type: none"> <li>● Select a personal health goal and why it is important.</li> <li>● Recognize the importance of acting safely throughout life. Recognize safety practice at home, school, and outdoors.</li> <li>● Explain how to seek help when feeling sick. Analyze the characteristics of valid health and safety-related information, products, and services.</li> <li>● Understand the effects of bullying.</li> </ul> |  |
| <b>Learning Targets</b>   |  |
| <b>Standards</b><br>2.1 Wellness<br>2.2 Integrated Skills   |  |
| <b>Content Statements</b>   |  |
| <b>CPI #</b>  | <b>Cumulative Progress Indicator (CPI)</b>   |
| 2.1.2.C.1   | Summarize symptoms of common diseases and health conditions.   |
| 2.1.2.C.2   | Summarize strategies to prevent the spread of common diseases and health conditions.   |
| 2.1.2.C.3   | Determine how personal feelings can affect one’s wellness.   |
| 2.1.2.D.1   | Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).   |
| 2.1.2.D.2   | Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.   |
| 2.1.2.D.3   | Identify procedures associated with pedestrian, bicycle, and traffic safety.   |
| 2.1.2.E.1   | Identify basic social and emotional needs of all people.   |
| 2.1.2.E.2   | Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.   |
| 2.1.4.E.4   | Summarize the causes of stress and explain ways to deal with stressful situations.   |
| 2.2.2.D.1   | Determine the benefits for oneself and others of participating in a class or school service activity.  |
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● What are common diseases?</li> <li>● What are some ways to prevent diseases?</li> <li>● What are feelings?</li> <li>● How are injuries prevented?</li> <li>● Why should you never talk to strangers?</li> </ul>  | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Identify symptoms associated with diseases.</li> <li>● Explain ways to prevent diseases such as hand washing, covering coughs, immunizations, and sharing hats, cups, and combs.</li> </ul> |

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>● Identify ways to be safe when crossing the street and riding a bike.</li> <li>● Why do people bully?</li> <li>● What are the benefits of participating in class or school services?</li> </ul>  | <ul style="list-style-type: none"> <li>● Identify feelings such as happy, sad, angry, and worried.</li> <li>● Explain and demonstrate safety practices in and outside of the home.</li> <li>● Identify causes of conflict and demonstrate appropriate and effective conflict resolution strategies.</li> <li>● Play a picture word match game to identify health helpers in the community and their roles.</li> </ul> |
| <b>Unit Learning Targets</b><br><i>Students will ...</i> <ul style="list-style-type: none"> <li>● Discuss common diseases, their symptoms, and ways to prevent their spread.</li> <li>● Identify causes of conflict and demonstrate appropriate and effective conflict resolution strategies.</li> <li>● Explain and demonstrate safety practices in and outside of the home.</li> <li>● Explain simple emergency procedures, including getting help and calling 911.</li> <li>● Illustrate how community helpers and healthcare workers contribute to personal and community wellness.</li> </ul>   |   |
| <b>Evidence of Learning</b>  |   |
| <b>Summative Assessment</b> <ul style="list-style-type: none"> <li>● Oral tests</li> <li>● Oral quizzes</li> <li>● Posters</li> </ul> <b>Equipment needed:</b> various<br><b>Differentiation</b> <ul style="list-style-type: none"> <li>● When warranted students will be provided leveled work, based on academic needs, which would be determined by the classroom teacher.</li> <li>● Notes will be provided to student in need ahead of lesson.</li> <li>● Extra time will be given to help student to establish.</li> </ul> <b>Modifications</b> <ul style="list-style-type: none"> <li>● Modifications will be made based on academic needs, which will include disabilities that are outlined within students' IEPs.</li> </ul> <b>ELL</b> <ul style="list-style-type: none"> <li>● Students with ELL needs will be provided will visual props, as well as pictorial guidance.</li> </ul> |   |



**Formative Assessments**

- Group work
- Projects
- Observation checklists
- Class participation
- Worksheets
- 

**Curriculum Development Resources**

Click the links below to access additional resources used to design this unit:

<http://www.njcccs.org/search.aspx>

| Lesson Plan 1  |                           |   |   |  |                                 |   |                      |
|--|---------------------------|---|---|--|---------------------------------|---|----------------------|
| Content Area: Health Education   |                           |   |   |  |                                 |   |                      |
| Lesson Title: Personal Health  |                           |   |   |  | Timeframe: 2 days               |   |                      |
| Lesson Components  |                           |   |   |  |                                 |   |                      |
| 21 <sup>st</sup> Century Themes  |                           |   |   |  |                                 |   |                      |
|  | Global Awareness          |   | Financial, Economic, Business, and Entrepreneurial Literacy |  | Civic Literacy                  | X | Health Literacy      |
| 21 <sup>st</sup> Century Skills  |                           |   |   |  |                                 |   |                      |
|  | Creativity and Innovation | X | Critical Thinking and Problem Solving                       |  | Communication and Collaboration |   | Information Literacy |
|  | Media Literacy            |   | ICT Literacy  |  | Life and Career Skills          |   |                      |
| Integration of Technology: Computer with power point to show pictures of bacteria. |                           |   |   |  |                                 |   |                      |
| Equipment needed: colored glitter, computer with power point, large sponge         |                           |   |   |  |                                 |   |                      |

| Goals/Objectives   | Learning Activities/Instructional Strategies   | Formative Assessment Tasks  |
|--|--|---|
| Students: <ul style="list-style-type: none"> <li>● Will be able to understand that germs are everywhere and are clearly visible to the naked eye.</li> </ul> | <b>Lesson Sequence</b> <ol style="list-style-type: none"> <li>1. The teacher will explain what germs are and where they come from through a power point presentation.</li> </ol> | <ul style="list-style-type: none"> <li>● Group work</li> <li>● Teacher observation</li> </ul> |

|   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>● Will learn that washing their hands thoroughly will aid in the prevention of spreading germs that they pick up throughout the course of the day on the playground, in the classroom, or at a friends house.</li> </ul> | <ol style="list-style-type: none"> <li>2. The students will learn how germs are spread and how to prevent disease through question/answer.</li> <li>3. Glitter will be distributed to the students. The glitter represents the germs and will be in separate boxes labeled as follows: a friend's house, the playground, a captured frog. The students lightly moisten their hands by simply running them under water and dip them into each of these boxes representing their travels throughout the day. Now they can see all the germs they picked up along the way, which they must get rid of before dinner. The large sponge is the soap and it is used to wipe away all of the germs. You will need to explain proper hand washing procedure before doing this activity. Once they rid themselves of the different colored germs, they should rinse the remainder of the germs off which can lag behind if not rinsed thoroughly.</li> <li>4. Explain how this is important to do especially before you eat so they don't transfer these germs into their mouths.</li> </ol> |  |
| <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>● Notes will be provided to student in need ahead of lesson.</li> <li>● Extra time will be given to help student to establish.</li> </ul>  |   |  |

| <b>First Grade Health Unit</b>  |  |
|---|--|
| <b>Content Area: Health Education</b>   |  |
| <b>Unit Title:</b> 1 <sup>st</sup> Grade Health   |  |
| <b>Target Course/Grade Level:</b> Grade 1   |  |
| <b>Unit Summary</b><br>Unit 1- Growth & Development      Unit 4- Social/Emotional Health<br>Unit 2- Character Development      Unit 5- Medicines<br>Unit 3- First Aid<br><b>21<sup>st</sup> century themes:</b> Health Literacy<br>CRP3. Attend to personal health and financial well-being.  |  |
| <b>Unit Rationale</b> <ul style="list-style-type: none"> <li>• Children’s bodies are constantly changing in their youth as they continue to mature. It is important for children to understand and accept these changes to their bodies. Teaching them about the basic parts of the body and how each of them work will help students gain a better understanding of their own body.</li> <li>• Students need to be well rounded individuals that are prepared to be a valuable asset to our society. It is valuable to teach students about self-esteem, manners and differences among people.</li> <li>• Basic first aid principles help students know how to help themselves and others in times where an adult may not be available. The student should know how to call for help and who to call, and how to prevent injuries from happening.</li> <li>• Communication is part of our life on a daily basis. Students should learn the appropriate ways to communicate with other and also know how to express their needs and wants in a healthy manner. Concepts of sharing, taking turns and tattling should be addressed.</li> <li>• Medicines are found in many homes in areas that are assessable to children. Students need to know that medicines are a drug and can be dangerous if directions are not followed. However, the primary reason for medicine is to help people.</li> </ul> |  |
| <b>Learning Targets</b>   |  |
| <b>Standards</b><br>2.1 Wellness (Growth and Development, First Aid, Social and Emotional Health)<br>2.2 Integrated Skills (Character Development, Social and Emotional Health )<br>2.3 Drugs and Medicine (Medicines)<br>2.4 Human Relationships and Sexuality ()<br>9.2 Interpersonal Skills ()   |  |

| Content Statements  |  |   |
|---|--|---|
| CPI #   | Cumulative Progress Indicator (CPI)  |   |
| 2.1.2.A.1   | Explain what being “well” means and identify self-care practices that support wellness. (Growth and Development)                               |   |
| 2.1.2.A.2   | Use correct terminology to identify body parts, and explain how body parts work together to support wellness. (Growth and Development)         |   |
| 2.2.2.C.1   | Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others. (Character Development) |   |
| 2.2.2.C.2   | Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities. (Character Development)    |   |
| 2.1.2.D.1   | Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention). (First Aid)   |   |
| 2.1.2.E.1   | Identify basic social and emotional needs of all people. (Social and Emotional)  |   |
| 2.1.2.E.2   | Determine possible causes of conflict between people and appropriate ways to prevent and resolve them. (Social and Emotional)                  |   |
| 2.1.2.E.3   | Explain healthy ways of coping with common stressful situations experienced by children. (Social and Emotional)                                |   |
| 2.2.2.A.1   | Express needs, wants, and feelings in health- and safety-related situations. (Social and Emotional)  |   |
| 2.2.4.A.1   | Demonstrate effective interpersonal communication in health- and safety-related situations. (Social and Emotional)                             |   |
| 2.2.4.A.2   | Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others. (Social and Emotional)            |   |
| 2.3.2.A.1   | Explain what medicines are and when some types of medicines are used. (Medicines)  |   |
| 2.3.2.A.2   | Explain why medicines should be administered as directed. (Medicines)  |   |
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Why do we keep our bodies well?</li> <li>Is it normal for your body to change as you get older?</li> <li>Why do all people not look the same?</li> <li>Why is it important to have a high self-esteem?</li> <li>Why do people fight or argue?</li> </ul> |  | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Explain ways to keep our bodies well -- Growth and Development</li> <li>Identify basic parts of the body and understand how they work – Growth and Development</li> <li>Learn the importance having a high self-esteem -- Character Development</li> </ul> |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● Explain why it's important to share and take turns.</li> <li>● Name 3 ways that we can prevent injuries from happening?</li> <li>● Are there good drugs and bad drugs? What are examples of good drugs?</li> <li>● Why do directions need to be followed for taking medicine?</li> </ul>   | <ul style="list-style-type: none"> <li>● Understand how to interact with people in an appropriate manner – Character Development</li> <li>● Identify unsafe situations and how to be safe while playing – First Aid</li> <li>● Medicines are designed to help people but they can be harmful if used incorrectly-- Medicines</li> </ul> |
| <b>Unit Learning Targets</b><br><i>Students will ...</i> <ul style="list-style-type: none"> <li>● be able to verbally explain how to keep their bodies well..</li> <li>● be able to identify and explain the purpose of the basic parts of their bodies. ( Ears, Eyes, Mouth, etc.)</li> <li>● be able to write why injuries happen while playing and name three ways to prevent those injuries.</li> <li>● be able to understand when medicines can be good for you and when they can be abused.</li> </ul>  |   |
| <b>Evidence of Learning</b>   |   |
| <b>Summative Assessment</b> <ul style="list-style-type: none"> <li>● Written Quiz &amp; Test</li> <li>● Posters &amp; Presentations</li> </ul> <b>Equipment needed:</b> various<br><b>Differentiation</b> <ul style="list-style-type: none"> <li>● When warranted students will be provided leveled work, based on academic needs, which would be determined by the classroom teacher.</li> <li>● Notes will be provided to student in need ahead of lesson.</li> <li>● Extra time will be given to help student to establish.</li> </ul> <b>Modifications</b> <ul style="list-style-type: none"> <li>● Modifications will be made based on academic needs, which will include disabilities that are outlined within students' IEPs.</li> </ul> <b>ELL</b> <ul style="list-style-type: none"> <li>● Students with ELL needs will be provided with visual props, as well as pictorial guidance.</li> </ul> |   |
| <b>Formative Assessments</b>  |   |
| <ul style="list-style-type: none"> <li>● Group Evaluations</li> <li>● Teacher Observation</li> <li>● Worksheets</li> </ul>  | <ul style="list-style-type: none"> <li>● Question/ Answer</li> <li>● Observation Checklists</li> <li>● Class Participation</li> </ul>   |

| Lesson Plans   |           |
|--|-----------|
| Lesson   | Timeframe |
| Lesson 1<br>Home Safety and First Aid  | 2 days    |
| <b>Curriculum Development Resources</b><br>Click the links below to access additional resources used to design this unit:<br><a href="http://www.njcccs.org/search.aspx">http://www.njcccs.org/search.aspx</a> |           |

| Lesson Plan 1  |                           |   |   |  |                                 |   |                      |
|--|---------------------------|---|---|--|---------------------------------|---|----------------------|
| Content Area: Health Education                         |                           |   |   |  |                                 |   |                      |
| Lesson Title: Home Safety and First Aid                |                           |   |   |  | Timeframe: 2 days               |   |                      |
| Lesson Components                                      |                           |   |   |  |                                 |   |                      |
| 21st Century Themes                                    |                           |   |   |  |                                 |   |                      |
|  | Global Awareness          |   | Financial, Economic, Business, and Entrepreneurial Literacy |  | Civic Literacy                  | X | Health Literacy      |
| 21st Century Skills                                    |                           |   |   |  |                                 |   |                      |
|  | Creativity and Innovation | X | Critical Thinking and Problem Solving                       |  | Communication and Collaboration |   | Information Literacy |
|  | Media Literacy            |   | ICT Literacy  |  | Life and Career Skills          |   |                      |
| Integration of Technology: Computer w/ PowerPoint      |                           |   |   |  |                                 |   |                      |
| Equipment needed: PowerPoint, Guided Notes, Worksheets |                           |   |   |  |                                 |   |                      |

| Goals/Objectives  | Learning Activities/Instructional Strategies   | Formative Assessment Tasks  |
|---|--|---|
| Students will: <ul style="list-style-type: none"> <li>● Be able to identify unsafe situations in and around the home</li> <li>● Be able to explain how to make the environment safer</li> </ul> | <b>Lesson Sequence</b> <ol style="list-style-type: none"> <li>1. The teachers will hand out guided notes for the students to follow along with as the teachers teach the lesson. The students will fill in areas on notes where the information was left out.</li> <li>2. The teachers will use a PowerPoint to guide their lesson on Home Safety and</li> </ol> | <ul style="list-style-type: none"> <li>● Guided notes</li> <li>● Scenarios performed</li> </ul> |

|  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>● Be able to state situations that would require them to call 9-1-1</li> </ul>  | <p>First Aid. The students will learn why it is important to be safe, how injuries happen and the basic steps to take when an injury occurs.</p> <p>3. The students will then get in small groups and role play scenarios. The first scenario should be an unsafe situation and the second scenario should be a way to make the situation safe. Finally the students will have to decide if the situation should require someone to call 9-1-1 for help.</p> <p>4. The students will then look at a worksheet that has a picture of a kitchen. In the kitchen there are 15 unsafe points to find. The students will have to locate all 15 problems found in the kitchen.</p> |  |
| <b>Differentiation</b> <ul style="list-style-type: none"> <li>● Notes were provided to student in need ahead of lesson.</li> <li>● Extra time will be given to help student finish their scenarios.</li> </ul> |  |  |

| Second Grade Health Unit  |  |
|---|--|
| <b>Content Area: Health Education</b>   |  |
| <b>Unit Title:</b> 2 <sup>nd</sup> Grade Health   |  |
| <b>Target Course/Grade Level:</b> Grade 2   |  |
| <b>Unit Summary</b><br>Unit 1- Diseases & Health Conditions                      Unit 4- Bullying<br>Unit 2- Nutrition    Unit 5- Safety<br>Unit 3- Decision Making |  |
| <b>Primary interdisciplinary connections:</b><br><b>21<sup>st</sup> century themes:</b> Health Literacy   |  |
| <b>Unit Rationale</b>   |  |

- Adolescents are at risk for a number of health conditions. The students should understand how to detect problems early and practice preventative methods.
- We currently live in a society that makes the wrong food choices that should be eaten on a daily basis. It is evident in the rising rates of obesity. Students need to be educated on what foods are good to eat and what foods need to be eaten in moderation.
- Decision making is an essential tool to teach students because they will be faced with different situations throughout their lives. The choices they make can factor their outcomes. Learning how to make good decisions will help them throughout their lives.
- Bullying has become a mainstream issue in schools across the nation. Students need to be able to identify what bullying looks like and learn ways to help other bullying victims by finding help or practicing strength in numbers.
- Using personal safety reduces the number of injuries to oneself and others. Students need to be able to identify ways to injuries.

### **Learning Targets**

#### **Standards**

2.1 Wellness (Bullying, Diseases, Safety, Nutrition)

2.2 Integrated Skills (Bullying, Diseases, Decision Making, Safety)

2.3 Drugs and Medicine (Diseases)

#### **Content Statements**

| <b>CPI #</b> | <b>Cumulative Progress Indicator (CPI)</b>  |
|--------------|---|
| 2.1.2.B.1    | Explain why some foods are healthier to eat than others (Nutrition).  |
| 2.1.2.B.2    | Explain how foods in the food pyramid differ in nutritional content and value (Nutrition).  |
| 2.1.2.C.1    | Summarize symptoms of common diseases and health conditions (Diseases & Health Conditions).   |
| 2.1.2.C.2    | Summarize strategies to prevent the spread of common diseases and health conditions (Diseases & Health Conditions).                                   |
| 2.1.2.D.1    | Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention) (Safety).             |
| 2.1.2.D.2    | Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches (Safety). |
| 2.2.2.B.1    | Explain what a decision is and why it is advantageous to think before acting (Decision Making).   |
| 2.2.2.B.2    | Relate decision-making by self and others to one's health (Decision Making).  |



|   |   |  |   |
|---|---|--|---|
| 2.2.2.E.1   | Determine where to access home, school, and community health professionals (Safety).  |  |   |
| 2.2.2.A.1   | Express needs, wants, and feelings in health- and safety-related situations (Bullying, Safety).   |  |   |
| 2.2.2.C.1   | Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others (Bullying).   |  |   |
| 2.3.2.A.1   | Explain what medicines are and when some types of medicines are used (Diseases).  |  |   |
| 2.3.2.A.2   | Explain why medicines should be administered as directed (Diseases).  |  |   |
| 2.2.2.B.2   | Relate decision-making by self and others to one's health (Bullying).   |  |   |
| 2.1.6.C.1   | Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents. (Diseases)  |  |   |
| 2.1.6.C.2   | Determine the impact of public health strategies in preventing diseases and health conditions. (Diseases)   |  |   |
| <table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Why do people bully others?</li> <li>What is strength in numbers and how can it prevent bullying?</li> <li>Why is decision making important in everyday life?</li> <li>How can a decision that you make affect you?</li> <li>Why is it important to know the difference between good vs. bad foods?</li> <li>What is an example of a good food source and something that should be eaten in moderation?</li> <li>What is a strategy that you can use to help prevent disease?</li> <li>What are two common health conditions that affect adolescents? How can they be treated?</li> <li>Why is it important to know the difference between the characteristics of strangers vs. a trusted adult?</li> <li>Why is it important to know how to prevent an accident from happening?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Identify the ways people are bullied -- Bullying</li> <li>Ways to help the victim being bullied -- Bullying</li> <li>Learn the importance good decision making -- Decision Making</li> <li>Making good decisions in different situations -- Decision Making</li> <li>Become aware of good vs. bad food - Nutrition</li> <li>Identify what foods should be eaten in moderation - Nutrition</li> <li>Identify difference strategies that can be used to prevent diseases- Diseases &amp; Health Conditions</li> <li>Understand different ways to treat a health condition- Diseases and Health Conditions</li> <li>Understand how to prevent accidents from occurring- Safety</li> <li>Being able to identify an unsafe situation- Safety</li> </ul> </td></tr> </table> |   | <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Why do people bully others?</li> <li>What is strength in numbers and how can it prevent bullying?</li> <li>Why is decision making important in everyday life?</li> <li>How can a decision that you make affect you?</li> <li>Why is it important to know the difference between good vs. bad foods?</li> <li>What is an example of a good food source and something that should be eaten in moderation?</li> <li>What is a strategy that you can use to help prevent disease?</li> <li>What are two common health conditions that affect adolescents? How can they be treated?</li> <li>Why is it important to know the difference between the characteristics of strangers vs. a trusted adult?</li> <li>Why is it important to know how to prevent an accident from happening?</li> </ul> | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Identify the ways people are bullied -- Bullying</li> <li>Ways to help the victim being bullied -- Bullying</li> <li>Learn the importance good decision making -- Decision Making</li> <li>Making good decisions in different situations -- Decision Making</li> <li>Become aware of good vs. bad food - Nutrition</li> <li>Identify what foods should be eaten in moderation - Nutrition</li> <li>Identify difference strategies that can be used to prevent diseases- Diseases &amp; Health Conditions</li> <li>Understand different ways to treat a health condition- Diseases and Health Conditions</li> <li>Understand how to prevent accidents from occurring- Safety</li> <li>Being able to identify an unsafe situation- Safety</li> </ul> |
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Why do people bully others?</li> <li>What is strength in numbers and how can it prevent bullying?</li> <li>Why is decision making important in everyday life?</li> <li>How can a decision that you make affect you?</li> <li>Why is it important to know the difference between good vs. bad foods?</li> <li>What is an example of a good food source and something that should be eaten in moderation?</li> <li>What is a strategy that you can use to help prevent disease?</li> <li>What are two common health conditions that affect adolescents? How can they be treated?</li> <li>Why is it important to know the difference between the characteristics of strangers vs. a trusted adult?</li> <li>Why is it important to know how to prevent an accident from happening?</li> </ul>  | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Identify the ways people are bullied -- Bullying</li> <li>Ways to help the victim being bullied -- Bullying</li> <li>Learn the importance good decision making -- Decision Making</li> <li>Making good decisions in different situations -- Decision Making</li> <li>Become aware of good vs. bad food - Nutrition</li> <li>Identify what foods should be eaten in moderation - Nutrition</li> <li>Identify difference strategies that can be used to prevent diseases- Diseases &amp; Health Conditions</li> <li>Understand different ways to treat a health condition- Diseases and Health Conditions</li> <li>Understand how to prevent accidents from occurring- Safety</li> <li>Being able to identify an unsafe situation- Safety</li> </ul> |  |   |

|   |   |
|---|---|
| <b>Unit Learning Targets</b><br><i>Students will ...</i> <ul style="list-style-type: none"> <li>• be able to understand the factors into good decision-making skills.</li> <li>• be able to explain the difference between good and bad foods.</li> <li>• be able to identify different diseases and how to treat them.</li> <li>• be able to identify bullying characteristics.</li> </ul>   |   |
| <b>Evidence of Learning</b>   |   |
| <b>Summative Assessment</b> <ul style="list-style-type: none"> <li>• Written Quiz &amp; Test</li> <li>• Posters &amp; Presentations</li> </ul> <b>Equipment needed:</b> various<br><b>Differentiation</b> <ul style="list-style-type: none"> <li>• When warranted students will be provided leveled work, based on academic needs, which would be determined by the classroom teacher.</li> <li>• Notes will be provided to student in need ahead of lesson.</li> <li>• Extra time will be given to help student to establish.</li> </ul> <b>Modifications</b> <ul style="list-style-type: none"> <li>• Modifications will be made based on academic needs, which will include disabilities that are outlined within students' IEPs.</li> </ul> <b>ELL</b> <ul style="list-style-type: none"> <li>• Students with ELL needs will be provided will visual props, as well as pictorial guidance.</li> </ul> |   |
| <b>Formative Assessments</b>  |   |
| <ul style="list-style-type: none"> <li>• Group Evaluations</li> <li>• Teacher Observation</li> <li>• Question/ Answer</li> </ul>  | <ul style="list-style-type: none"> <li>• Observation Check List</li> <li>• Class Participation</li> <li>• Worksheets</li> </ul> |

|                                       |                  |  |   |  |                |                   |                 |
|---------------------------------------|------------------|--|---|--|----------------|-------------------|-----------------|
| Lesson Plan 1                         |                  |  |   |  |                |                   |                 |
| Content Area: Health Education        |                  |  |   |  |                |                   |                 |
| Lesson Title: Nutrition Scooter Relay |                  |  |   |  |                | Timeframe: 1 days |                 |
| Lesson Components                     |                  |  |   |  |                |                   |                 |
| 21 <sup>st</sup> Century Themes       |                  |  |   |  |                |                   |                 |
|                                       | Global Awareness |  | Financial, Economic, Business, and Entrepreneurial Literacy |  | Civic Literacy | X                 | Health Literacy |

| 21 <sup>st</sup> Century Skills  |                           |   |                                       |  |                                 |  |                      |
|--|---------------------------|---|---------------------------------------|--|---------------------------------|--|----------------------|
|  | Creativity and Innovation | X | Critical Thinking and Problem Solving |  | Communication and Collaboration |  | Information Literacy |
|  | Media Literacy            |   | ICT Literacy                          |  | Life and Career Skills          |  |                      |
| Interdisciplinary Connections: Physical Education (Fitness)                                      |                           |   |                                       |  |                                 |  |                      |
| Integration of Technology: Pacer Test (Music), Computer w/ PowerPoint                            |                           |   |                                       |  |                                 |  |                      |
| Equipment needed: Scooters, food guide pyramid poster, 100 different foods cut out with pictures |                           |   |                                       |  |                                 |  |                      |

| Grade 3 Health Unit  |  |
|--|--|
| <b>Content Area: Health Education</b>  |  |
| <b>Unit Title:</b> 3 <sup>th</sup> Grade Health  |  |
| <b>Target Course/Grade Level:</b> Grade 3  |  |
| <b>Unit Summary</b><br>Unit 1- Social and Emotional                      Unit 4- Character Development<br>Unit 2- Decision Making & Goal Setting              Unit 5- Advocacy and Service<br>Unit 3- Tobacco  |  |
| <b>Primary interdisciplinary connections:</b> Health Literacy<br><b>21<sup>st</sup> century themes:</b> CRP3. Attend to personal health and financial well-being.  |  |
| <b>Unit Rationale</b> <ul style="list-style-type: none"> <li>• People encounter stress in all stages of their lives. There are positive and negative ways to cope with stress. Students should learn how to deal with stressors in their lives. Also students need to learn to cope with loss, rejection and separation.</li> <li>• Decisions are a part of each of our lives. Students need to be able to make informed decisions and decisions that are in their best interest. Students should also be aware that media, peers and family influence decisions in our lives.</li> <li>• Tobacco use has been declining over the past few decades as our society becomes more aware of the dangers of tobacco use. As an educator we need to make sure this trend continues. Students should learn how tobacco affects the body and how it can affect non-smokers through second hand smoke.</li> <li>• Part of the educational process is to produce students that are prepared and ready to be successful member of society. Students should learn about core ethical values such as respect, honesty, empathy and good citizenship.</li> </ul> |  |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Volunteer work is an important learning experience to help those less fortunate and give back to their communities. Students should learn about and participate in school organizations or volunteer services</li> </ul> |  |
| <b>Learning Targets</b>   |  |
| <b>Standards</b><br>2.1 Wellness (Social and Emotional)<br>2.2 Integrated Skills (Decision Making and Goal Setting, Character Development, Advocacy and Service)<br>2.3 Drugs and Medicine (Tobacco)  |  |
| <b>Content Statements</b>   |  |
| <b>CPI #</b>  | <b>Cumulative Progress Indicator (CPI)</b>   |
| 2.1.4.E.1   | Compare and contrast how individuals and families attempt to address basic human needs. (Social and Emotional)   |
| 2.1.4.E.2   | Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts. (Social and Emotional) |
| 2.1.4.E.3   | Determine ways to cope with rejection, loss, and separation. (Social and Emotional)  |
| 2.1.4.E.4   | Summarize the causes of stress and explain ways to deal with stressful situations. (Social and Emotional)  |
| 2.2.4.B.1   | Use the decision-making process when addressing health-related issues. (Decision Making and Goal Setting)  |
| 2.2.4.B.2   | Differentiate between situations when a health-related decision should be made independently or with the help of others. (Decision Making and Goal Setting)                            |
| 2.2.4.B.3   | Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors. (Decision Making and Goal Setting)                      |
| 2.2.4.B.4   | Develop a personal health goal and track progress. (Decision Making and Goal Setting)  |
| 2.3.2.B.2   | Explain effects of tobacco use on personal hygiene, health, and safety. (Tobacco)  |
| 2.3.2.B.3   | Explain why tobacco smoke is harmful to nonsmokers. (Tobacco)  |
| 2.3.4.B.2   | Compare the short- and long-term physical effects of all types of tobacco use. (Tobacco)   |
| 2.3.4.B.3   | Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers. (Tobacco)  |
| 2.2.4.C.1   | Determine how an individual's character develops over time and impacts personal health. (Character Development)  |
| 2.2.4.C.2   | Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community. (Character Development)             |

|   |  |
|---|--|
| 2.2.4.C.3   | Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them. (Character Development) |
| 2.2.2.D.1   | Determine the benefits for oneself and others of participating in a class or school service activity. (Advocacy and Service)                   |
| 2.2.4.D.1   | Explain the impact of participation in different kinds of service projects on community wellness. (Advocacy and Service)                       |
| <div> <div> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>What are some ways people cope with rejection or loss?</li> <li>Identify two ways people get stressed. Name one positive and one negative way to cope with the stress.</li> <li>Who influences our decisions on a daily basis?</li> <li>What is it called when a non-smoker is inhaling smoke?</li> <li>Which parts of the body does smoking effect?</li> <li>Why is it important to be respectful of others?</li> <li>Why is it important to be an active member of your community?</li> </ul> </div> <div> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>The are positive and negative stressors in our lives and positive and negative ways to cope with them.-- Social and Emotional</li> <li>Our decisions are influenced each day and we need to be able to make informed educated decisions—Decision Making and Goal Setting</li> <li>Identify the parts of the body effected by smoking and understand how second-hand smoke can be dangerous-- Tobacco</li> <li>Teach the students core ethical values to help them become better members of society.</li> <li>Community service work helps people give back to their communities and also how to be rewarded for work without monetary compensation.</li> </ul> </div> </div> |  |
| <b>Unit Learning Targets</b><br><i>Students will ...</i> <ul style="list-style-type: none"> <li>Be able to name a positive and negative stressor and identify positive and negative ways to cope with the stress.</li> <li>Be able to write how our daily decisions are effect by media, family and peers..</li> <li>Be able to verbally explain how second-hand smoke affects the body.</li> <li>Be able to understand why is important to be an active member of your community.</li> </ul>   |  |
| <b>Evidence of Learning</b>   |  |
| <b>Summative Assessment</b> <ul style="list-style-type: none"> <li>Written Quiz</li> <li>Projects</li> <li>Posters &amp; Presentations</li> </ul> <b>Equipment needed:</b> various  |  |

**Differentiation**

- When warranted students will be provided leveled work, based on academic needs, which would be determined by the classroom teacher.
- Notes will be provided to student in need ahead of lesson.
- Extra time will be given to help student to establish.

