

PUBLIC SCHOOLS OF EDISON TOWNSHIP  
OFFICE OF CURRICULUM AND INSTRUCTION

Middle School  
Physical Education

Length of Course:	$\frac{3}{4}$ Term
Elective/Required:	Required
Schools:	Middle Schools
Eligibility:	Grade 6, 7, 8
Credit Value:	N/A
Date Approved:	August 27, 2018

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**Modifications will be made to accommodate IEP mandates for classified students.**

## STATEMENT OF PURPOSE

The purpose of Physical Education is to foster participation in physical activities by applying movement concepts and skills that the students can appreciate for the rest of their life. In the process, the students will use critical thinking skills, decision-making and problem-solving skills as they relate to the middle school student and physical education. The curriculum has been contoured to meet the NJ Core Curriculum Content Standards for Physical Education and career ready practices.

The activities included in this curriculum guide targets the physical, mental and social well being of the middle school student. Emphasis will be placed on developing personal attitudes, behaviors, and values in addition to addressing health-related fitness concepts and their application towards a lifetime of physical activity. Fitness activities will be performed every other day throughout the school year or included as an extension of warm ups. Rules, strategies, and tactics of both individual and team sports will be included. Students will participate in a combination of team sports and lifetime or individual activities throughout the school year. This curriculum will also encourage and develop appropriate cooperative and social behavior necessary to interact with a group to achieve a common goal.

### LITERACY AND TECHNOLOGY INTEGRATION

Students will be given at least two written/reading assessments each marking period. These activities may include a current event related to the unit, written/online assessments, surveys, portfolio creation, internet scavenger hunts, Google Slide presentations, peer, team & self-assessments, student generated rubrics, etc. These assessments are at the teacher's discretion.

### PRE-CLASS WARM-UP

As professional educators we recognize the importance of warm-ups as an essential beginning of every active class. Our students are prepared through a series of specifically designed flexibility, strength, and cardiovascular activities created to meet the demands of each particular lesson. Both Dynamic and Static stretching will be utilized. Now when we apply CCCS 2.6 and incorporate CPI 1, 2, 3, 4, and 5, the Kinesiological information we relay about exercise becomes just as beneficial. As students work on their warm-up routines, they should be supplied with the necessary knowledge about the muscle groups involved, and their influence on movement. While they participate in endurance training, the components of heart rate, circulation, lung capacity, and their benefits of exercise can be discussed.

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## Introduction

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

### **The Edison Township School District Curriculum Template**

The Edison Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Edison Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions*, *unit assessments*, and *instructional activities*. Familiarization with backward- design is critical to working effectively with Edison’s curriculum guides.

### **Guiding Principles: What is Backward Design? What is Understanding by Design?**

“Backward design” is an increasingly common approach to planning curriculum and instruction. As its name implies, “backward design” is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working “backward” to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Program based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

*Stage 1: Identifying Desired Results:* Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and

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students should be able to more deeply and fully answer these questions as they proceed through the unit. Knowledge and skills are the “*stuff*” upon which the understandings are built.

*Stage II: Determining Acceptable Evidence:* Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc...) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

*Stage III: Designing Learning Activities:* Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

## Lifetime Activities - Archery

**Targeted State Standards: Standard 2.5:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. **Standard 2.6:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle

**Unit Objectives/Enduring Understandings:** Students will be able to understand that fundamental skills, terminology, and safety protocols are all important to successfully participate in an archery unit. Archery may be used as a lifetime sport encompassing skills associated with mental sharpness, concentration and patience.

**Essential Questions:** What skills/steps are necessary to safely and successfully shoot an arrow?

**Unit Assessment:** Students will demonstrate how to safely and successfully apply the skills of archery.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>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).</p> <p>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</p> <p>2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>2.5.6.B.2 Compare and contrast strategies used to impact individual and</p>	<p><b>Introduction</b> This unit will give a brief introduction to archery, teach the essentials of archery, familiarize the students with the language of archery and give the students an opportunity to experience actual target shooting.</p> <p><b>Fundamental Skills</b> A. Stringing the bow B. Nocking arrows C. Proper stance D. Learning point of aim E. Aiming F. Releasing arrows G. Retrieving arrows H. Scoring I. Increasing target distance J. Learning archery safety</p>	<p><b>Skill instruction</b> A. Stance B. Knock C. Grip D. Draw E. Anchor F. Aim G. Release H. Follow through</p>	<p>A. Assign students to work with a partner. One student will shoot while the other student will observe and analyze any shooting errors. B. Record individual scores. C. Record team scores using shooting lines as a team.</p> <p><b>Target Variations</b> A. Add balloons to target B. Add a map of the United States C. Skill/IContests D. Games E. Tournaments</p>	<p>Written tests Skills tests Teacher observations PE grading procedures Rubric</p>

## Archery (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>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.2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. 2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures. 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). 2.5Apply 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.</p>	<p><b>Terminology</b> A. Parts of the arrow B. Parts of the Bow C. Steps to shooting D. Aim E. Arm guards F. Finger tabs G. Target H. Scoring I. Quivers</p> <p><b>Safety</b> The following safety procedures should be carefully followed: A. Check your equipment to be sure it is in good condition. B. Do not walk to the target until everyone has completed shooting. C. Shoot on command from an instructor. D. Use arm guards and finger tabs. E. Retrieve all arrows on command from the instructor. F.. Impress students with the extreme importance of safe play in archery</p>			

Archery (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.</p> <p>2.5.6.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. .</p> <p>5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</p> <p>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.</p> <p>2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p> <p><u>21ST CENTURY SKILLS AND CAREERS CPI'S</u></p> <p>9.1.8.A.1 9.1.8.A.2 9.1.8.A.3 9.1.8.A.4 9.1.8.B.1 9.1.8.B.2</p>				



Archery (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.1.8.C.1 9.1.8.C.2 9.1.8.C.3  <u>CAREER READY PRACTICES</u> CRP 1 - Act as a responsible and contributing citizen and employee CRP 3 - Attend to personal health and financial well-being CRP 4 - Communicate clearly and effectively and with reason CRP 8 - Utilize critical thinking to make sense of problems and persevere in solving them CRP 9 - Model integrity, ethical leadership and effective management CRP 12 - Work productively in teams while using cultural global competence				

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**Resources:** Essential Materials, Supplementary Materials, Links to Best Practices

S.H.A.P.E. America (Society of Health and Physical Educators)  
[www.shapeamerica.org](http://www.shapeamerica.org)

Centers for Disease Control and Prevention(2006) *Physical Education Curriculum Analysis Tool* . Atlanta, GA: Author <http://www.cdc.gov/HealthyYouth/physicalactivity/>

National Association for Sport and Physical Education (2004) *Moving Toward the Future: National Standards for Physical Education*. Reston, VA

New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education  
[www.nj.gov/education/aps/cccs/chpe/standards.htm](http://www.nj.gov/education/aps/cccs/chpe/standards.htm)

JOHPERD, Journal of Physical Education, Recreation and Dance.

AAPAR, American Association for Physical Activity and Recreation.

[www.pcentral.org](http://www.pcentral.org)

[www.sportime.com](http://www.sportime.com)

Partnership for 21<sup>st</sup> Century Skills <http://www.p21.org/>

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings

Adjust bow size to fit the needs of the learner.

Modify exercises to ensure success on all levels of fitness.

Consult IEPs and 504 Plans

Provide a study guide

Utilize peer tutors

Adjust target distance to fit the needs of the learner

## Team Sports Basketball

**Targeted State Standards: Standard 2.5:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. **Standard 2.6:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Unit Objectives/Enduring Understandings:** Students will be able to understand that fundamental skills, terminology, activities, drills, and games are all important to successfully participate in a basketball unit. Students may gain an appreciation of basketball by participating in it outside of school and consider the sport a potential life time sport.

**Essential Questions:** What fundamental skills are necessary to play the game of basketball? What steps are necessary to understand the game of basketball as a spectator/player?  
What are the obligations and responsibilities of offensive and defensive player? What are ways to seek out and contribute to the betterment of an individual or team?

**Unit Assessment:** Students will demonstrate how to safely and successfully apply the strategies/skills of basketball game play.

	<b>Core Content</b>		<b>Instructional Actions</b>	
<b>Cumulative Progress Indicators</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>
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.4 Detect, analyze, and correct errors and apply to refine movement skills. 2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.	<b>Introduction</b>  <b>Fundamental Skills</b> A. Dribble B. Passing C. Shooting 1. Lay-up (right and left hand) A. Jump shot B. Hook shot C. Foul shot a. Elbow bent b. Backward Rotation c. Follow-through	A. Dribble B. Passing C. Shooting D. Defensive moves E. Offensive	A. Dribbling B. Passing 1. Types - chest, bounce, overhead 2. Points to emphasize a. Hands cupped b. Step as you pass c. Proper hand position and motion for each type d. Cushion catch (hands should give when receiving pass) C. Shooting (lay-up, jump shot, foul shot) 1. Lay-up a. Hand position b. Leap into air c. Shoot off backboard d. Progression: standing, one step, dribble in, run in, receive pass	Teacher observation  Skills tests/rubric - closed and open skills  Teacher observations  Phys. Ed. Grading procedures

## Basketball (Cont.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.</p> <p>2.5.6.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</p> <p>2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</p> <p>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.</p> <p>2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p>	<p>D. Defensive moves</p> <ol style="list-style-type: none"> <li>1. Stance</li> <li>2. Shuffle movement</li> <li>3. Positioning</li> <li>4. Teamwork</li> </ol> <p>E. Offensive</p> <ol style="list-style-type: none"> <li>1. Give and go</li> <li>2. Pass and screen away</li> <li>3. Pick and roll</li> <li>4. Teamwork</li> </ol> <p><b>Terminology</b></p> <p>A. Bounce pass</p> <p>B. Chest pass</p> <p>C. Court areas</p> <p>D. Cross over</p> <p>E. Dribble</p> <p>F. Foul shot</p> <p>G. Hook shot</p> <p>H. Fast break</p> <p>I. Lay up shot</p> <p>J. Pass</p> <p>K. Push shot</p> <p>L. Whirl</p> <p>M. Pick</p> <p>N. Screen</p> <p>O. Press</p> <p><b>Safety</b></p>		<p>2. Jump shot, foul shot</p> <ol style="list-style-type: none"> <li>a. Hand position and foot position</li> <li>b. Release</li> <li>c. Follow through</li> <li>d. Progression: shoot to partners, shoot to chin bar, shoot at basket, 1 ball per 4-6 students</li> </ol> <p>D. Offense and Defense</p> <ol style="list-style-type: none"> <li>1. Offense (with the ball) <ol style="list-style-type: none"> <li>a. Use dribble to move to basket</li> <li>b. Look for open teammate</li> <li>c. Weave</li> <li>d. 3 v. 3, 3 v. 2, 4 v. 4, etc.</li> </ol> </li> <li>2. Offense (without the ball) <ol style="list-style-type: none"> <li>a. Move around - don't stand still</li> <li>b. Cut and screen for teammate</li> </ol> </li> <li>3. Defense (guarding player with the ball) <ol style="list-style-type: none"> <li>a. Position of body</li> <li>b. Defensive rules</li> </ol> </li> <li>4. Defense (guarding player without ball) <ol style="list-style-type: none"> <li>a. Position</li> <li>b. Defensive rules</li> </ol> </li> </ol> <p>E. Circuit Stations - Directions should be posted at each station</p> <ol style="list-style-type: none"> <li>1. Wall passes</li> <li>2. Dribble skill</li> <li>3. Dribble take away contest</li> <li>4. Foul shooting contest</li> <li>5. Around-the-world</li> <li>6. Rebound</li> <li>7. Shooting form (basket - chin bar)</li> <li>8. Lay-up (how many in designated time)</li> <li>9. All students rotate in groups to each station to practice skills</li> <li>10. When possible, percentages may be calculated</li> </ol>	

Basketball (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
			G. Games 1. Divide class into game groups and skill groups. Students not ready for competition should continue to work on skills. 2. Lead up games - skill contests a. 21 - long shot and short shot b. Around the world c. Horse - must make previous shot d. Lay-up contest - individual time, team time e. Foul shot competition f. Relay competitions g. Knock-out 3. Team selection 4. Ability grouping may be used 5. Scrimmages 6. Review all rules and regulations, offense and defense, player position 7. Games	

## Basketball (Cont.)

<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices  S.H.A.P.E. America (Society of Health and Physical Educators)  <a href="http://www.shapeamerica.org">www.shapeamerica.org</a>  Centers for Disease Control and Prevention(2006) <i>Physical Education Curriculum Analysis Tool</i> . Atlanta, GA: Author <a href="http://www.cdc.gov/HealthyYouth/physicalactivity/">http://www.cdc.gov/HealthyYouth/physicalactivity/</a>  National Association for Sport and Physical Education (2004) <i>Moving Toward the Future: National Standards for Physical Education</i>. Reston, VA  New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education  <a href="http://www.nj.gov/education/aps/cccs/chpe/standards.htm">www.nj.gov/education/aps/cccs/chpe/standards.htm</a>  Partnership for 21<sup>st</sup> Century Skills <a href="http://www.p21.org/">http://www.p21.org/</a>  JOHPERD, Journal of Physical Education, Recreation and Dance.  AAPAR, American Association for Physical Activity and Recreation.</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="http://www.sportime.com">www.sportime.com</a></p> <p>Internet Resources and Websites</p>	<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <p>Modified game play – time, space, size of implement</p> <p>Modify exercises to ensure success on all levels of ability.</p> <p>Consult IEPs and 504 Plans</p> <p>Provide a study guide</p> <p>Utilize peer tutors</p>
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## Fitness & Cognitive Physical Education

**Targeted State Standards: Standard 2.5:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

**Standard 2.6:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Unit Objectives/Enduring Understandings:** Students will be able to understand that purpose, functions, and outcomes are all important parts of fitness. Fitness is a balance of exercise, nutrition and other life style behaviors to enhance overall health.