**Modifications**

- Modifications will be made based on academic needs, which will include disabilities that are outlined within students' IEPs.

**ELL**

- Students with ELL needs will be provided will visual props, as well as pictorial guidance.

**Formative Assessments**

- Group Evaluations
- Teacher Observation
- Question/ Answer

**Lesson Plans**

| Lesson                         | Timeframe |
|--------------------------------|-----------|
| Lesson 1<br>Dangers of Tobacco | 2 days    |

**Lesson Plan 1****Content Area: Health Education****Lesson Title:** Dangers of Tobacco**Timeframe:** 2 days**Lesson Components****21st Century Themes**

|                  |  |   |  |                |   |                 |
|------------------|--|---|--|----------------|---|-----------------|
| Global Awareness |  | Financial, Economic, Business, and Entrepreneurial Literacy |  | Civic Literacy | X | Health Literacy |
|------------------|--|---|--|----------------|---|-----------------|

**21st Century Skills**

|                           |   |                                       |  |                                 |  |                      |
|---------------------------|---|---------------------------------------|--|---------------------------------|--|----------------------|
| Creativity and Innovation | X | Critical Thinking and Problem Solving |  | Communication and Collaboration |  | Information Literacy |
| Media Literacy            |   | ICT Literacy                          |  | Life and Career Skills          |  |                      |

**Interdisciplinary Connections: Science****Integration of Technology: Computer w/ PowerPoint****Equipment needed: Computer w/ PowerPoint, Large Paper, Index Cards**

| Goals/Objectives   | Learning Activities/Instructional Strategies   | Formative Assessment Tasks   |
|--|--|--|
| <p>Students will:</p> <ul style="list-style-type: none"> <li>● Be able to identify the dangers of using tobacco.</li> <li>● Be able to say no to pressures involving tobacco use.</li> </ul> | <p><b>Lesson Sequence</b></p> <ol style="list-style-type: none"> <li>1. Put a picture of a healthy person on the screen. Allow the class to observe for 30 seconds. Then, remove picture and put a new picture of the same person but after years of smoking. Explain to the class that this is what they would look like after twenty years of smoking.</li> <li>2. Divide the class into small groups of 2-3 students. Have them brainstorm the consequences of smoking tobacco.</li> <li>3. Next, have the students list on the board the consequences the class came up with. Once all of the consequences are listed, ask the class, "Does smoking seem worth it to you?"</li> <li>4. The teachers will lead the class in a discussion talking about the poisons found in cigarettes, mainstream smoke and secondhand smoke.</li> <li>5. Finally, have the students in their small groups make a no smoking advertisement that shows they are against smoking.</li> </ol> | <ul style="list-style-type: none"> <li>● Listing consequences of smoking</li> <li>● Completed anti-smoking advertisement.</li> </ul> |
| <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>● Notes will be given out to students in need</li> </ul>  |  |  |
| <p><b>Resources Provided</b></p> <ul style="list-style-type: none"> <li>● KidsHealth.org</li> </ul>  |  |  |

| <b>Fourth Grade Health Unit</b>  |
|--|
| <b>Content Area: Health Education</b>  |
| <b>Unit Title:</b> 4 <sup>th</sup> Grade Health  |
| <b>Target Course/Grade Level: Grade 4</b>  |
| <b>Unit Summary</b><br>Unit 1 – Nutrition<br>Unit 2 – Alcohol and Drugs<br>Unit 3 – Relationships<br>Unit 4 – Growth and Development<br>Unit 5 – Components of Fitness<br><br><b>Primary interdisciplinary connections:</b> Health Literacy<br><b>21<sup>st</sup> century themes:</b> CRP3. Attend to personal health and financial well-being.  |
| <b>Unit Rationale</b> <ul style="list-style-type: none"> <li>• Students need to understand that healthy eating habits will lead to a healthful lifestyle. They will understand the importance of the food pyramid. Students will plan healthy menus. They will also write a meal plan to compare and contrast healthy foods vs. unhealthy foods. Students will also understand how to read food labels.</li> <li>• Discussion of safe drug use. Students will examine OTC and prescription drug bottles. Discuss the rules of drug safety, uses, and misuses. Students will discuss drug abuse.</li> <li>• Discuss the different types of families. Respect of all people and their families. Expression of care for loved ones. Discuss how life impacts families. Discuss family guidelines/cooperation.</li> <li>• Teach the students different body systems including the skeletal and muscular systems. The students will identify bones and muscles.</li> <li>• Fitness is an important aspect of wellness. The students will understand how to apply each component of fitness and why it is important to help them achieve healthy overall goals.</li> </ul> |
| <b>Learning Targets</b>  |
| <b>Standards</b><br>2.1 Wellness (Growth and Development, Nutrition)<br>2.3 Drugs and Medicine (Alcohol and Drugs)<br>2.4 Human Relationships and Sexuality (Relationships)<br>2.6 Fitness (Components of Fitness)   |
| <b>Content Statements</b>  |



| <b>CPI #</b>  | <b>Cumulative Progress Indicator (CPI)</b>  |  |   |
|---|---|--|---|
| 2.1.4.A.1   | Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.  |  |   |
| 2.1.4.A.2   | Determine the relationship of personal health practices and behaviors on an individual's body systems.  |  |   |
| 2.1.4.B.1   | Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.   |  |   |
| 2.1.4.B.2   | Differentiate between healthy and unhealthy eating practices.   |  |   |
| 2.1.4.B.3   | Create a healthy meal based on nutritional content, value, calories, and cost.  |  |   |
| 2.1.4.B.4   | Interpret food product labels based on nutritional content.   |  |   |
| 2.3.4.A.1   | Distinguish between over-the-counter and prescription medicines.  |  |   |
| 2.3.4.A.2   | Determine possible side effects of common types of medicines.   |  |   |
| 2.3.4.B.1   | Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.   |  |   |
| 2.3.4.B.4   | Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.  |  |   |
| 2.3.4.B.5   | Identify the short- and long- term physical effects of inhaling certain substances.   |  |   |
| 2.4.4.A.1   | Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.  |  |   |
| 2.4.4.A.2   | Explain why healthy relationships are fostered in some families and not in others.  |  |   |
| 2.6.4.A.1   | Determine the physical, social, emotional, and intellectual benefits of regular physical activity.  |  |   |
| 2.6.4.A.2   | Participate in moderate to vigorous age-appropriate activities that address each component of health-related and <u>skill-related fitness</u> .   |  |   |
| 2.6.4.A.3   | Develop a <u>health-related fitness</u> goal and track progress using health/fitness indicators.  |  |   |
| 2.6.4.A.4   | Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.   |  |   |
| <table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● Why is the food pyramid important?</li> <li>● Why does healthy eating provide energy, help maintain a healthy body weight, and keep body systems function?</li> <li>● What are the side effects of drugs and alcohol?</li> <li>● What is the difference between OTC medications and prescription medication?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Classify and identify the following factors: food groups, food source, nutritional content and nutritional value.</li> <li>● Determine the food groups represented in the meal and rate the meal as healthful or unhealthful, filling in the information on a prepared, computer generated template.</li> <li>● Discuss how substances, not normally considered drugs, can cause serious short- and long-term effect.</li> </ul> </td></tr> </table> |   | <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● Why is the food pyramid important?</li> <li>● Why does healthy eating provide energy, help maintain a healthy body weight, and keep body systems function?</li> <li>● What are the side effects of drugs and alcohol?</li> <li>● What is the difference between OTC medications and prescription medication?</li> </ul> | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Classify and identify the following factors: food groups, food source, nutritional content and nutritional value.</li> <li>● Determine the food groups represented in the meal and rate the meal as healthful or unhealthful, filling in the information on a prepared, computer generated template.</li> <li>● Discuss how substances, not normally considered drugs, can cause serious short- and long-term effect.</li> </ul> |
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● Why is the food pyramid important?</li> <li>● Why does healthy eating provide energy, help maintain a healthy body weight, and keep body systems function?</li> <li>● What are the side effects of drugs and alcohol?</li> <li>● What is the difference between OTC medications and prescription medication?</li> </ul>  | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Classify and identify the following factors: food groups, food source, nutritional content and nutritional value.</li> <li>● Determine the food groups represented in the meal and rate the meal as healthful or unhealthful, filling in the information on a prepared, computer generated template.</li> <li>● Discuss how substances, not normally considered drugs, can cause serious short- and long-term effect.</li> </ul> |  |   |

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>● What are the functions of the skeletal and muscular systems?</li> <li>● Why are healthy relationships fostered in some families but not in others?</li> <li>● How do families share common values, provide love and emotional support, and set boundaries and limits?</li> <li>● What are the social, emotional, and intellectual benefits of regular physical activity.</li> <li>● What is each component of fitness?</li> </ul>   | <ul style="list-style-type: none"> <li>● Investigate the warning labels on medicine bottles and explore empty, clean prescription bottles.</li> <li>● Develop a safe prescription drug sheet to bring home to parents.</li> <li>● Discuss the skeletal and muscle body systems and its contributions to the whole body.</li> <li>● Respond to teacher generated situations involving change, recording in their health journal how they might cope and adjust to change e.g., moving, death of a parent, parent loss of a job, divorce, sibling going to college.</li> <li>● Identify each component of fitness and explain why each is important.</li> </ul> |
| <p><b>Unit Learning Targets</b><br/> <i>Students will ...</i></p> <ul style="list-style-type: none"> <li>● Investigate how their bodies are organized and how body systems work.</li> <li>● Evaluate factors that contribute to healthy physical, social, emotional, and intellectual growth and uniqueness.</li> <li>● Differentiate between healthy and unhealthy eating patterns.</li> <li>● Classify foods by food groups, food source, and nutritional value.</li> <li>● Interpret food product labels.</li> <li>● Analyze how healthful eating provides energy, helps to maintain healthy weight, lowers the risk of disease and keeps body systems working.</li> <li>● Identify the safety rules for taking prescription drugs in.</li> <li>● Explore the physical and behavioral effects of marijuana use.</li> <li>● Explain that brain damage and death can occur from inhaling substances.</li> <li>● Explain how families adjust to change.</li> <li>● Describe the characteristics of a friend.</li> <li>● Identify ways to show affection and care.</li> <li>● Discuss the five components of fitness.</li> <li>● Identify how exercise helps maintain each component of fitness.</li> </ul> |   |
| <p style="text-align: center;"><b>Evidence of Learning</b></p>   |   |
| <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>● Written quiz and test</li> <li>● Posters &amp; presentations</li> <li>● Journal entries</li> </ul> <p><b>Differentiation</b></p>   |   |

- When warranted students will be provided leveled work, based on academic needs, which would be determined by the classroom teacher.
- Notes will be provided to student in need ahead of lesson.
- Extra time will be given to help student to establish.

#### **Modifications**

- Modifications will be made based on academic needs, which will include disabilities that are outlined within students' IEPs.

#### **ELL**

- Students with ELL needs will be provided will visual props, as well as pictorial guidance.

**Equipment needed:** various

#### **Formative Assessments**

- Group work
- Projects
- Teacher observation checklist
- Class participation
- Worksheets
- Open ended responses

#### **Lesson Plans**

| <b>Lesson</b>                             | <b>Timeframe</b> |
|---|------------------|
| Lesson 1<br>Name of Lesson 1<br>Nutrition | 2 days           |

#### **Curriculum Development Resources**

Click the links below to access additional resources used to design this unit:

<http://www.njcccs.org/search.aspx>

#### **Lesson Plan 1**

#### **Content Area: Health Education**

**Lesson Title:** Nutrition

**Timeframe:** 2 days

#### **Lesson Components**

#### **21<sup>st</sup> Century Themes**

|  |                  |  |   |  |                |   |                 |
|--|------------------|--|---|--|----------------|---|-----------------|
|  | Global Awareness |  | Financial, Economic, Business, and Entrepreneurial Literacy |  | Civic Literacy | X | Health Literacy |
|--|------------------|--|---|--|----------------|---|-----------------|

| 21 <sup>st</sup> Century Skills                                      |                           |   |                                       |  |                                 |  |                      |
|--|---------------------------|---|---------------------------------------|--|---------------------------------|--|----------------------|
|  | Creativity and Innovation | X | Critical Thinking and Problem Solving |  | Communication and Collaboration |  | Information Literacy |
|  | Media Literacy            |   | ICT Literacy                          |  | Life and Career Skills          |  |                      |
| Integration of Technology: Computer with power point                 |                           |   |                                       |  |                                 |  |                      |
| Equipment needed: Computer with power point, food labels, worksheets |                           |   |                                       |  |                                 |  |                      |

| Goals/Objectives   | Learning Activities/Instructional Strategies   | Formative Assessment Tasks   |
|--|--|--|
| <p>Students:</p> <ul style="list-style-type: none"> <li>● Will be able to understand healthy food choices from each group.</li> <li>● Identify at least 5 foods from each group.</li> <li>● Understand the difference between healthy and unhealthy food choices.</li> </ul> | <p><b>Lesson Sequence</b></p> <ol style="list-style-type: none"> <li>1) Discuss the food pyramid. Why are some stripes bigger than others?</li> <li>2) Discuss each food group and foods that belong in each group.</li> <li>3) Discuss empty calories.</li> <li>4) Discuss fats.</li> <li>5) Discuss added sugars.</li> <li>6) Distribute paper to each student.</li> </ol> <p>Students will answer questions regarding presentation.</p> | <ul style="list-style-type: none"> <li>● Open ended questions</li> <li>● Journals</li> <li>● Meal plans</li> <li>● Quiz</li> </ul> |
| <p><b>Differentiation</b></p> <p>Modifications made to the quiz for grading.</p>   |  |  |

## ***5-8 Physical Education***

### ***Pacing Guide – Grade 5***

| Content Area: Physical Education/Health<br>Grade Level: Fifth Grade |         |           |
|---|---------|-----------|
| Unit Title  | Pacing  | Standards |
| <b>1<sup>st</sup> Marking Period</b>                                |         |           |
| Cooperative Games   | 3 Weeks | 2.2.6.A2  |
| Speedball   | 3 Weeks | 2.2.6.B.1 |
| Fitness Testing   | 2 Weeks | 2.5.4.A2  |
| Indoor/ Outdoor Games Unit  | 2 Weeks | 2.5.6.B.2 |
|   |         | 2.5.6.C.1 |
|   |         | 2.6.6.A.1 |
|   |         | 2.2.6.C.1 |
|   |         | 2.2.8.C.1 |
|   |         | 2.5.6.A.1 |
|   |         | 2.5.8.C.1 |
|   |         | 2.6.6.A.1 |
|   |         | 2.1.6.A.1 |
|   |         | 2.5.6.A.1 |
|   |         | 2.6.6.A.3 |
|   |         | 2.2.6.A.1 |
|   |         | 2.5.6.A.1 |
|   |         | 2.5.6.C.2 |
|   |         | 2.6.6.A.2 |
| <b>2<sup>nd</sup> Marking Period</b>                                |         | 2.1.6.E.2 |
| Planning and Goal Setting   | 2 Weeks | 2.1.6.E.3 |
| Bullying  | 2 Weeks | 2.2.6.B.4 |
| Badminton   | 3 Weeks | 2.1.6.A.2 |
| Basketball  | 2 Weeks | 2.4.6.B.1 |
| HotShots  | 1 Weeks | 2.4.6.B.4 |
|   |         | 2.4.6.C.1 |
|   |         | 2.1.6.A.2 |
|   |         | 2.2.6.B.4 |
|   |         | 2.5.6.A.4 |
|   |         | 2.5.6.A.2 |
|   |         | 2.5.6.C.1 |
| <b>3<sup>rd</sup> Marking Period</b>                                | 3 Weeks | 2.1.6.E.3 |
| Project Fit America Unit  | 2 Weeks | 2.1.6.D.3 |

|   |  |  |
|---|--|--|
| <b>Fitness Testing</b><br><b>LEAD Program (LPPD)</b><br><b>Weller Center (Puberty)</b>  | 4 Weeks<br>1 Week                        | 2.2.6.B.2<br>2.2.6.A.2<br>2.2.6.C.2<br>2.3.6.B. 1<br>2.3.6.B.3<br>2.3.6.B.5<br>2.3.6.C.3<br>2.3.6.C.4<br>2.5.6.A.1<br>2.5.6.C.1<br>2.2.6.A.I<br>2.5.6.A.3<br>2.5.6.C.3<br>2.6.6.A.I  |
| <b>4<sup>th</sup> Marking Period</b><br><b>Soccer</b><br><b>Indoor/ Outdoor Games Unit</b><br><b>Diamond Sports</b><br><b>Backyard Games Unit</b> | 4 Weeks<br>2 Weeks<br>2 Weeks<br>2 Weeks | 2.2.6.C.I<br>2.5.6.A.I<br>2.6.6.A.I<br>2.1.6.A.2<br>2.2.6.B.4<br>2.5.6.A.2<br>2.2.6.B.1<br>2.5.6.A.1<br>2.5.6.C.1<br>2.6.6.A.2<br>2.1.6.A I<br>2.2.6.B.4<br>2.2.6.B.2<br>2.2.6.A.I<br>2.5.6.A.2<br>2.5.6.B.2<br>2.6.6.A.2<br>2.6.6.A.3 |

## ***Pacing Guide – Grade 6***

| <b>Content Area: Physical Education/Health</b><br><b>Grade Level: Sixth Grade</b> |         |           |
|---|---------|-----------|
| Unit Title  | Pacing  | Standards |
| <b>1<sup>st</sup> Marking Period</b>  |         |           |
| <b>Cooperative Games</b>  | 3 Weeks | 2.2.6.A.2 |
| <b>Flag Football</b>  | 3 Weeks | 2.5.6.B.2 |
| <b>Fitness Testing</b>  | 2 Weeks | 2.5.6.C.1 |
| <b>Indoor/ Outdoor Games Unit</b>   | 2 Weeks | 2.6.6.A.1 |
|   |         | 2.5.6.A.2 |
|   |         | 2.5.6.B.1 |
|   |         | 2.6.6.A.2 |
|   |         | 2.2.6.C.1 |
|   |         | 2.1.6.A.1 |
|   |         | 2.5.6.A.1 |
|   |         | 2.6.6.A.3 |
| <b>2<sup>nd</sup> Marking Period</b>  |         | 2.1.6.C.2 |
| <b>Health and Wellness</b>  | 3 Weeks | 2.2.6.A.2 |
| <b>Decision Making (LEAD)</b>   | 1 Week  | 2.2.6.B.1 |
| <b>Pickleball</b>   | 3 Weeks | 2.2.6.C.2 |
| <b>Team Handball</b>  | 2 Weeks | 2.3.6.B.1 |
| <b>Hot Shots</b>  | 1 Week  | 2.3.6.B.2 |
|   |         | 2.3.6.B.3 |
|   |         | 2.3.6.C.1 |
|   |         | 2.3.6.C.3 |
|   |         | 2.3.6.C.4 |
|   |         | 2.1.6.A.2 |
|   |         | 2.5.6.A.2 |
|   |         | 2.5.6.B.2 |
|   |         | 2.5.6.C.2 |
|   |         | 2.6.6.A.5 |
| <b>3<sup>rd</sup> Marking Period</b>  |         | 2.2.6.A.1 |
| <b>Project Fit America Unit</b>   | 3 Weeks | 2.5.6.A.3 |
| <b>Fitness Testing</b>  | 2 Weeks | 2.5.6.C.3 |
| <b>Nutrition</b>  | 4 Weeks | 2.6.6.A.1 |
| <b>Weller Center (Teen Development)</b>   | 1 Week  | 2.1.6.A.2 |
|   |         | 2.1.6.B.1 |

|   |  |   |
|---|--|---|
|   |  | 2.1.6.B.2<br>2.1.6.B.3<br>2.1.6.B.4<br>2.1.6.A.1<br>2.1.6.E.1<br>2.1.6.D.1<br>2.1.6.D.2<br>2.1.6.D.3<br>2.1.6.D.4   |
| <b>4<sup>th</sup> Marking Period</b><br><br><b>Soccer</b><br><b>Indoor/ Outdoor Games Unit</b><br><b>Diamond Sports</b><br><b>Backyard Games Unit</b> | 4 Weeks<br>2 Weeks<br>2 Weeks<br>2 Weeks | 2.5.6.C.I<br>2.2.6.B.1<br>2.5.6.A.2<br>2.1.6.A.2<br>2.2.6.B.4<br>2.5.6.A.2<br>2.5.6.C.I<br>2.2.6.B.1<br>2.5.6.A.I<br>2.5.6.B.2<br>2.5.6.C.2<br>2.6.6.A.1<br>2.1.6.A.I<br>2.5.6.A.I<br>2.6.6.A.3 |

## ***Pacing Guide – Grade 7***

| <b>Content Area:</b> Physical Education/Health<br><b>Grade Level:</b> Seventh Grade   |  |   |
|---|--|---|
| Unit Title  | Pacing                                   | Standards   |
| <b>1<sup>st</sup> Marking Period</b><br><br><b>Cooperative Games</b><br><b>Speedball</b><br><b>Fitness Testing</b><br><b>Indoor/ Outdoor Games Unit</b> | 3 Weeks<br>3 Weeks<br>2 Weeks<br>2 Weeks | 2.1.8.A.2<br>2.5.8.A.2<br>2.6.8.A.2<br>2.2.8.C.I<br>2.5.8.C.I<br>2.6.8.A.I<br>2.5.8.B.1 |



|   |  |   |
|---|--|---|
|   |  | 2.2.8.B.2   |
| <b>2<sup>nd</sup> Marking Period</b><br><b>Body Systems (Skeletal, Muscular)</b><br><b>LEAD (Substance Awareness)</b><br><b>Badminton</b><br><b>Basketball</b>                              | 4 Weeks<br>1 Week<br>3 Weeks<br>2 Weeks            | 2.5.8.A4<br>2.6.8.A.1<br>2.1.8.C.1<br>2.1.8.C.2<br>2.6.8.A.1<br>2.6.8.A.2<br>2.6.8.A.3<br>2.6.8.A.4<br>2.6.8.A.5<br>2.6.8.A.6   |
| <b>3<sup>rd</sup> Marking Period</b><br><b>Fitness Testing</b><br><b>Coping Skills and Suicide Prevention</b><br><b>Substance Awareness</b><br><b>Weller Center (Healthy Relationships)</b> | 2 Weeks<br>3 Weeks<br>4 Weeks<br>1 Week            | 2.2.8.C.1<br>2.2.8.A.1<br>2.5.8.A.2<br>2.5.8.B.1<br>2.6.8.A.1<br>2.2.8.B.2<br>2.5.8.A.1<br>2.5.8.A.3<br>2.5.8.A.2<br>2.5.8.C.3<br>2.6.8.A.2<br>2.3.8.A.1<br>2.3.8.A.2<br>2.3.8.B.1<br>2.3.8.B.2<br>2.3.8.B.5<br>2.3.8.B.6<br>2.3.8.B.7<br>2.3.8.B.8<br>2.3.8.C.1<br>2.3.8.C.2 |
| <b>4<sup>th</sup> Marking Period</b><br><b>Project Fit America Unit</b><br><b>Soccer</b><br><b>Indoor/ Outdoor Games Unit</b><br><b>Diamond Sports</b><br><b>Backyard Games Unit</b>        | 2 Weeks<br>3 Weeks<br>1 Week<br>2 Weeks<br>2 Weeks | 2.2.8.C.1<br>2.5.8.C.1<br>2.1.8.A.1<br>2.5.8.A.4<br>2.6.8.A.1<br>2.5.8.A.2<br>2.5.8.A.4<br>2.5.8.B.3  |

|  |  |  |
|--|--|--|
|  |  | 2.5.8.C.2<br>2.6.8.A.1<br>2.2.8.B.3<br>2.5.8.A.2<br>2.5.8.A.4<br>2.5.8.C.2 |
|--|--|--|