**Essential Questions:** What is physical education and why do we have it in schools? How is fitness related to overall health?

**Unit Assessment:** Teacher observation, written/oral assessment, questions and answers, essays, poster presentations.

		<b>Core Content</b>		<b>Instructional Actions</b>	
<b>Cumulative Progress Indicators</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>	
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.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.	<b>Introduction</b> The students will know anatomy, exercise concepts, fitness and nutrition programs, surgeon general reports, target heart rate, benefits of exercise, Pacer Fitness testing, sportsmanship, safety, bio mechanics and basic motor learning concepts, technology, Olympics, careers, and cooperative activities.  <b>Fitness and Nutrition</b>  <b>Sportsmanship</b> A. Official Issues B. Coaching Issues C. Individual Values D. Philosophy E. Media F. Role model's G. Consequences/Rewards	Students will be able to get a better understanding to the many aspects of physical education.  <b>Physical Education and Sport Technology Lessons</b> A. Sport Specific Research using the World Wide Web (Chrome Books) 1. Basketball, Baseball, Ice Hockey, Volleyball, Football, etc. B. Athlete Specific Research 1. Women in Sport, Men in Sport, Biographies, Athletes with disabilities, etc. C. Rehabilitation of Sports Injury D. The Olympic Games E. Careers in Fitness and Sport F. Project Adventure/ Cooperative Activities	Create a bulletin board  Create Videos -with the use of Chrome Books of fitness activities  Research various sports (individual and team)  Cooperative activities - create a fitness unit consisting of various stations	Teacher observation  Written test/problem solving puzzle.  Phys. Ed. Grading procedures  Rubric  Pacer Pre/Post Test  Curl Ups Pre/Post test  Push up Pre/Post test	

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<p>2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</p> <p>2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.</p> <p>2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</p> <p>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.</p> <p>2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.</p> <p>2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.</p> <p>2.6.6.A.5 Relate physical activity, healthy eating, and body</p>	<p>H. Developing a philosophy, rules, procedures, etiquette</p> <p>I. Role-playing as player, coach, scorer &amp; observer</p> <p><b>Safety</b></p> <p><b>Bio Mechanics and Basic Motor Learning Concepts</b></p> <p>A. Kinesthetic breakdown of body movements.</p> <p>B. Demonstrate how equilibrium, rotation, and range of motion impact the performance of skills.</p> <p>C. Apply and analyze the impact of various applications of force and motion during physical activity.</p> <p>D. Speed and resistance analysis.</p> <p>E. Open and closed skill development.</p> <p>F. "Whole and part" practice.</p>			
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<p>composition to personal fitness and health.</p> <p>2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.</p> <p>2.6.6.A.7 Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.</p> <p>2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p> <p>2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.</p> <p>2.6.8.A.3 Analyze how medical and technological advances impact personal fitness.</p> <p>2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.</p> <p>2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</p>				
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## Middle School Physical Education

<p><u>21ST CENTURY SKILLS AND CAREERS CPI'S</u></p> <p>9.1.8.A.1 9.1.8.A.2 9.1.8.A.3 9.1.8.A.4 9.1.8.B.1 9.1.8.B.2 9.1.8.C.1 9.1.8.C.2 9.1.8.C.3</p> <p><u>CAREER READY PRACTICES</u> CRP 1 - Act as a responsible and contributing citizen and employee CRP 3 - Attend to personal health and financial well-being CRP 4 - Communicate clearly and effectively and with reason CRP 8 - Utilize critical thinking to make sense of problems and persevere in solving them CRP 9 - Model integrity, ethical leadership and effective management CRP 12 - Work productively in teams while using cultural global competence</p>				
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### Fitness & Cognitive Physical Education (Con't)

<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>S.H.A.P.E. America (Society of Health and Physical Educators)  <a href="http://www.shapeamerica.org">www.shapeamerica.org</a></p> <p>Centers for Disease Control and Prevention(2006) <i>Physical Education Curriculum Analysis Tool</i> . Atlanta, GA: Author <a href="http://www.cdc.gov/HealthyYouth/physicalactivity/">http://www.cdc.gov/HealthyYouth/physicalactivity/</a></p> <p>National Association for Sport and Physical Education (2004) <i>Moving Toward the Future: National Standards for Physical Education</i>. Reston, VA</p> <p>New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education  <a href="http://www.nj.gov/education/aps/cccs/chpe/standards.htm">www.nj.gov/education/aps/cccs/chpe/standards.htm</a></p> <p>Partnership for 21<sup>st</sup> Century Skills <a href="http://www.p21.org/">http://www.p21.org/</a></p> <p>JOHPERD, Journal of Physical Education, Recreation and Dance.</p> <p>AAPAR, American Association for Physical Activity and Recreation.  <a href="http://www.pecentral.org">www.pecentral.org</a>  <a href="http://www.sportime.com">www.sportime.com</a></p>	<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings          Modify skills per individuals needs</p> <p>Allow extra time to complete research</p> <p>Help with proofreading work</p> <p>Consult IEPs and 504 Plans</p> <p>Peer tutoring</p> <p>Remediation of fundamental skills where needed</p> <p>Adjust rules to fit the needs of the learner.</p> <p>Modify skills per individuals needs</p> <p>Utilize peer tutors</p> <p>Modify movements; break down movement into simpler steps Whole Part technique/Practice</p>
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## Team Sport - Cricket

**Targeted State Standards: Standard 2.5:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. **Standard 2.6:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Unit Objectives/Enduring Understandings:** Students will be able to understand that basic skills, game strategy, teamwork, tactics, rules, and safety are all part of the game of Cricket. Students will be able to compare and contrast Softball/Baseball to Cricket using a Venn diagram showing similarities and differences.

**Essential Questions:** What are the basic skills needed to play cricket? What rules do you need to know and follow to play cricket? What steps are necessary to understand the sport of cricket as a spectator and participant? How can cricket be a life time sport?

**Unit Assessment:** Students will demonstrate teamwork and knowledge of basic skills through playing softball.

	<b>Core Content</b>		<b>Instructional Actions</b>	
<b>Cumulative Progress Indicators</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>
<p>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).</p> <p>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.</p> <p>2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</p>	<p>The students will know the fundamental skills, terminology, safety procedures, understanding of the game (game play) and the rules.</p> <p><b>Introduction</b> Cricket incorporates many of the skills of softball/baseball but requires a smaller playing area and unique equipment.. Emphasis is placed on the fundamental skills of catching, throwing, pitching, batting, running, and teamwork. Rules will need to be modified as necessary depending on age of students, playing area, and equipment used to provide proper safety and the skill level of the students.</p>	<p>Students will be able to field ground balls and fly balls.</p> <p>Students will be able to practice throwing and catching.</p> <p>Students will be able to practice bowling/pitching.</p> <p>Students will be able to practice batting</p> <p>Students will be able to understand the rules and play a game of cricket.</p> <p><b>Fundamental Skills</b></p> <p>A. SAFETY B. Catching C. Bowling/Throwing - Over &amp; Underhand D. Fielding E. Positions &amp; Positioning F. Batting Stances/Grip G.. "Base" running</p>	<p>Students will learn partner/teamwork play.</p> <p>Students will learn cricket terminology/rules.</p> <p>Students will learn positioning.</p> <p>Students will engage in individual, paired, small and large group, various skill stations, and lead up games to build student cricket knowledge and skill..</p> <p>Ultimately, students will play a modified game schedule to apply all skills/concepts practiced</p> <p><b>Activities, Drills, Games</b></p> <p>A. Throwing - Catching</p> <ol style="list-style-type: none"> <li>1. Toss-up and catch</li> <li>2. Throw against a wall</li> <li>3. With a partner</li> </ol>	<p>Teacher observation/Participation</p> <p>Written/Online test, Poems, My Cricket Experience story, student interviews,</p> <p>Technology project- How to videos, Google Slide Presentations,</p> <p>Phys. Ed. Grading procedures</p> <p>Skill tests.</p> <p>Practice, Skill, &amp; Game Rubrics</p> <p>Skill Checklists</p> <p>Sports Education Model Opportunity Student Teacher Skill Leader(s)</p>

## Cricket (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
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  <u>21ST CENTURY SKILLS AND CAREERS CPI'S</u> 9.1.8.A.1 9.1.8.A.2 9.1.8.A.3 9.1.8.A.4 9.1.8.B.1 9.1.8.B.2 9.1.8.C.1 9.1.8.C.2 9.1.8.C.3  <u>CAREER READY PRACTICES</u> CRP 1 - Act as a responsible and contributing citizen and employee CRP 3 - Attend to personal health and financial well-being CRP 4 - Communicate clearly and effectively and with reason CRP 8 - Utilize critical thinking to make sense of problems and persevere in solving them	Game Origins  Popularity of Cricket in other countries, all-time great players, current famous players.  The teacher can provide online resources for students to preview before teaching, review after teaching with the following resources: 1) Mycricketcoach.com 2) surreycricketfoundation.org 3) <a href="https://australiansportscamps.com.au">https://australiansportscamps.com.au</a>	Sports Ed Model Extras: 1) Umpires/officials 2) Warm-up Trainers 3) Reporters- game articles for school newspaper, summary for injured players, etc 4) Photographer- to display photos on HDTV or bulletin boards 5) Team Captains 6) OTHER JOBS: Utilize each student's personality to engage the student into the sport of cricket either physically, mental/emotionally, or socially.	B. Bowling/Pitching 1. Target pitch C. Batting D. "Base" running E. Fielding & field recognition-hole circle/half circle usage	

## Middle School Physical Education

CRP 9 - Model integrity, ethical leadership and effective management CRP 12 - Work productively in teams while using cultural global competence				
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## Lifetime Activities- Dance

**Targeted State Standards: Standard 2.5:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. **Standard 2.6:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Unit Objectives/Enduring Understandings:** Students will be able to understand that fundamental skills, terminology, types of dances, dancing activities, and safety are all important facets of a dance program. Students will engage in rhythmic activities and coordinate movements with beats of music.

**Essential Questions:** What skills and steps are necessary to put together and learn a dance? How is dance related to culture and customs?

**Unit Assessment:** Students will demonstrate fundamental skills put together in a dance format.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>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).</p> <p>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)</p> <p>2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>2.5.6.C.3 Relate the origin and rules associated with certain</p>	<p><b>Introduction</b> Dance is a celebration of ideas, customs, culture, and feelings. It offers a pleasurable experience and vigorous activity to its participants and can be a key to understanding people of the world. The unit covers dancing from traditional folk to contemporary jazz and can be taught in conjunction with the Social Studies curriculum.</p> <p><b>Fundamental Skills</b></p> <p>A. To develop coordination.</p> <p>B. To develop a sense of rhythm and timing.</p> <p>C. To develop an understanding of people and their customs.</p> <p>D. To develop a lifetime activity.</p>	<p>Develop coordination, rhythm, movement concepts, endurance, flexibility, creativity, and social skills.</p> <p>Perform specific dances based on social and cultural types.</p> <p>A. Countries and representative dances</p> <p>B. Square Dance and American Folk</p> <p>C. Contemporary Dances</p>	<p>Students will dance across the floor using basic skills set to music.</p> <p>Student will be able to perform specific dances.</p> <p>Students will work on a project to utilize basic skills to make their own dances.</p> <p>Use of Chrome Books to record dances and work with groups and/or partner</p>	<p>Skills test</p> <p>Teacher observation</p> <p>Written test</p> <p>Phys. Ed. Grading procedures</p> <p>Assess project based on skills used</p> <p>Rubric</p>

## Middle School Physical Education

<p>games, sports, and dances to different cultures.</p> <p>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).</p> <p>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).</p> <p>2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.</p>	<p>E. To develop grace, poise, and movement concept.</p> <p>F. To develop endurance and flexibility.</p> <p>G. To develop creativity.</p> <p>H. To develop social skills</p> <p><b>Terminology</b></p> <p><b>Types of Dance</b></p> <p>A. Ballet</p> <p>B. Country line dances</p> <p>C. Folk</p> <p>D. Hip hop/Cheerleading</p> <p>E. Jazz</p> <p>F. Modern</p> <p>G. Square Dances</p> <p>H. Other</p> <p><b>Safety</b></p>			
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## Dance (Con't.)

<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices  S.H.A.P.E. America (Society of Health and Physical Educators)  <a href="http://www.shapeamerica.org">www.shapeamerica.org</a>  Centers for Disease Control and Prevention(2006) <i>Physical Education Curriculum Analysis Tool</i> . Atlanta, GA: Author  <a href="http://www.cdc.gov/HealthyYouth/physicalactivity/">http://www.cdc.gov/HealthyYouth/physicalactivity/</a></p> <p>National Association for Sport and Physical Education (2004) <i>Moving Toward the Future: National Standards for Physical Education</i>. Reston, VA</p> <p>New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education  <a href="http://www.nj.gov/education/aps/cccs/chpe/standards.htm">www.nj.gov/education/aps/cccs/chpe/standards.htm</a>  Partnership for 21<sup>st</sup> Century Skills <a href="http://www.p21.org/">http://www.p21.org/</a>  American Alliance for Health, Physical Education, Recreation and Dance</p> <p>JOHPERD, Journal of Physical Education, Recreation and Dance.</p> <p>AAPAR, American Association for Physical Activity and Recreation.  <a href="http://www.pecentral.org">www.pecentral.org</a>  <a href="http://www.sportime.com">www.sportime.com</a></p> <p>Internet Resources and Websites</p>	<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <p>Work with a partner for better understanding</p> <p>Vary tempo (fast, slow) based on how fast students learn</p> <p>Consult IEPs and 504 Plans</p> <p>Peer Leaders</p>
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### Indoor Activities Developmental Games

**Targeted State Standards: Standard 2.5:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. **Standard 2.6:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Unit Objectives/Enduring Understandings:** Students will be able to understand that working with others and encouraging teamwork will build confidence and support within a group. Teamwork and sportsmanship are essential goals in developmental activities that carry forward in school/work environment.

**Essential Questions:** How can developmental games help to build positive social and emotional behavior? How does sportsmanship affect the attitude of teammates and opponents?

**Unit Assessment:** Students will demonstrate problem-solving, teamwork, and communication skills through the use of developmental game play.

	<b>Core Content</b>		<b>Instructional Actions</b>	
<b>Cumulative Progress Indicators</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>
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.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.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.	Fair play  Group success  Respect for others  Problem-solving  <b>Introduction</b>  Developmental games serve a variety of purposes in the Physical Education Program. They can be used as lead-up activities, as conditioning activities, using biomechanical principles, or merely as a break from the routine of a regularly scheduled activity.  In addition, developmental games are usually very popular with students and	Demonstrate fundamental skills  Demonstrate cooperation and teamwork  Demonstrate problem-solving steps  Communication  <b>Fundamental Skills</b> A. Hand/eye coordination B. Locomotor movements C. Stoop and balance D. Game tactics E. Arm strength F. Leg strength	A. Ice Breaker Activities B. Combatives C. Muscle Builders D. Ball Games E. Relays F. Circus Skills G. Trust/Cooperative Activities H. New Games  Use of Chrome Books to record activity	Skills test  Teacher observation  Written test  Phys. Ed. Grading procedures  Rubric

## Middle School Physical Education

<p>2.5.6.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</p> <p>2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p> <p>Partnership for 21<sup>st</sup> Century Skills <a href="http://www.p21.org/">http://www.p21.org/</a></p>	<p>serve as a stimulus to enhance class popular with students and serve as a stimulus to enhance class spirit and help to build positive social and emotional behavior. Fair play, group success and respect for others will be encouraged through all games and problem solving experiences.</p> <p><b>Objectives</b></p> <p>A. To increase the participants' sense of personal confidence.</p> <p>B. To increase mutual support within a group.</p> <p>C. with others in problem solving.</p> <p>D. To encourage teamwork.</p> <p><b>Safety</b> To promote constructive work</p>			
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## Developmental Games (Con't.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<u>21ST CENTURY SKILLS AND CAREERS CPI'S</u> 9.1.8.A.1 9.1.8.A.2 9.1.8.A.3 9.1.8.A.4 9.1.8.B.1 9.1.8.B.2 9.1.8.C.1 9.1.8.C.2 9.1.8.C.3  <u>CAREER READY PRACTICES</u> CRP 1 - Act as a responsible and contributing citizen and employee CRP 3 - Attend to personal health and financial well-being CRP 4 - Communicate clearly and effectively and with reason CRP 8 - Utilize critical thinking to make sense of problems and persevere in solving them CRP 9 - Model integrity, ethical leadership and effective management CRP 12 - Work productively in teams while using cultural global competence				

## Developmental Games (Con't.)

**Resources:** Essential Materials, Supplementary Materials, Links to Best Practices

S.H.A.P.E. America (Society of Health and Physical Educators)

[www.shapeamerica.org](http://www.shapeamerica.org)

Centers for Disease Control and Prevention(2006) *Physical Education Curriculum Analysis Tool* . Atlanta, GA: Author <http://www.cdc.gov/HealthyYouth/physicalactivity/>

National Association for Sport and Physical Education (2004) *Moving Toward the Future: National Standards for Physical Education*. Reston, VA

New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education  
[www.nj.gov/education/aps/cccs/chpe/standards.htm](http://www.nj.gov/education/aps/cccs/chpe/standards.htm)

Partnership for 21<sup>st</sup> Century Skills <http://www.p21.org/>

JOHPERD, Journal of Physical Education, Recreation and Dance.

AAPAR, American Association for Physical Activity and Recreation.

[www.pecentral.org](http://www.pecentral.org)

[www.sportime.com](http://www.sportime.com)

Internet Resources and Websites

## Team Sports - Floor Hockey

**Targeted State Standards: Standard 2.5:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. **Standard 2.6:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Unit Objectives/Enduring Understandings:** Students will be able to understand that basic skills, team strategy, rules, and safety are important to successfully participate in a Floor Hockey unit.

**Essential Questions:** How do you build efficiency and strength of the body and improve social behavior through individual and group relationships?

**Unit Assessment:** Students will demonstrate teamwork and knowledge of basic skills through hockey play.

		<b>Core Content</b>		<b>Instructional Actions</b>	
<b>Cumulative Progress Indicators</b>	<b>Concepts</b> What students will know.	<b>Skills</b> What students will be able to do.	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>	
<p>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).</p> <p>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.</p> <p>2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</p> <p>2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.</p>	<p>The students will know the fundamental skills.</p> <p>The students will know the terminology.</p> <p>Students will know game play and safety procedures.</p> <p><b>Terminology</b></p> <p><b>Safety</b></p>	<p><b>Fundamental Skills</b></p> <p>A. Grip</p> <p>B. Stick carrying</p> <p>C. Passing the ball or puck (drives)</p> <ol style="list-style-type: none"> <li>1. Straight drive</li> <li>2. Drive to the left or right</li> </ol> <p>D. Fielding the ball or puck - receiving ball or puck from front, right, left, and behind.</p> <p>E. Dodging</p> <p>F. Advanced strokes</p> <p>G. Goalkeeping</p> <p>H.. Playing the game</p> <ol style="list-style-type: none"> <li>1. Players positions and duties</li> <li>2. Rules</li> <li>3. Offensive and defensive tactics, marking and covering</li> <li>4. Good sportsmanship</li> <li>5. Students will be able to practice stick handling</li> <li>6. .Students will be able to field the ball/puck.</li> <li>7. Students will be able to put the ball/puck in play.</li> <li>8. Students will be able to practice goalkeeping.</li> </ol>	<p>Students will learn how to hold a hockey stick, and dribble a ball/puck</p> <p>Students will demonstrate partner/teamwork play.</p> <p>Students will demonstrate goalkeeping skills.</p> <p>Students will play a game.</p> <p><b>Activities, drills, games</b></p> <ol style="list-style-type: none"> <li>A. Warm-ups</li> <li>B. Stick carrying (safety)</li> <li>C. Dribbling</li> <li>D. Passing</li> <li>E. Shooting</li> <li>F. Scrimmages</li> <li>G. Rules and positions</li> <li>H. Games</li> </ol>	<p>Teacher observation</p> <p>Skills tests/rubric - closed and open skills</p> <p>Teacher observations</p> <p>Phys. Ed. Grading procedures</p>	

## Floor Hockey (Con't.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</p> <p>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.</p> <p>Partnership for 21<sup>st</sup> Century Skills <a href="http://www.p21.org/">http://www.p21.org/</a></p> <p><u>21ST CENTURY SKILLS AND CAREERS CPI'S</u></p> <p>9.1.8.A.1 9.1.8.A.2 9.1.8.A.3 9.1.8.A.4 9.1.8.B.1 9.1.8.B.2 9.1.8.C.1 9.1.8.C.2 9.1.8.C.3</p> <p><u>CAREER READY PRACTICES</u> CRP 1 - Act as a responsible and contributing citizen and employee</p>		<p>9 Students will be able to understand the rules and play a game of hockey</p>		

## Middle School Physical Education

<p>CRP 3 - Attend to personal health and financial well-being</p> <p>CRP 4 - Communicate clearly and effectively and with reason</p> <p>CRP 8 - Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>CRP 9 - Model integrity, ethical leadership and effective management</p> <p>CRP 12 - Work productively in teams while using cultural global competence</p>				
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**Resources:** Essential Materials, Supplementary Materials, Links to Best Practices  
 S.H.A.P.E. America (Society of Health and Physical Educators)  
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National Association for Sport and Physical Education (2004) *Moving Toward the Future: National Standards for Physical Education*. Reston, VA

New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education  
[www.nj.gov/education/aps/cccs/chpe/standards.htm](http://www.nj.gov/education/aps/cccs/chpe/standards.htm)  
 JOHPERD, Journal of Physical Education, Recreation and Dance.

AAPAR, American Association for Physical Activity and Recreation.

[www.pcentral.org](http://www.pcentral.org)

[www.sportime.com](http://www.sportime.com)

Internet Resources and Websites

Partnership for 21<sup>st</sup> Century Skills <http://www.p21.org/>

**Instructional Adjustments:**

Modifications, student difficulties, possible misunderstandings

Modify skills per individuals needs

Utilize varied-length sticks

Utilize puck for slower play

Utilize larger ball/puck for the game/skills

Consult IEPs and 504 Plans

Provide a study guide

Utilize peer tutors

Peer Students helper as needed



## Physical Fitness - Free Weights

**Targeted State Standards: Standard 2.5 (Motor Skill Development):** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. **Standard 2.6 (Fitness):** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Unit Objectives/Enduring Understandings:** Students will be able to understand that a safe and effective execution of free weight training is important for the individual and others in the class. Students will be able to understand that it is important to know the major muscle groups and the exercises associated with those groups and differentiate between muscular strength, endurance, flexibility and cardiovascular endurance

**Essential Questions:** What skills and steps are necessary to safely and successfully exercise with free weights? What are the basic steps for developing a fitness program with long term benefits?

**Unit Assessment:** Students will be able to demonstrate how to safely and successfully lift free weights and provide a long term fitness plan.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>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.</p> <p>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).</p> <p>2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p>	<p>Introduction Conditioning and fundamental body weight exercises should be performed with proper technique before engaging in weight training. Examples of body weight exercises include but are not limited to the following: -push ups -curl ups -squats -lunges -core strength -etc.</p> <p>In the middle schools, weight lifting should be regarded as a challenging individual sport, which focuses on self improvement, not competition. Weight training has, as its goal, the development of</p>	<p><b>Fundamental Skills</b> Students will perform exercises in the following areas of the body: A. Shoulders (deltoids) B. Chest (pectorals) C. Trapezius D. Latissimus E. Biceps F. Triceps G. Lower Back – Dead lift H. Quadriceps I. Abdominals</p>	<p>A. Group discussion and demonstration 1. Explanation and demonstration of each station on the universal gym - include a discussion of safety precautions that must be followed. 2. Explanation and discussion of a worksheet/guideline of reps and sets.. 3. Discuss terminology of exercises.</p> <p>B. Experimentation with Weight Ranges 1. Students move from station to station in order to determine personal limitations in all exercises</p>	<p>Written Tests Skills/rubric Teacher observation PE Grading procedures</p> <p>Collection of worksheet/workout routine</p>

## Free Weights (Con't.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.</p> <p>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.</p> <p>2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.</p> <p>2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.</p> <p>2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</p> <p>Partnership for 21<sup>st</sup> Century Skills <a href="http://www.p21.org/">http://www.p21.org/</a></p> <p><u>21ST CENTURY SKILLS AND CAREERS CPI'S</u></p> <p>9.1.8.A.1 9.1.8.A.2 9.1.8.A.3</p>	<p>body symmetry, toning and muscular strength.</p> <p>Emphasis should be put on weight training using machines or devices with attached plates, rather than free weights, for use in gym classes, due to the safety factors. Each student should be able to demonstrate the proper form for each weight station used.</p> <p><b>Terminology</b> A Repetitions B Sets</p> <p><b>Safety</b> A. Emphasize correct technique and breathing. B. Attain correct form with weight before attempting to increase resistance. C. Make the movements through the entire range of movement. D. Use collars on barbells. E. Always have spotters to assist on any lift that presents a problem or an uncertainty. F. No horseplay around weights. G. Do not take giant gulps of air and hold them during high difficulty lifts. H. Make adequate space zone around barbells and dumbbells.</p>		<p>2. Students must ascertain how much weight they can use in order to perform the designated repetitions in each exercise.</p> <p>Students may fill out worksheets based on their findings.</p> <p>C. Establish Workout Routine</p> <ol style="list-style-type: none"> <li>1. Students will develop a routine of exercises that include a minimum of a least one set in each of the following categories: <ol style="list-style-type: none"> <li>a. Jump rope minimum 30 seconds</li> <li>b. Chest (pushups, bench press)</li> <li>c. Front of arms (curls, chin-ups)</li> <li>d. Back of arms (dips)</li> <li>e. Abdominals (sit-ups, incline sit-ups)</li> <li>f. Back (row, pull downs)</li> <li>g. Legs (extensions, seated presses)</li> </ol> </li> <li>2. Students will gradually and slowly increase the following: <ol style="list-style-type: none"> <li>a. Number of repetitions</li> <li>b. Amount of resistance (weight) used</li> </ol> </li> </ol> <p>D. Record Keeping</p> <ol style="list-style-type: none"> <li>1. Personal Best scores recorded by individual students</li> <li>2. Warm-up lifts</li> <li>3. Utilize students to record results</li> </ol>	