## ***Pacing Guide – Grade 8***

| Content Area: Physical Education/Health<br>Grade Level: Eighth Grade  |  |  |
|---|--|--|
| Unit Title  | Pacing                                   | Standards  |
| <b>1<sup>st</sup> Marking Period</b><br><b>Cooperative Games</b><br><b>Flag Football</b><br><b>Fitness Testing</b><br><b>Indoor/ Outdoor Games Unit</b> | 3 Weeks<br>3 Weeks<br>2 Weeks<br>2 Weeks | 2.5.6.B.2<br>2.5.6.C.1<br>2.6.6.A.1<br>2.5.8.A.1<br>2.5.8.A.2<br>2.5.8.B.1<br>2.6.8.A.1<br>2.2.8.C.1<br>2.5.8.C.1<br>2.1.8.A.2<br>2.5.8.A.2<br>2.6.8.A.2 |
| <b>2<sup>nd</sup> Marking Period</b><br><b>Consumer Health</b><br><b>Substance Awareness (LEAD)</b><br><b>Pickleball</b><br><b>Tchoukball</b>           | 3 Weeks<br>1 Week<br>3 Weeks<br>3 Weeks  | 2.1.8.A.4<br>2.1.8.B.4<br>2.2.8.E.1<br>2.1.8.B.1<br>2.1.8.B.2<br>2.1.8.B.3<br>2.1.8.B.4<br>2.1.8.C.3<br>2.1.8.D.4<br>2.5.8.A.1<br>2.5.8.C.1              |
| <b>3<sup>rd</sup> Marking Period</b><br><b>Project Fit America Unit</b><br><b>Fitness Testing</b><br><b>Responsibility</b>                              | 2 Weeks<br>2 Weeks<br>3 Weeks            | 2.3.8.A.1<br>2.3.8.A.2<br>2.3.8.B.1<br>2.3.8.B.5   |

|   |  |  |
|---|--|--|
| <b>Relationships (JBWS)</b><br><b>Fatal Vision Program</b><br><b>Weller Center (Teen Development)</b>   | 1 Week<br>1 Week<br>1 Week               | 2.3.8.B.6<br>2.3.8.B.7<br>2.3.8.B.8<br>2.3.8.C.1<br>2.3.8.C.2<br>2.4.8.A.1<br>2.4.8.A.3<br>2.4.8.A.4<br>2.4.8.A.5<br>2.4.8.A.6<br>2.2.8.B.2<br>2.5.8.A.1<br>2.5.8.A.3<br>2.5.8.A.2<br>2.5.8.C.3<br>2.6.8.A.2 |
| <b>4<sup>th</sup> Marking Period</b><br><b>Soccer</b><br><b>Indoor/ Outdoor Games Unit</b><br><b>Diamond Sports</b><br><b>Backyard Games Unit</b> | 4 Weeks<br>2 Weeks<br>2 Weeks<br>2 Weeks | 2.1.8.A.1<br>2.2.8.C.1<br>2.5.8.A.4<br>2.6.8.A.1<br>2.1.8.A.1<br>2.5.8.A.4<br>2.6.8.A.1<br>2.2.8.A.1<br>2.5.8.A.2<br>2.5.8.C.1<br>2.5.8.B.3<br>2.6.8.A.1<br>2.1.8.A.2<br>2.5.8.A.2<br>2.6.8.A.2              |

| <b>Grades 5-8 Cooperative Games Unit</b>  |
|---|
| <b>Content Area: Physical Education</b>   |
| <b>Unit Title:</b> Cooperative Games  |
| <b>Target Course/Grade Level:</b> 5-8   |
| <p><b>Unit Summary</b><br/>This unit is designed to involve students in a series of non-competitive games that will teach teamwork, goal setting, and sportsmanship.</p> <p><b>Grade 5 &amp; 6</b><br/><b><u>Orientation Skills:</u></b><br/>Learning classmates names, likes and interests<br/><b><u>Cardio-Tag Game Skills</u></b><br/>Learn how to follow safety instructions, work with a partner, and improve cardio-respiratory endurance<br/><b><u>Cooperative/ Challenge Activities:</u></b><br/>Teamwork, strategy building, problem solving, communication (appropriate and productive)<br/><b><u>Trust:</u></b><br/>Open safe environment, physical and emotional, group interdependence</p> <p><b>Grade 7</b><br/><b><u>Activities Skills:</u></b><br/>Utilize previously taught skills for game play, explore strategies to participate in each activity, work effectively in large and small groups</p> <p><b>Grade 8</b><br/><b><u>Unit Skills:</u></b><br/>Teamwork, strategy building, problem solving, communication ( appropriate and productive)<br/><b>21<sup>st</sup> century themes:</b> Critical Thinking and Problem Solving<br/>CRP3. Attend to personal health and financial well-being.</p> |
| <p><b>Unit Rationale</b><br/>The desired outcome:</p> <ul style="list-style-type: none"> <li>● Improve communication in big and small groups</li> <li>● Improve self-confidence in individual/ group challenges</li> <li>● Develop an increased level of physical coordination</li> </ul>   |
| <b>Learning Targets</b>   |
| <p><b>Standards</b><br/>2.2 Integrated Skills<br/>2.5 Motor Skill Development<br/>2.6 Fitness</p>   |

| <b>Content Statements</b>  |   |   |   |
|--|---|---|---|
| <b>CPI #</b>   | <b>Cumulative Progress Indicator (CPI)</b>  |   |   |
| 2.2.6.A.2  | Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.  |   |   |
| 2.2.6.B.1  | Use effective decision-making strategies.   |   |   |
| 2.5.4.A.2  | Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.  |   |   |
| 2.5.6.B.2  | Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.  |   |   |
| 2.5.6.C.1  | Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.  |   |   |
| 2.6.6.A.1  | Analyze the social emotional, and health benefits of selected physical experiences.   |   |   |
| <table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● Why is cooperation important to everyday life?</li> <li>● Why is it important to be able to communicate in small/big groups effectively?</li> <li>● How can I set realistic goals for myself and why is it important?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● To learn how to communicate effectively.</li> <li>● To learn how to create different strategies to achieve a common goal.</li> </ul> </td></tr> </table> |   | <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● Why is cooperation important to everyday life?</li> <li>● Why is it important to be able to communicate in small/big groups effectively?</li> <li>● How can I set realistic goals for myself and why is it important?</li> </ul> | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● To learn how to communicate effectively.</li> <li>● To learn how to create different strategies to achieve a common goal.</li> </ul> |
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● Why is cooperation important to everyday life?</li> <li>● Why is it important to be able to communicate in small/big groups effectively?</li> <li>● How can I set realistic goals for myself and why is it important?</li> </ul>  | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● To learn how to communicate effectively.</li> <li>● To learn how to create different strategies to achieve a common goal.</li> </ul> |   |   |
| <b>Unit Learning Targets</b><br><i>Students will ...</i> <ul style="list-style-type: none"> <li>● Demonstrate the ability to work cooperatively in big and small groups.</li> <li>● Explain ways to set and accomplish individual and groups goals.</li> <li>● Recognize and respect the differences of others.</li> </ul>   |   |   |   |
| <b>Evidence of Learning</b>  |   |   |   |
| <b>Summative Assessment</b> <ul style="list-style-type: none"> <li>● Written Quiz</li> <li>● Teacher Observation</li> </ul> <b>Equipment needed:</b> various<br><b>Teacher Resources:</b> <a href="http://www.Pecentral.com">www.Pecentral.com</a><br><b>Differentiation</b> <ul style="list-style-type: none"> <li>● Students within this classroom setting will be grouped when necessary based on physical capabilities, as well as knowledge individual skills.</li> </ul> <b>Modifications</b>  |   |   |   |

- Modifications will be made based on physical needs, which will include disabilities that are outlined within students' IEPs.

#### ELL

- Students with ELL needs will be provided with visual demonstrations, as well as pictorial step by step examples.

#### Formative Assessments

- Group Evaluations
- Teacher Observation
- Question/ Answer

#### Lesson Plans

| Lesson         | Timeframe |
|----------------|-----------|
| Group Juggling | 2 days    |

#### Curriculum Development Resources

Click the links below to access additional resources used to design this unit:

<http://www.njcccs.org/search.aspx>

#### Lesson Plan 1 Template

#### Content Area: Physical Education

**Lesson Title:** Group Juggling

**Timeframe:** 2 Days

#### Lesson Components

#### 21<sup>st</sup> Century Themes

|  |                  |  |   |  |                |   |                 |
|--|------------------|--|---|--|----------------|---|-----------------|
|  | Global Awareness |  | Financial, Economic, Business, and Entrepreneurial Literacy |  | Civic Literacy | X | Health Literacy |
|--|------------------|--|---|--|----------------|---|-----------------|

#### 21<sup>st</sup> Century Skills

|  |                           |   |                                       |  |                                 |  |                      |
|--|---------------------------|---|---------------------------------------|--|---------------------------------|--|----------------------|
|  | Creativity and Innovation | X | Critical Thinking and Problem Solving |  | Communication and Collaboration |  | Information Literacy |
|  | Media Literacy            |   | ICT Literacy                          |  | Life and Career Skills          |  |                      |

**Equipment needed:** Different sized objects and balls etc. tennis ball, gator ball, rubber chicken

| Goals/Objectives | Learning Activities/Instructional Strategies | Formative Assessment Tasks  |
|------------------|--|---|
| Students will:   | <b>Lesson Sequence</b>                       | <ul style="list-style-type: none"> <li>• Teacher observation</li> </ul> |

|  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>● Work in group setting.</li> <li>● Improve problem-solving skills.</li> <li>● Improve communication skills.</li> </ul> | <ol style="list-style-type: none"> <li>1. Make circles of 5, 7, or 9 students (depends on class size and must be an odd number).</li> <li>2. Give each group a ball and have them establish a pattern of tossing (1<sup>st</sup> person tosses to a group member, cannot be tossed to the person right next to them).</li> <li>3. The next person then tosses to another in the group again cannot be tossed to the people right next to them, or to the person that tossed the ball to them.</li> <li>4. This continues until the ball is back to the first person.</li> <li>5. Each person in the group will toss to the same person, and receive from the same person through entire activity.</li> <li>6. Once a pattern is established, another object can be added.</li> <li>7. If students master two balls another one can be added.</li> </ol> | <ul style="list-style-type: none"> <li>● Question/Answer</li> </ul> |
| <p><b>Differentiation</b><br/> Bigger objects for younger students<br/> Less objects for different students</p>  |   |   |

| Grades 5-8 Fitness Unit   |  |
|---|--|
| <b>Content Area: Physical Education</b>   |  |
| <b>Unit Title:</b> Fitness  |  |
| <b>Target Course/Grade Level:</b> 5-8   |  |
| <p><b>Unit Summary</b></p> <p>This unit is designed to teach students the components of health-related fitness (cardio-respiratory endurance, body composition, flexibility, muscular strength, and muscular endurance) and skill related fitness such as agility, coordination and power.</p> <p><b>Grades 5 &amp; 6</b></p> <p><b><u>Cardio – Respiratory:</u></b><br/>Jump rope, jogging, walking, aerobics etc.</p> <p><b><u>Muscle Strength:</u></b><br/>Weights, medicine balls, push-ups, sit-ups and pull-ups</p> <p><b><u>Muscle Endurance:</u></b><br/>Light weight, medicine balls, dyna-bands, resistance training</p> <p><b><u>Flexibility:</u></b><br/>Stretching (dynamic, static)</p> <p><b>Grades 7 &amp; 8</b></p> <p><b><u>Fitness Skills:</u></b><br/>Agility, balance, flexibility, coordination, aerobic, flexibility, anaerobic, cardio-respiratory endurance, muscular strength, muscular endurance, and body composition</p> <p><b>21<sup>st</sup> century themes:</b> Health Literacy<br/>CRP3. Attend to personal health and financial well-being.</p> |  |
| <p><b>Unit Rationale</b></p> <p>The desired outcome:</p> <ul style="list-style-type: none"> <li>● To assess current fitness level.</li> <li>● Analyze the different training and choose the type that best fits their personal goals.</li> <li>● To have to ability to modify an all-inclusive fitness program.</li> </ul>  |  |
| Learning Targets  |  |
| <p><b>Standards</b></p> <p>2.1 Wellness, 2.5 Motor Skill Development, &amp; 2.6 Fitness</p>   |  |
| <b>Content Statements</b>   |  |
| CPI #   | Cumulative Progress Indicator (CPI)  |
| 2.1.6.A.1   | Explain how health data can be used to assess and improve each dimension of personal wellness. |



|   |  |  |   |
|---|--|--|---|
| 2.1.8.A.2   | Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.   |  |   |
| 2.5.6.A.1   | Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). |  |   |
| 2.5.8.A.2   | Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.  |  |   |
| 2.6.6.A.3   | Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.   |  |   |
| 2.6.8.A.2   | Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.   |  |   |
| <table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How does regular exercise affect your health now and in the future?</li> <li>● How does physical activity affect your body before, during, and after exercise?</li> <li>● What are different training methods?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● The importance of different training techniques</li> <li>● To be able to modify your own fitness plan</li> </ul> </td></tr> </table>   |  | <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How does regular exercise affect your health now and in the future?</li> <li>● How does physical activity affect your body before, during, and after exercise?</li> <li>● What are different training methods?</li> </ul> | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● The importance of different training techniques</li> <li>● To be able to modify your own fitness plan</li> </ul> |
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How does regular exercise affect your health now and in the future?</li> <li>● How does physical activity affect your body before, during, and after exercise?</li> <li>● What are different training methods?</li> </ul>  | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● The importance of different training techniques</li> <li>● To be able to modify your own fitness plan</li> </ul>  |  |   |
| <b>Unit Learning Targets</b><br><i>Students will ...</i> <ul style="list-style-type: none"> <li>● Demonstrate the ability to work cooperatively in big and small groups.</li> <li>● Explain ways to set and accomplish individual and groups goals.</li> <li>● Recognize and respect the differences of others.</li> </ul>  |  |  |   |
| <b>Evidence of Learning</b>   |  |  |   |
| <b>Summative Assessment</b> <ul style="list-style-type: none"> <li>● Written Quiz</li> <li>● Teacher Observation</li> </ul> <b>Equipment needed:</b> various<br><b>Teacher Resources:</b> <a href="http://www.Pecentral.com">www.Pecentral.com</a><br><b>Differentiation</b> <ul style="list-style-type: none"> <li>● Students within this classroom setting will be grouped when necessary based on physical capabilities, as well as knowledge individual skills.</li> </ul> <b>Modifications</b> <ul style="list-style-type: none"> <li>● Modifications will be made based on physical needs, which will include disabilities that are outlined within students' IEPs.</li> </ul> <b>ELL</b> |  |  |   |

|  |  |
|--|--|
| <ul style="list-style-type: none"><li>● Students with ELL needs will be provided will visual demonstrations, as well as pictorial step by step examples.</li></ul> |  |
| <b>Formative Assessments</b>   |  |
| <ul style="list-style-type: none"><li>● Group Evaluations</li><li>● Teacher Observation</li></ul>  | <ul style="list-style-type: none"><li>● Question/ Answer</li></ul> |
| <b>Lesson Plans</b>  |  |
| <b>Lesson</b>  | <b>Timeframe</b>   |
| Fitness Fridays  | On going   |
| <b>Curriculum Development Resources</b>  |  |
| Click the links below to access additional resources used to design this unit:   |  |
| <a href="http://www.njcccs.org/search.aspx">http://www.njcccs.org/search.aspx</a>  |  |

| Lesson Plan 1  |                           |   |  |  |  |   |                      |
|--|---------------------------|---|--|--|--|---|----------------------|
| Content Area: Physical Education   |                           |   |  |  |  |   |                      |
| Lesson Title: Fitness Fridays  |                           |   |  |  | Timeframe: on going  |   |                      |
| Lesson Components  |                           |   |  |  |  |   |                      |
| 21 <sup>st</sup> Century Themes  |                           |   |  |  |  |   |                      |
|  | Global Awareness          |   | Financial, Economic, Business, and Entrepreneurial Literacy  |  | Civic Literacy   | X | Health Literacy      |
| 21 <sup>st</sup> Century Skills  |                           |   |  |  |  |   |                      |
|  | Creativity and Innovation | X | Critical Thinking and Problem Solving  |  | Communication and Collaboration  |   | Information Literacy |
|  | Media Literacy            |   | ICT Literacy   |  | Life and Career Skills   |   |                      |
| Integration of Technology: XBOX  |                           |   |  |  |  |   |                      |
| Equipment needed: Medicine balls, stability balls, dumb bells, jump ropes, XBOX  |                           |   |  |  |  |   |                      |
| Goals/Objectives   |                           |   | Learning Activities/Instructional Strategies   |  | Formative Assessment Tasks   |   |                      |
| Students will: <ul style="list-style-type: none"><li>Gain general knowledge of the five components of fitness.</li></ul> |                           |   | Lesson Sequence <ol style="list-style-type: none"><li>10-12 different stations will be set up in the gym prior to class.</li></ol> |  | <ul style="list-style-type: none"><li>Teacher observation</li><li>Students personal fitness charts</li></ul> |   |                      |

|  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>● Know and understand the benefits of being fit.</li> <li>● Make informed decisions when choosing activities to include in their fitness plan.</li> </ul> | <ol style="list-style-type: none"> <li>2. Each station will focus on a different muscle group in the body.</li> <li>3. Students will perform the specific exercise at each station for 5 minutes and then rotate to the next station.</li> <li>4. Students will record their information from each station on their fitness charts before moving on to the next stations.</li> </ol> |  |
| <b>Differentiation</b> <ul style="list-style-type: none"> <li>● Lighter weights for younger students</li> </ul> Less complex exercises for younger students                                      |  |  |

| <b>Grades 5-8 Indoor/Outdoor Activities Unit</b>  |
|---|
| <b>Content Area: Physical Education</b>   |
| <b>Unit Title:</b> Indoor/Outdoor Activities  |
| <b>Target Course/Grade Level: 5-8</b>   |
| <b>Unit Summary</b><br>This unit is designed for students to have a basic proficiency in each of the sports skills with the ability to create and participate in modified sport activities.   |
| <b>21<sup>st</sup> century themes:</b> Health Literacy<br>CRP3. Attend to personal health and financial well-being.   |
| <b>Unit Rationale</b><br>The desired outcome: <ul style="list-style-type: none"> <li>● To have students begin to develop a variety of indoor and outdoor sport skills to add into their fitness plan</li> <li>● To teach various training methods to improve athletic performance.</li> <li>● To demonstrate teamwork and cooperative skills</li> <li>● To demonstrate the ability to work in small and large groups towards a common goal</li> </ul> |

**Grades 5 & 6****Sport Skills:****Floor Hockey:**

Puck-handling, push pass, wrist shot

**Indoor Track:**

Sprinting, running, throwing events, baton, hurdles

**Racket Strokes:**

Forehand, backhand, volleying/rallying, serve

**Team Handball:**

Throwing, catching, jumping, spatial awareness

**Activity Skills:**

Spatial awareness, teamwork, communication

**Fitness Skills:**

Cardio-respiratory endurance, flexibility, muscle strength, muscle endurance

**Grade 7 & 8****Sports Skills:****Frisbee:**

Grips and throw: backhand, sidearm, overhand

Catches: on hand/ two hand

**Basketball:**

Passing, dribbling, shooting

**Volleyball:**

Bump/forearm pass, overhead pass, underhand serve

**Pickleball:**

Forehand, backhand, serving

Offensive vs. Defensive strategies

**Fitness Skills:**

Cardio-respiratory, muscle strength/endurance, power, reaction time, coordination, plyometric training

**Learning Targets****Standards**

2.2 Integrated Skills

2.5 Motor Skill Development

2.6 Fitness

| Content Statements  |   |  |   |
|---|---|--|---|
| CPI #   | Cumulative Progress Indicator (CPI)   |  |   |
| 2.2.6.C.1   | Explain how character and core ethical values can be useful in addressing challenging situations.   |  |   |
| 2.2.8.C.1   | Analyze strategies to enhance character development in individual, group, and team activities.  |  |   |
| 2.5.6.A.1   | Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).  |  |   |
| 2.5.8.C.1   | Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.   |  |   |
| 2.6.6.A.1   | Analyze the social, emotional, and health benefits of selected physical experiences.  |  |   |
| <table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How do movement skills transfer from one activity to another?</li> <li>What are the ways to prepare yourself mentally and physically for activity? How does this impact safety?</li> <li>How can I set realistic goals for myself and why is it important?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>The ability to use various training techniques to improve physical health as well as sport skills.</li> <li>To provide understandings about different training methods and why modifications are necessary.</li> </ul> </td></tr> </table> |   | <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How do movement skills transfer from one activity to another?</li> <li>What are the ways to prepare yourself mentally and physically for activity? How does this impact safety?</li> <li>How can I set realistic goals for myself and why is it important?</li> </ul> | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>The ability to use various training techniques to improve physical health as well as sport skills.</li> <li>To provide understandings about different training methods and why modifications are necessary.</li> </ul> |
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How do movement skills transfer from one activity to another?</li> <li>What are the ways to prepare yourself mentally and physically for activity? How does this impact safety?</li> <li>How can I set realistic goals for myself and why is it important?</li> </ul>  | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>The ability to use various training techniques to improve physical health as well as sport skills.</li> <li>To provide understandings about different training methods and why modifications are necessary.</li> </ul> |  |   |
| <b>Unit Learning Targets</b><br><i>Students will ...</i> <ul style="list-style-type: none"> <li>Know how to transfer what they learned to their own level of fitness and other activities.</li> <li>Demonstrate positive work ethic and characteristics in individual events.</li> <li>How different skills are transferred from one activity to another.</li> </ul>  |   |  |   |
| Evidence of Learning  |   |  |   |
| <b>Summative Assessment</b> <ul style="list-style-type: none"> <li>Written Quiz</li> <li>Teacher Observation</li> <li>Performance Assessment</li> </ul> <b>Equipment needed:</b> various<br><b>Teacher Resources:</b> <a href="http://www.Pecentral.com">www.Pecentral.com</a><br><br><b>Differentiation</b> <ul style="list-style-type: none"> <li>Students within this classroom setting will be grouped when necessary based on physical capabilities, as well as knowledge individual skills.</li> </ul>  |   |  |   |

|  |  |
|--|--|
| <b>Modifications</b>   |  |
| <ul style="list-style-type: none"> <li>Modifications will be made based on physical needs, which will include disabilities that are outlined within students' IEPs.</li> </ul>                                 |  |
| <b>ELL</b>   |  |
| <ul style="list-style-type: none"> <li>Students with ELL needs will be provided will visual demonstrations, as well as pictorial step by step examples.</li> </ul>   |  |
| <b>Formative Assessments</b>   |  |
| <ul style="list-style-type: none"> <li>Group Evaluations</li> <li>Teacher Observation</li> </ul>   | <ul style="list-style-type: none"> <li>Question/ Answer</li> </ul> |
| <b>Lesson Plans</b>  |  |
| <b>Lesson</b>  | <b>Timeframe</b>   |
| Four corner capture  | 2 days   |
| <b>Curriculum Development Resources</b><br>Click the links below to access additional resources used to design this unit:<br><a href="http://www.njcccs.org/search.aspx">http://www.njcccs.org/search.aspx</a> |  |

|  |                           |   |   |  |                                 |                   |                      |
|--|---------------------------|---|---|--|---------------------------------|-------------------|----------------------|
| Lesson Plan 1  |                           |   |   |  |                                 |                   |                      |
| Content Area: Physical Education   |                           |   |   |  |                                 |                   |                      |
| Lesson Title: Four corner capture  |                           |   |   |  |                                 | Timeframe: 2 Days |                      |
| Lesson Components  |                           |   |   |  |                                 |                   |                      |
| 21 <sup>st</sup> Century Themes  |                           |   |   |  |                                 |                   |                      |
|  | Global Awareness          |   | Financial, Economic, Business, and Entrepreneurial Literacy |  | Civic Literacy                  | X                 | Health Literacy      |
| 21 <sup>st</sup> Century Skills  |                           |   |   |  |                                 |                   |                      |
|  | Creativity and Innovation | X | Critical Thinking and Problem Solving                       |  | Communication and Collaboration |                   | Information Literacy |
|  | Media Literacy            |   | ICT Literacy  |  | Life and Career Skills          |                   |                      |
| Equipment needed: 8 gator balls, 4 different colored domes, 4 full sets of pinnes, cones |                           |   |   |  |                                 |                   |                      |

| Goals/Objectives   | Learning Activities/Instructional Strategies  | Formative Assessment Tasks   |
|--|---|--|
| <p>Students will:</p> <ul style="list-style-type: none"> <li>● Work in group setting.</li> <li>● Improve problem-solving skills.</li> <li>● Improve communication skills.</li> </ul> | <p><b>Lesson Sequence</b></p> <ol style="list-style-type: none"> <li>1. Students will be broken up into 5 teams (4 consisting of a pinnie color and the last will be school shirts).</li> <li>2. After students are assigned to a team they then will be assigned to a home zone.</li> <li>3. The object of the game is to be the first team to collect four gator balls.</li> <li>4. The students need to work together to accomplish this goal and talk out strategies with each other to assign roles for their team.</li> <li>5. Each team needs one guard for their gator balls and one guard for their jail.</li> <li>6. Once a student enters one of their teammate's zones they are allowed to be tagged by that team and sent to jail.</li> </ol> <p>Students are only allowed out of jail if one of their team members comes to rescue them by giving them a high five.</p> | <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Question/Answer</li> </ul> |
| <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>● Smaller zones for younger students</li> </ul>   |   |  |

| <b>Grades 5 &amp; 7 Basketball Unit</b>  |  |
|--|--|
| <b>Content Area: Physical Education</b>  |  |
| <b>Unit Title:</b> Basketball  |  |
| <b>Target Course/Grade Level: 5 &amp; 7</b>  |  |
| <p><b>Unit Summary</b></p> <p><b>Grade 5</b></p> <p>Students will explain the connection between the unit of Basketball and wellness while applying and improving their components of skill related fitness (agility, balance, coordination, power, reaction time and speed) throughout the unit.</p> <p><b><u>Basketball Skills:</u></b></p> <p>Ball handling, dribbling left and right handed, passing/ receiving (chest, bounce, two-handed overhead), shooting, offense/ defense (no contact)</p> <p><b><u>Sport Skills:</u></b></p> <p>Teamwork, sportsmanship, communication, athletic stance</p> <p><b><u>Fitness Skills:</u></b></p> <p>Cardio-respiratory endurance, flexibility, muscle strength and endurance, agility, balance, coordination, power, reaction time and speed</p> <p><b>Grade 7</b></p> <p>Students will incorporate basketball related skills into their fitness plan while demonstrating correct skill combination in applied settings.</p> <p><b><u>Basketball Skills:</u></b></p> <p>Ball handling, dribbling against defense, passing/receiving while moving, shooting (bank, jump, foul, lay-up) offense/ defense, triple threat</p> <p><b><u>Sport Skills:</u></b></p> <p>Teamwork, sportsmanship, communication, athletic stance</p> <p><b><u>Fitness Skills:</u></b></p> <p>Cardio-respiratory endurance, flexibility, muscle strength and endurance, agility, balance, coordination, power, reaction time, speed</p> <p><b>21<sup>st</sup> century themes:</b> Health Literacy</p> <p>NJ-SLS: CRP3. Attend to personal health and financial well-being.</p> |  |
| <p><b>Unit Rationale</b></p> <p>The desired outcome:</p> <p><b>Grade 5</b></p> <ul style="list-style-type: none"> <li>• To provide an opportunity for students to achieve proficiency in basketball skills</li> <li>• For students to gain knowledge of equipment, social skills, basketball skills, skill related fitness components, safety and rules of play</li> </ul>   |  |



|   |   |
|---|---|
| <b>Grade 7</b>  |   |
| <ul style="list-style-type: none"> <li>● To utilize basketball skills in a fitness plan</li> <li>● To engage students in activities that help them better understand skills application and use</li> </ul>  |   |
| <b>Learning Targets</b>   |   |
| <b>Standards</b><br>2.2 Integrated Skills<br>2.5 Motor Skill Development<br>2.6 Fitness   |   |
| <b>Content Statements</b>   |   |
| <b>CPI #</b>  | <b>Cumulative Progress Indicator (CPI)</b>  |
| 2.2.8.C.1   | Analyze strategies to enhance character development in individual, group, and team activities.  |
| 2.2.8.A.1   | Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.   |
| 2.5.6.A.1   | Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).  |
| 2.5.8.A.2   | Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.   |
| 2.5.8.B.1   | Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.  |
| 2.5.6.C.1   | Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.  |
| 2.6.8.A.1   | Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.   |
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● Why is cooperation important to everyday life?</li> <li>● How are skill concepts transferred between each different activity? How can progression help achieve a better fitness level?</li> <li>● Can you recognize, demonstrate, and modify skill combinations in many activities?</li> </ul> | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● How to improve fitness levels through practice and games</li> <li>● How to modify basketball activities and skills to apply to one's personal vs. team goals</li> <li>● Relationship of skills and games to Wellness</li> <li>● Reasons to modify a personal fitness plan</li> </ul> |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● Can you identify and implement strategies in a physical activity?</li> </ul>   |   |
| <b>Unit Learning Targets</b><br><i>Students will ...</i><br><b>Grade 5</b> <ul style="list-style-type: none"> <li>● Explain the connection between the unit of basketball and wellness.</li> <li>● Apply and improve their components of skills related fitness throughout the unit.</li> <li>● Work cooperatively with classmates and teacher.</li> </ul> <b>Grade 7</b> <ul style="list-style-type: none"> <li>● Identify knowledge of safe and unsafe practices.</li> <li>● Demonstrate correct skill combinations in applied settings.</li> </ul>   |   |
| <b>Evidence of Learning</b>   |   |
| <b>Summative Assessment</b> <ul style="list-style-type: none"> <li>● Written Quiz</li> <li>● Entrance/ Exit Slips</li> </ul> <b>Equipment needed:</b> various<br><b>Teacher Resources:</b> <a href="http://www.Pecentral.com">www.Pecentral.com</a><br><b>Differentiation</b> <ul style="list-style-type: none"> <li>● Students within this classroom setting will be grouped when necessary based on physical capabilities, as well as knowledge individual skills.</li> </ul> <b>Modifications</b> <ul style="list-style-type: none"> <li>● Modifications will be made based on physical needs, which will include disabilities that are outlined within students' IEPs.</li> </ul> <b>ELL</b> <ul style="list-style-type: none"> <li>● Students with ELL needs will be provided will visual demonstrations, as well as pictorial step by step examples.</li> </ul> |   |
| <b>Formative Assessments</b>  |   |
| <ul style="list-style-type: none"> <li>● Group Evaluations</li> <li>● Teacher Observation</li> </ul>  | <ul style="list-style-type: none"> <li>● Self Assessment</li> <li>● Question/ Answer</li> </ul> |
| <b>Lesson Plans</b>   |   |
| <b>Lesson</b>   | <b>Timeframe</b>  |
| Lesson 1<br>Catch Up Shooting   | 2 days  |
| <b>Curriculum Development Resources</b><br>Click the links below to access additional resources used to design this unit:<br><a href="http://www.njcccs.org/search.aspx">http://www.njcccs.org/search.aspx</a>  |   |

| Lesson Plan 1   |                           |   |  |  |   |   |                      |
|---|---------------------------|---|--|--|---|---|----------------------|
| Content Area: Physical Education  |                           |   |  |  |   |   |                      |
| Lesson Title: Catch Up Shooting   |                           |   |  |  | Timeframe: 2 Days   |   |                      |
| Lesson Components   |                           |   |  |  |   |   |                      |
| 21 <sup>st</sup> Century Themes   |                           |   |  |  |   |   |                      |
|   | Global Awareness          |   | Financial, Economic, Business, and Entrepreneurial Literacy  |  | Civic Literacy  | X | Health Literacy      |
| 21 <sup>st</sup> Century Skills   |                           |   |  |  |   |   |                      |
|   | Creativity and Innovation | X | Critical Thinking and Problem Solving  |  | Communication and Collaboration   |   | Information Literacy |
|   | Media Literacy            |   | ICT Literacy   |  | Life and Career Skills  |   |                      |
| Equipment needed: 6 basketballs and 12 cones  |                           |   |  |  |   |   |                      |
| Goals/Objectives  |                           |   | Learning Activities/Instructional Strategies   |  | Formative Assessment Tasks  |   |                      |
| Students will: <ul style="list-style-type: none"><li>● Demonstrate correct skill combinations in applied settings.</li><li>● Work cooperatively with students.</li><li>● Develop coordination through skill practice.</li></ul> |                           |   | Lesson Sequence <ol style="list-style-type: none"><li>1. Students will pick a partner to compete against.</li><li>2. Once every student has a partner the teachers will set them up on opposite basketball hoops.</li><li>3. The students need to make sure that their partner is in the same number on line at their hoop as they are.</li><li>4. The students will perform a shot at each hoop until they pass their partner.</li><li>5. If the student misses the shot they need to go to</li></ol> |  | <ul style="list-style-type: none"><li>● Teacher observation</li><li>● Question/Answer</li></ul> |   |                      |

|  |   |  |
|--|---|--|
|  | <p>the end of the line and is not allowed to proceed to the next hoop. (if they miss on their 3<sup>rd</sup> try they are allowed to advance)</p> <p>6. The student who passes their partner during the drill wins.</p> <p>7. Students will then find a different partner and play again.</p> |  |
| <b>Differentiation</b> <ul style="list-style-type: none"> <li>Use different shot every time the game is played (right handed and left-handed lay-ups, jump shots from different sides of the court)</li> </ul> |   |  |

| <b>Grades 5 &amp; 7 Badminton Unit</b>   |
|--|
| <b>Content Area: Physical Education</b>  |
| <b>Unit Title:</b> Badminton   |
| <b>Target Course/Grade Level: 5 &amp; 7</b>  |
| <b>Unit Summary</b><br><b>Grade 5</b><br><p>To utilize racket sport skills efficiently during game play while equipping students with the knowledge and skills to enable participation in a lifetime activity.</p> <p><b><u>Racket Strokes</u></b><br/> Forehand, backhand, volleying/rallying, serve</p> <p><b><u>Activity Skills</u></b><br/> Spatial awareness, teamwork, communication</p> <p><b><u>Fitness Skills</u></b><br/> Flexibility, muscle endurance</p> <b>Grade 7</b><br><p>To gain knowledge of badminton rules, strategy and safety while understanding the health benefits of this activity.</p> <p><b><u>Badminton Skills</u></b><br/> Underhand serve, forehand, backhand, clears, drops, smash, drives, lob</p> <p><b><u>Sports Skills</u></b><br/> Footwork, net play, court coverage/layout, teamwork, sportsmanship, cooperation, strategy</p> |

**Fitness Skills**

Agility, balance, reaction time, hand/eye coordination

**21<sup>st</sup> century themes:** Health Literacy

NJ-SLS: CRP3. Attend to personal health and financial well-being.

**Unit Rationale**

The desired outcome:

**Grade 5**

- To perform the racket strokes properly (forehand, backhand, volleying/rallying, serve) and appropriate skill usage
- For students to gain knowledge of equipment, social skills, skill related fitness components, safety and rules of play

**Grade 7**

- To utilize knowledge of rules, terminology, skills and strategies during game play
- Demonstrate fundamental badminton skills with proficiency.
- To understand the long and short term health benefits.

**Learning Targets****Standards**

2.1 Wellness

2.2 Integrated Skills

2.5 Motor Skill Development

2.6 Fitness

**Content Statements**

| <b>CPI #</b> | <b>Cumulative Progress Indicator (CPI)</b>  |
|--------------|---|
| 2.1.6.A.2    | Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.  |
| 2.2.6.B.4    | Apply personal health data and information to support achievement of one's short- and long-term health goals.   |
| 2.5.6.A.4    | Use self-evaluation and external feedback to detect and correct errors in one's movement performance.   |
| 2.5.6.A.2    | Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. |
| 2.5.8.A.4    | Detect, analyze, and correct errors and apply to refine movement skills.  |

|   |  |
|---|--|
| 2.5.6.C.1   | Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.   |
| 2.6.8.A.1   | Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.  |
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How do movement skills transfer from one sport to another?</li> <li>● How does regular exercise affect individual progress and your health triangle now and in the future?</li> <li>● Explain the fitness skills related to badminton?</li> </ul>  | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● To understand the long- and short-term benefits of badminton as a lifelong sport</li> <li>● Relationship of skills and games to Wellness</li> </ul> |
| <b>Unit Learning Targets</b><br><i>Students will ...</i><br><b>Grade 5</b> <ul style="list-style-type: none"> <li>● Explain the proper way to perform racket skills</li> <li>● Utilize racket skills effectively during play</li> <li>● Summarize the health benefits of this activity.</li> </ul> <b>Grade 7</b> <ul style="list-style-type: none"> <li>● Gain knowledge of rules, terminology, skills and strategies during game play.</li> <li>● Demonstrate correct skill combinations in applied settings.</li> </ul>  |  |
| <b>Evidence of Learning</b>   |  |
| <b>Summative Assessment</b> <ul style="list-style-type: none"> <li>● Written Quiz</li> <li>● Entrance/ Exit Slips</li> <li>● Skill Test</li> </ul> <b>Differentiation</b> <ul style="list-style-type: none"> <li>● Students within this classroom setting will be grouped when necessary based on physical capabilities, as well as knowledge individual skills.</li> </ul> <b>Modifications</b> <ul style="list-style-type: none"> <li>● Modifications will be made based on physical needs, which will include disabilities that are outlined within students' IEPs.</li> </ul> <b>ELL</b> <ul style="list-style-type: none"> <li>● Students with ELL needs will be provided with visual demonstrations, as well as pictorial step by step examples.</li> </ul> |  |

|   |  |
|---|--|
| <b>Equipment needed:</b> various  |  |
| <b>Teacher Resources:</b> <a href="http://www.Pecentral.com">www.Pecentral.com</a>  |  |
| <b>Formative Assessments</b>  |  |
| <ul style="list-style-type: none"> <li>● Self Assessment</li> <li>● Teacher Observation</li> </ul>  | <ul style="list-style-type: none"> <li>● Question/ Answer</li> </ul> |
| <b>Lesson Plans</b>   |  |
| <b>Lesson</b>   | <b>Timeframe</b>   |
| Lesson 1<br>Flying Birdies  | 1 day  |
| <b>Curriculum Development Resources</b>   |  |
| Click the links below to access additional resources used to design this unit:<br><a href="http://www.njcccs.org/search.aspx">http://www.njcccs.org/search.aspx</a> |  |

| Lesson Plan 1   |                           |   |  |  |  |   |                      |
|---|---------------------------|---|--|--|--|---|----------------------|
| Content Area: Physical Education  |                           |   |  |  |  |   |                      |
| Lesson Title: Flying Birdies  |                           |   |  |  | Timeframe: 1 Days  |   |                      |
| Lesson Components   |                           |   |  |  |  |   |                      |
| 21 <sup>st</sup> Century Themes   |                           |   |  |  |  |   |                      |
|   | Global Awareness          |   | Financial, Economic, Business, and Entrepreneurial Literacy  |  | Civic Literacy   | X | Health Literacy      |
| 21 <sup>st</sup> Century Skills   |                           |   |  |  |  |   |                      |
|   | Creativity and Innovation | X | Critical Thinking and Problem Solving  |  | Communication and Collaboration  |   | Information Literacy |
|   | Media Literacy            |   | ICT Literacy   |  | Life and Career Skills   |   |                      |
| Equipment needed: 7 birdies for each court and enough rackets for each student playing          |                           |   |  |  |  |   |                      |
| Goals/Objectives  |                           |   | Learning Activities/Instructional Strategies   |  | Formative Assessment Tasks   |   |                      |
| Students will: <ul style="list-style-type: none"><li>● Use appropriate racket skills.</li></ul> |                           |   | Lesson Sequence <ol style="list-style-type: none"><li>1. Students will be broken up into two equal teams on each side of the net</li></ol> |  | <ul style="list-style-type: none"><li>● Teacher observation</li><li>● Students appreciate usage of racket skills</li></ul> |   |                      |

|   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>● Demonstrate fundamental badminton skills.</li> <li>●</li> </ul>  | <ol style="list-style-type: none"> <li>2. One side starts with 3 birdies &amp; the other will start with 4 birdies</li> <li>3. On the whistle command each team will start hitting their birdies over the net</li> <li>4. Teams will volley until time is up</li> <li>5. Once time is called each team will count how many birdies they have on their side</li> </ol> <p>The team with the lower score wins and students will rotate courts after every round so they have the opportunity to play different teams.</p> |  |
| <b>Differentiation</b> <ul style="list-style-type: none"> <li>● More/ less birdies on each court</li> <li>● More/less students playing on each court</li> </ul> |   |  |

| <b>Grades 5-8 Volleyball Unit</b>  |
|--|
| <b>Content Area: Physical Education</b>  |
| <b>Unit Title:</b> Volleyball  |
| <b>Target Course/Grade Level:</b> 5-8  |
| <b>Unit Summary</b><br><b>Grade 5 &amp;6</b><br>To provide a setting for students to achieve maximum skill proficiency.<br><b><u>Volleyball Skills</u></b><br>Bump, set, underhand serve, service rotation<br><b><u>Sport Skills</u></b><br>Spacing, positions, strategy, teamwork<br><b><u>Fitness Skills</u></b><br>Agility, balance, flexibility, muscular strength, muscular endurance<br><b>Grade 7 &amp; 8</b> |



Demonstrate combination skills when participating in volleyball game settings while using teamwork and sportsmanship. Students will analyze performance of themselves and others,

**Volleyball Skills**

Forearm (bump) pass, overhand (set) pass, underhand serve, spike, block, service rotation

**Sport Skills**

Spacing, positions, strategy, teamwork

**Fitness Skills**

Agility, balance, strength, force, flexibility, muscular strength/ endurance

**21<sup>st</sup> century themes:** Health Literacy

NJ-SLS: CRP3. Attend to personal health and financial well-being.

**Unit Rationale**

The desired outcome:

**Grade 5 & 6**

- How to apply the different skills to be successful using teamwork and strategy.
- How to use rally scoring and rotation, modify when necessary.
- Demonstrate fundamental volleyball skills.
- Establish a foundation for lifelong enjoyment.

**Grade 7 & 8**

- How and when to apply the different skills to be successful using teamwork and strategy.
- Demonstrate combination movement skills in order to help promote strategy.
- Incorporate the skill related fitness components during the unit.
- Demonstrate strategies in a game setting.

**Learning Targets**

**Standards**

2.1 Wellness

2.2 Integrated Skills

2.5 Motor Skill Development

2.6 Fitness

**Content Statements**

| <b>CPI #</b> | <b>Cumulative Progress Indicator (CPI)</b>   |
|--------------|--|
| 2.1.6.A.2    | Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage. |
| 2.2.6.B.4    | Apply personal health data and information to support achievement of one's short- and long-term health goals.        |

|   |   |  |   |
|---|---|--|---|
| 2.1.8.A.1   | Assess and apply health data to enhance each dimension of personal wellness.  |  |   |
| 2.5.6.A.2   | Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.   |  |   |
| 2.5.8.A.4   | Detect, analyze, and correct errors and apply to refine movement skills.  |  |   |
| 2.5.6.C.1   | Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.  |  |   |
| 2.6.8.A.1   | Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.   |  |   |
| <table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● Why is it important that you can communicate in both small and large groups effectively?</li> <li>● Can you recognize, demonstrate, and modify skill combinations in many activities? How?</li> <li>● Explain/ demonstrate how to use each volleyball skill correctly.</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Specific fitness components necessary to volleyball.</li> <li>● How skills from other activities can be applied to volleyball.</li> <li>● How to demonstrate strategies in a game setting</li> <li>● How to prepare for activity skills, strategy and safety.</li> </ul> </td></tr> </table> |   | <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● Why is it important that you can communicate in both small and large groups effectively?</li> <li>● Can you recognize, demonstrate, and modify skill combinations in many activities? How?</li> <li>● Explain/ demonstrate how to use each volleyball skill correctly.</li> </ul> | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Specific fitness components necessary to volleyball.</li> <li>● How skills from other activities can be applied to volleyball.</li> <li>● How to demonstrate strategies in a game setting</li> <li>● How to prepare for activity skills, strategy and safety.</li> </ul> |
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● Why is it important that you can communicate in both small and large groups effectively?</li> <li>● Can you recognize, demonstrate, and modify skill combinations in many activities? How?</li> <li>● Explain/ demonstrate how to use each volleyball skill correctly.</li> </ul>  | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Specific fitness components necessary to volleyball.</li> <li>● How skills from other activities can be applied to volleyball.</li> <li>● How to demonstrate strategies in a game setting</li> <li>● How to prepare for activity skills, strategy and safety.</li> </ul> |  |   |
| <b>Unit Learning Targets</b><br><i>Students will ...</i><br><i>Grade 5 &amp; 6</i> <ul style="list-style-type: none"> <li>● Demonstrate fundamental volleyball skills.</li> <li>● Incorporate the skill related fitness component during the unit.</li> <li>● Establish a foundation for lifelong enjoyment.</li> </ul> <i>Grade 7 &amp; 8</i> <ul style="list-style-type: none"> <li>● Demonstrate combination movement skills in order to help promote strategies.</li> <li>● Demonstrate strategies in a game like setting.</li> </ul>   |   |  |   |
| <b>Evidence of Learning</b>   |   |  |   |
| <b>Summative Assessment</b> <ul style="list-style-type: none"> <li>● Written Assessment</li> <li>● Checklist (individual, partner and teacher)</li> <li>● Skill Test</li> </ul> <b>Equipment needed:</b> various<br><b>Teacher Resources:</b> <a href="http://www.Pecentral.com">www.Pecentral.com</a><br><b>Differentiation</b>  |   |  |   |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Students within this classroom setting will be grouped when necessary based on physical capabilities, as well as knowledge individual skills.</li> </ul>                |  |
| <b>Modifications</b> <ul style="list-style-type: none"> <li>Modifications will be made based on physical needs, which will include disabilities that are outlined within students' IEPs.</li> </ul>            |  |
| <b>ELL</b> <ul style="list-style-type: none"> <li>Students with ELL needs will be provided will visual demonstrations, as well as pictorial step by step examples.</li> </ul>                                  |  |
| <b>Formative Assessments</b>   |  |
| <ul style="list-style-type: none"> <li>Self Assessment</li> <li>Teacher Observation</li> </ul>   | <ul style="list-style-type: none"> <li>Question/ Answer</li> </ul> |
| <b>Lesson Plans</b>  |  |
| <b>Lesson</b>  | <b>Timeframe</b>   |
| Lesson 1<br>Keep it Up   | 2 days   |
| <b>Curriculum Development Resources</b><br>Click the links below to access additional resources used to design this unit:<br><a href="http://www.njcccs.org/search.aspx">http://www.njcccs.org/search.aspx</a> |  |

|                                  |                           |   |   |  |                                 |   |                      |
|----------------------------------|---------------------------|---|---|--|---------------------------------|---|----------------------|
| Lesson Plan 1                    |                           |   |   |  |                                 |   |                      |
| Content Area: Physical Education |                           |   |   |  |                                 |   |                      |
| Lesson Title: Keep it Up         |                           |   |   |  | Timeframe: 1 Days               |   |                      |
| Lesson Components                |                           |   |   |  |                                 |   |                      |
| 21 <sup>st</sup> Century Themes  |                           |   |   |  |                                 |   |                      |
|                                  | Global Awareness          |   | Financial, Economic, Business, and Entrepreneurial Literacy |  | Civic Literacy                  | X | Health Literacy      |
| 21 <sup>st</sup> Century Skills  |                           |   |   |  |                                 |   |                      |
|                                  | Creativity and Innovation | X | Critical Thinking and Problem Solving                       |  | Communication and Collaboration |   | Information Literacy |
|                                  | Media Literacy            |   | ICT Literacy  |  | Life and Career Skills          |   |                      |

| <b>Interdisciplinary Connections:</b> Mathematics   |   |   |
|---|---|---|
| <b>Integration of Technology:</b>   |   |   |
| <b>Equipment needed:</b> 1 volleyball for each group  |   |   |
| <b>Goals/Objective</b>  | <b>Learning Activities/Instructional Strategies</b>   | <b>Formative Assessment Tasks</b>   |
| Students will: <ul style="list-style-type: none"> <li>● Use the bump and set properly.</li> <li>● Demonstrate teamwork and cooperation skills.</li> </ul> | <b>Lesson Sequence</b> <ol style="list-style-type: none"> <li>1. Students will form groups of 5-8 and get into a circle formation</li> <li>2. Students will see how many times they can hit the ball consecutive in their group using the bump or set</li> <li>3. Students are only allowed to hit the ball once in a row themselves</li> <li>4. Students need to communicate with their group members to succeed in trying to keep the ball up</li> </ol> Each group will try to beat their scores from the previous round | <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Students teamwork with one another</li> </ul> |
| <b>Differentiation</b> <ul style="list-style-type: none"> <li>● Longer/ shorter time for each round</li> </ul> More/less people in a round                |   |   |

| <b>Grades 6 &amp; 8 Soccer Unit</b>     |
|---|
| <b>Content Area:</b> Physical Education |
| <b>Unit Title:</b> Soccer               |
| <b>Target Course/Grade Level:</b> 6 & 8 |
| <b>Unit Summary</b><br>Grade 6          |

For students to understand the terminology, equipment, and general strategies used in soccer while applying positive work behaviors and sportsmanship.

**Soccer Skills**

Dribbling, trapping, shooting, throw-ins and goal keeping

**Sports Skills**

Spacing, positions, teamwork and communication

**Grade 8**

To develop basic skills necessary to participate in soccer activities while demonstrating the ability to work in small and large groups towards a common goal. Students will also recognize the fitness benefits to participating in soccer (competitive or activities).

**Soccer Skills**

Instep and long ball pass, trapping, dribbling, shooting, throw-ins, and goal keeping

**Sport Skills**

Spacing, positions, strategy, teamwork and communication

**Fitness Skills**

Cardio- respiratory endurance, flexibility, muscle strength and endurance

**21<sup>st</sup> century themes:** Health Literacy

NJ-SLS: CRP3. Attend to personal health and financial well-being.

**Unit Rationale**

The desired outcome:

**Grade 6**

- Acquire enough knowledge of this sport to participate in a game like setting.
- How soccer can improve overall wellness.
- Demonstrate the ability to work in small and large groups towards a common goal.
- Become knowledgeable about the rules, equipment and terminology of the game.

**Grade 8**

- Recognize the benefits of soccer activities in relationship to their personal cardio-respiratory endurance.
- Recognize how soccer can improve overall wellness.
- Combine all the skills necessary to ball an organized game of soccer.
- Be able to evaluate self/others and learn how to improve.

**Learning Targets**

**Standards**

2.1 Wellness

2.2 Integrated Skills

2.5 Motor Skill Development

|   |  |   |  |
|---|--|---|--|
| 2.6 Fitness   |  |   |  |
| <b>Content Statements</b>   |  |   |  |
| <b>CPI #</b>  | <b>Cumulative Progress Indicator (CPI)</b>   |   |  |
| 2.1.8.A.1   | Assess and apply health data to enhance each dimension of personal wellness.   |   |  |
| 2.2.8.C.1   | Analyze strategies to enhance character development in individual, group, and team activities.   |   |  |
| 2.2.6.B.1   | Use effective decision-making strategies.  |   |  |
| 2.5.6.A.2   | Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.  |   |  |
| 2.5.8.A.4   | Detect, analyze, and correct errors and apply to refine movement skills.   |   |  |
| 2.5.6.C.1   | Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.   |   |  |
| 2.6.8.A.1   | Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.  |   |  |
| <table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Why is it important that you can communicate in both small and large groups effectively?</li> <li>How are skill concepts transferred between each different activity? How can progression help achieve a better fitness level?</li> <li>How do developing motor skills improve physical self?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Relationship of skills and games to Wellness</li> <li>Development of basic skills necessary to participate in soccer activities.</li> <li>Applications of positive work behaviors.</li> </ul> </td></tr> </table> |  | <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Why is it important that you can communicate in both small and large groups effectively?</li> <li>How are skill concepts transferred between each different activity? How can progression help achieve a better fitness level?</li> <li>How do developing motor skills improve physical self?</li> </ul> | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Relationship of skills and games to Wellness</li> <li>Development of basic skills necessary to participate in soccer activities.</li> <li>Applications of positive work behaviors.</li> </ul> |
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Why is it important that you can communicate in both small and large groups effectively?</li> <li>How are skill concepts transferred between each different activity? How can progression help achieve a better fitness level?</li> <li>How do developing motor skills improve physical self?</li> </ul>   | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Relationship of skills and games to Wellness</li> <li>Development of basic skills necessary to participate in soccer activities.</li> <li>Applications of positive work behaviors.</li> </ul> |   |  |
| <b>Unit Learning Targets</b><br><i>Students will ...</i><br><b>Grade 6</b> <ul style="list-style-type: none"> <li>Explain the proper way to perform to use the soccer skills learned.</li> <li>Gain knowledge of rules, terminology, skills and strategies during game play.</li> <li>Summarize the health benefits of this activity.</li> </ul> <b>Grade 8</b> <ul style="list-style-type: none"> <li>Demonstrate correct skill combinations in applied settings.</li> <li>Participate in activities that allow them to rethink, revise, and evaluate their understandings and work.</li> </ul>  |  |   |  |
| <b>Evidence of Learning</b>   |  |   |  |
| <b>Summative Assessment</b> <ul style="list-style-type: none"> <li>Pre/ Post Skill Assessment</li> </ul>  |  |   |  |

- Written Unit Test
- Skill Test

**Equipment needed:** various

**Teacher Resources:** [www.Pecentral.com](http://www.Pecentral.com)

**Differentiation**

- Students within this classroom setting will be grouped when necessary based on physical capabilities, as well as knowledge individual skills.

**Modifications**

- Modifications will be made based on physical needs, which will include disabilities that are outlined within students' IEPs.

**ELL**

- Students with ELL needs will be provided will visual demonstrations, as well as pictorial step by step examples.