## Middle School Physical Education

<p>9.1.8.A.4 9.1.8.B.1 9.1.8.B.2 9.1.8.C.1 9.1.8.C.2 9.1.8.C.3</p> <p><u>CAREER READY PRACTICES</u> CRP 1 - Act as a responsible and contributing citizen and employee CRP 3 - Attend to personal health and financial well-being CRP 4 - Communicate clearly and effectively and with reason CRP 8 - Utilize critical thinking to make sense of problems and persevere in solving them CRP 9 - Model integrity, ethical leadership and effective management CRP 12 - Work productively in teams while using cultural global competence</p>	<p>I. Spotters never grab one end of a barbell (grab both ends or else spot from behind or in front). J. Don't drop weights.</p>			
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**Resources:** Essential Materials, Supplementary Materials, Links to Best Practices

S.H.A.P.E. America (Society of Health and Physical Educators)  
[www.shapeamerica.org](http://www.shapeamerica.org)

Centers for Disease Control and Prevention(2006) *Physical Education Curriculum Analysis Tool*. Atlanta, GA: Author <http://www.cdc.gov/HealthyYouth/physicalactivity/>

National Association for Sport and Physical Education (2004) *Moving Toward the Future: National Standards for Physical Education*. Reston, VA

New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education  
[www.nj.gov/education/aps/cccs/chpe/standards.htm](http://www.nj.gov/education/aps/cccs/chpe/standards.htm)

Partnership for 21<sup>st</sup> Century Skills <http://www.p21.org/>

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings

Adjust weights to fit the needs of the learner.

Adjust sets and reps to accommodate strength of the learner.

Modify exercises to ensure success on all levels of fitness.

Consult IEPs and 504 Plans

Provide a study guide

Utilize peer tutors/spotters

### Middle School Physical Education

American Alliance for Health, Physical Education, Recreation and Dance

JOHPERD, Journal of Physical Education, Recreation and Dance.

AAPAR, American Association for Physical Activity and Recreation.

[www.pecentral.org](http://www.pecentral.org)

[www.sportime.com](http://www.sportime.com)

Internet Resources and Websites

Check task cards (examples of how the exercise is performed) to provide illustrations of the correct form (also use peer observers and teacher observer)

## Team Sports and Lifetime Activity - Frisbee

**Targeted State Standards: Standard 2.5:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

**Standard 2.6:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Unit Objectives/Enduring Understandings:** Students will be able to understand that the basic skills, game strategy, teamwork, tactics, rules, and safety are necessary to successfully participate in the game of Frisbee. The basis of Frisbee as a team sport requires knowledge of positioning, offense, strategies (move to open space); defensive strategies (“man to man” coverage)

**Essential Questions:** What steps are necessary to understand the sport as a spectator and participant? What skills are necessary in playing games such as Ultimate Frisbee?

**Unit Assessment:** Students will demonstrate improved skills, strategy, teamwork, and tactics of the game of Frisbee.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
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.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. 2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.	The students will know the fundamental skills.  The students will know the terminology.  Students will know game play and safety procedures.  <b>Introduction</b> Emphasis is placed on basic skills, game strategy, teamwork, tactics, and rules and safety of the game of Frisbee. Tournament play may also be included.  <b>Terminology</b>  <b>Safety</b>	Students will be able to throw and catch a Frisbee.  Students will be able to throw and catch with a partner/team when in motion.  Students will be able to play ultimate Frisbee/modified games and keep score.  <b>Fundamental Skills</b> A. Grip B. Stance C. Flat Throw D. Right and Left Curve Throw E. Underhand Throws F. Fingertip Catch G. Tipping	Throw and catch with a partner.  Throw and catch with a partner while moving down the field.  Different types of throwing and catching.  Offense and Defense drills.  Modified games.  Game play.  <b>Activities, Drills, Games</b> Drills 1. Throwing the Frisbee A. Catching B. Passes C. Games 1. Lead-up games 2. Ultimate Frisbee	Teacher observation  Written test  Skills Performance tests/rubric  Phys. Ed. Grading procedures

## Frisbee (Con't.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</p> <p>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</p> <p>Partnership for 21<sup>st</sup> Century Skills <a href="http://www.p21.org/">http://www.p21.org/</a></p> <p><u>21ST CENTURY SKILLS AND CAREERS CPI'S</u></p> <p>9.1.8.A.1 9.1.8.A.2 9.1.8.A.3 9.1.8.A.4 9.1.8.B.1 9.1.8.B.2 9.1.8.C.1 9.1.8.C.2 9.1.8.C.3</p> <p><u>CAREER READY PRACTICES</u> CRP 1 - Act as a responsible and contributing citizen and employee CRP 3 - Attend to personal health and financial well-being CRP 4 - Communicate clearly and effectively and with reason</p>				

## Middle School Physical Education

CRP 8 - Utilize critical thinking to make sense of problems and persevere in solving them CRP 9 - Model integrity, ethical leadership and effective management CRP 12 - Work productively in teams while using cultural global competence				
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**Resources:** Essential Materials, Supplementary Materials, Links to Best Practices

S.H.A.P.E. America (Society of Health and Physical Educators)  
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<http://www.cdc.gov/HealthyYouth/physicalactivity/>

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New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education  
[www.nj.gov/education/aps/cccs/chpe/standards.htm](http://www.nj.gov/education/aps/cccs/chpe/standards.htm)

Partnership for 21<sup>st</sup> Century Skills <http://www.p21.org/>

JOHPERD, Journal of Physical Education, Recreation and Dance.

AAPAR, American Association for Physical Activity and Recreation.

[www.pecentral.org](http://www.pecentral.org)

[www.sportime.com](http://www.sportime.com)

Internet Resources and Websites

**Instructional Adjustments:**

Modifications, student difficulties, possible misunderstandings  
 Modify skills per individuals needs  
 Consult IEPs and 504 Plans  
 Have small group setting games/individualized work  
 Provide a study guide  
 Utilize peer tutors

## Golf

**Targeted State Standards: Standard 2.5:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. **Standard 2.6:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Unit Objectives/Enduring Understandings:** Students will be able to understand that basic skills, game strategy, tactics, rules, and safety are all part of the game of Golf.

**Essential Questions:** What are the basic skills needed to play golf? What rules do you need to know and follow to play golf? What steps are necessary to understand the sport of golf as a spectator and participant? How can golf be a life time sport?

**Unit Assessment:** Students will demonstrate teamwork and knowledge of basic skills through playing softball.

		Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points	
<p>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).</p> <p>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.</p> <p>2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</p> <p>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</p>	<p>The students will know the fundamental skills, terminology, safety procedures, understanding of the game and the rules.</p> <p><b>Introduction</b> This unit will give a brief introduction to golf, familiarize the students with the language of golf and give the students an opportunity to experience actual hitting a golf ball. Emphasis is placed on the fundamental skills of the grip, stance, putting, chipping and driving.</p> <p>Activities, drills, games and rules are modified as necessary to provide safety and to address the skill level of the students</p>	<p>Students will be able to practice various swings of a golf club.</p> <p>Students will be able to understand the rules and play a modified game of golf.</p> <p><b>Fundamental Skills</b></p> <p>A. Grip B. Stance C. Swing Basics D. Putting E. Pitching/Chipping F. Driving</p>	<p>Students will learn golf terminology/rules.</p> <p>Students will learn different types of swings.</p> <p>Students will learn basic scoring of a game.</p> <p>Students will play lead up games to ensure understanding.</p> <p>Students will play a game.</p> <p><b>Activities, Drills, Games</b></p> <p>A. Putting to target drill B.. Chipping to target C. Driving golf ball into net drill D. Stations: putting, chipping and driving E. Team target Golf Chip Game F. Putting Golf Bocce Game</p>	<p>Teacher observation/Participation</p> <p>Written test/problem solving puzzle.</p> <p>Phys. Ed. Grading procedures</p> <p>Skill tests.</p> <p>Rubric</p>	



Golf (Con't.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p><u>21ST CENTURY SKILLS AND CAREERS CPI'S</u></p> <p>9.1.8.A.1 9.1.8.A.2 9.1.8.A.3 9.1.8.A.4 9.1.8.B.1 9.1.8.B.2 9.1.8.C.1 9.1.8.C.2 9.1.8.C.3</p> <p><u>CAREER READY PRACTICES</u> CRP 1 - Act as a responsible and contributing citizen and employee CRP 3 - Attend to personal health and financial well-being CRP 4 - Communicate clearly and effectively and with reason CRP 8 - Utilize critical thinking to make sense of problems and persevere in solving them CRP 9 - Model integrity, ethical leadership and effective management</p> <p>CRP 12 - Work productively in teams while using cultural global competence</p>				

## Individual Activities - Gymnastics

**Targeted State Standards: Standard 2.5:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. **Standard 2.6:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Unit Objectives/Enduring Understandings:** Students will be able to understand that fundamental skills, terminology, and safety concepts must be mastered in order to successfully participate in gymnastics activities.

**Essential Questions:** What steps are necessary to understand the sport as a spectator and participant?

**Unit Assessment:** Students will be able to perform various skills on various events based on availability.

		Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points	
<p>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).</p> <p>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.</p> <p>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).</p> <p>2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</p>	<p>Students will be able to know basic terminology.</p> <p>Students will be able to know the differences between men's and women's events.</p> <p>Students will know the criteria necessary in assessing (judge) gymnastics.</p> <p><b>Introduction</b> Gymnastics offers the students an opportunity to develop physical and aesthetic skills within the realm of their own abilities. The course will utilize a full range of gymnastic equipment. It provides opportunities for individual accomplishment and development of all students.</p>	<p>Students will be able to perform basic skills and terminology.</p> <p>Students will be able to attempt skills on different gymnastics apparatus.</p> <p><b>Fundamental Skills</b></p> <p>A. Balance beam</p> <ol style="list-style-type: none"> <li>1. Mounts</li> <li>2. Low balances, high balances, and movement</li> <li>3. Dismounts</li> </ol> <p>B. Uneven Parallel Bars</p> <ol style="list-style-type: none"> <li>1. Mounts</li> <li>2. Balances and movements               <ol style="list-style-type: none"> <li>1. Swinging moves</li> <li>2. Dismounts</li> </ol> </li> </ol> <p>C. Vaulting (long horse, side horse, Swedish box, and buck)</p> <ol style="list-style-type: none"> <li>1. Mounts</li> <li>2. Vaults</li> </ol> <p>D. Ropes - Mounts</p> <p>E. Parallel bars - Stunts</p> <p>F. Still rings - Stunts</p> <p>G. Side horse - Stunts</p>	<p>Work on fundamental skills based on the equipment available.</p> <p>Put the fundamental skills together for a routine/meet. Some students will compete, some students will judge.</p> <p><b>Activities, Drills, Games</b></p> <p>A. Divide class into three or four smaller groups, each with a student leader selected for his/her skill and leadership ability. Each skill should be demonstrated and analyzed by the teacher. Safety methods of spotting must be stressed. Within each of the smaller groups, students should work with a partner, who will be the spotter</p> <p>B. Teacher will circulate throughout the class and assist the students in the activity for that period. Also the teacher will check that all safety precautions are being followed.</p>	<p>Skills test</p> <p>Teacher observation</p> <p>Written test</p> <p>Phys. Ed. Grading procedures</p> <p>Rubric</p>	

## Middle School Physical Education

<p>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</p> <p>2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.</p> <p>Partnership for 21<sup>st</sup> Century Skills <a href="http://www.p21.org/">http://www.p21.org/</a></p> <p><u>21ST CENTURY SKILLS AND CAREERS CPI'S</u></p> <p>9.1.8.A.1 9.1.8.A.2 9.1.8.A.3 9.1.8.A.4 9.1.8.B.1 9.1.8.B.2 9.1.8.C.1 9.1.8.C.2 9.1.8.C.3</p>	<p>The course will include development of skills within the realm of each student's ability combining the use of movement concepts, elements of rhythm and bio-mechanical principles to improve personal skill performance.</p> <p><b>Terminology</b></p> <p>A. Aerial B. Balance beam C. Balances D. Beat board E. Buck F. Dismount G. Floor exercise H. Horizontal bar I. Horse J. Mount K. Parallel bars L. Rings M. Score N. Ropes O. Side horse P. Spotting Q. Uneven parallel bars</p>	<p>H. Horizontal Bar - Stunts I. Stunts and tumbling</p> <ol style="list-style-type: none"> <li>1. Single and double stunts</li> <li>2. Tumbling</li> <li>3. Floor moves for free exercise</li> </ol>	<p>C. Toward the end of the program students should be encouraged to combine all the gymnastics moves they have learned into one continued movement - a short routine, this could be could be a group floor routine, or an individual routine.</p>	
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## Gymnastics (Con't.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<u>CAREER READY PRACTICES</u> CRP 1 - Act as a responsible and contributing citizen and employee CRP 3 - Attend to personal health and financial well-being CRP 4 - Communicate clearly and effectively and with reason CRP 8 - Utilize critical thinking to make sense of problems and persevere in solving them CRP 9 - Model integrity, ethical leadership and effective management CRP 12 - Work productively in teams while using cultural global competence	<b>Safety</b>  A. Students waiting their turn should sit a safe distance from the mat B. Only one person on a single mat at a time unless spotting and/or it is a partner or group stunt. C. Students must be instructed to spot properly. D. Students must not touch those performing a stunt unless spotting. E. Do not force students to perform a stunt. F. Emphasis is placed on correct form.			