**Formative Assessments**

- Self Assessment/ Peer Assessment
- Question/ Answer
- Teacher Observation

**Lesson Plans**

| Lesson                       | Timeframe |
|------------------------------|-----------|
| Lesson 1<br>Four Goal Soccer | 2 days    |

**Curriculum Development Resources**

Click the links below to access additional resources used to design this unit:

<http://www.njcccs.org/search.aspx>

**Lesson Plan 1**

**Content Area: Physical Education**

**Lesson Title:** Four Goal Soccer

**Timeframe:** 2 Days

**Lesson Components**

**21<sup>st</sup> Century Themes**

|  |                  |  |   |  |                |   |                 |
|--|------------------|--|---|--|----------------|---|-----------------|
|  | Global Awareness |  | Financial, Economic, Business, and Entrepreneurial Literacy |  | Civic Literacy | X | Health Literacy |
|--|------------------|--|---|--|----------------|---|-----------------|

| 21 <sup>st</sup> Century Skills   |                           |  |                                       |  |   |                      |
|---|---------------------------|--|---------------------------------------|--|---|----------------------|
|   | Creativity and Innovation | X  | Critical Thinking and Problem Solving |  | Communication and Collaboration   | Information Literacy |
|   | Media Literacy            |  | ICT Literacy                          |  | Life and Career Skills  |                      |
| Interdisciplinary Connections:  |                           |  |                                       |  |   |                      |
| Integration of Technology:  |                           |  |                                       |  |   |                      |
| Equipment needed: 8 yellow cones, 4 orange cones, 2 soccer balls and pinnies  |                           |  |                                       |  |   |                      |
| Goals/Objectives  |                           | Learning Activities/Instructional Strategies   |                                       |  | Formative Assessment Tasks  |                      |
| Students will: <ul style="list-style-type: none"><li>● Work in group setting.</li><li>● Will acquire enough knowledge of this sport to participate in a game like setting.</li><li>● Improve communication skills</li></ul> |                           | <b>Lesson Sequence</b> <ol style="list-style-type: none"><li>1. Students will be broken up into teams for four.</li><li>2. Once assigned to a team the students will then be given a number 1- how many numbers of students that are on the team. Next the students will be assigned a goal that they will need to protect.</li><li>3. When a number is called that student will need to protect their goal while the other students try to gain control of one of the balls.</li><li>4. Students will try to score as many goals as they can in the round.</li><li>5. A different number will be called very round to give a different student the opportunity to score a goal.</li></ol> |                                       |  | <ul style="list-style-type: none"><li>● Teacher observation</li><li>● Question/Answer</li></ul> |                      |
| <b>Differentiation</b> <ul style="list-style-type: none"><li>● Have two games going at the same time so there are less students on a team</li></ul>   |                           |  |                                       |  |   |                      |



|                  |
|------------------|
| Add another ball |
|------------------|

| Grades 6 & 8 Pickleball Unit  |
|---|
| <b>Content Area: Physical Education</b>   |
| <b>Unit Title:</b> Pickleball   |
| <b>Target Course/Grade Level:</b> 6 & 8   |
| <b>Unit Summary</b><br><b>Grade 6</b><br>To introduce students to a lifetime activity and have students progress in their racket skills.<br><b><u>Pickleball Skills</u></b><br>Serve, forehand, backhand, rally, volley<br><b><u>Sport Skills</u></b><br>Cooperation, spatial awareness<br><b><u>Fitness Skills</u></b><br>Agility, balance, reaction time, hand-eye coordination<br><br><b>Grade 8</b><br>To know the physical and social benefits of playing a single and doubles tournament while learning how to work with a partner (of similar or different skills level) when participating in a physical activity.<br><b><u>Pickleball Skills</u></b><br>Serve, drop shot, lob, drive, smash, rally, volley, forehand, backhand<br><b><u>Sport Skills</u></b><br>Cooperation, spatial awareness<br><b><u>Fitness Skills</u></b><br>Agility, balance, reaction time, hand-eye coordination, power<br><b>21<sup>st</sup> century themes:</b> Health Literacy<br>NJ-SLS: CRP3. Attend to personal health and financial well-being. |
| <b>Unit Rationale</b><br>The desired outcome:<br><b>Grade 6</b> <ul style="list-style-type: none"><li>● Knowledge of the rules, equipment and history</li><li>● Appropriate use of forehand/backhand</li><li>● Sportsmanship</li></ul>  |

|   |   |
|---|---|
| <b>Grade 8</b> <ul style="list-style-type: none"> <li>● Complete knowledge of the rules and equipment</li> <li>● Appropriate use of forehand, backhand, serve, drop shot, drive and smash</li> <li>● Sportsmanship</li> </ul>   |   |
| <b>Learning Targets</b>   |   |
| <b>Standard</b><br>2.5 Motor Skill Development<br>2.6 Fitness   |   |
| <b>Content Statements</b>   |   |
| <b>CPI #</b>  | <b>Cumulative Progress Indicator (CPI)</b>  |
| 2.5.6.A.2   | Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.   |
| 2.5.8.A.1   | Explain and demonstrate the transition of <u>movement skills</u> from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).   |
| 2.5.6.B.2   | Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.  |
| 2.5.8.C.1   | Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.   |
| 2.5.6.C.2   | Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.   |
| 2.6.6.A.5   | Relate physical activity, healthy eating, and body composition to personal fitness and health.  |
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● Can you recognize, demonstrate, and modify skill combinations in many activities?</li> <li>● Explain/demonstrate how to perform the pickleball skills?</li> <li>● Can you identify and implement strategies in a physical activity?</li> </ul> | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● The basic rules of pickleball and how to play</li> <li>● When to use the correct type of shot (ex. drop shot, lob, smash)</li> <li>● The benefits of pickleball for personal health</li> </ul> |
| <b>Unit Learning Targets</b><br><i>Students will ...</i><br><b>Grade 6</b> <ul style="list-style-type: none"> <li>● Know the different rules and terminology.</li> <li>● Make connections with pickleball to other racket sports.</li> </ul> <b>Grade 8</b>   |   |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Demonstrate pickleball skills with proficiency.</li> <li>• Know the different rules, terminology, and strategies that are used in the game of pickleball.</li> <li>• Make connections with other racket sports.</li> </ul>   |  |
| <b>Evidence of Learning</b>   |  |
| <b>Summative Assessment</b> <ul style="list-style-type: none"> <li>• Written Assessment</li> <li>• Entrance/ Exit Slips</li> <li>• Performance Assessment</li> </ul> <b>Equipment needed:</b> various<br><b>Teacher Resources:</b> <a href="http://www.Pecentral.com">www.Pecentral.com</a><br><b>Differentiation</b> <ul style="list-style-type: none"> <li>• Students within this classroom setting will be grouped when necessary based on physical capabilities, as well as knowledge individual skills.</li> </ul> <b>Modifications</b> <ul style="list-style-type: none"> <li>• Modifications will be made based on physical needs, which will include disabilities that are outlined within students' IEPs.</li> </ul> <b>ELL</b> <ul style="list-style-type: none"> <li>• Students with ELL needs will be provided will visual demonstrations, as well as pictorial step by step examples.</li> </ul> |  |
| <b>Formative Assessments</b>  |  |
| <ul style="list-style-type: none"> <li>• Peer/Self Assessment</li> <li>• Teacher Observation</li> </ul>   | <ul style="list-style-type: none"> <li>• Question/ Answer</li> </ul> |
| <b>Lesson Plans</b>   |  |
| <b>Lesson</b>   | <b>Timeframe</b>   |
| Lesson 1<br>Four Square Paddle Ball   | 6 hours/days   |
| <b>Curriculum Development Resources</b><br>Click the links below to access additional resources used to design this unit:<br><a href="http://www.njcccs.org/search.aspx">http://www.njcccs.org/search.aspx</a>  |  |

|  |                          |
|--|--------------------------|
| <b>Lesson Plan 1</b>                         |                          |
| <b>Content Area: Physical Education</b>      |                          |
| <b>Lesson Title:</b> Four Square Paddle Ball | <b>Timeframe:</b> 2 Days |
| <b>Lesson Components</b>                     |                          |
| <b>21<sup>st</sup> Century Themes</b>        |                          |

|   |                           |   |  |  |   |   |                      |
|---|---------------------------|---|--|--|---|---|----------------------|
|   | Global Awareness          |   | Financial, Economic, Business, and Entrepreneurial Literacy  |  | Civic Literacy  | X | Health Literacy      |
| 21 <sup>st</sup> Century Skills   |                           |   |  |  |   |   |                      |
|   | Creativity and Innovation | X | Critical Thinking and Problem Solving  |  | Communication and Collaboration   |   | Information Literacy |
|   | Media Literacy            |   | ICT Literacy   |  | Life and Career Skills  |   |                      |
| Equipment needed: 4 paddles per court & 1 pickleball per court  |                           |   |  |  |   |   |                      |
| Goals/Objective   |                           |   | Learning Activities/Instructional Strategies   |  | Formative Assessment Tasks  |   |                      |
| Students will: <ul style="list-style-type: none"><li>● Progress in their racket skills.</li><li>● Understand when to use the correct type of shot (ex. Drop shot, lob, smash)</li><li>● Sportsmanship</li></ul> |                           |   | Lesson Sequence <ol style="list-style-type: none"><li>1. Students will be assigned to a four square court.</li><li>2. Students will use original four square rules for the game but will play using pickleball rackets.</li><li>3. Student’s goal is to try and make their way to the servers box and to stay there for as long as possible.</li></ol> |  | <ul style="list-style-type: none"><li>● Teacher observation</li><li>● Question/Answer</li></ul> |   |                      |
| Differentiation <ul style="list-style-type: none"><li>● Use different size balls</li></ul>  |                           |   |  |  |   |   |                      |

|   |
|---|
| <b>Grades 6 &amp; 8 Football Unit</b>   |
| <b>Content Area: Physical Education</b>   |
| <b>Unit Title:</b> Football   |
| <b>Target Course/Grade Level:</b> 6 & 8   |
| <b>Unit Summary</b><br><b>Grade 6</b><br>To show students the benefits of playing flag football while having them connect the skills and teamwork from football to other team activities. |

**Football Skills**

Throwing, catching, use of flag belts, offensive vs. defensive strategies

**Sport Skills**

Teamwork, spatial awareness

**Fitness Skills**

Reaction time, power, hand-eye coordination

**Grade 8**

To engage students in activities that they can carry into their daily lives to increase their fitness levels while getting an understanding of the benefits of playing flag football.

**Football Skills**

Throwing (overhand/underhand), catching, dodging/fleeing, route running, offense/defense (zone vs. person to person) no contact

**Sport Skills**

Teamwork, sportsmanship, roles of players, coaches, fans

**Fitness Skills**

Muscle strength/ endurance, flexibility, cardio-respiratory, agility, speed, reaction time, power, coordination

**21<sup>st</sup> century themes:** Health Literacy

NJ-SLS: CRP3. Attend to personal health and financial well-being.

**Unit Rationale**

The desired outcome:

**Grade 6**

- Knowledge of the rules and equipment
- The proper techniques of throwing and catching a football at different level heights
- Sportsmanship

**Grade 8**

- Complete knowledge of the rules and equipment
- Skill development
- Sportsmanship and communication in game like situations

**Learning Targets****Standard**

2.5 Motor Skill Development

2.6 Fitness

**Content Statements**

| <b>CPI #</b>  | <b>Cumulative Progress Indicator (CPI)</b>   |   |  |
|---|--|---|--|
| 2.5.6.A.2   | Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.  |   |  |
| 2.5.8.A.1   | Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).   |   |  |
| 2.5.8.A.2   | Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.  |   |  |
| 2.5.6.B.1   | Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.  |   |  |
| 2.5.8.B.1   | Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.   |   |  |
| 2.6.8.A.1   | Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.  |   |  |
| 2.6.6.A.2   | Determine to what extent various activities improve skill-related fitness versus health-related fitness.   |   |  |
| <table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How do movement skills transfer from one activity to another?</li> <li>● How can I set realistic goals for myself and why is it important?</li> <li>● How do developing motor skills improve physical self?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Basic modified football rules and how the game is played</li> <li>● How to utilize teammates strengths and weaknesses when working together in groups to achieve a common goal</li> <li>● The benefits football has on their health related and skill related fitness components</li> </ul> </td></tr> </table> |  | <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How do movement skills transfer from one activity to another?</li> <li>● How can I set realistic goals for myself and why is it important?</li> <li>● How do developing motor skills improve physical self?</li> </ul> | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Basic modified football rules and how the game is played</li> <li>● How to utilize teammates strengths and weaknesses when working together in groups to achieve a common goal</li> <li>● The benefits football has on their health related and skill related fitness components</li> </ul> |
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How do movement skills transfer from one activity to another?</li> <li>● How can I set realistic goals for myself and why is it important?</li> <li>● How do developing motor skills improve physical self?</li> </ul>   | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Basic modified football rules and how the game is played</li> <li>● How to utilize teammates strengths and weaknesses when working together in groups to achieve a common goal</li> <li>● The benefits football has on their health related and skill related fitness components</li> </ul> |   |  |
| <b>Unit Learning Targets</b><br><i>Students will ...</i><br><i>Grade 6</i> <ul style="list-style-type: none"> <li>● Know the different rules and terminology.</li> <li>● Demonstrate teamwork and sportsmanship.</li> </ul> <i>Grade 8</i> <ul style="list-style-type: none"> <li>● Demonstrate a variety of fundamental football skills.</li> <li>● Know the different rules of participants, coaches, and spectators related to sports.</li> <li>● Demonstrate teamwork and sportsmanship.</li> </ul>   |  |   |  |
| <b>Evidence of Learning</b>   |  |   |  |
| <b>Summative Assessment</b> <ul style="list-style-type: none"> <li>● Written Assessment</li> <li>● Performance Assessment</li> </ul>  |  |   |  |

**Equipment needed:** various

**Differentiation**

- Students within this classroom setting will be grouped when necessary based on physical capabilities, as well as knowledge individual skills.

**Modifications**

- Modifications will be made based on physical needs, which will include disabilities that are outlined within students' IEPs.

**ELL**

- Students with ELL needs will be provided with visual demonstrations, as well as pictorial step by step examples.

**Teacher Resources:** [www.Pecentral.com](http://www.Pecentral.com),  
[https://www13.state.nj.us/NJCCCS/ContentAreaView\\_HHealth.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaView_HHealth.aspx)

**Formative Assessments**

- Teacher Observation
- Question/ Answer

**Lesson Plans**

| Lesson                    | Timeframe    |
|---------------------------|--------------|
| Lesson 1<br>Touchdown Run | 5 hours/days |

**Curriculum Development Resources**

Click the links below to access additional resources used to design this unit:  
<http://www.njcccs.org/search.aspx>

**Lesson Plan 1**

**Content Area: Physical Education**

**Lesson Title:** Touchdown Run

**Timeframe:** 2 Days

**Lesson Components**

**21<sup>st</sup> Century Themes**

|  |                  |  |   |  |                |   |                 |
|--|------------------|--|---|--|----------------|---|-----------------|
|  | Global Awareness |  | Financial, Economic, Business, and Entrepreneurial Literacy |  | Civic Literacy | X | Health Literacy |
|--|------------------|--|---|--|----------------|---|-----------------|

| 21 <sup>st</sup> Century Skills  |                           |   |  |  |   |                      |
|--|---------------------------|---|--|--|---|----------------------|
|  | Creativity and Innovation | X | Critical Thinking and Problem Solving  |  | Communication and Collaboration   | Information Literacy |
|  | Media Literacy            |   | ICT Literacy   |  | Life and Career Skills  |                      |
| Equipment needed: Flag football belts, a football and 3 cones  |                           |   |  |  |   |                      |
| Goals/Objectives   |                           |   | Learning Activities/Instructional Strategies   |  | Formative Assessment Tasks  |                      |
| Students will: <ul style="list-style-type: none"><li>● Demonstrate teamwork and sportsmanship</li><li>● Practice the proper way of running with a football.</li><li>● Utilize teammate’s strengths and weaknesses when working together in groups.</li></ul>       |                           |   | <b>Lesson Sequence</b> <ol style="list-style-type: none"><li>1. Students will be broken up into three teams and get assigned to a line. (The formation of the game will be in a triangle Team A, B &amp; C).</li><li>2. The first player from team A will run with the football to try and score a touchdown while trying to dodge the players from Team B &amp; C that will be trying to pull their flags.</li><li>3. Once the player from Team A is finished with their run the player from A will rotate to B, B will rotate to C and C will rotate to A.</li></ol> |  | <ul style="list-style-type: none"><li>● Teacher observation</li><li>● Question/Answer</li></ul> |                      |
| <b>Differentiation</b> <ul style="list-style-type: none"><li>● Make four teams instead of three. Two offense and two defense teams.</li><li>● Have students throw the ball off so the offense needs to work on catching the ball first and then running.</li></ul> |                           |   |  |  |   |                      |



| <b>Grades 5 &amp; 7 Speedball Unit</b>   |
|--|
| <b>Content Area: Physical Education</b>  |
| <b>Unit Title:</b> Speedball   |
| <b>Target Course/Grade Level: 5 &amp; 7</b>  |
| <p><b>Unit Summary</b></p> <p><b>Grade 5</b><br/>To demonstrate all the skills necessary to participate in a game while demonstrating teamwork and cooperation skills.</p> <p><b><u>Soccer Skills/ Strategies</u></b><br/>Instep and long ball pass, trapping, dribbling, shooting</p> <p><b><u>Football Skills/ Strategies</u></b><br/>Scoring, use of flags</p> <p><b><u>Basketball Skills/ Strategies</u></b><br/>Dribbling, variety of passes</p> <p><b><u>Sport Skills</u></b><br/>Spacing, positions, teamwork</p> <p><b><u>Fitness Skills</u></b><br/>Cardio-respiratory endurance, flexibility</p> <p><b>Grade 7</b><br/>To distinguish the five components of fitness and their benefits from speedball while demonstrating the skills necessary to participate in.</p> <p><b><u>Soccer Skills/ Strategies</u></b><br/>Instep and long ball pass, trapping, dribbling, shooting, throw-ins, goal keeping</p> <p><b><u>Football Skills/ Strategies</u></b><br/>Punting, scoring, use of flags</p> <p><b><u>Basketball Skills/ Strategies</u></b><br/>Dribbling, variety of passes</p> <p><b><u>Sport Skills</u></b><br/>Spacing, positions, teamwork, communication</p> <p><b><u>Fitness Skills</u></b><br/>Cardio-respiratory endurance, flexibility, muscle strength/ endurance, agility</p> <p><b>21<sup>st</sup> century themes:</b> Health Literacy<br/>NJ-SLS: CRP3. Attend to personal health and financial well-being.</p> |
| <p><b>Unit Rationale</b><br/>The desired outcome:</p> <p><b>Grade 5</b></p>  |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>● Demonstrate the ability to work in small and large groups</li> <li>● To demonstrate all the skills necessary to participate in a game while using appropriate skills during certain situations</li> </ul>  |  |
| <b>Grade 7</b> <ul style="list-style-type: none"> <li>● To demonstrate teamwork and cooperation skills</li> <li>● To analyze performance of self and others</li> <li>● To demonstrate all the skills necessary to participate in a game</li> <li>● To distinguish the five components of fitness and their benefits from speedball</li> </ul> |  |
| <b>Learning Targets</b>   |  |
| <b>Standard</b><br>2.2 Integrated Skills<br>2.5 Motor Skill Development<br>2.6 Fitness  |  |
| <b>Content Statements</b>   |  |
| <b>CPI #</b>  | <b>Cumulative Progress Indicator (CPI)</b>   |
| 2.2.8.B.2   | Justify when individual or collaborative decision-making is appropriate.   |
| 2.2.6.A.1   | Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.   |
| 2.5.6.A.1   | Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). |
| 2.5.6.A.4   | Use self-evaluation and external feedback to detect and correct errors in one's movement performance.  |
| 2.5.8.B.1   | Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.   |
| 2.6.8.A.1   | Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.  |
| 2.6.6.A.2   | Determine to what extent various activities improve skill-related fitness versus health-related fitness.   |
| 2.5.6.C.2   | Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.  |
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● Can you recognize, demonstrate, and modify skill combinations in many activities?</li> </ul>   | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● How do develop basic skills from soccer, basketball and football that are necessary to participate in speedball.</li> </ul>                               |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>● How can you analyze and evaluate your behaviors that support (or do not support) a healthy lifestyle?</li> <li>● How do movement skills transfer from one activity to another?</li> </ul>   | <ul style="list-style-type: none"> <li>● Become familiarized with terminology, equipment, and general strategies used in speedball.</li> <li>● Applications of positive work behaviors and sportsmanship and safety.</li> <li>● Fitness benefits of participating in speedball.</li> </ul> |
| <b>Unit Learning Targets</b><br><i>Students will ...</i><br><i>Grade 5</i> <ul style="list-style-type: none"> <li>● Learn how to work cooperatively in groups of mixed ability levels.</li> <li>● Learn various training methods for how to improve their performance in a variety of different sports.</li> </ul> <i>Grade 7</i> <ul style="list-style-type: none"> <li>● Use previously taught sport skills and combine them together with strategies necessary to engage in a game of Speedball.</li> <li>● Analyze and assess their level of fitness and abilities to alter/modify their performance levels.</li> <li>● Demonstrate their ability to modify skills according to the conditions and environments.</li> </ul>  |  |
| <b>Evidence of Learning</b>  |  |
| <b>Summative Assessment</b> <ul style="list-style-type: none"> <li>● Written Assessment</li> </ul> <b>Equipment needed:</b> various<br><b>Teacher Resources:</b> <a href="http://www.Pecentral.com">www.Pecentral.com</a> ,<br><a href="https://www13.state.nj.us/NJCCCS/ContentAreaView/Health.aspx">https://www13.state.nj.us/NJCCCS/ContentAreaView/Health.aspx</a><br><b>Differentiation</b> <ul style="list-style-type: none"> <li>● Students within this classroom setting will be grouped when necessary based on physical capabilities, as well as knowledge individual skills.</li> </ul> <b>Modifications</b> <ul style="list-style-type: none"> <li>● Modifications will be made based on physical needs, which will include disabilities that are outlined within students' IEPs.</li> </ul> <b>ELL</b> <ul style="list-style-type: none"> <li>● Students with ELL needs will be provided will visual demonstrations, as well as pictorial step by step examples.</li> </ul> |  |
| <b>Formative Assessments</b>   |  |
| <ul style="list-style-type: none"> <li>● Teacher Observation</li> </ul>  | <ul style="list-style-type: none"> <li>● Question/ Answer</li> </ul>   |

**Curriculum Development Resources**

Click the links below to access additional resources used to design this unit:

<http://www.njcccs.org/search.aspx>

| Lesson Plan 1 Template   |                           |   |   |  |   |                   |                      |
|--|---------------------------|---|---|--|---|-------------------|----------------------|
| Content Area: Physical Education   |                           |   |   |  |   |                   |                      |
| Lesson Title: Aerial Soccer  |                           |   |   |  |   | Timeframe: 2 Days |                      |
| Lesson Components  |                           |   |   |  |   |                   |                      |
| 21 <sup>st</sup> Century Themes  |                           |   |   |  |   |                   |                      |
|  | Global Awareness          |   | Financial, Economic, Business, and Entrepreneurial Literacy   |  | Civic Literacy  | X                 | Health Literacy      |
| 21 <sup>st</sup> Century Skills  |                           |   |   |  |   |                   |                      |
|  | Creativity and Innovation | X | Critical Thinking and Problem Solving   |  | Communication and Collaboration   |                   | Information Literacy |
|  | Media Literacy            |   | ICT Literacy  |  | Life and Career Skills  |                   |                      |
| Equipment needed: 2 Soccer nets, a set of pinnies, soccer ball   |                           |   |   |  |   |                   |                      |
| Goals/Objectives   |                           |   | Learning Activities/Instructional Strategies  |  | Formative Assessment Tasks  |                   |                      |
| <p>Students will:</p> <ul style="list-style-type: none"><li>Develop basic skills from soccer, basketball and football that are necessary to participate in speedball.</li><li>Demonstrate the ability to work in small and large groups towards a common goal.</li></ul> |                           |   | <p><b>Lesson Sequence</b></p> <ol style="list-style-type: none"><li>Students will be broken up into two equal teams.</li><li>Students will follow regular soccer rules but if the students score a goal it will be worth 2 pts. and if they convert the ball to an aerial their team will be awarded 1 pt.</li><li>Students will work on how to convert the ball to an aerial in a game like setting.</li></ol> |  | <ul style="list-style-type: none"><li>Teacher observation</li><li>Question/Answer</li></ul> |                   |                      |
| Differentiation  |                           |   |   |  |   |                   |                      |
| <ul style="list-style-type: none"><li>Give different point values for aerials and goals.</li><li>Have fewer students on the playing field.</li></ul>   |                           |   |   |  |   |                   |                      |

| <b>6<sup>th</sup> &amp; 8<sup>th</sup> Diamond Activities Unit Grades</b>   |
|---|
| <b>Content Area: Physical Education</b>   |
| <b>Unit Title:</b> Diamond Activities   |
| <b>Target Course/Grade Level: 6 &amp; 8</b>   |
| <p><b>Unit Summary</b></p> <p><b>Grade 6</b></p> <p>To introduce the students to popular outdoor recreational sport skills that they can partake in to help instill a healthy lifestyle.</p> <p><b><u>Softball/ Baseball Skills</u></b></p> <p>Throwing, catching, batting, fielding and base running</p> <p><b><u>Kickball Skills</u></b></p> <p>Throwing, catching, kicking, base running and fielding</p> <p><b><u>Fitness Skills</u></b></p> <p>Agility and balance</p> <p><b>Grade 8</b></p> <p>To demonstrate all the skills necessary to be able to participate in a game while being able to identify which of the five components of fitness is most relevant to diamond games and why</p> <p><b><u>Softball/ Baseball Skills</u></b></p> <p>Throwing, catching, fielding, batting, base running and pitching</p> <p><b><u>Kickball Skills</u></b></p> <p>Base running and fielding</p> <p><b><u>Sport Skills</u></b></p> <p>Sprinting, jogging, throwing and batting for accuracy, teamwork and sportsmanship</p> <p><b><u>Fitness Skills</u></b></p> <p>Power, agility, muscle strength/endurance and reaction time</p> <p><b>21<sup>st</sup> century themes:</b> Health Literacy</p> <p>NJ-SLS: CRP3. Attend to personal health and financial well-being.</p> |
| <p><b>Unit Rationale</b></p> <p>The desired outcome:</p> <p><b>Grade 6</b></p> <ul style="list-style-type: none"> <li>● To acquire skills and develop strategies that are involved in a variety of diamond sports skills</li> <li>● To demonstrate the ability to work in small and large groups towards a common goal</li> <li>● To introduce a lifetime sports</li> <li>● To demonstrate the ability to modify their skills according to conditions and environment</li> </ul>  |

|  |  |
|--|--|
| <b>Grade 8</b>   |  |
| <ul style="list-style-type: none"> <li>• To work collaboratively with peers to explore the rules and safety utilized throughout the unit</li> <li>• To understand how diamond sports can be applied to the health triangle</li> <li>• To apply previous knowledge to improve their performance</li> <li>• To demonstrate responsibility and group interdependence</li> </ul> |  |
| <b>Learning Targets</b>  |  |
| <b>Standard</b><br>2.2 Integrated Skills<br>2.5 Motor Skill Development<br>2.6 Fitness   |  |
| <b>Content Statements</b>  |  |
| <b>CPI #</b>   | <b>Cumulative Progress Indicator (CPI)</b>   |
| 2.2.8.A.1  | Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.  |
| 2.2.6.B.1  | Use effective decision-making strategies.  |
| 2.5.6.A.1  | Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). |
| 2.5.8.A.2  | Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.  |
| 2.5.6.B.2  | Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.   |
| 2.5.8.C.1  | Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.  |
| 2.5.8.B.3  | Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.  |
| 2.5.6.C.2  | Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.  |
| 2.6.6.A.1  | Analyze the social, emotional, and health benefits of selected physical experiences.   |
| 2.6.8.A.1  | Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.  |
| <b>Unit Essential Questions</b><br><ul style="list-style-type: none"> <li>• How do movement skills transfer from one activity to another?</li> </ul>   | <b>Unit Enduring Understandings</b><br><ul style="list-style-type: none"> <li>• How to enhance basic skills necessary to participate in diamond activity.</li> </ul>   |

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>● How does developing motor skill improve physical self?</li> <li>● When active, how does your environment, conditions, and needs affect skills application and use?</li> </ul>   | <ul style="list-style-type: none"> <li>● Terminology, equipment, and general strategies used in softball.</li> <li>● The fitness benefits of participating in lifelong activity</li> <li>● Applications of positive work behaviors and sportsmanship</li> </ul> |
| <b>Unit Learning Targets</b><br><i>Students will ...</i><br><b>Grade 6</b> <ul style="list-style-type: none"> <li>● Learn how to work cooperatively in groups of mixed ability levels.</li> <li>● Learn various training methods for how to improve their performance in a variety of different sports.</li> </ul> <b>Grade 8</b> <ul style="list-style-type: none"> <li>● Use previously taught sport skills and combine them together with strategies necessary to engage in diamond activities.</li> <li>● Analyze and assess their level of fitness and abilities to alter/modify their performance levels.</li> <li>● Recognize the benefits of diamond sports in relationship to overall wellness.</li> </ul>  |   |
| <b>Evidence of Learning</b>  |   |
| <b>Summative Assessment</b> <ul style="list-style-type: none"> <li>● Entrance Slip/ Exit Slip</li> </ul> <b>Equipment needed:</b> various<br><b>Teacher Resources:</b> <a href="http://www.Pecentral.com">www.Pecentral.com</a> ,<br><a href="https://www13.state.nj.us/NJCCCS/ContentAreaView Health.aspx">https://www13.state.nj.us/NJCCCS/ContentAreaView Health.aspx</a><br><b>Differentiation</b> <ul style="list-style-type: none"> <li>● Students within this classroom setting will be grouped when necessary based on physical capabilities, as well as knowledge individual skills.</li> </ul> <b>Modifications</b> <ul style="list-style-type: none"> <li>● Modifications will be made based on physical needs, which will include disabilities that are outlined within students' IEPs.</li> </ul> <b>ELL</b> <ul style="list-style-type: none"> <li>● Students with ELL needs will be provided will visual demonstrations, as well as pictorial step by step examples.</li> </ul> |   |
| <b>Formative Assessments</b>   |   |
| <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Question/ Answer</li> <li>● Skill assessment pre and post</li> </ul>   |   |

| Lesson Plans   |              |
|--|--------------|
| Lesson   | Timeframe    |
| Lesson 1<br>Run Around the Bases   | 5 hours/days |
| <b>Curriculum Development Resources</b><br>Click the links below to access additional resources used to design this unit:<br><a href="http://www.njcccs.org/search.aspx">http://www.njcccs.org/search.aspx</a> |              |

| Lesson Plan 1 Template   |                           |   |   |  |   |   |                      |
|--|---------------------------|---|---|--|---|---|----------------------|
| Content Area: Physical Education   |                           |   |   |  |   |   |                      |
| Lesson Title: Run Around the Bases   |                           |   |   |  | Timeframe: 2 Days   |   |                      |
| Lesson Components  |                           |   |   |  |   |   |                      |
| 21 <sup>st</sup> Century Themes  |                           |   |   |  |   |   |                      |
|  | Global Awareness          |   | Financial, Economic, Business, and Entrepreneurial Literacy   |  | Civic Literacy  | X | Health Literacy      |
| 21 <sup>st</sup> Century Skills  |                           |   |   |  |   |   |                      |
|  | Creativity and Innovation | X | Critical Thinking and Problem Solving   |  | Communication and Collaboration   |   | Information Literacy |
|  | Media Literacy            |   | ICT Literacy  |  | Life and Career Skills  |   |                      |
| Equipment needed: batting tee, bases, bat, softball and softball gloves  |                           |   |   |  |   |   |                      |
| Goals/Objectives   |                           |   | Learning Activities/Instructional Strategies  |  | Formative Assessment Tasks  |   |                      |
| Students will: <ul style="list-style-type: none"><li>● Enhance basic skills necessary to participate in softball.</li><li>● Demonstrate teamwork and cooperation skills.</li></ul> |                           |   | Lesson Sequence <ol style="list-style-type: none"><li>1. Students will be split into two equal teams.</li><li>2. One team will start off batting while the other team will field.</li><li>3. The batting team will hit the ball off the tee. Once the ball is hit the batter will start to run around</li></ol> |  | <ul style="list-style-type: none"><li>● Teacher observation</li><li>● Question/Answer</li></ul> |   |                      |



|  |  |  |
|--|--|--|
|  | <p>the bases as if they hit a homerun.</p> <p>4. The fielding team will need to field the ball and throw it to 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup>, home and then the pitcher before the runner makes it home.</p> <p>If they runner makes it home before the fielding team throws the ball to every base a run will be awarded to the batting team. If the fielding team throws the ball to every base before the runner gets home then an out will be awarded to the fielding team.</p> |  |
| <b>Differentiation</b> <ul style="list-style-type: none"> <li>• Play five outs instead of three.</li> <li>• Instead of hitting the ball off a tee have someone pitch it in.</li> </ul> |  |  |

| 5 <sup>th</sup> -8 <sup>th</sup> Grade Dance Unit   |
|---|
| <b>Content Area: Physical Education</b>   |
| <b>Unit Title:</b> Dance  |
| <b>Target Course/Grade Level:</b> 5 - 8   |
| <b>Unit Summary</b><br><b>Grade 5</b><br>Allow students to understand how dance and rhythmic fitness can be implemented into their lifestyle<br><b>Activities Skills</b><br>Utilize music beats, tempos, rhythmic patterns and body/spatial awareness<br>Fitness<br><b>Fitness Skills</b><br>Develop cardio-respiratory endurance and understand the applications of movement<br><b>Grade 6</b><br>To meet the variety of social-emotional needs for each student while allowing them to understand how dance can be implemented into their lifestyle |

**Activities Skills**

Utilize beats, tempos, intensity, rhythmic patterns, repetitions, body/spatial awareness, loco-motor vs. non-loco-motor movements for suggested activities

**Fitness Skills**

Correlate dance & rhythm to fitness, develop cardio-respiratory endurance, understand the applications of movement

**Grade 7**

To become familiar with basic movements of folk/square/line dancing while enhancing the students' abilities to move to a rhythmic sequence.

**Dance Skills**

Elevation, loco-motor movements in time, a variety of steps and step sequences

**Fitness Skills**

Strength, flexibility, balance, agility, endurance, coordination in loco-motor and non-locomotors/axial movements

**Grade 8**

To understand different cultural backgrounds through dance and be able to mirror visual cues and follow verbal cues when doing aerobics.

**Dance Skills**

Steps will correlate with the type of dance being taught. (Aerobic movement and different cultural dances).

**Fitness Skills**

Agility, cardio-respiratory, flexibility, balance, muscle endurance and muscle strength

**Primary interdisciplinary connections:**

**21<sup>st</sup> century themes:** Health Literacy

**Unit Rationale**

The desired outcome:

**Grade 5**

- Choreograph and perform movement sequences
- Demonstrate rhythmic acuity and musicality

**Grade 6**

- Emphasis on cooperation collaboration, following directions, and communications are enhanced
- Give students the opportunity to implement their multiple levels of wellness through dance & rhythm

**Grade 7**

- Design a dance that incorporates at least two other art forms
- Refine technique through self-evaluation

|  |  |
|--|--|
| <b>Grade 8</b>   |  |
| <ul style="list-style-type: none"> <li>• The ability to design and perform dances and aerobic exercise sequences</li> <li>• Analyze the benefits altering patterns of rhythms</li> </ul> |  |
| <b>Learning Targets</b>  |  |
| <b>Standard</b><br>2.2 Integrated Skills<br>2.5 Motor Skill Development<br>2.6 Fitness   |  |
| <b>Content Statements</b>  |  |
| <b>CPI #</b>   | <b>Cumulative Progress Indicator (CPI)</b>   |
| 2.2.6.A.1  | Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.   |
| 2.2.8.B.2  | Justify when individual or collaborative decision-making is appropriate  |
| 2.5.6.A.3  | Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).  |
| 2.5.8.A.1  | Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).                           |
| 2.5.8.A.3  | Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).                         |
| 2.5.8.A.2  | Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.  |
| 2.5.6.C.3  | Relate the origin and rules associated with certain games, sports, and dances to different cultures.   |
| 2.5.8.C.3  | Analyze the impact of different world cultures on present-day games, sports, and dance.  |
| 2.6.6.A.1  | Analyze the social, emotional, and health benefits of selected physical experiences.   |
| 2.6.8.A.2  | Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.   |
| <b>Unit Essential Questions</b><br><ul style="list-style-type: none"> <li>• How do techniques such as rhythm and spatial awareness affect dance and other performing arts?</li> </ul>    | <b>Unit Enduring Understandings</b><br><ul style="list-style-type: none"> <li>• Explore the various skills and techniques that are used in this unit and transfer them into fitness related components.</li> </ul> |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● What are the benefits of altering patterns and rhythms in movement?</li> <li>● Why is it important that you can communicate in both small and large groups effectively?</li> <li>● Why is flexibility and balance important when performing physical activities?</li> </ul>  | <ul style="list-style-type: none"> <li>● Identify ideas expressed in a variety of art forms</li> <li>● Comprehend appropriate dance terminology</li> <li>● Analyze the benefits altering patterns of rhythms</li> </ul> |
| <p><b>Unit Learning Targets</b><br/> <i>Students will ...</i><br/> <b>Grade 5</b></p> <ul style="list-style-type: none"> <li>● Explore the various skills and techniques that are used in this unit and transfer them into fitness related components.</li> <li>● Understand the benefits of dance in relationship to their personal health.</li> </ul> <p><b>Grade 6</b></p> <ul style="list-style-type: none"> <li>● Cooperate with peers to develop and/or enhance their relationship with music to fitness and wellness.</li> <li>● Identify verbal cues for dancing</li> </ul> <p><b>Grade 7</b></p> <ul style="list-style-type: none"> <li>● Perform movements in the genre of folk/square/line dancing.</li> <li>● Demonstrate social techniques needed in a dance environment.</li> <li>● Recognize the wellness benefits of dancing.</li> </ul> <p><b>Grade 8</b></p> <ul style="list-style-type: none"> <li>● Devise and perform movements in the genre</li> <li>● Correlate the benefits of aerobic movement to health</li> <li>● Recognize the benefits of altering patterns and rhythms in movement</li> </ul> |   |
| <b>Evidence of Learning</b>   |   |
| <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>● Creation of a dance</li> </ul> <p><b>Equipment needed:</b> various</p> <p><b>Teacher Resources:</b> <a href="http://www.Pecentral.com">www.Pecentral.com</a>,<br/> <a href="https://www13.state.nj.us/NJCCCS/ContentAreaTableView_Health.aspx">https://www13.state.nj.us/NJCCCS/ContentAreaTableView_Health.aspx</a></p> <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>● Students within this classroom setting will be grouped when necessary based on physical capabilities, as well as knowledge individual skills.</li> </ul> <p><b>Modifications</b></p>  |   |

- Modifications will be made based on physical needs, which will include disabilities that are outlined within students' IEPs.

#### ELL

- Students with ELL needs will be provided with visual demonstrations, as well as pictorial step by step examples

#### Formative Assessments

- Teacher Observation of performance
- Question/ Answer

#### Lesson Plans

| Lesson                           | Timeframe    |
|----------------------------------|--------------|
| Lesson 1<br>Make their own dance | 6 hours/days |

#### Curriculum Development Resources

Click the links below to access additional resources used to design this unit:

<http://www.njcccs.org/search.aspx>

#### Lesson Plan 1 Template

#### Content Area: Physical Education

**Lesson Title:** Making their own dance

**Timeframe:** 2 Days

#### Lesson Components

#### 21<sup>st</sup> Century Themes

|  |                  |  |   |  |                |   |                 |
|--|------------------|--|---|--|----------------|---|-----------------|
|  | Global Awareness |  | Financial, Economic, Business, and Entrepreneurial Literacy |  | Civic Literacy | X | Health Literacy |
|--|------------------|--|---|--|----------------|---|-----------------|

#### 21<sup>st</sup> Century Skills

|  |                           |   |                                       |  |                                 |  |                      |
|--|---------------------------|---|---------------------------------------|--|---------------------------------|--|----------------------|
|  | Creativity and Innovation | X | Critical Thinking and Problem Solving |  | Communication and Collaboration |  | Information Literacy |
|  | Media Literacy            |   | ICT Literacy                          |  | Life and Career Skills          |  |                      |

**Integration of Technology:** Computer of internet access

**Equipment needed:** CD player

| Goals/Objectives   | Learning Activities/Instructional Strategies   | Formative Assessment Tasks   |
|--|--|--|
| Students will: <ul style="list-style-type: none"> <li>● Identify verbal cues for dancing.</li> <li>● Choreograph and perform movement sequences.</li> <li>● Design a dance work that incorporates at least two other art forms.</li> </ul> | <b>Lesson Sequence</b> <ol style="list-style-type: none"> <li>1. Students will break up into groups of 2- 5 students.</li> <li>2. Students will need to design a dance that consists of 3 sets of 8 counts.</li> <li>3. After the last set of 8 counts the dance should be able to start over from the beginning.</li> </ol> | <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Rubric for the dance performance.</li> </ul> |
| <b>Differentiation</b> <ul style="list-style-type: none"> <li>● Teachers can make the students groups</li> <li>● Make the dance consist of 4 sets of 8 counts.</li> </ul>  |  |  |

| 5 <sup>th</sup> & 7 <sup>th</sup> Grade Frisbee Unit   |
|--|
| <b>Content Area: Physical Education</b>  |
| <b>Unit Title: Frisbee</b>   |
| <b>Target Course/Grade Level: 5 &amp; 7</b>  |
| <b>Unit Summary</b><br><b>Grade 5</b><br>For students to be introduced to an activity they may choose to participate a lifetime while developing the skills necessary to participate in ultimate Frisbee<br><b><u>Ultimate Frisbee Skills</u></b><br>Grips & Throw: <ul style="list-style-type: none"> <li>○ Backhand, sidearm &amp; overhand</li> </ul> Catches: <ul style="list-style-type: none"> <li>○ One hand and two hand</li> </ul> <b><u>Sports Skills</u></b><br>Teamwork, spatial awareness and safety<br><b><u>Fitness Skills</u></b><br>Reaction time, coordination and plyometric training |

**Grade 7**

To teach the basic skills of Frisbee and how to use them while properly knowing the physical and social benefits of playing a team sports.

**Ultimate Frisbee Skills**

Throws:

- Forehand, backhand, hammer, huck and swing

Catches:

- Gator, one handed and two handed

**Sports Skills**

Teamwork, cooperation, safety, participant roles and spatial awareness

**Fitness Skills**

Muscle strength/endurance, speed, coordination and agility

**21<sup>st</sup> century themes:** Health Literacy

NJ-SLS: CRP3. Attend to personal health and financial well-being.

**Unit Rationale**

The desired outcome:

**Grade 5**

- Develop a basic proficiency in the Ultimate Frisbee Skills
- Ability to use various training techniques to improve physical health as well as sport skills
- Ability to create and participate in modified sport activities

**Grade 7**

- Knowledge of rules and equipment
- Appropriate skill use

**Learning Targets**

**Standard :** 2.2 Integrated Skills, 2.5 Motor Skill Development, & 2.6 Fitness

**Content Statements**

| <b>CPI #</b> | <b>Cumulative Progress Indicator (CPI)</b>   |
|--------------|--|
| 2.2.6.A.2    | Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.   |
| 2.2.8.A.1    | Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.  |
| 2.2.6.B.1    | Use effective decision-making strategies.  |
| 2.5.6.A.1    | Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). |

|   |   |  |   |
|---|---|--|---|
| 2.5.8.A.2   | Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.   |  |   |
| 2.5.8.A.4   | Detect, analyze, and correct errors and apply to refine movement skills.  |  |   |
| 2.5.8.B.3   | Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.   |  |   |
| 2.5.6.C.1   | Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.  |  |   |
| 2.5.8.C.2   | Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.   |  |   |
| 2.6.6.A.2   | Determine to what extent various activities improve skill-related fitness versus health-related fitness.  |  |   |
| 2.6.8.A.1   | Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.   |  |   |
| <table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● Can you recognize, demonstrate, and modify skill combinations in many activities?</li> <li>● What are the throwing cues for throwing a Frisbee properly?</li> <li>● What are the catching cues for catching a Frisbee properly?</li> <li>● How can you identify and implement strategies in a physical activity?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Understand the basic rules of Ultimate Frisbee and procedures.</li> <li>● Be able to identify the similarity of offensive strategies of Ultimate Frisbee and other activities.</li> <li>● How to prepare for an activity with their team.</li> <li>● Basic skills and safety for the activity.</li> <li>● How different exercise and training techniques will not only improve one's health but improve physical performance.</li> </ul> </td></tr> </table> |   | <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● Can you recognize, demonstrate, and modify skill combinations in many activities?</li> <li>● What are the throwing cues for throwing a Frisbee properly?</li> <li>● What are the catching cues for catching a Frisbee properly?</li> <li>● How can you identify and implement strategies in a physical activity?</li> </ul> | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Understand the basic rules of Ultimate Frisbee and procedures.</li> <li>● Be able to identify the similarity of offensive strategies of Ultimate Frisbee and other activities.</li> <li>● How to prepare for an activity with their team.</li> <li>● Basic skills and safety for the activity.</li> <li>● How different exercise and training techniques will not only improve one's health but improve physical performance.</li> </ul> |
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● Can you recognize, demonstrate, and modify skill combinations in many activities?</li> <li>● What are the throwing cues for throwing a Frisbee properly?</li> <li>● What are the catching cues for catching a Frisbee properly?</li> <li>● How can you identify and implement strategies in a physical activity?</li> </ul>  | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Understand the basic rules of Ultimate Frisbee and procedures.</li> <li>● Be able to identify the similarity of offensive strategies of Ultimate Frisbee and other activities.</li> <li>● How to prepare for an activity with their team.</li> <li>● Basic skills and safety for the activity.</li> <li>● How different exercise and training techniques will not only improve one's health but improve physical performance.</li> </ul> |  |   |
| <b>Unit Learning Targets</b><br><i>Students will ...</i><br><i>Grade 5</i> <ul style="list-style-type: none"> <li>● Be introduced to the basic skills and rules of Ultimate Frisbee.</li> <li>● Work collaboratively in groups to develop and implement a variety of strategies.</li> </ul> <i>Grade 7</i> <ul style="list-style-type: none"> <li>● Improve the skills learned in previous years to play an Ultimate Frisbee game.</li> <li>● Create and participate in modified sport activities.</li> </ul>   |   |  |   |
| <b>Evidence of Learning</b>   |   |  |   |
| <b>Summative Assessment</b> <ul style="list-style-type: none"> <li>● Pre- Post written assessment</li> </ul>  |   |  |   |



**Equipment needed:** various

**Teacher Resources:** [www.Pecentral.com](http://www.Pecentral.com),  
[https://www13.state.nj.us/NJCCCS/ContentAreaView\\_HHealth.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaView_HHealth.aspx)

**Differentiation**

- Students within this classroom setting will be grouped when necessary based on physical capabilities, as well as knowledge individual skills.

**Modifications**

- Modifications will be made based on physical needs, which will include disabilities that are outlined within students' IEPs.

**ELL**

- Students with ELL needs will be provided will visual demonstrations, as well as pictorial step by step examples

**Formative Assessments**

- Teacher Observation of performance
- Peer/self assessment

**Lesson Plans**

| Lesson                      | Timeframe    |
|-----------------------------|--------------|
| Lesson 1<br>Disc Array Game | 5 hours/days |

**Curriculum Development Resources**

Click the links below to access additional resources used to design this unit:

<http://www.njcccs.org/search.aspx>

**Lesson Plan 1**

**Content Area:** Physical Education

**Lesson Title:** Disc Array Game

**Timeframe:** 2 Days

**Lesson Components**

**21<sup>st</sup> Century Themes**

|  |                  |  |   |  |                |   |                 |
|--|------------------|--|---|--|----------------|---|-----------------|
|  | Global Awareness |  | Financial, Economic, Business, and Entrepreneurial Literacy |  | Civic Literacy | X | Health Literacy |
|--|------------------|--|---|--|----------------|---|-----------------|

| 21 <sup>st</sup> Century Skills   |                           |   |   |  |   |  |                      |
|---|---------------------------|---|---|--|---|--|----------------------|
|   | Creativity and Innovation | X | Critical Thinking and Problem Solving   |  | Communication and Collaboration   |  | Information Literacy |
|   | Media Literacy            |   | ICT Literacy  |  | Life and Career Skills  |  |                      |
| <b>Equipment needed:</b> 8 cones, pinnies and a frisbee   |                           |   |   |  |   |  |                      |
| Goals/Objective   |                           |   | Learning Activities/Instructional Strategies  |  | Formative Assessment Tasks  |  |                      |
| Students will: <ul style="list-style-type: none"><li>● Understand the basic rules of ultimate Frisbee.</li><li>● Develop the proper form for throwing a Frisbee properly.</li></ul> |                           |   | <b>Lesson Sequence</b> <ol style="list-style-type: none"><li>1. Students will be broken up into two even teams and be assigned to an area in the gym.</li><li>2. Bowling pins will be set up on the foul lines while the students will be set up on the baselines.</li><li>3. The object of the game is for the students to use the proper form and technique of throwing a Frisbee to try to knock down the bowling pins of the opposing team.</li></ol> |  | <ul style="list-style-type: none"><li>● Teacher observation</li><li>● Question/Answer</li></ul> |  |                      |
| <b>Differentiation</b><br>Change the location and number of pins that will be set up.   |                           |   |   |  |   |  |                      |

| 5 <sup>th</sup> & 7 <sup>th</sup> Grade Track & Field Unit |
|--|
| <b>Content Area:</b> Physical Education                    |
| <b>Unit Title:</b> Track & Field                           |
| <b>Target Course/Grade Level:</b> 5 & 7                    |
| <b>Unit Summary</b><br>Grade 5                             |

For students to be introduced to an activity that involves a variety of cardio-respiratory and strength training events that they can partake in to help instill a healthy lifestyle.

**Track & Field Skills**

Sprints vs. distance running, relays, discus and shot put

**Fitness Skills**

Cardio-respiratory endurance, strength, muscular endurance and flexibility

**Grade 7**

To give students the opportunity to try different cardio-respiratory and strength training events at an individual and team setting while providing an understanding about different training methods for each event.

**Track & Field Skills**

Sprint, jog, distance running, baton relay, hurdles, long jump, shot put, discus and starting positions

**Fitness Skills**

Cardio-respiratory endurance, power vs. strength, flexibility, agility, balance, speed and pacing

**21<sup>st</sup> century themes:** Health Literacy

NJ-SLS: CRP3. Attend to personal health and financial well-being.

**Unit Rationale**

The desired outcome:

**Grade 5**

- Knowledge of terminology and equipment used for each event.
- Provide students will fundamentals understanding in each activity.

**Grade 7**

- Knowledge of rules and equipment
- Correlate the knowledge and physical components of this unit into daily lifestyle, as a form of exercise or help an already existing form of exercise to help promote a healthy/healthier lifestyle

**Learning Targets**

**Standard**

2.1 Wellness

2.2 Integrated Skills

|                             |   |
|-----------------------------|---|
| 2.5 Motor Skill Development |   |
| 2.6 Fitness                 |   |
| <b>Content Statements</b>   |   |
| 2.1.6.A.1                   | Explain how health data can be used to assess and improve each dimension of personal wellness   |
| 2.2.6.B.4                   | Apply personal health data and information to support achievement of one's short- and long-term health goals  |
| 2.2.6.B.2                   | Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.                                      |
| 2.2.8.B.3                   | Analyze factors that support or hinder the achievement of personal health goals during different life stages.   |
| 2.2.6.A.1                   | Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.                                |
| 2.5.6.A.2                   | Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. |
| 2.5.8.A.2                   | Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.                                       |
| 2.5.8.A.4                   | Detect, analyze, and correct errors and apply to refine movement skills.  |
| 2.5.6.B.2                   | Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.                                      |
| 2.5.8.C.2                   | Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.         |
| 2.6.6.A.2                   | Determine to what extent various activities improve skill-related fitness versus health-related fitness.  |

|           |  |
|-----------|--|
| 2.6.6.A.3 | Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program. |
|-----------|--|

|   |  |
|---|--|
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● Why is balance and flexibility important when performing physical activities?</li> <li>● How can you set realistic goals for yourself and why is it important?</li> <li>● How are skill concepts transferred between each different activity?</li> <li>● How do movement skills transfer from one activity to another?</li> </ul>  | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● How to transfer what they learned to their level of fitness and other activities.</li> <li>● How to demonstrate positive work ethic and characteristics in individual events.</li> <li>● How to display good sportsmanship in supporting peers to do his/her best.</li> </ul> |
| <b>Unit Learning Targets</b><br><i>Students will ...</i><br>Grade 5 <ul style="list-style-type: none"> <li>● Gain knowledge pertaining to the various training methods of fitness that are applicable to each event.</li> <li>● Work cooperative and collaboratively with peers and teachers to explore the activities in this unit.</li> </ul> Grade 7 <ul style="list-style-type: none"> <li>● Make informed decisions that can demonstrate their strengths and weaknesses and acquire the “know how” when they need to modify activities.</li> <li>● Gain specific knowledge pertaining to the various training methods of fitness that are applicable to each event.</li> <li>● Work cooperatively with peers and teachers to explore success in individual and team events.</li> </ul> |  |
| <b>Evidence of Learning</b>   |  |
| <b>Summative Assessment</b> <ul style="list-style-type: none"> <li>● Entrance/ exit slips</li> </ul> <b>Equipment needed:</b> various<br><b>Teacher Resources:</b> <a href="http://www.Pecentral.com">www.Pecentral.com</a> ,<br><a href="https://www13.state.nj.us/NJCCCS/ContentAreaView Health.aspx">https://www13.state.nj.us/NJCCCS/ContentAreaView Health.aspx</a><br><br><b>Differentiation</b> <ul style="list-style-type: none"> <li>● Students within this classroom setting will be grouped when necessary based on physical capabilities, as well as knowledge individual skills.</li> </ul>  |  |

|  |                  |
|--|------------------|
| <b>Modifications</b>   |                  |
| <ul style="list-style-type: none"> <li>Modifications will be made based on physical needs, which will include disabilities that are outlined within students' IEPs.</li> </ul> |                  |
| <b>ELL</b>   |                  |
| <ul style="list-style-type: none"> <li>Students with ELL needs will be provided will visual demonstrations, as well as pictorial step by step examples</li> </ul>              |                  |
| <b>Formative Assessments</b>   |                  |
| <ul style="list-style-type: none"> <li>Teacher Observation of performance</li> <li>Peer/teacher check list</li> <li>Heart rate monitors</li> </ul>                             |                  |
| <b>Lesson Plans</b>  |                  |
| <b>Lesson</b>  | <b>Timeframe</b> |
| Lesson 1<br>Mini Track Meet  | 6 hours/days     |
| <b>Curriculum Development Resources</b>  |                  |
| Click the links below to access additional resources used to design this unit:   |                  |
| <a href="http://www.njcccs.org/search.aspx">http://www.njcccs.org/search.aspx</a>  |                  |

|   |                           |   |   |  |                                 |   |                      |
|---|---------------------------|---|---|--|---------------------------------|---|----------------------|
| Lesson Plan 1   |                           |   |   |  |                                 |   |                      |
| Content Area: Physical Education  |                           |   |   |  |                                 |   |                      |
| Lesson Title: Mini Track Meet   |                           |   |   |  | Timeframe: X hours/days         |   |                      |
| Lesson Components   |                           |   |   |  |                                 |   |                      |
| 21 <sup>st</sup> Century Themes   |                           |   |   |  |                                 |   |                      |
|   | Global Awareness          |   | Financial, Economic, Business, and Entrepreneurial Literacy |  | Civic Literacy                  | X | Health Literacy      |
| 21 <sup>st</sup> Century Skills   |                           |   |   |  |                                 |   |                      |
|   | Creativity and Innovation | X | Critical Thinking and Problem Solving                       |  | Communication and Collaboration |   | Information Literacy |
|   | Media Literacy            |   | ICT Literacy  |  | Life and Career Skills          |   |                      |
| Equipment needed: cones, hurdles, shot put, discus, batons, and stopwatches |                           |   |   |  |                                 |   |                      |

| Goals/Objectives   | Learning Activities/Instructional Strategies  | Formative Assessment Tasks  |
|--|---|---|
| <p>Students will:</p> <ul style="list-style-type: none"> <li>● Have the opportunity to participate in a variety of cardio-respiratory and strength training events at an individual and team setting.</li> <li>● Demonstrate positive work ethic and characteristics in individual and team events.</li> </ul> | <p><b>Lesson Sequence</b></p> <ol style="list-style-type: none"> <li>1. The teachers will set up a mini track meet outside on the fields.</li> <li>2. The students will be assigned to a team and will compete in different events either as a team or individually. <ul style="list-style-type: none"> <li>● 50 yard dash</li> <li>● 100 yard dash</li> <li>● Relay Race</li> <li>● Shot-put Throw</li> <li>● Hurdles</li> <li>● Student's scores will be recorded after every event.</li> </ul> </li> </ol> | <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Compare trail scores to final scores to see student's improvement.</li> </ul> |
| <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>● Add/ remove some events</li> <li>● Have students choose what events they want to participate in.</li> </ul>   |   |   |

| <b>5<sup>th</sup> Grade Health Unit</b>  |  |
|--|--|
| <b>Content Area: Health Education</b>  |  |
| <b>Unit Title:</b> 5 <sup>th</sup> Grade Health  |  |
| <b>Target Course/Grade Level:</b> Grade 5  |  |
| <b>Unit Summary</b><br>Unit 1- Bullying                                  Unit 4- Growth and Development (Puberty)<br>Unit 2- Planning and Goal Setting      Unit 5- Diseases and Health Conditions<br>Unit 3- D.A.R.E. Program   |  |
| <b>21<sup>st</sup> century themes:</b> Health Literacy<br>NJ-SLS: CRP3. Attend to personal health and financial well-being.  |  |
| <b>Unit Rationale</b> <ul style="list-style-type: none"> <li>Bullying has become a mainstream issue in schools across the nation. Students need to be able to identify what bullying looks like and learn ways to help other bullying victims by finding help or practicing strength in numbers.</li> <li>Planning and goal setting is an essential tool to teach students to help foster cognitive thought and encourage organization. Planning and setting realistic goals can help increase the chances of people achieving their life goals.</li> <li>The D.A.R.E. program provides the students with the interaction with a local police officer. The officer teaches the students about the potential dangers of situations they may face as an adolescent. The students also need to know they have trusted adults that are available to help them in a time of need.</li> <li>One of the biggest changes students face during their middle school years is the changes that occur in their bodies called, Puberty. Puberty lessons must be taught to ensure that students are provided with the facts and not false information passed around from student to student. Students need to learn that the changes are natural and happen to everyone. It is just part of growing up.</li> <li>Adolescents are at risk for a number of health conditions. The students should understand how to detect problems early, practice preventative methods and identify treatments to help the condition.</li> </ul> |  |
| <b>Learning Targets</b>  |  |
| <b>Standards</b><br>2.1 Wellness (Bullying, LEAD, Puberty, Diseases)<br>2.2 Integrated Skills (Bullying, Goal Setting, LEAD, Diseases)   |  |