## Gymnastics (Con't.)

**Resources:** Essential Materials, Supplementary Materials, Links to Best Practices

Centers for Disease Control and Prevention (2006) *Physical Education Curriculum Analysis Tool*. Atlanta, GA: Author  
<http://www.cdc.gov/HealthyYouth/physicalactivity/>

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[www.shapeamerica.org](http://www.shapeamerica.org)

[www.pecentral.org](http://www.pecentral.org)

[www.sportime.com](http://www.sportime.com)

Internet Resources and Websites

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings

Modify skills per individuals needs

Extra Spotters for apparatus and floor exercises

Extra Matting

Utilize peer tutors

Adjust height for apparatus

Modify movements; break down movement into simpler steps

Consult IEPs and 504 Plans

## Physical Fitness - Jump Ropes

**Targeted State Standards: Standard 2.5:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. **Standard 2.6:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Unit Objectives/Enduring Understandings:** Students will be able to understand that fitness activities incorporated in our daily lifestyle are important for overall good health. Students will be able to understand that teamwork is a fundamental skill of jump roping. Students will be able to understand that the development of coordination, rhythm, endurance, and problem-solving contribute to one's overall good health. Students will be able to understand that individual jump roping is an inexpensive tool to use to maintain fitness.

**Essential Questions:** How are jump ropes used as a tool to help facilitate teamwork, improve aerobic endurance, and coordination?

**Unit Assessment:** Students will be able to demonstrate teamwork and improve fitness principles.

		<b>Core Content</b>		<b>Instructional Actions</b>	
<b>Cumulative Progress Indicators</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>	
<p>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).</p> <p>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.</p> <p>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).</p>	<p>Different muscle groups used in fitness activities</p> <p>Definition of teamwork</p> <p>Application of teamwork</p> <p>Cardio respiratory fitness benefits</p> <p>Safety issues while turning the rope(s)</p> <p><b>Introduction</b> A long stretch rope, individual jump ropes, or Chinese jump ropes are all excellent tools for development of coordination, rhythm, endurance and problem solving. Rope activities, used in a variety of ways, provide countless challenges and enjoyment for the students.</p>	<p>Utilize fundamental gross motor skills</p> <p>Collaborative games</p> <p>Arm Positioning</p> <p>Timing</p> <p>Agility</p> <p>Coordination skills</p> <p><b>Fundamental Skills</b></p> <p>A. Arm position American - elbows 8 inches from side 1. European - arms horizontal, shoulder high</p> <p>B. Landing</p> <p>C. Turning the rope</p> <p>D. Rebound jump</p> <p>E. Skipping</p>	<p>Collaborative games</p> <p>Rope Rhymes</p> <p>Single-rope vs. double-rope activities</p> <p>Jump aerobics</p> <p><b>Activities</b></p> <p>A. Long rope or stretch rope</p> <p>B. Double long rope</p> <p>C.. Individual ropes</p> <p>D. Chinese Jump Rope</p>	<p>Written Tests</p> <p>Fitness Skills</p> <p>Teacher observation</p> <p>PE Grading procedures</p> <p>Rubric</p>	

## Middle School Physical Education

<p>2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</p> <p>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</p> <p>Partnership for 21<sup>st</sup> Century Skills <a href="http://www.p21.org/">http://www.p21.org/</a></p> <p><u>21ST CENTURY SKILLS AND CAREERS CPI'S</u></p> <p>9.1.8.A.1 9.1.8.A.2 9.1.8.A.3 9.1.8.A.4 9.1.8.B.1 9.1.8.B.2 9.1.8.C.1 9.1.8.C.2 9.1.8.C.3</p>	<p><b>Terminology</b></p> <p><b>Safety</b></p> <p><b>Fundamental Skills</b></p> <p>A. Arm position</p> <ol style="list-style-type: none"> <li>1. American - elbows 8 inches from side</li> <li>2. European - arms horizontal, shoulder high</li> </ol> <p>B. Landing</p> <p>C. Turning</p> <p>D. Rebound jump</p> <p>E. Skipping</p>			
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Jump Ropes (Con't.)

	<b>Core Content</b>		<b>Instructional Actions</b>	
<b>Cumulative Progress Indicators</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>
<p><u>CAREER READY PRACTICES</u>                      CRP 1 - Act as a responsible and contributing citizen and employee                      CRP 3 - Attend to personal health and financial well-being                      CRP 4 - Communicate clearly and effectively and with reason                      CRP 8 - Utilize critical thinking to make sense of problems and persevere in solving them                      CRP 9 - Model integrity, ethical leadership and effective management                      CRP 12 - Work productively in teams while using cultural global competence</p>				



## Jump Ropes (Con't.)

**Resources:** Essential Materials, Supplementary Materials, Links to Best Practices

Centers for Disease Control and Prevention(2006) *Physical Education Curriculum Analysis Tool* . Atlanta, GA: Author  
<http://www.cdc.gov/HealthyYouth/physicalactivity/>

National Association for Sport and Physical Education (2004) *Moving Toward the Future: National Standards for Physical Education*. Reston, VA

New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education  
[www.nj.gov/education/aps/cccs/chpe/standards.htm](http://www.nj.gov/education/aps/cccs/chpe/standards.htm)

Partnership for 21<sup>st</sup> Century Skills <http://www.p21.org/>

JOHPERD, Journal of Physical Education, Recreation and Dance.

AAPAR, American Association for Physical Activity and Recreation.

[www.pecentral.org](http://www.pecentral.org)

S.H.A.P.E. America (Society of Health and Physical Educators)  
[www.shapeamerica.org](http://www.shapeamerica.org)

[www.sportime.com](http://www.sportime.com)

Internet Resources and Websites

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings

Modify exercises to ensure success on all levels of fitness.

Modify skills per individuals needs

Utilize peer tutors

Adjust equipment to suit needs of the learner

Modify movements; break down movement into simpler steps

Consult IEPs and 504 Plans

## Team Sports - Lacrosse

**Targeted State Standards: Standard 2.5:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. **Standard 2.6:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Unit Objectives/Enduring Understandings:** Students will be able to understand that basic skills, game strategy, teamwork, tactics, rules and safety are all part of the game of Lacrosse.

**Essential Questions:** What are the basic skills needed to play lacrosse? What rules do you need to know and follow to play lacrosse? What steps are necessary to understand the sport as a spectator and participant? What other team sports could Lacrosse be compared to? What are similarities and differences to other team sports?

**Unit Assessment:** Students will demonstrate improved skills, strategy, teamwork, and tactics of the game of Lacrosse.

		<b>Core Content</b>		<b>Instructional Actions</b>	
<b>Cumulative Progress Indicators</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>	
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.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.	The students will know the fundamental skills.  The students will know the terminology.  Students will know game play and safety procedures.  Students will know game rules.  <b>Introduction</b> Lacrosse originated with the Native American Indians and requires speed, power, endurance, precision, and fair play. It is a combination of hockey, football, soccer, and basketball; with modifications, it is safe enough to play at the middle school level.	Students will be able to throw and catch using a Lacrosse stick (stationary).  Students will be able to throw and catch with a partner/team when in motion.  Students will be able to cradle the ball.  Students will be able to shoot the ball accurately  Students will be able to do a face-off.  Students will be able to play a game of Lacrosse and keep score.  Students will be able to play modified games.	Throw and catch with a partner.  Throw and catch with a partner while moving down the field.  Cradling while in motion.  Offense and Defense drills.  Modified games.  Game play.  <b>Activities and Drills</b> A. Group Discussion B. Wall Drill - works on wrist snap instead of pushing the shot. C. Low Pass Wall Drill D. Target Wall Drill	Teacher observation  Written test/problem solving puzzle.  Skill tests.  Phys. Ed. Grading procedures  Rubric	

## Lacrosse (Con't.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>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).</p> <p>2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</p> <p>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</p> <p>Partnership for 21<sup>st</sup> Century Skills <a href="http://www.p21.org/">http://www.p21.org/</a></p> <p><u>21ST CENTURY SKILLS AND CAREERS CPI'S</u></p> <p>9.1.8.A.1 9.1.8.A.2</p>	<p><b>Terminology</b></p> <p><b>Safety</b></p> <p><b>Terminology</b></p> <p>A. Crosse B. Body Checking C. Stick Checking D. Penalty Box E. Interference F. Holding G. Pushing H. Off-sides I. Cross Checking J. Slashing K. Crease L. Pick</p>	<p><b>Fundamental Skills</b></p> <p>A. Catching B. Shooting C. Passing D. Cradling E. Goal Tending F. Face-off</p>	<p>E. Running Wall Drill F. Pass to a Partner G. Cradle, Pass and Run</p>	

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<p>9.1.8.A.3  9.1.8.A.4  9.1.8.B.1  9.1.8.B.2  9.1.8.C.1  9.1.8.C.2  9.1.8.C.3</p> <p><u>CAREER READY PRACTICES</u>  CRP 1 - Act as a responsible and contributing citizen and employee  CRP 3 - Attend to personal health and financial well-being  CRP 4 - Communicate clearly and effectively and with reason  CRP 8 - Utilize critical thinking to make sense of problems and persevere in solving them  CRP 9 - Model integrity, ethical leadership and effective management  CRP 12 - Work productively in teams while using cultural global competence</p>				
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## Lacrosse (Con't.)

**Resources:** Essential Materials, Supplementary Materials, Links to Best Practices

Centers for Disease Control and Prevention(2006) *Physical Education Curriculum Analysis Tool* . Atlanta, GA: Author  
<http://www.cdc.gov/HealthyYouth/physicalactivity/>

National Association for Sport and Physical Education (2004) *Moving Toward the Future: National Standards for Physical Education*. Reston, VA

New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education  
[www.nj.gov/education/aps/cccs/chpe/standards.htm](http://www.nj.gov/education/aps/cccs/chpe/standards.htm)

Partnership for 21<sup>st</sup> Century Skills <http://www.p21.org/>

JOHPERD, Journal of Physical Education, Recreation and Dance.

AAPAR, American Association for Physical Activity and Recreation.

[www.pecentral.org](http://www.pecentral.org)

[www.sportime.com](http://www.sportime.com)

S.H.A.P.E. America (Society of Health and Physical Educators)  
[www.shapeamerica.org](http://www.shapeamerica.org)

Internet Resources and Websites

**Instructional Adjustments:**

Modifications, student difficulties, possible misunderstandings

Modify skills per individuals needs

Utilize peer tutors

Adjust length of Lacrosse stick

Adjust size of ball

Modify movements; break down movement into simpler steps

Consult IEPs and 504 Plans

## Indoor Activities - Developmental Games Parachute

**Targeted State Standards: Standard 2.5:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. **Standard 2.6:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Unit Objectives/Enduring Understandings:** Students will be able to understand that fitness activities incorporated in our daily lifestyle is important for overall good health. Students will be able to understand that teamwork is a fundamental skill of playing with the parachute. Students will be able to recognize an activity such as parachute may be fun and may also lead to fitness.

**Essential Questions:** How can playing with the parachute be used as a tool to help facilitate teamwork? How can playing with the parachute be used as a tool to help facilitate fitness?