|   |  |
|---|--|
| 2.3 Drugs and Medicine (LEAD, Diseases)<br>2.4 Human Relationships and Sexuality (Puberty)<br>9.2 Interpersonal Skills (Bullying, LEAD) |  |
| <b>Content Statements</b>   |  |
| <b>CPI #</b>  | <b>Cumulative Progress Indicator (CPI)</b>   |
| 2.1.6.E.2   | Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict. ( Bullying) |
| 2.1.6.E.3   | Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.—(Bullying, LEAD)   |
| 2.1.6.D.3   | Summarize the components of the traffic safety system and explain how people contribute to making the system effective.-- (LEAD)   |
| 2.2.6.B.2   | Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.—( LEAD)   |
| 2.2.6.A.2   | Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. (LEAD)  |
| 2.2.6.C.2   | Predict situations that may challenge an individual’s core ethical values.(LEAD)   |
| 2.3.6.B.1   | Explain the system of drug classification and why it is useful in preventing substance abuse. (LEAD )  |
| 2.3.6.B.3   | Compare the effect of laws, policies, and procedures on smokers and nonsmokers. (LEAD)   |
| 2.3.6.B.5   | Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk. (LEAD)  |
| 2.3.6.C.3   | Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models. (LEAD)                          |
| 2.3.6.C.4   | Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free. (LEAD)  |
| 2.2.6.B.4   | Apply personal health data and information to support achievement of one’s short- and long-term health goals. (Goal Setting)   |
| 2.1.6.A.2   | Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage. (Puberty)   |

|  |   |  |   |                              |  |
|--|---|--|---|------------------------------|--|
| 2.4.6.B.1  | Compare growth patterns of males and females during adolescence. (Puberty)  |  |   |                              |  |
| 2.4.6.B.4  | Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior. (Puberty)   |  |   |                              |  |
| 2.4.6.C.1  | Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy. (Puberty)  |  |   |                              |  |
| 2.1.6.C.1  | Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents. (Diseases)  |  |   |                              |  |
| 2.1.6.C.2  | Determine the impact of public health strategies in preventing diseases and health conditions. (Diseases)   |  |   |                              |  |
| 2.1.6.C.3  | Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them. (Diseases)   |  |   |                              |  |
| 2.2.6.D.2  | Develop a position about a health issue in order to inform peers  |  |   |                              |  |
| <table border="1"> <tr> <td data-bbox="191 764 820 1766"> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● Why do people bully others?</li> <li>● What is strength in numbers and how can it prevent bullying?</li> <li>● Why are short term goals an important part of setting goals?</li> <li>● Why is setting realistic goals important in order to reach your goals?</li> <li>● Name three ways to say “NO” when you find yourself in an unhealthy situation.</li> <li>● Explain the D.A.R.E. decision making model.</li> <li>● What does the word Puberty mean? Is puberty a normal part of getting older?</li> <li>● Verbally state three changes that occur in the male and female body during puberty?</li> <li>● What are two common health conditions that effect adolescents? How can they be prevented/treated?</li> </ul> </td><td data-bbox="820 764 1469 1766"> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Identify the ways people are bullied -- Bullying</li> <li>● Ways to help the victim being bullied -- Bullying</li> <li>● Learn the importance of setting a goal - Goal Setting</li> <li>● Setting realistic and achievable goals -- Goal Setting</li> <li>● Become aware of the pressures faced as a teen - LEAD</li> <li>● Identify the dangers of using all forms of drugs - LEAD</li> <li>● Identify differences between male and female growth patterns during puberty - Puberty</li> <li>● Students to become knowledgeable and comfortable with the changes that occur during puberty –Puberty</li> <li>● Identify ways to detect conditions early- Diseases</li> <li>● Identify preventative methods and treatments for common health conditions- Diseases</li> </ul> </td></tr> <tr> <td colspan="2"> <b>Unit Learning Targets</b> </td></tr> </table> |   | <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● Why do people bully others?</li> <li>● What is strength in numbers and how can it prevent bullying?</li> <li>● Why are short term goals an important part of setting goals?</li> <li>● Why is setting realistic goals important in order to reach your goals?</li> <li>● Name three ways to say “NO” when you find yourself in an unhealthy situation.</li> <li>● Explain the D.A.R.E. decision making model.</li> <li>● What does the word Puberty mean? Is puberty a normal part of getting older?</li> <li>● Verbally state three changes that occur in the male and female body during puberty?</li> <li>● What are two common health conditions that effect adolescents? How can they be prevented/treated?</li> </ul> | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Identify the ways people are bullied -- Bullying</li> <li>● Ways to help the victim being bullied -- Bullying</li> <li>● Learn the importance of setting a goal - Goal Setting</li> <li>● Setting realistic and achievable goals -- Goal Setting</li> <li>● Become aware of the pressures faced as a teen - LEAD</li> <li>● Identify the dangers of using all forms of drugs - LEAD</li> <li>● Identify differences between male and female growth patterns during puberty - Puberty</li> <li>● Students to become knowledgeable and comfortable with the changes that occur during puberty –Puberty</li> <li>● Identify ways to detect conditions early- Diseases</li> <li>● Identify preventative methods and treatments for common health conditions- Diseases</li> </ul> | <b>Unit Learning Targets</b> |  |
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● Why do people bully others?</li> <li>● What is strength in numbers and how can it prevent bullying?</li> <li>● Why are short term goals an important part of setting goals?</li> <li>● Why is setting realistic goals important in order to reach your goals?</li> <li>● Name three ways to say “NO” when you find yourself in an unhealthy situation.</li> <li>● Explain the D.A.R.E. decision making model.</li> <li>● What does the word Puberty mean? Is puberty a normal part of getting older?</li> <li>● Verbally state three changes that occur in the male and female body during puberty?</li> <li>● What are two common health conditions that effect adolescents? How can they be prevented/treated?</li> </ul>   | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Identify the ways people are bullied -- Bullying</li> <li>● Ways to help the victim being bullied -- Bullying</li> <li>● Learn the importance of setting a goal - Goal Setting</li> <li>● Setting realistic and achievable goals -- Goal Setting</li> <li>● Become aware of the pressures faced as a teen - LEAD</li> <li>● Identify the dangers of using all forms of drugs - LEAD</li> <li>● Identify differences between male and female growth patterns during puberty - Puberty</li> <li>● Students to become knowledgeable and comfortable with the changes that occur during puberty –Puberty</li> <li>● Identify ways to detect conditions early- Diseases</li> <li>● Identify preventative methods and treatments for common health conditions- Diseases</li> </ul> |  |   |                              |  |
| <b>Unit Learning Targets</b>   |   |  |   |                              |  |

*Students will ...*

- be able to set realistic and achievable short-term and long term goals.
- be able to explain the D.A.R.E. decision making model and explain how it can help them.
- be able to identify changes that occur during puberty both in the male and female anatomy.
- be able to identify and describe common health conditions that can be found in adolescents.

### **Evidence of Learning**

#### **Summative Assessment**

- Written Quiz & Test
- Written short-term and long-term goals
- Posters & Presentations
- LEAD Essay

**Equipment needed:** various

#### **Differentiation**

- When warranted students will be provided leveled work, based on academic needs, which would be determined by the classroom teacher.
- Notes will be provided to student in need ahead of lesson.
- Extra time will be given to help student to establish.

#### **Modifications**

- Modifications will be made based on academic needs, which will include disabilities that are outlined within students' IEPs.

#### **ELL**

- Students with ELL needs will be provided will visual props, as well as pictorial guidance.

#### **Formative Assessments**

- Group Evaluations
- Question/ Answer
- Teacher Observation

#### **Lesson Plans**

| <b>Lesson</b>                         | <b>Timeframe</b> |
|---------------------------------------|------------------|
| Lesson 1<br>Planning and Goal Setting | 3 days           |

#### **Curriculum Development Resources**

Click the links below to access additional resources used to design this unit:

<http://www.njcccs.org/search.aspx>

| Lesson Plan 1  |                           |   |   |  |                                 |   |                      |
|--|---------------------------|---|---|--|---------------------------------|---|----------------------|
| Content Area: Health Education   |                           |   |   |  |                                 |   |                      |
| Lesson Title: Planning and Goal Setting                                    |                           |   |   |  | Timeframe: 3 days               |   |                      |
| Lesson Components  |                           |   |   |  |                                 |   |                      |
| 21 <sup>st</sup> Century Themes  |                           |   |   |  |                                 |   |                      |
|  | Global Awareness          |   | Financial, Economic, Business, and Entrepreneurial Literacy |  | Civic Literacy                  | X | Health Literacy      |
| 21 <sup>st</sup> Century Skills  |                           |   |   |  |                                 |   |                      |
|  | Creativity and Innovation | X | Critical Thinking and Problem Solving                       |  | Communication and Collaboration |   | Information Literacy |
|  | Media Literacy            |   | ICT Literacy  |  | Life and Career Skills          |   |                      |
| Interdisciplinary Connections: Physical Education (Fitness)                |                           |   |   |  |                                 |   |                      |
| Integration of Technology: Pacer Test (Music), Computer w/ PowerPoint      |                           |   |   |  |                                 |   |                      |
| Equipment needed: PowerPoint, Guided Notes, Pacer Test, Stereo w/ Speakers |                           |   |   |  |                                 |   |                      |

| Goals/Objectives  | Learning Activities/Instructional Strategies  | Formative Assessment Tasks   |
|---|---|--|
| Students will: <ul style="list-style-type: none"> <li>● Be able to set realistic and achievable goals</li> <li>● Be able to identify 5 different types of goals               <ul style="list-style-type: none"> <li>● Be able to differentiate between short-term and long-term goals</li> </ul> </li> <li>● Be able to list three ways to help achieve their goals</li> </ul> | <b>Lesson Sequence</b> <ol style="list-style-type: none"> <li>3. The teachers will hand out guided notes for the students to follow along with as the teachers teach the lesson. The students will fill in areas on notes where the information was left out.</li> <li>4. The teachers will use a PowerPoint to guide their lesson on Goal Setting. The students will learn what a goal is, the steps to set a goal and will be able to identify goals they have set in their life.</li> <li>5. The teachers will stimulate discussion with the students to help them further understand the importance of setting a goal.</li> </ol> | <ul style="list-style-type: none"> <li>● Completed guided notes</li> <li>● Pacer Test</li> <li>● Review goals that were set by students</li> </ul> |

|   |  |  |
|---|--|--|
|   | 6. The students will learn how to achieve their goals and the steps to take in order to increase their chances of succeeding.<br>7. Next, the students will have to establish a goal that they would like to achieve.<br>8. The students will then use the information learned in class to do the following: 1. Write the goal. 2. List the steps to achieve the goal. 3. List the obstacles they may face. 4. Develop a timeline to achieve the goal.<br>9. Take the Pacer Test |  |
| <b>Differentiation</b> <ul style="list-style-type: none"> <li>• Notes were provided to student in need ahead of lesson.</li> <li>• Extra time will be given to help student to establish</li> </ul> |  |  |

## ***Health Curriculum – Grade 6***

| <b>6<sup>th</sup> Grade Health Unit</b>  |  |
|--|--|
| <b>Content Area: Health Education</b>  |  |
| <b>Unit Title:</b> 6 <sup>th</sup> Grade Health  |  |
| <b>Target Course/Grade Level:</b> Grade 6  |  |
| <b>Unit Summary</b><br><div style="display: flex; justify-content: space-between;"> <div>           Unit 1- Smoking<br/>           Unit 2- Body Systems<br/>           Unit 3- Nutrition and Hygiene         </div> <div>           Unit 4- Dimensions of Wellness<br/>           Unit 5- Safety         </div> </div> |  |
| <b>21<sup>st</sup> century themes:</b> Health Literacy<br>NJ-SLS: CRP3. Attend to personal health and financial well-being.  |  |
| <b>Unit Rationale</b> <ul style="list-style-type: none"> <li>• Smoking among teens is on the decline. It is very important to continue to educate students on the harmful effects of smoking on the body and mind. There are still many</li> </ul>   |  |

|  |  |
|--|--|
| <p>students that pick up their first cigarette during the middle school years. It is our job to educate them so they will not make smoking part of their life.</p> <ul style="list-style-type: none"> <li>• Teaching students how their bodies work in harmony with all of the human body systems. It is important for students to understand the function and purpose of each the systems.</li> <li>• We currently live in a society that is making the wrong choices on foods they should be eating on a daily basis. It is evident in the rising rates of obesity. Students need to be educated on how to read food labels and ingredient lists so that they can make informed decisions.</li> <li>• Emotional, intellectual, spiritual, social and physical are the 5 dimensions of wellness. It is important to address each of these dimensions and make sure that you have a healthy balance between all of them in order to achieve optimal health.</li> <li>• Adolescents commonly find themselves in unsafe situations. Teaching safety to the students will help them choose appropriate ways to reduce or eliminate risks that contribute to the safety of themselves and others.</li> </ul> |  |
| <b>Learning Targets</b>  |  |
| <b>Standards</b><br>2.1 Wellness (Smoking, Body Systems, Nutrition, Dimensions of Wellness, Safety)<br>2.2 Integrated Skills (Smoking)<br>2.3 Drugs and Medicine (Smoking)   |  |
| <b>Content Statements</b>  |  |
| <b>CPI #</b>   | <b>Cumulative Progress Indicator (CPI)</b>   |
| 2.1.6.C.2  | Determine the impact of public health strategies in preventing diseases and health conditions. (Smoking)   |
| 2.2.6.A.2  | Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. (Smoking)   |
| 2.2.6.B.1  | Use effective decision-making strategies. (Smoking)  |
| 2.2.6.C.2  | Predict situations that may challenge an individual's core ethical values. (Smoking)   |
| 2.3.6.B.1  | Explain the system of drug classification and why it is useful in preventing substance abuse. (Smoking)  |
| 2.3.6.B.2  | Relate tobacco use and the incidence of disease. (Smoking)   |
| 2.3.6.B.3  | Compare the effect of laws, policies, and procedures on smokers and nonsmokers. (Smoking)  |
| 2.3.6.C.1  | Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction. (Smoking)  |
| 2.3.6.C.3  | Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models. (Smoking) |

|   |   |  |   |
|---|---|--|---|
| 2.3.6.C.4   | Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free. (Smoking)  |  |   |
| 2.1.6.A.2   | Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage. (Body Systems)   |  |   |
| 2.1.6.B.1   | Determine factors that influence food choices and eating patterns. (Nutrition and Hygiene)  |  |   |
| 2.1.6.B.2   | Summarize the benefits and risks associated with nutritional choices, based on eating patterns. (Nutrition and Hygiene)   |  |   |
| 2.1.6.B.3   | Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost. (Nutrition and Hygiene)  |  |   |
| 2.1.6.B.4   | Compare and contrast nutritional information on similar food products in order to make informed choices. (Nutrition and Hygiene)  |  |   |
| 2.1.6.A.1   | Explain how health data can be used to assess and improve each dimension of personal wellness. (Dimensions of Wellness)   |  |   |
| 2.1.6.E.1   | Examine how personal assets and protective factors support healthy social and emotional development (Dimensions of Wellness)  |  |   |
| 2.1.6.D.1   | Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies. (Safety)  |  |   |
| 2.1.6.D.2   | Explain what to do if abuse is suspected or occurs. (Safety)  |  |   |
| 2.1.6.D.3   | Summarize the components of the traffic safety system and explain how people contribute to making the system effective. (Safety)  |  |   |
| 2.1.6.D.4   | Assess when to use basic first-aid procedures. (Safety)   |  |   |
| <table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● Why do people start smoking? What is the ingredient in tobacco that keeps people addicted?</li> <li>● What are two health risks as a result of smoking?</li> <li>● What is the main purpose of the skeletal and muscular systems?</li> <li>● Name the path of food through the digestive system starting with the mouth.</li> <li>● Which ingredient on the list is the most abundant in a food product? The first or the last?</li> <li>● How can you use food labels to help you plan healthy meals?</li> <li>● What are the 5 dimensions of wellness?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Understand the history of tobacco-Smoking</li> <li>● Verbally explain the health risks of smoking -Smoking</li> <li>● Identify the purpose and function of the skeletal, muscular, digestive and excretory system.- Human Body Systems</li> <li>● Reading food labels and ingredient lists- Nutrition and Hygiene</li> <li>● Planning healthy meals for one day- Nutrition</li> <li>● Identify and describe each of the five dimensions of wellness</li> <li>● Learn how to develop a balance of the five dimensions in each of their own lives to develop optimal health</li> </ul> </td></tr> </table> |   | <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● Why do people start smoking? What is the ingredient in tobacco that keeps people addicted?</li> <li>● What are two health risks as a result of smoking?</li> <li>● What is the main purpose of the skeletal and muscular systems?</li> <li>● Name the path of food through the digestive system starting with the mouth.</li> <li>● Which ingredient on the list is the most abundant in a food product? The first or the last?</li> <li>● How can you use food labels to help you plan healthy meals?</li> <li>● What are the 5 dimensions of wellness?</li> </ul> | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Understand the history of tobacco-Smoking</li> <li>● Verbally explain the health risks of smoking -Smoking</li> <li>● Identify the purpose and function of the skeletal, muscular, digestive and excretory system.- Human Body Systems</li> <li>● Reading food labels and ingredient lists- Nutrition and Hygiene</li> <li>● Planning healthy meals for one day- Nutrition</li> <li>● Identify and describe each of the five dimensions of wellness</li> <li>● Learn how to develop a balance of the five dimensions in each of their own lives to develop optimal health</li> </ul> |
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● Why do people start smoking? What is the ingredient in tobacco that keeps people addicted?</li> <li>● What are two health risks as a result of smoking?</li> <li>● What is the main purpose of the skeletal and muscular systems?</li> <li>● Name the path of food through the digestive system starting with the mouth.</li> <li>● Which ingredient on the list is the most abundant in a food product? The first or the last?</li> <li>● How can you use food labels to help you plan healthy meals?</li> <li>● What are the 5 dimensions of wellness?</li> </ul>  | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Understand the history of tobacco-Smoking</li> <li>● Verbally explain the health risks of smoking -Smoking</li> <li>● Identify the purpose and function of the skeletal, muscular, digestive and excretory system.- Human Body Systems</li> <li>● Reading food labels and ingredient lists- Nutrition and Hygiene</li> <li>● Planning healthy meals for one day- Nutrition</li> <li>● Identify and describe each of the five dimensions of wellness</li> <li>● Learn how to develop a balance of the five dimensions in each of their own lives to develop optimal health</li> </ul> |  |   |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>● Explain two ways that you could reduce the risk of being in an unsafe situation.</li> </ul>   | <ul style="list-style-type: none"> <li>● Identify ways to reduce the risk of being in unsafe situations</li> </ul> |
| <b>Unit Learning Targets</b><br><i>Students will ...</i> <ul style="list-style-type: none"> <li>● Be able to identify the dangers of smoking and the health risks on the body</li> <li>● Be able to explain the anatomy of the selected human body systems and understand the purpose and function of each.</li> <li>● Be able to use food labels as a guide to provide their bodies with the proper nutrition.</li> <li>● Be able to name the 5 dimensions of wellness and explain how a balance of each of these can help you live a healthy lifestyle.</li> </ul>   |  |
| <b>Evidence of Learning</b>  |  |
| <b>Summative Assessment</b> <ul style="list-style-type: none"> <li>● Written Quiz &amp; Test</li> <li>● Projects</li> <li>● Posters &amp; Presentations</li> </ul> <p><b>Equipment needed:</b> various</p> <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>● When warranted students will be provided leveled work, based on academic needs, which would be determined by the classroom teacher.</li> <li>● Notes will be provided to student in need ahead of lesson.</li> <li>● Extra time will be given to help student to establish.</li> </ul> <p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>● Modifications will be made based on academic needs, which will include disabilities that are outlined within students' IEPs.</li> </ul> <p><b>ELL</b></p> <ul style="list-style-type: none"> <li>● Students with ELL needs will be provided will visual props, as well as pictorial guidance.</li> </ul> |  |
| <b>Formative Assessments</b>   |  |
| <ul style="list-style-type: none"> <li>● Group Evaluations</li> <li>● Teacher Observation</li> </ul>   | <ul style="list-style-type: none"> <li>● Question/ Answer</li> </ul>   |
| <b>Lesson Plans</b>  |  |
| <b>Lesson</b>  | <b>Timeframe</b>   |
| Lesson 1<br>Body System  | 3 days   |
| <b>Lesson Plan 1</b>   |  |



|   |                           |  |   |   |                                 |   |                      |
|---|---------------------------|--|---|---|---------------------------------|---|----------------------|
| <b>Content Area: Health Education</b>                                       |                           |  |   |   |                                 |   |                      |
| <b>Lesson Title:</b> Body System (Skeletal, Muscular, Digestive, Excretory) |                           |  |   |   | <b>Timeframe:</b> 3 days        |   |                      |
| <b>Lesson Components</b>  |                           |  |   |   |                                 |   |                      |
| <b>21<sup>st</sup> Century Themes</b>                                       |                           |  |   |   |                                 |   |                      |
|   | Global Awareness          |  | Financial, Economic, Business, and Entrepreneurial Literacy |   | Civic Literacy                  | X | Health Literacy      |
| <b>21<sup>st</sup> Century Skills</b>                                       |                           |  |   |   |                                 |   |                      |
|   | Creativity and Innovation |  | Critical Thinking and Problem Solving                       | X | Communication and Collaboration |   | Information Literacy |
|   | Media Literacy            |  | ICT Literacy  |   | Life and Career Skills          |   |                      |
| <b>Interdisciplinary Connections: Science</b>                               |                           |  |   |   |                                 |   |                      |
| <b>Integration of Technology: Computer w/ PowerPoint</b>                    |                           |  |   |   |                                 |   |                      |
| <b>Equipment needed: Computer w/ PowerPoint, Body System Worksheets</b>     |                           |  |   |   |                                 |   |                      |

| <b>Goals/Objectives</b>   | <b>Learning Activities/Instructional Strategies</b>   | <b>Formative Assessment Tasks</b>  |
|---|---|--|
| Students will: <ul style="list-style-type: none"> <li>● Be able to identify the function and purpose of each of the body systems</li> <li>● Be able to apply knowledge learned during Jeopardy review game</li> </ul> | <b>Lesson Sequence</b> <ol style="list-style-type: none"> <li>1. The students will learn an overview of how the muscular, nervous and circulatory systems work in the body.</li> <li>2. The students will be able to identify the purpose, function and location of each body system through participating in the class discussion.</li> <li>3. After each body system is covered the students will complete a short worksheet to help review the information learned.</li> <li>4. The teachers will lead the class in a review of the body systems. The teachers will set up a Body Systems Jeopardy game to review the information. The students will be</li> </ol> | <ul style="list-style-type: none"> <li>● Completed body system worksheets</li> <li>● Jeopardy Review Lesson</li> </ul> |

|  |  |  |
|--|--|--|
|  | divided up into teams. The teachers will ask the questions and the teams will provide the answers. |  |
| <b>Differentiation</b> <ul style="list-style-type: none"> <li>• Notes will be given out to students in need</li> <li>• Review for the Jeopardy game will have answers attached for students to study with</li> </ul> |  |  |

## ***Health Curriculum – Grade 7***

| <b>7<sup>th</sup> Grade Health Unit</b>  |  |
|--|--|
| <b>Content Area: Health Education</b>  |  |
| <b>Unit Title:</b> 7 <sup>th</sup> Grade Health  |  |
| <b>Target Course/Grade Level:</b> Grade 7  |  |
| <b>Unit Summary</b><br>Unit 1- Drug Prevention<br>Unit 2- Body Systems<br>Unit 3- Coping Skills<br>Unit 4- Decision Making<br>Unit 5- Components of Fitness<br><br><b>21<sup>st</sup> century themes:</b> Health Literacy<br>NJ-SLS: CRP3. Attend to personal health and financial well-being.   |  |
| <b>Unit Rationale</b> <ul style="list-style-type: none"> <li>• Teens are at a high risk for experimenting with drugs and potentially becoming addicted to the drugs. The students should be taught about the dangers and consequences of using drugs so that they can make an educated and informed decision.</li> <li>• Teaching students how their bodies work in harmony with all of the human body systems. It is important for students to understand the function and purpose of each the systems.</li> <li>• The adolescent years are said to be the most stressful years of a person's life. The students need to learn how to manage their stress and differentiate between positive and negative stressors in their lives. Suicide is the 3<sup>rd</sup> leading cause of death among adolescents. Students need to be educated on the signs to look for and where they can get help.</li> </ul> |  |

| <ul style="list-style-type: none"> <li>• Peer pressure can be very tough to avoid as a teen. Being able to have self confidence and make the right decision is very important. Also students need to make everyday decisions on a daily basis.</li> <li>• Lifelong fitness is the optimal goal for all students. Teaching students how to apply fitness principles in their lives will help them achieve healthy overall fitness.</li> </ul> |   |
|--|---|
| <b>Learning Targets</b>  |   |
| <b>Standards</b><br>2.1 Wellness (Body Systems, Coping Skills)<br>2.2 Integrated Skills (Decision Making)<br>2.3 Drugs and Medicine (Drug Prevention)<br>2.6 Fitness (Components of Fitness)   |   |
| <b>Content Statements</b>  |   |
| <b>CPI #</b>   | <b>Cumulative Progress Indicator (CPI)</b>  |
| 2.3.8.A.1  | Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals. (Drug Prevention)            |
| 2.3.8.A.2  | Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse. (Drug Prevention)  |
| 2.3.8.B.1  | Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents. (Drug Prevention)  |
| 2.3.8.B.2  | Predict the legal and financial consequences of the use, sale, and possession of illegal substances. (Drug Prevention)  |
| 2.3.8.B.3  | Analyze the effects of all types of tobacco use on the aging process. (Drug Prevention)   |
| 2.3.8.B.4  | Compare and contrast smoking laws in New Jersey with other states and countries. (Drug Prevention)  |
| 2.3.8.B.5  | Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory. (Drug Prevention)     |
| 2.3.8.B.6  | Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs. (Drug Prevention)  |
| 2.3.8.B.7  | Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness. (Drug Prevention)   |
| 2.3.8.B.8  | Analyze health risks associated with injected drug use. (Drug Prevention)   |
| 2.3.8.C.1  | Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life. (Drug Prevention) |
| 2.3.8.C.2  | Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse. (Drug Prevention)  |

|           |  |
|-----------|--|
| 2.1.8.C.1 | Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer. (Body Systems) |
| 2.1.8.C.2 | Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions. (Body Systems)  |
| 2.1.8.A.1 | Assess and apply health data to enhance each dimension of personal wellness. (Coping Skills)   |
| 2.1.8.C.3 | Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being. (Coping Skills)  |
| 2.1.8.E.1 | Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health. (Coping Skills)   |
| 2.1.8.E.2 | Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict. (Coping Skills)   |
| 2.1.8.E.3 | Explain how culture influences the ways families and groups cope with crisis and change. (Coping Skills)   |
| 2.1.8.E.4 | Compare and contrast stress management strategies that are used to address various types of stress-induced situations. (Coping Skills)   |
| 2.1.8.A.4 | Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services. (Decision Making)   |
| 2.2.8.A.2 | Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts. (Decision Making)   |
| 2.2.8.B.1 | Predict social situations that may require the use of decision-making skills. (Decision Making)  |
| 2.2.8.B.2 | Justify when individual or collaborative decision-making is appropriate. (Decision Making)   |
| 2.2.8.B.3 | Analyze factors that support or hinder the achievement of personal health goals during different life stages. (Decision Making)  |
| 2.6.8.A.1 | Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. (Components of Fitness)  |
| 2.6.8.A.2 | Use health data to develop and implement a personal fitness plan and evaluate its effectiveness. (Components of Fitness)   |
| 2.6.8.A.3 | Analyze how medical and technological advances impact personal fitness. (Components of Fitness)  |
| 2.6.8.A.4 | Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors. (Components of Fitness)   |
| 2.6.8.A.5 | Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness. (Components of Fitness)  |

|  |   |  |
|--|---|--|
| 2.6.8.A.6  | Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances. (Components of Fitness) |  |
| <div><div><div>Unit Essential Questions</div><ul style="list-style-type: none"><li>● Name two ways that drugs can negatively impact your lives.</li><li>● How do signals get transmitted in the nervous system?</li><li>● What is the purpose of the immune system?</li><li>● Name two stressors in our lives and identify a positive and negative way to manage them.</li><li>● Why do people resort to suicide as a way to cope with their problems?</li><li>● Why is it important to make informed decisions in our lives?</li></ul></div><div><div>Unit Enduring Understandings</div><ul style="list-style-type: none"><li>● The risks and dangers associated with many of the trending drugs- Drug Prevention</li><li>● Understand how the drugs can negatively impact their lives- Drug Prevention</li><li>● Identify the purpose and function of the immune, circulatory, respiratory and nervous systems.- Human Body Systems</li><li>● Understand the stressors in our lives and ways to manage them. – Coping Skills</li><li>● Identify the signs of the people at risk for suicide. Also, be able to locate places to find help.- Coping Skills</li><li>● Use skills taught to make decisions in their lives that are beneficial to the individual- Decision Making</li><li>● Be able to make informed decisions about everyday decisions- Decision Making</li><li>● Identify how an equal balance of the five components of fitness can help improve quality of life.- Components of Fitness</li></ul></div></div> |   |  |
| <div><div>Unit Learning Targets</div><div>Students will ...</div><ul style="list-style-type: none"><li>● Be able to verbally explain the dangers and risk associated with many of the trending drugs.</li><li>● Be able to identify the parts of the human body systems for the immune, circulatory, respiratory and nervous system.</li><li>● Be able to identify ways to positively cope with stressors.</li><li>● Be able to develop of plan to make informed decisions.</li></ul></div>  |   |  |
| Evidence of Learning   |   |  |
| <div><div>Summative Assessment</div><ul style="list-style-type: none"><li>● Written Quiz &amp; Test</li><li>● Posters &amp; Presentations</li><li>● Public Service Announcements</li></ul></div> <div>Equipment needed: various</div>  |   |  |

**Differentiation**

- When warranted students will be provided leveled work, based on academic needs, which would be determined by the classroom teacher.
- Notes will be provided to student in need ahead of lesson.
- Extra time will be given to help student to establish.