**Unit Assessment:** Students will be able to demonstrate teamwork and improve fitness principles.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>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).</p> <p>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.</p>	<p>Different muscle groups used in fitness activities</p> <p>Definition of teamwork</p> <p>Application of teamwork</p> <p><b>Introduction</b> Because of its uniqueness, the parachute is self-motivating and has proven to be a popular piece of physical education equipment. In addition to being a valuable fitness tool, the parachute may be used to introduce the concept of teamwork.</p> <p><b>Terminology</b></p> <p><b>Safety</b></p>	<p>Utilize fundamental gross motor skills</p> <p>Collaborative games</p> <p><b>Fundamental Skills</b></p> <p>A. Exercise-Type Activities</p> <ol style="list-style-type: none"> <li>1. Toe-toucher</li> <li>2. Sit-ups</li> <li>3. Dorsal lifts</li> <li>4. V-sit</li> <li>5. Backward pulls (Can be done from sitting, kneeling or standing position).</li> <li>6. Hip walk</li> <li>7. Elevator</li> <li>8. Running in place</li> <li>9. Truck bender</li> </ol>	<p>Collaborative games</p> <p>A. Parachute Activities</p> <ol style="list-style-type: none"> <li>1. Merry-go-round</li> <li>Raising and lowering               <ol style="list-style-type: none"> <li>a. Dome</li> <li>b. Igloo</li> <li>c. Mushroom</li> </ol> </li> <li>2. Shaking the rug</li> <li>3. Making waves</li> <li>4. Popping corn</li> <li>5. Circular dribble</li> </ol>	<p>Written Tests</p> <p>Fitness Skills</p> <p>Teacher observation</p> <p>PE Grading procedures/Participation</p>

## Parachute (Con't.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>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)</p> <p>2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</p> <p>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</p> <p>2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.</p> <p>Partnership for 21<sup>st</sup> Century Skills <a href="http://www.p21.org/">http://www.p21.org/</a></p> <p><u>21ST CENTURY SKILLS AND CAREERS CPI'S</u></p> <p>9.1.8.A.1 9.1.8.A.2 9.1.8.A.3 9.1.8.A.4 9.1.8.B.1 9.1.8.B.2 9.1.8.C.1 9.1.8.C.2 9.1.8.C.3</p> <p><u>CAREER READY PRACTICES</u> CRP 1 - Act as a responsible and contributing citizen and employee</p>				

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CRP 3 - Attend to personal health and financial well-being CRP 4 - Communicate clearly and effectively and with reason CRP 8 - Utilize critical thinking to make sense of problems and persevere in solving them CRP 9 - Model integrity, ethical leadership and effective management CRP 12 - Work productively in teams while using cultural global competence				
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<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>AAPAR, American Association for Physical Activity and Recreation.  <a href="http://www.pecentral.org">www.pecentral.org</a></p> <p>Centers for Disease Control and Prevention(2006) <i>Physical Education Curriculum Analysis Tool</i> . Atlanta, GA: Author <a href="http://www.cdc.gov/HealthyYouth/physicalactivity/">http://www.cdc.gov/HealthyYouth/physicalactivity/</a></p> <p>National Association for Sport and Physical Education (2004) <i>Moving Toward the Future: National Standards for Physical Education</i>. Reston, VA</p> <p>New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education  <a href="http://www.nj.gov/education/aps/cccs/chpe/standards.htm">www.nj.gov/education/aps/cccs/chpe/standards.htm</a></p> <p>Partnership for 21<sup>st</sup> Century Skills <a href="http://www.p21.org/">http://www.p21.org/</a></p> <p>American Alliance for Health, Physical Education, Recreation and Dance</p> <p>S.H.A.P.E. America (Society of Health and Physical Educators)  <a href="http://www.shapeamerica.org">www.shapeamerica.org</a></p> <p><a href="http://www.sportime.com">www.sportime.com</a></p> <p>JOHPERD, Journal of Physical Education, Recreation and Dance.</p> <p>Internet Resources and Websites</p>	<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <p>Modify skills per individuals needs</p> <p>Utilize peer tutors</p> <p>Modify movements; break down movement into simpler steps</p> <p>Consult IEPs and 504 Plans</p>
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## Physical Fitness

**Targeted State Standards: Standard 2.5:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. **Standard 2.6:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Unit Objectives/Enduring Understandings:** Students will be able to understand that safe and effective execution of fitness activities are important facets of a fitness program. Students will be able to understand that the major muscle groups and the exercises associated with those groups helps to build strong bodies. Students will be able to understand that fitness principles of muscular strength, endurance, flexibility, as well as, cardio-respiratory endurance are all part of overall physical health.

**Essential Questions:** What skills and steps are necessary to safely and successfully participate in physical fitness activities?

**Unit Assessment:** Students will be able to safely and successfully perform a variety of fitness techniques which aim at the principles of fitness.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
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.	Proper terminology  Skills and commands  Proper technique  Safety concerns  <b>Introduction</b> Physical fitness implies a combination of muscular strength, endurance, flexibility, and coordination. Various programs or techniques may be employed to contribute to physiological development, including aerobics, anaerobic, weight training, interval training, circuit training, testing, etc.	Develop a routine of exercises  Demonstrate correct form when lifting weights  Discuss the terminology  Perform fundamental motor skills  <b>Fundamental Skills</b> A. Initial survey (pulse count, respiration rate)  B. Weight Training Exercises - recommend use of training machine, such as universal gym, rather than free weights for middle school class work  C. Fundamental Motor Skills	Muscular / Endurance training strategies  Circuit Training  <b>Activities, Drills, Games</b>  Physical fitness should be an on-going activity at the middle school level rather than a specific unit during the year. Stress should be placed on the student understanding the personal commitment to health-related fitness activities. The student should also be encouraged to demonstrate the ability to perform self-directed health-related fitness activities. Instructors should plan to include specific areas of fitness into daily lesson plans.	Written Tests  Skills  Teacher observation/participation  Rubric  PE Grading procedures

## Physical Fitness (Con't.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.</p> <p>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.</p> <p>2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.</p> <p>2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness</p> <p>2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</p> <p>Partnership for 21<sup>st</sup> Century Skills <a href="http://www.p21.org/">http://www.p21.org/</a></p> <p><u>21ST CENTURY SKILLS AND CAREERS CPI'S</u></p> <p>9.1.8.A.1 9.1.8.A.2</p>	<p><b>Terminology</b></p> <p>A. Aerobics B. Anaerobic C. Circuit training D. Interval training E. Isotonic weight training F. Isometric weight training G. Isokinetics H. Universal gym I. Calisthenics J. Repetitions K. Sets</p>		<p>A. Explanation - demonstration of universal gym stations</p> <ol style="list-style-type: none"> <li>1. Demonstrate for all students</li> <li>2. Explain what each station is for</li> <li>3. Use correct form</li> <li>4. Discuss muscle group to be worked on</li> <li>5. Explain repetitions and sets</li> <li>6. Emphasis on toning muscles only</li> </ol> <p>B. Fitness activities in daily class</p> <ol style="list-style-type: none"> <li>1. Warm-up stretches and muscle resistance - done at roll spots</li> <li>2. Running and jumping rope</li> <li>3. Aerobic routines</li> <li>4. Step-aerobics</li> <li>5. Dyna-Band workouts</li> </ol> <p>C. Use of music where suitable for rhythm and motivation</p> <ol style="list-style-type: none"> <li>1. Graduated difficulty/distance/time</li> <li>2. Indoor/Outdoor</li> <li>3. Emphasis on continuation, not speed</li> </ol> <p>D. Fitness Testing</p> <p>Pacer Test</p>	

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<p>9.1.8.A.3 9.1.8.A.4 9.1.8.B.1 9.1.8.B.2 9.1.8.C.1 9.1.8.C.2 9.1.8.C.3</p> <p><u>CAREER READY PRACTICES</u> CRP 1 - Act as a responsible and contributing citizen and employee CRP 3 - Attend to personal health and financial well-being CRP 4 - Communicate clearly and effectively and with reason CRP 8 - Utilize critical thinking to make sense of problems and persevere in solving them CRP 9 - Model integrity, ethical leadership and effective management CRP 12 - Work productively in teams while using cultural global competence</p>			<ol style="list-style-type: none"> <li>1. Standard tests or device own tests</li> <li>2. Test for:       <ol style="list-style-type: none"> <li>a. Speed</li> <li>b. Strength</li> <li>c. Flexibility</li> <li>d. Agility</li> <li>e. Coordination</li> <li>f. Endurance</li> </ol> </li> <li>3. Possible events       <ol style="list-style-type: none"> <li>1. Stations - Students rotate in squads/groups, each student should be timed.           <ol style="list-style-type: none"> <li>a. Chin bar</li> <li>b. Universal gym</li> <li>c. Push-ups, from raised surface, bleachers</li> <li>d. Crunches (mat)</li> <li>e. Jump ropes - Solo, Double Dutch, etc.</li> <li>f. Hula hoops</li> <li>g. Long jump</li> <li>h. Stretch box</li> <li>i. Rope climb</li> <li>j. shuttle run</li> <li>k. tire flip/carry</li> <li>l. battle of the ropes</li> <li>m. kettle bell swing</li> <li>n. squats/lunges</li> </ol> </li> </ol> </li> </ol> <p>E. Fitness Days</p> <ol style="list-style-type: none"> <li>1. Stretches/warm-ups - solo, partner</li> <li>2. Endurance - run/walk, jump rope</li> <li>3. Muscle resistance       <ol style="list-style-type: none"> <li>a. Partner isometrics</li> <li>b. Obstacle course</li> <li>c. Circuit stations</li> <li>d. Relay competitions/with fitness task</li> <li>e. Tug-of-war</li> </ol> </li> </ol>	
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## Middle School Physical Education

			<ol style="list-style-type: none"><li>1. Students given opportunity to practice and/or observe every event before competing.</li><li>2. Record results on wall charts.</li><li>3. Give awards to outstanding participants.</li><li>4. Administer "President's Physical Fitness Program" or "Fitnessgram" or Pacer</li></ol>	
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## Physical Fitness (Con't.)

<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Centers for Disease Control and Prevention(2006) <i>Physical Education Curriculum Analysis Tool</i> . Atlanta, GA: Author  <a href="http://www.cdc.gov/HealthyYouth/physicalactivity/">http://www.cdc.gov/HealthyYouth/physicalactivity/</a></p> <p>National Association for Sport and Physical Education (2004) <i>Moving Toward the Future: National Standards for Physical Education</i>. Reston, VA</p> <p>New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education  <a href="http://www.nj.gov/education/aps/cccs/chpe/standards.htm">www.nj.gov/education/aps/cccs/chpe/standards.htm</a></p> <p>S.H.A.P.E. America (Society of Health and Physical Educators)  <a href="http://www.shapeamerica.org">www.shapeamerica.org</a></p> <p>Partnership for 21<sup>st</sup> Century Skills <a href="http://www.p21.org/">http://www.p21.org/</a></p> <p>American Alliance for Health, Physical Education, Recreation and Dance  <a href="http://www.sportime.com">www.sportime.com</a>  <a href="http://www.pecentral.org">www.pecentral.org</a></p> <p>Internet Resources and Websites</p> <p>AAPAR, American Association for Physical Activity and Recreation.</p> <p>JOHPERD, Journal of Physical Education, Recreation and Dance.</p>	<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <p>Modify exercises to ensure success on all levels of fitness.</p> <p>Adjust weights to fit the needs of the learner.</p> <p>Adjust sets and reps to accommodate strength of the learner.</p> <p>Modify exercises to ensure success on all levels of fitness.</p> <p>Consult IEPs and 504 Plans</p> <p>Provide a study guide</p> <p>Utilize peer tutors</p>
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## Recreational Games/Lifetime Sports

**Targeted State Standards: Standard 2.5:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.  
**Standard 2.6:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Unit Objectives/Enduring Understandings:** Students will be able to understand that they are able to stay active in ways other than team sports.

**Essential Questions:** What activities can students do to stay active throughout life? What are the long-term benefits of learning lifetime activities?  
 How can fitness be incorporated into recreational activities?

**Unit Assessment:** Students will demonstrate improved teamwork and individual fitness gains. Students will demonstrate improved motor skills.

		<b>Core Content</b>		<b>Instructional Actions</b>	
<b>Cumulative Progress Indicators</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>	
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.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. 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).	Students will know fair play, group success, and respect for others.  Students will know individual strengths and weaknesses.  Students will know the rules of each activity.  Students will know individual and team strategies.  Students will know offensive and defensive strategies.  <b>Introduction</b> Recreation is a fundamental human need which provides a change of pace, an opportunity to be creative, a chance to meet and make new friends, an outlet for the emotions, and a chance for relaxation. This course will introduce a variety of motor skilled patterns necessary to successfully participate in many of these life-long activities.	Students will be able to develop fundamental skills with coordination and agility.  Students will be able to communicate and cooperate with others.  Students will be able to accurately score each activity.  Students will be able to perform various strokes for Handball.  Students will be able to perform forehand and backhand serves for Table Tennis.  <b>Fundamental Skills</b> A. Handball <ol style="list-style-type: none"> <li>1. Underhand stroke</li> <li>2. Overhand stroke</li> <li>3. Sidearm stroke</li> <li>4. Fist stroke</li> <li>5. Footwork</li> <li>6. Service</li> <li>7. Scoring</li> </ol>	Get acquainted activities  Handball  Horseshoes  Shuffleboard  Badminton  Table Tennis  Bocci  Croquet  <b>Activities, Drills, Games</b> A. Have hand-out material available to help explain the rules and regulations for each activity.  B. Organize the class into small teams. The teams should be made up of 2-4 students.	Teacher observation  Written test/problem solving puzzle.  Skill tests.  Phys. Ed. Grading procedures  Rubric	