**Modifications**

- Modifications will be made based on academic needs, which will include disabilities that are outlined within students' IEPs.

**ELL**

- Students with ELL needs will be provided will visual props, as well as pictorial guidance.

**Formative Assessments**

- Group Evaluations
- Question/ Answer
- Teacher Observation

**Lesson Plans**

| Lesson                                   | Timeframe |
|--|-----------|
| Lesson 1<br>Public Service Announcements | 3 days    |

**Lesson Plan 1 Template****Content Area: Health Education**

|   |                          |
|---|--------------------------|
| <b>Lesson Title:</b> Public Service Announcements | <b>Timeframe:</b> 3 days |
|---|--------------------------|

**Lesson Components****21<sup>st</sup> Century Themes**

|  |                  |  |   |  |                |   |                 |
|--|------------------|--|---|--|----------------|---|-----------------|
|  | Global Awareness |  | Financial, Economic, Business, and Entrepreneurial Literacy |  | Civic Literacy | X | Health Literacy |
|--|------------------|--|---|--|----------------|---|-----------------|

**21<sup>st</sup> Century Skills**

|  |                           |   |                                       |  |                                 |  |                      |
|--|---------------------------|---|---------------------------------------|--|---------------------------------|--|----------------------|
|  | Creativity and Innovation | X | Critical Thinking and Problem Solving |  | Communication and Collaboration |  | Information Literacy |
|  | Media Literacy            |   | ICT Literacy                          |  | Life and Career Skills          |  |                      |

**Interdisciplinary Connections:****Integration of Technology: Computer w/ PowerPoint****Equipment needed: Computer w/ PowerPoint, Poster board, Markers**

| <b>Goals/Objectives</b>   | <b>Learning Activities/Instructional Strategies</b>   | <b>Formative Assessment Tasks</b>  |
|---|---|--|
| <p>Students will:</p> <ul style="list-style-type: none"> <li>● Be able to explain the uses of Public Service Announcements</li> <li>● Be able to design a PSA to promote wellness.</li> </ul> | <p><b>Lesson Sequence</b></p> <ol style="list-style-type: none"> <li>1. The teachers will introduce Public Service Announcements and show examples of them.</li> <li>2. The students will brainstorm ideas for their Public Service Announcements project.</li> <li>3. The students will be working in pairs to design an advertisement to make people aware of the dangers of a topic of their choice. The students will design a slogan and use images to get their message across.</li> <li>4. The students will then discuss with their partner how they are going to present their announcement. Once the groups have all finished the students will begin presenting their projects.</li> </ol> | <ul style="list-style-type: none"> <li>● Students will turn in completed work daily to track progress</li> </ul> |
| <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>● Modifications made to the rubric for grading the project</li> </ul>  |   |  |

## ***Health Curriculum – Grade 8***

| <b>8<sup>th</sup> Grade Health Unit</b>  |  |
|--|--|
| <b>Content Area: Health Education</b>  |  |
| <b>Unit Title: 8<sup>th</sup> Grade Health</b>   |  |
| <b>Target Course/Grade Level: Grade 8</b>  |  |
| <p><b>Unit Summary</b></p> <div> Unit 1- Substance Awareness Unit 4- Relationships </div> <div> Unit 2- Consumer Health Unit 5- First Aid </div> |  |

### Unit 3- Nutrition and Eating Disorders

**21<sup>st</sup> century themes:** Health Literacy

NJ-SLS: CRP3. Attend to personal health and financial well-being.

#### Unit Rationale

- Teens are at a high risk for experimenting with drugs and potentially becoming addicted to the drug. The students will identify the different classifications of drugs; understand what each drug looks like and how each drug affects the body.
- Advertising is a powerful technique that companies use to make you use or purchase their product. Many companies target teens as the target audience for their products. Teens need to be taught the advertising techniques and be able to identify each in advertisements. Once teens have this knowledge they are ready to make smart and informed purchases.
- The law now requires food manufacturing companies to have food labels on all of their products. The labels are to educate people about the nutrients that the consumer is putting in their bodies. Students should be taught how to read the food label and identify which nutrients are healthy and which are unhealthy.
- People are faced with relationships at all stages of their lives. Friendship, family and dating relationships all can be either healthy or unhealthy. Unhealthy relationships typically have some form of abuse involved. This abuse can be verbal, emotional or physical. The students should be able to identify unhealthy abusive relationships and know where they can look for help.
- Basic first aid can be the difference between life and death. People that know basic first aid can be a valuable asset to society and help in the time of need.

#### Learning Targets

##### Standards

2.1 Wellness (Consumer Health, Nutrition and Eating Disorders, First Aid)

2.2 Integrated Skills (Consumer Health)

2.3 Drugs and Medicine (Drug Prevention)

2.4 Human Relationships and Sexuality (Relationships)

##### Content Statements

| CPI #     | Cumulative Progress Indicator (CPI)  |
|-----------|--|
| 2.3.8.A.1 | Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals. (Drug Prevention) |
| 2.3.8.A.2 | Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse. (Drug Prevention)   |
| 2.3.8.B.1 | Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents. (Drug Prevention)   |



|           |  |
|-----------|--|
| 2.3.8.B.5 | Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory. (Drug Prevention)            |
| 2.3.8.B.6 | Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs. (Drug Prevention)   |
| 2.3.8.B.7 | Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness. (Drug Prevention)  |
| 2.3.8.B.8 | Analyze health risks associated with injected drug use. (Drug Prevention)  |
| 2.3.8.C.1 | Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life. (Drug Prevention)        |
| 2.3.8.C.2 | Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse. (Drug Prevention)   |
| 2.1.8.A.4 | Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services (Consumer Health)  |
| 2.1.8.B.4 | Analyze the nutritional values of new products and supplements. (Consumer Health)  |
| 2.2.8.E.1 | Evaluate various health products, services, and resources from different sources, including the Internet. (Consumer Health)  |
| 2.1.8.B.1 | Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance. (Nutrition and Eating Disorders)   |
| 2.1.8.B.2 | Identify and defend healthy ways for adolescents to lose, gain, or maintain weight. (Nutrition and Eating Disorders)   |
| 2.1.8.B.3 | Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds. (Nutrition and Eating Disorders)  |
| 2.1.8.B.4 | Analyze the nutritional values of new products and supplements. (Nutrition and Eating Disorders)   |
| 2.1.8.C.3 | Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being. (Nutrition and Eating Disorders) |
| 2.4.8.A.1 | Predict how changes within a family can impact family members (Relationships)  |
| 2.4.8.A.3 | Explain when the services of professionals are needed to intervene in relationships. (Relationships)   |
| 2.4.8.A.4 | Differentiate between affection, love, commitment, and sexual attraction. (Relationships)  |
| 2.4.8.A.5 | Determine when a relationship is unhealthy and explain effective strategies to end the relationship. (Relationships)   |

|   |   |  |   |
|---|---|--|---|
| 2.4.8.A.6   | Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age. (Relationships)   |  |   |
| 2.1.8.D.4   | Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning. (First Aid)  |  |   |
| <table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Why is it important to know what classifications drugs fall under?</li> <li>Why do many companies target teens to purchase their products?</li> <li>How do it help you to understand the advertising techniques used by companies?</li> <li>Why do companies have food labels on food products? How can the food labels help you make informed decisions?</li> <li>Name two signs of a person who is anorexic.</li> <li>Who can a person talk to that is part of an unhealthy abusive relationship?</li> <li>How to we know a person is in an abusive relationship?</li> <li>What are the number of breaths to chest compressions for CPR.</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Identify the long and short term effects of drugs on the body -- Drug Prevention</li> <li>Be able to identify which classification a drug would be found under -- Drug Prevention</li> <li>Identify the advertising technique used in a variety of advertisements – Consumer Health</li> <li>Make an advertisement using the techniques used by companies -- Consumer Health</li> <li>Know how to understand the nutrition labels found on food products -- Nutrition</li> <li>Identify the signs of people with eating disorders—Eating Disorders</li> <li>Verbally state the three types of relationship abuses -- Relationships</li> <li>Explain factors that contribute to healthy and unhealthy relationships -- Relationships</li> <li>Be able to apply the basic first aid principles and practices -- First Aid</li> </ul> </td></tr> </table> |   | <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Why is it important to know what classifications drugs fall under?</li> <li>Why do many companies target teens to purchase their products?</li> <li>How do it help you to understand the advertising techniques used by companies?</li> <li>Why do companies have food labels on food products? How can the food labels help you make informed decisions?</li> <li>Name two signs of a person who is anorexic.</li> <li>Who can a person talk to that is part of an unhealthy abusive relationship?</li> <li>How to we know a person is in an abusive relationship?</li> <li>What are the number of breaths to chest compressions for CPR.</li> </ul> | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Identify the long and short term effects of drugs on the body -- Drug Prevention</li> <li>Be able to identify which classification a drug would be found under -- Drug Prevention</li> <li>Identify the advertising technique used in a variety of advertisements – Consumer Health</li> <li>Make an advertisement using the techniques used by companies -- Consumer Health</li> <li>Know how to understand the nutrition labels found on food products -- Nutrition</li> <li>Identify the signs of people with eating disorders—Eating Disorders</li> <li>Verbally state the three types of relationship abuses -- Relationships</li> <li>Explain factors that contribute to healthy and unhealthy relationships -- Relationships</li> <li>Be able to apply the basic first aid principles and practices -- First Aid</li> </ul> |
| <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Why is it important to know what classifications drugs fall under?</li> <li>Why do many companies target teens to purchase their products?</li> <li>How do it help you to understand the advertising techniques used by companies?</li> <li>Why do companies have food labels on food products? How can the food labels help you make informed decisions?</li> <li>Name two signs of a person who is anorexic.</li> <li>Who can a person talk to that is part of an unhealthy abusive relationship?</li> <li>How to we know a person is in an abusive relationship?</li> <li>What are the number of breaths to chest compressions for CPR.</li> </ul>  | <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Identify the long and short term effects of drugs on the body -- Drug Prevention</li> <li>Be able to identify which classification a drug would be found under -- Drug Prevention</li> <li>Identify the advertising technique used in a variety of advertisements – Consumer Health</li> <li>Make an advertisement using the techniques used by companies -- Consumer Health</li> <li>Know how to understand the nutrition labels found on food products -- Nutrition</li> <li>Identify the signs of people with eating disorders—Eating Disorders</li> <li>Verbally state the three types of relationship abuses -- Relationships</li> <li>Explain factors that contribute to healthy and unhealthy relationships -- Relationships</li> <li>Be able to apply the basic first aid principles and practices -- First Aid</li> </ul> |  |   |
| <b>Unit Learning Targets</b><br><i>Students will ...</i> <ul style="list-style-type: none"> <li>Be able to use knowledge previously learned to generate a Mind Map about drugs.</li> <li>Be able to identify advertising techniques companies use and create their own product and advertise it.</li> <li>Be able to read and interpret labels found on food products.</li> </ul>   |   |  |   |
| <b>Evidence of Learning</b>   |   |  |   |
| <b>Summative Assessment)</b> <ul style="list-style-type: none"> <li>Written Quiz &amp; Test</li> <li>Advertising Projects</li> <li>Posters &amp; Presentations</li> </ul>   |   |  |   |

- Mind Maps

**Equipment needed:** various

### **Differentiation**

- When warranted students will be provided leveled work, based on academic needs, which would be determined by the classroom teacher.
- Notes will be provided to student in need ahead of lesson.
- Extra time will be given to help student to establish.

### **Modifications**

- Modifications will be made based on academic needs, which will include disabilities that are outlined within students' IEPs.

### **ELL**

- Students with ELL needs will be provided with visual props, as well as pictorial guidance.

### **Formative Assessments**

- Group Evaluations
- Question/ Answer
- Teacher Observation

### **Lesson Plans**

| <b>Lesson</b>               | <b>Timeframe</b> |
|-----------------------------|------------------|
| Lesson 1<br>Consumer Health | 5 days           |

### **Lesson Plan 1 Template**

### **Content Area: Health Education**

**Lesson Title:** Consumer Health **Timeframe:** 5 days

### **Lesson Components**

### **21<sup>st</sup> Century Themes**

|  |                  |  |   |  |                |   |                 |
|--|------------------|--|---|--|----------------|---|-----------------|
|  | Global Awareness |  | Financial, Economic, Business, and Entrepreneurial Literacy |  | Civic Literacy | X | Health Literacy |
|--|------------------|--|---|--|----------------|---|-----------------|

### **21<sup>st</sup> Century Skills**

|  |                           |   |                                       |  |                                 |  |                      |
|--|---------------------------|---|---------------------------------------|--|---------------------------------|--|----------------------|
|  | Creativity and Innovation | X | Critical Thinking and Problem Solving |  | Communication and Collaboration |  | Information Literacy |
|  | Media Literacy            |   | ICT Literacy                          |  | Life and Career Skills          |  |                      |

**Integration of Technology: Computer w/ PowerPoint****Equipment needed: Computer w/ PowerPoint**

| <b>Goals/Objectives</b>   | <b>Learning Activities/Instructional Strategies</b>  | <b>Formative Assessment Tasks</b>   |
|---|--|---|
| <p>Students will:</p> <ul style="list-style-type: none"><li>● Identify and give examples of the common advertising techniques used</li><li>● Design their product that they will be advertising to the class.</li></ul> | <p><b>Lesson Sequence</b></p> <ol style="list-style-type: none"><li>1. Teacher will go over the common advertising techniques used by many companies to promote their products. The students will follow along with the PowerPoint that focuses on the advertising techniques and how to be a savvy consumer.</li><li>2. Next, the teacher will divide the students into groups of 2-3 to start their group advertising project. The teacher will then go over the project requirements and allow the students to ask questions. The students will then have the remainder of the time to brainstorm ideas for their advertising project.</li><li>3. The students will then select an advertising method for their product. The students will work on their poster and presentation of their product.</li><li>4. Once the groups are done with the posters they will devise a short commercial or skit to help advertise the product. The commercial should be no longer than 2 minutes.</li></ol> | <ul style="list-style-type: none"><li>● Submit their list of brainstormed ideas</li><li>● Students will turn in their completed poster at the end of each class</li></ul> |
| <p><b>Differentiation</b></p> <ul style="list-style-type: none"><li>● Modifications made to the rubric for grading the project.</li></ul>   |  |   |

## ***Benchmark Guides – Grade 5***

| <b>Content Area: Physical Education</b><br><b>Grade Level: Grade 5</b>   |   |  |  |
|--|---|--|--|
| Benchmark Name/Unit Assessment   | Period of Time                                      | Standards Covered  | Scoring Scale<br>(ex. Based on 100 pt scale) |
| <b>Cooperative Games Unit Assessment</b><br><b>Speedball Unit Assessment</b><br><b>Fitness Testing- FitnessGram</b><br><b>PACER Fitness Test</b>                       | 3 Weeks<br>3 Weeks<br>2 Weeks<br>Monthly            | 2.2.6.A2<br>2.2.6.B.1<br>2.5.4.A2<br>2.5.6.B.2<br>2.5.6.C.1<br>2.6.6.A.1<br>2.2.6.C.1<br>2.2.8.C.1<br>2.5.6.A.1<br>2.5.8.C.1<br>2.6.6.A.1<br>2.1.6.A.1<br>2.5.6.A.1<br>2.6.6.A.3<br>2.2.6.A.1<br>2.5.6.A.1<br>2.5.6.C.2<br>2.6.6.A.2 | 80<br>75<br>Online<br>Online                 |
| <b>Planning and Goal Setting Project</b><br><b>Bullying Test</b><br><b>Badminton Unit Assessment</b><br><b>Basketball Unit Assessment</b><br><b>PACER Fitness Test</b> | 2 Weeks<br>2 Weeks<br>3 Weeks<br>2 Weeks<br>Monthly | 2.1.6.E.2<br>2.1.6.E.3<br>2.2.6.B.4<br>2.1.6.A.2<br>2.4.6.B.1<br>2.4.6.B.4<br>2.4.6.C.1<br>2.1.6.A.2<br>2.2.6.B.4<br>2.5.6.A.4<br>2.5.6.A.2<br>2.5.6.C.1   | Rubric<br>50<br>75<br>75<br>Online           |
| <b>Fitness Testing- FitnessGram</b><br><b>LEAD Program (LPPD) Essay</b>  | 2 Weeks<br>4 Weeks                                  | 2.1.6.E.3<br>2.1.6.D.3<br>2.2.6.B.2  | Online<br>Rubric                             |

|  |                    |  |              |
|--|--------------------|--|--------------|
| <b>PACER Fitness Test</b>                                  | Monthly            | 2.2.6.A.2<br>2.2.6.C.2<br>2.3.6.B. 1<br>2.3.6.B.3<br>2.3.6.B.5<br>2.3.6.C.3<br>2.3.6.C.4<br>2.5.6.A.1<br>2.5.6.C.1<br>2.2.6.A.I<br>2.5.6.A.3<br>2.5.6.C.3<br>2.6.6.A.I   | Online       |
| <b>Soccer Unit Assessment</b><br><b>PACER Fitness Test</b> | 4 Weeks<br>Monthly | 2.2.6.C.I<br>2.5.6.A.I<br>2.6.6.A.I<br>2.1.6.A.2<br>2.2.6.B.4<br>2.5.6.A.2<br>2.2.6.B.1<br>2.5.6.A.1<br>2.5.6.C.1<br>2.6.6.A.2<br>2.1.6.A I<br>2.2.6.B.4<br>2.2.6.B.2<br>2.2.6.A.I<br>2.5.6.A.2<br>2.5.6.B.2<br>2.6.6.A.2<br>2.6.6.A.3 | 80<br>Online |

## ***Benchmark Guides – Grade 6***

| <b>Content Area: Physical Education</b><br><b>Grade Level: Grade 6</b>   |  |   |  |
|--|--|---|--|
| Benchmark Name/Unit Assessment   | Period of Time                           | Standards Covered   | Scoring Scale<br>(ex. Based on 100 pt scale) |
| <b>Cooperative Games Unit</b><br><b>Flag Football Unit</b><br><b>Fitness Testing- FitnessGram</b><br><b>PACER Test</b>               | 3 Weeks<br>3 Weeks<br>2 Weeks<br>Monthly | 2.2.6.A2<br>2.5.6.B.2<br>2.5.6.C.1<br>2.6.6.A.1<br>2.5.6.A.2<br>2.5.6.B.1<br>2.6.6.A.2<br>2.2.6.C.1<br>2.1.6.A.1<br>2.5.6.A.1<br>2.6.6.A.3  | 75<br>80<br>Online<br>Online                 |
| <b>Health and Wellness Project</b><br><b>Pickleball Unit Assessment</b><br><b>Team Handball Unit Assessment</b><br><b>PACER Test</b> | 3 Weeks<br>3 Weeks<br>2 Weeks<br>Monthly | 2.1.6.C.2<br>2.2.6.A.2<br>2.2.6.B.1<br>2.2.6.C.2<br>2.3.6.B.1<br>2.3.6.B.2<br>2.3.6.B.3<br>2.3.6.C.1<br>2.3.6.C.3<br>2.3.6.C.4<br>2.1.6.A.2<br>2.5.6.A.2<br>2.5.6.B.2<br>2.5.6.C.2<br>2.6.6.A.5 | Rubric<br>80<br>80<br>Online                 |
| <b>Fitness Testing- FitnessGram</b><br><b>Nutrition Unit Assessment</b><br><b>PACER Test</b>   | 2 Weeks<br>4 Weeks<br>Monthly            | 2.2.6.A.1<br>2.5.6.A.3<br>2.5.6.C.3<br>2.6.6.A.1<br>2.1.6.A.2<br>2.1.6.B.1<br>2.1.6.B.2   | Online<br>80<br>Online                       |

|  |                    |   |              |
|--|--------------------|---|--------------|
|  |                    | 2.1.6.B.3<br>2.1.6.B.4<br>2.1.6.A.1<br>2.1.6.E.1<br>2.1.6.D.1<br>2.1.6.D.2<br>2.1.6.D.3<br>2.1.6.D.4  |              |
| <b>Soccer Unit Assessment</b><br><b>PACER Test</b> | 4 Weeks<br>Monthly | 2.5.6.C.I<br>2.2.6.B.1<br>2.5.6.A.2<br>2.1.6.A.2<br>2.2.6.B.4<br>2.5.6.A.2<br>2.5.6.C.I<br>2.2.6.B.1<br>2.5.6.A.I<br>2.5.6.B.2<br>2.5.6.C.2<br>2.6.6.A.1<br>2.1.6.A.I<br>2.5.6.A.I<br>2.6.6.A.3 | 75<br>Online |

## ***Benchmark Guides – Grade 7***

| <b>Content Area: Physical Education</b><br><b>Grade Level: Grade 7</b>   |  |  |  |
|--|--|--|--|
| Benchmark Name/Unit Assessment   | Period of Time                           | Standards Covered  | Scoring Scale<br>(ex. Based on 100 pt scale) |
| <b>Cooperative Games Unit Assessment</b><br><b>Speedball Unit Assessment</b><br><b>Fitness Testing- FitnessGram</b><br><b>PACER Test</b> | 3 Weeks<br>3 Weeks<br>2 Weeks<br>Monthly | 2.1.8.A.2<br>2.5.8.A.2<br>2.6.8.A.2<br>2.2.8.C.I<br>2.5.8.C.I<br>2.6.8.A.I<br>2.5.8.B.1<br>2.2.8.B.2 | 75<br>75<br>Online<br>Online                 |



|   |  |  |  |
|---|--|--|--|
| <b>Body Systems Test</b><br><b>Badminton Unit Assessment</b><br><b>Basketball Unit Assessment</b><br><b>PACER Test</b>                                | 4 Weeks<br>3 Weeks<br>2 Weeks<br>Monthly     | 2.5.8.A4<br>2.6.8.A.1<br>2.1.8.C.1<br>2.1.8.C.2<br>2.6.8.A.1<br>2.6.8.A.2<br>2.6.8.A.3<br>2.6.8.A.4<br>2.6.8.A.5<br>2.6.8.A.6  | 75<br>80<br>80<br>Online                 |
| <b>Fitness Testing- FitnessGram</b><br><b>Coping Skills and Suicide Prevention Project</b><br><b>Substance Awareness Project</b><br><b>PACER Test</b> | 2 Weeks<br>3 Weeks<br><br>4 Weeks<br>Monthly | 2.2.8.C.1<br>2.2.8.A.1<br>2.5.8.A.2<br>2.5.8.B.1<br>2.6.8.A.1<br>2.2.8.B.2<br>2.5.8.A.1<br>2.5.8.A.3<br>2.5.8.A.2<br>2.5.8.C.3<br>2.6.8.A.2<br>2.3.8.A.1<br>2.3.8.A.2<br>2.3.8.B.1<br>2.3.8.B.2<br>2.3.8.B.5 | Online<br><br>Rubric<br>Rubric<br>Online |
| <b>Soccer Unit Assessment</b><br><b>PACER Test</b>  | 3 Weeks<br>Monthly                           | 2.2.8.C.1<br>2.5.8.C.1<br>2.1.8.A.1<br>2.5.8.A.4<br>2.6.8.A.1<br>2.5.8.A.2<br>2.5.8.A.4<br>2.5.8.B.3<br>2.5.8.C.2<br>2.6.8.A.1<br>2.2.8.B.3<br>2.5.8.A.2<br>2.5.8.A.4<br>2.5.8.C.2                           | 75<br>Online                             |

## ***Benchmark Guides – Grade 8***

| <b>Content Area: Physical Education</b><br><b>Grade Level: Grade 8</b>   |  |  |  |
|--|--|--|--|
| Benchmark Name/Unit Assessment   | Period of Time                           | Standards Covered  | Scoring Scale<br>(ex. Based on 100 pt scale) |
| <b>Cooperative Games Unit Assessment</b><br><b>Flag Football Unit Assessment</b><br><b>Fitness Testing- FitnessGram</b><br><b>PACER Test</b> | 3 Weeks<br>3 Weeks<br>2 Weeks<br>Monthly | 2.5.6.B.2<br>2.5.6.C.1<br>2.6.6.A.1<br>2.5.8.A.1<br>2.5.8.A.2<br>2.5.8.B.1<br>2.6.8.A.1<br>2.2.8.C.1<br>2.5.8.C.1<br>2.1.8.A.2<br>2.5.8.A.2<br>2.6.8.A.2 | 75<br>80<br>Online<br>Online                 |
| <b>Consumer Health Project</b><br><b>Pickleball Unit Assessment</b><br><b>Tchoukball Unit Assessment</b><br><b>PACER Test</b>                | 3 Weeks<br>3 Weeks<br>3 Weeks<br>Monthly | 2.1.8.A.4<br>2.1.8.B.4<br>2.2.8.E.1<br>2.1.8.B.1<br>2.1.8.B.2<br>2.1.8.B.3<br>2.1.8.B.4<br>2.1.8.C.3<br>2.1.8.D.4<br>2.5.8.A.1<br>2.5.8.C.1              | Rubric<br>80<br>80<br>Online                 |
| <b>Fitness Testing- FitnessGram</b><br><b>Responsibility Unit Test</b><br><b>PACER Test</b>  | 2 Weeks<br>3 Weeks<br>Monthly            | 2.3.8.A.1<br>2.3.8.A.2<br>2.3.8.B.1<br>2.3.8.B.5<br>2.3.8.B.6<br>2.3.8.B.7<br>2.3.8.B.8<br>2.3.8.C.1<br>2.3.8.C.2<br>2.4.8.A.1                           | Online<br>80<br>Online                       |

|  |                    |   |              |
|--|--------------------|---|--------------|
|  |                    | 2.4.8.A.3<br>2.4.8.A.4<br>2.4.8.A.5<br>2.4.8.A.6  |              |
| <b>Soccer Unit Assessment</b><br><b>PACER Test</b> | 4 Weeks<br>Monthly | 2.1.8.A.1<br>2.2.8.C.1<br>2.5.8.A.4<br>2.6.8.A.1<br>2.1.8.A.1<br>2.5.8.A.4<br>2.6.8.A.1<br>2.2.8.A.1<br>2.5.8.A.2<br>2.5.8.C.1<br>2.5.8.B.3<br>2.6.8.A.1<br>2.1.8.A.2 | 75<br>Online |