## Recreational Games/Lifetime Sports (Con't.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</p> <p>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</p> <p><u>21ST CENTURY SKILLS AND CAREERS CPI'S</u></p> <p>9.1.8.A.1 9.1.8.A.2 9.1.8.A.3 9.1.8.A.4 9.1.8.B.1 9.1.8.B.2 9.1.8.C.1 9.1.8.C.2 9.1.8.C.3</p> <p><u>CAREER READY PRACTICES</u></p> <p>CRP 1 - Act as a responsible and contributing citizen and employee CRP 3 - Attend to personal health and financial well-being CRP 4 - Communicate clearly and effectively and with reason CRP 8 - Utilize critical thinking to make sense of problems and persevere in solving them</p>	<p><b>Fundamental Skills</b></p> <p><b>Terminology</b></p> <p><b>Safety</b></p>	<p>B. Horseshoes</p> <ol style="list-style-type: none"> <li>1. Pitch</li> <li>2. Scoring</li> </ol> <p>C. Shuffleboard</p> <ol style="list-style-type: none"> <li>1. Offensive shooting</li> <li>2. Defensive shooting</li> <li>3. Scoring</li> </ol> <p>D. Badminton</p> <ol style="list-style-type: none"> <li>1. Grip</li> <li>2. Stance</li> <li>3. Stroke</li> <li>4. The clear</li> <li>5. The drop</li> <li>6. Service</li> <li>7. Drive</li> <li>8. Smash</li> <li>9. Net play</li> <li>10. Lob</li> <li>11. Scoring</li> </ol> <p>E. Table Tennis</p> <ol style="list-style-type: none"> <li>1. Serve</li> <li>2. Forehand</li> <li>3. Backhand</li> <li>4. Net play</li> <li>5. Lob</li> <li>6. Scoring</li> </ol> <p>F. Bocci</p> <ol style="list-style-type: none"> <li>1. The Toss (variations)</li> <li>2. Individual and team strategies</li> <li>3. Scoring</li> </ol> <p>G. Croquet</p> <ol style="list-style-type: none"> <li>1. Course set up</li> <li>2. Mallet grip</li> <li>3. Stroke</li> <li>4. Strategies</li> <li>5. Scoring</li> </ol>	<p>C. A Round-Robin tournament can be used for team competition.</p> <p>D. A "play-off" day can then be organized so each of the class winners can compete against each other.</p> <p>E. Use video or exhibition game as an introduction to each of the activities.</p> <p>F. Have more than one recreational game available during a class period.</p>	

## Middle School Physical Education

<p>CRP 9 - Model integrity, ethical leadership and effective management</p> <p>CRP 12 - Work productively in teams while using cultural global competence</p>		<p>H. Pickleball</p> <ol style="list-style-type: none"> <li>1. Stance</li> <li>2. Grip</li> <li>3. Receive of Service</li> <li>4. Volley</li> <li>5. Net Play</li> </ol> <p>I. Scooters</p> <ol style="list-style-type: none"> <li>A. Basic Positioning <ol style="list-style-type: none"> <li>1. Sitting</li> <li>2. Lying Down</li> <li>3. Kneeling</li> </ol> </li> </ol>		
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**Resources:** Essential Materials, Supplementary Materials, Links to Best Practices

Centers for Disease Control and Prevention(2006) *Physical Education Curriculum Analysis Tool* . Atlanta, GA: Author <http://www.cdc.gov/HealthyYouth/physicalactivity/>

National Association for Sport and Physical Education (2004) *Moving Toward the Future: National Standards for Physical Education*. Reston, VA

New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education  
[www.nj.gov/education/aps/cccs/chpe/standards.htm](http://www.nj.gov/education/aps/cccs/chpe/standards.htm)

Partnership for 21<sup>st</sup> Century Skills <http://www.p21.org/>

American Alliance for Health, Physical Education, Recreation and Dance  
JOHPERD, Journal of Physical Education, Recreation and Dance.

AAPAR, American Association for Physical Activity and Recreation.

[www.pecentral.org](http://www.pecentral.org)

S.H.A.P.E. America (Society of Health and Physical Educators)  
[www.shapeamerica.org](http://www.shapeamerica.org)

Internet Resources and Websites

[www.sportime.com](http://www.sportime.com)

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings

Modify exercises to ensure success on all levels of fitness.

Modify skills per individuals needs

Utilize peer tutors

Adjust equipment to suit needs of the learner

Modify movements; break down movement into simpler steps

Consult IEPs and 504 Plans



## Team Sport - Soccer

**Targeted State Standards: Standard 2.5:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. **Standard 2.6:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Unit Objectives/Enduring Understandings:** Students will be able to understand that basic skills, game strategy, teamwork, tactics, rules, and safety are all part of the game of Soccer.

**Essential Questions:** How do you build efficiency and strength of the body and improve social behavior through individual and group relationships? What steps are necessary to understand the sport of soccer as a spectator and participant?

**Unit Assessment:** Students will demonstrate teamwork and knowledge of basic skills through playing soccer.

		<b>Core Content</b>		<b>Instructional Actions</b>	
<b>Cumulative Progress Indicators</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>	
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.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments 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).	The students will know the fundamental skills.  The students will know the terminology.  Students will know game play and safety procedures.  Students will know game rules.  <b>Introduction</b> Soccer is the most widely played game in the world and is rapidly gaining popularity in the United States. It is offered to students in our schools so they will develop an appreciation of the game, and benefit physically from the vigorous nature of the activity.	Students will be able to practice ball handling.  Students will be able to practice shooting.  Students will be able to practice heading.  Students will be able to put the ball in play  Students will be able to practice goalkeeping.  Students will be able to understand the rules and play a game of soccer.	Students will learn how to dribble the ball around the field.  Students will learn partner/teamwork play.  Students will learn goalkeeping.  Students will learn Offensive/Defensive strategies  Students will learn soccer terminology/rules.  Students will learn all positions.  Students will play lead up games to ensure understanding.	Teacher observation  Written test/problem solving puzzle.  Skill tests.  Phys. Ed. Grading procedures.  Rubric	

## Soccer (Con't.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. 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  <u>21ST CENTURY SKILLS AND CAREERS CPI'S</u> 9.1.8.A.1 9.1.8.A.2 9.1.8.A.3 9.1.8.A.4 9.1.8.B.1 9.1.8.B.2 9.1.8.C.1 9.1.8.C.2 9.1.8.C.3  <u>CAREER READY PRACTICES</u> CRP 1 - Act as a responsible and contributing citizen and employee CRP 3 - Attend to personal health and financial well-being CRP 4 - Communicate clearly and effectively and with reason CRP 8 - Utilize critical thinking to make sense of problems and persevere in solving them CRP 9 - Model integrity, ethical leadership and effective management	<b>Terminology</b> A. Corner kick B. Dribbling C. Hand ball D. Keeper E. Heading F. Offside G. Thrown-in H. Onside I. One touch J. Penalty area K. Penalty kick L. Trapping M. Two touch N. Marking O. Stopper P. Sweeper Q. Midfield R. Forwards S. Halfbacks T. Fullbacks  <b>Safety</b>	<b>Fundamental Skills</b>  A. Ball Handling B. Shooting C. Passing D. Trapping E. Dribbling F. Offensive Strategy	Students will play a game.  <b>Activities, Games, Drills</b> A. Group Discussion B. Individual, Dual, and Group Drills C. Dribbling D. Passing 1. Short pass 2. Long pass E. Trapping F. Shooting G. Keeper H. Soccer ( Warm up) 1. Step over ball 2. Step on ball and forth 3. Hop over the ball 4. Jump with ball 5. Figure 8 Ball 6. Drop and catch 7. Run in place - cuff ball back 8. Juggle 9. "Cut" ball 10. Leg rises with ball I. Lead up Game and Scrimmages 1. 3 vs. 1 2. 5 vs. 2 3. "Space" (4 vs. 4 - string together passes) 4. Sideline soccer 5. Relay pass contest 6. Penalty shoot out	

## Soccer (Con't.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CRP 12 - Work productively in teams while using cultural global competence			7. Scrimmages <ol style="list-style-type: none"> <li>Stop to critique</li> <li>Positions, ball movement</li> <li>Run to open space, etc.</li> </ol> J. Round Robin Game Schedule	

<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Centers for Disease Control and Prevention(2006) <i>Physical Education Curriculum Analysis Tool</i> . Atlanta, GA: Author <a href="http://www.cdc.gov/HealthyYouth/physicalactivity/">http://www.cdc.gov/HealthyYouth/physicalactivity/</a></p> <p>National Association for Sport and Physical Education (2004) <i>Moving Toward the Future: National Standards for Physical Education</i>. Reston, VA</p> <p>New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education <a href="http://www.nj.gov/education/aps/cccs/chpe/standards.htm">www.nj.gov/education/aps/cccs/chpe/standards.htm</a></p> <p>Partnership for 21<sup>st</sup> Century Skills <a href="http://www.p21.org/">http://www.p21.org/</a></p> <p>American Alliance for Health, Physical Education, Recreation and Dance</p> <p>JOHPERD, Journal of Physical Education, Recreation and Dance.</p> <p>AAPAR, American Association for Physical Activity and Recreation. <a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="http://www.sportime.com">www.sportime.com</a></p> <p>S.H.A.P.E. America (Society of Health and Physical Educators) <a href="http://www.shapeamerica.org">www.shapeamerica.org</a></p>	<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <p>Modify exercises to ensure success on all levels of fitness.</p> <p>Modify skills per individuals needs.</p> <p>Consult IEPs and 504 Plans</p> <p>Have small group setting games/individualized work</p> <p>Provide a study guide</p> <p>Utilize peer tutors</p> <p>Modify movements; break down movement into simpler steps</p>
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## Team Sport - Softball

**Targeted State Standards: Standard 2.5:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. **Standard 2.6:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Unit Objectives/Enduring Understandings:** Students will be able to understand that basic skills, game strategy, teamwork, tactics, rules, and safety are all part of the game of Softball. Students will be able to compare and contrast Softball and Baseball using a Venn diagram showing similarities and differences.

**Essential Questions:** What are the basic skills needed to play softball? What rules do you need to know and follow to play softball? What steps are necessary to understand the sport of softball as a spectator and participant? How can softball be a life time sport?

**Unit Assessment:** Students will demonstrate teamwork and knowledge of basic skills through playing softball.

		Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points	
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.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.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.	The students will know the fundamental skills, terminology, safety procedures, understanding of the game (game play) and the rules.  <b>Introduction</b> Softball incorporates all the skills of baseball but requires a smaller playing area and less equipment. Emphasis is placed on the fundamental skills of catching, throwing, hitting, running, and teamwork. Rules are modified as necessary to provide safety and the skill level of the students.	Students will be able to field ground balls and fly balls.  Students will be able to practice throwing and catching.  Students will be able to practice pitching  Students will be able to understand the rules and play a game of softball.  <b>Fundamental Skills</b> A. Catching B. Throwing C. Fielding	Students will learn partner/teamwork play.  Students will learn softball terminology/rules.  Students will learn all positions.  Students will play lead up games to ensure understanding.  Students will play a game.  <b>Activities, Drills, Games</b> A. Throwing - Catching 1. Toss-up and catch 2. Throw against a wall 3. With a partner	Teacher observation/Participation  Written test/problem solving puzzle.  Phys. Ed. Grading procedures  Skill tests.  Rubric 0	

## Softball (Con't.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>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</p> <p><u>21ST CENTURY SKILLS AND CAREERS CPI'S</u></p> <p>9.1.8.A.1 9.1.8.A.2 9.1.8.A.3 9.1.8.A.4 9.1.8.B.1 9.1.8.B.2 9.1.8.C.1 9.1.8.C.2 9.1.8.C.3</p> <p><u>CAREER READY PRACTICES</u> CRP 1 - Act as a responsible and contributing citizen and employee CRP 3 - Attend to personal health and financial well-being CRP 4 - Communicate clearly and effectively and with reason CRP 8 - Utilize critical thinking to make sense of problems and persevere in solving them CRP 9 - Model integrity, ethical leadership and effective management CRP 12 - Work productively in teams while using cultural global competence</p>		<p>D. Positions</p> <ol style="list-style-type: none"> <li>1. Infield</li> <li>2. Outfield</li> <li>3. Catcher</li> <li>4. Pitcher</li> </ol> <p>E. Batting</p> <p>F. Base running</p>	<p>B. Pitching</p> <ol style="list-style-type: none"> <li>1. Target pitch</li> <li>2. Partner pitch</li> </ol> <p>C. Fielding</p> <ol style="list-style-type: none"> <li>1. Partners attempt to roll the ball between each others' feet. Drill begins with partners about 15 feet apart.</li> <li>2. Players assume infield positions, except for the pitcher. Balls are hit for players to field and then throw to first base. Players rotate positions. Used for ground balls and fly balls.</li> </ol>	

## Softball (Con't.)

**Resources:** Essential Materials, Supplementary Materials, Links to Best Practices

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Atlanta, GA: Author <http://www.cdc.gov/HealthyYouth/physicalactivity/>

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New Jersey Department of Education (2014) Core Curriculum Content Standards in  
Comprehensive Health and Physical Education  
[www.nj.gov/education/aps/cccs/chpe/standards.htm](http://www.nj.gov/education/aps/cccs/chpe/standards.htm)

Partnership for 21<sup>st</sup> Century Skills <http://www.p21.org/>

American Alliance for Health, Physical Education, Recreation and Dance

JOHPERD, Journal of Physical Education, Recreation and Dance.

AAPAR, American Association for Physical Activity and Recreation.

S.H.A.P.E. America (Society of Health and Physical Educators)  
[www.shapeamerica.org](http://www.shapeamerica.org)

[www.pecentral.org](http://www.pecentral.org)

[www.sportime.com](http://www.sportime.com)

**Instructional Adjustments:**

Modifications, student difficulties, possible misunderstandings

Modify skills per individuals needs.

Consult IEPs and 504 Plans

Have small group setting  
games/individualized work

Provide a study guide

Utilize peer tutors

Modify movements; break down  
movement into simpler steps

Incorporate batting tee, lighter bat, larger  
ball, whiffle ball

## Team Sport - Speedball

**Targeted State Standards: Standard 2.5:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. **Standard 2.6:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Unit Objectives/Enduring Understandings:** Students will be able to understand that fitness activities incorporated in our daily lifestyle is important for overall good health. Students will be able to understand that teamwork is a fundamental skill of playing speedball. Students will be able to understand that the game of speedball contains many sport-specific skills similar to soccer, football, basketball, and team handball.

**Essential Questions:** How can speedball be used as a tool to help facilitate teamwork? What skills are necessary to successfully and safely play the game of speedball? Compare and contrast similarities and differences with Speedball and other team sports.

**Unit Assessment:** Students will be able to demonstrate teamwork and successful fundamental skills of the game of speedball.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>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).</p> <p>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.</p> <p>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).</p>	<p>Proper terminology</p> <p>Steps necessary to play speedball</p> <p>Knowledge of equipment and game play</p> <p>Fundamental skills of the game</p> <p><b>Introduction</b></p> <p>Speedball is a vigorous game containing a continuous flow of action and utilizing various combinations of the skills of soccer, football, and basketball.</p>	<p>Drills</p> <p>Fundamental skills of the game</p> <p>Scoring</p> <p>Safety practices</p> <p><b>Fundamental Skills</b></p> <p>A. Passing B. Overhead pass C. Trapping D. Instep soccer pass E. Dribble F. Conversions G. Aerial Dribble H. Punt I. Drop kick J. Offensive strategy K. Defensive strategy L. Position play M. Teamwork</p>	<p>Group discussion of the history, rules, equipment, court markings and positions</p> <p>Skills and drills</p> <p>Game play</p> <p>Round Robin Tournament</p> <p><b>Activities, Drills, Games</b></p> <p>A. After the basic skills have been properly demonstrated and practiced, the following activities may be used as reinforcement.</p> <p>1. Conversion relays - students form a circle and on the signal each person</p>	<p>Written Tests</p> <p>Skills</p> <p>Teacher observation/Participation</p> <p>Rubric</p> <p>PE Grading procedures</p>

## Middle School Physical Education

<p>2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</p> <p>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</p> <p><u>21ST CENTURY SKILLS AND CAREERS CPI'S</u></p> <p>9.1.8.A.1 9.1.8.A.2 9.1.8.A.3 9.1.8.A.4 9.1.8.B.1 9.1.8.B.2 9.1.8.C.1 9.1.8.C.2 9.1.8.C.3</p> <p><u>CAREER READY PRACTICES</u></p> <p>CRP 1 - Act as a responsible and contributing citizen and employee CRP 3 - Attend to personal health and financial well-being CRP 4 - Communicate clearly and effectively and with reason CRP 8 - Utilize critical thinking to make sense of problems and persevere in solving them CRP 9 - Model integrity, ethical leadership and effective management CRP 12 - Work productively in teams while using cultural global competence</p>	<p><b>Terminology</b></p> <p>A. Conversion B. Aerial Ball C. Field goal D. Trap E. Block F. Off-side G. Kick-off</p> <p><b>Safety</b></p>		<p>tries to convert a ground ball into an aerial ball. Each group should have about eight students</p> <p>2. Dribble tag 3. Sideline speedball (when played indoors use a nerf ball) 4. Speedball kickball</p>	
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## Speedball (Con't.)

**Resources:** Essential Materials, Supplementary Materials, Links to Best Practices

Centers for Disease Control and Prevention(2006) *Physical Education Curriculum Analysis Tool* .  
Atlanta, GA: Author <http://www.cdc.gov/HealthyYouth/physicalactivity/>

National Association for Sport and Physical Education (2004) *Moving Toward the Future: National Standards for Physical Education*. Reston, VA

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Internet Resources and Websites

S.H.A.P.E. America (Society of Health and Physical Educators)  
[www.shapeamerica.org](http://www.shapeamerica.org)

**Instructional Adjustments:**

Modifications, student difficulties, possible misunderstandings

Modify skills per individuals needs.  
Consult IEPs and 504 Plans

Have small group setting  
games/individualized work

Provide a study guide

Utilize peer tutors

Modify movements; break down  
movement into simpler steps

Utilize larger and softer ball

## Team Sport - Team Handball

**Targeted State Standards: Standard 2.5:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. **Standard 2.6:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Unit Objectives/Enduring Understandings:** Students will be able to understand that fitness activities incorporated in our daily lifestyle is important for overall good health. Students will be able to understand that teamwork is a fundamental skill of team handball. Students will be able to understand that the game of handball contains many sport-specific skills similar to soccer, speedball, hockey, and basketball.

**Essential Questions:** How can team handball be used as a tool to help facilitate teamwork? What skills are necessary to successfully and safely play the game of team handball? Compare and Contrast similarities and differences with Team Handball and other team sports?

**Unit Assessment:** Students will be able to demonstrate teamwork and successful fundamental skills of the game of team handball.

	<b>Core Content</b>		<b>Instructional Actions</b>	
<b>Cumulative Progress Indicators</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>
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.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. 2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm,	Proper terminology  Steps necessary to play team handball  Knowledge of equipment and game play  Fundamental skills of the game (running, throwing, jumping, catching)  <b>Introduction</b> Team handball happens to be the fastest and most exciting sport in the world. It became an Olympic Sport in 1972 and employs the fundamentals motor skills of running, jumping, throwing, catching, and offensive and defensive strategies similar to skills found in soccer, speedball, hockey, and basketball.	Drills  Fundamental skills of the game  Scoring  Safety practices  <b>Activities, Drills and Games</b> A. Group Discussion B. Dribbling C. Pass and Catching 1. Find the Right Player - players are numbered 1-4 and are in groups of four. Each group is assigned a designated area to run in. Ball must be passed in number order. 2. Keep Away - in circle formation with one person in the middle, the outside players attempt to pass or bounce the	Group discussion of the history, rules, equipment, court markings and positions  Skills and drills  Game play  Round Robin Tournament  <b>Activities, Drills and Games</b> A. Group Discussion B. Dribbling	Written Tests  Skills  Teacher observation/Participation  Rubric  PE Grading procedures

## Team Handball (Con't.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>and music (creative, cultural, social, and fitness dance). 2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. 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</p> <p><u>21ST CENTURY SKILLS AND CAREERS CPI'S</u> 9.1.8.A.1 9.1.8.A.2 9.1.8.A.3 9.1.8.A.4 9.1.8.B.1 9.1.8.B.2 9.1.8.C.1 9.1.8.C.2 9.1.8.C.3</p> <p><u>CAREER READY PRACTICES</u> CRP 1 - Act as a responsible and contributing citizen and employee CRP 3 - Attend to personal health and financial well-being CRP 4 - Communicate clearly and effectively and with reason</p>	<p><b>Fundamental Skills</b> A. Dribbling (right and left hand) B. Passing 1. Overhand Pass 2. Wrist Pass (pass thrown away from body) 3. Shovel Pass 4. Jump Pass C. Catching D. Shooting E. Goal Tending 1. Position in goal F. Strategies 1. Pick and roll 2. Support the player 3. Crossing</p> <p><b>Terminology</b> A. Attack B. Centerline C. Charging D. Checking E. Circle F. Free-throw G. Goal throw H. 7 meter throw I. Throw-in J. Throw-off</p> <p><b>Safety</b></p>	<p>ball to one another without the middle player intercepting. 3.Quick Pass - in groups of threes, one player in the middle without a ball, the outside player passes to the middle that must quickly pass it back and turn to receive the ball from the other side. 4. Wall Passing - tape a square target to the wall at shoulder height and have the students pass to the target from 4-6 meters away. Also, work on catching at the same time by letting the ball bounce and then catching it on a fly. 5. Running Partner Passing - standing 5 meters apart, pass to your partner while running down the court. Receive the ball, take 2-3 steps and pass it back. At the end, shoot to the empty nest. 6. Ten Passes - similar to Keep Away except when the offense makes 10 consecutive passes they earn 3 points but if the defense intercepts it they earn 2 points.</p> <p>D. Shooting 1. Fast Break With One Player - start the drill with a long pass. The receiver takes 2-3 steps and shoots on the goalie or empty nest.</p>		

## Middle School Physical Education

<p>CRP 8 - Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>CRP 9 - Model integrity, ethical leadership and effective management</p> <p>CRP 12 - Work productively in teams while using cultural global competence</p>		<p>2. Set Shot Target Practice - tape a target on the wall similar to the official goal and practice shooting at different spots on the wall. Stand approximately 9 meters away.</p> <p>3. Wing Shot - right handers start at the left wing and take three dribbles to the right, and jump shoot at the goal.</p> <p>E. Games</p>		
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**Resources:** Essential Materials, Supplementary Materials, Links to Best Practices

Centers for Disease Control and Prevention(2006) *Physical Education Curriculum Analysis Tool* . Atlanta, GA: Author <http://www.cdc.gov/HealthyYouth/physicalactivity/>

National Association for Sport and Physical Education (2004) *Moving Toward the Future: National Standards for Physical Education*. Reston, VA

New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education  
[www.nj.gov/education/aps/cccs/chpe/standards.htm](http://www.nj.gov/education/aps/cccs/chpe/standards.htm)

Partnership for 21<sup>st</sup> Century Skills <http://www.p21.org/>

American Alliance for Health, Physical Education, Recreation and Dance

S.H.A.P.E. America (Society of Health and Physical Educators)  
[www.shapeamerica.org](http://www.shapeamerica.org)

JOHPERD, Journal of Physical Education, Recreation and Dance.

AAPAR, American Association for Physical Activity and Recreation.

[www.pecentral.org](http://www.pecentral.org)

[www.sportime.com](http://www.sportime.com)

Internet Resources and Websites

**Instructional Adjustments:**

Modifications, student difficulties, possible misunderstandings

Modify skills per individuals needs

Utilize peer tutors

Adjust size of ball

Modify movements; break down movement into simpler steps

Consult IEPs and 504 Plans.

## Team Sports - Touch or Flag Football

**Targeted State Standards: Standard 2.5:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. **Standard 2.6:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Unit Objectives/Enduring Understandings:** Students will be able to understand that fitness activities incorporated in our daily lifestyle is important for overall good health. Students will be able to understand that teamwork is a fundamental skill of flag football. Students will be able to understand the complex nature of football without the need for elaborate protective equipment can be played safely.

**Essential Questions:** How can football be used as a tool to help facilitate teamwork? What skills are necessary to successfully and safely play the game of football?

**Unit Assessment:** Students will be able to demonstrate teamwork and successful fundamental skills of the game of team handball.

		<b>Core Content</b>		<b>Instructional Actions</b>	
<b>Cumulative Progress Indicators</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>	
<p>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).</p> <p>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.</p> <p>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).</p>	<p>Proper terminology</p> <p>Steps necessary to play football</p> <p>Knowledge of equipment and game play</p> <p>Fundamental skills of the game (running, throwing, catching, blocking, etc.)</p> <p><b>Introduction</b> These games utilize the basic skills of Association Football without the need for elaborate protective equipment. Both games provide vigorous exercise and ample opportunities to develop an understanding of the complex nature of football, thereby contributing to more knowledgeable spectatorship.</p>	<p>Drills</p> <p>Fundamental skills of the game</p> <p>Scoring</p> <p>Safety practices</p> <p>A. Group Discussions</p> <p>A. Games</p> <ol style="list-style-type: none"> <li>1. Selection of teams</li> <li>2. Thorough discussion of safety precautions</li> <li>3. Some players should remain in noncompetitive group and continue to work on developing skills</li> </ol> <p>B. Lead-Up Games</p> <ol style="list-style-type: none"> <li>1. Punt contest</li> <li>2. Pass contest</li> <li>3. Kicking contest</li> <li>4. Pass patterns               <ol style="list-style-type: none"> <li>a. Correct form</li> </ol> </li> </ol>	<p>Group discussion of the history, rules, equipment, court markings and positions</p> <p>Skills and drills</p> <p>Game play</p> <p>Round Robin Tournament, Mock "Superbowl" Tournament</p> <p><b>Activities, Drills, Games</b></p> <p>A. Passing</p> <ol style="list-style-type: none"> <li>1. Opposite hand-foot technique</li> <li>2. Release of ball - outward turn of wrist (pronation of the wrist)</li> <li>3. Follow through - down and away</li> <li>4. Demonstrate how a spiral pass should be thrown</li> </ol>	<p>Written Tests</p> <p>Skills</p> <p>Teacher observation</p> <p>PE Grading procedures</p> <p>Participation</p> <p>Rubric</p>	

## Touch or Flag Football (Con't.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</p> <p>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</p> <p><u>21ST CENTURY SKILLS AND CAREERS CPI'S</u></p> <p>9.1.8.A.1 9.1.8.A.2 9.1.8.A.3 9.1.8.A.4 9.1.8.B.1 9.1.8.B.2 9.1.8.C.1 9.1.8.C.2 9.1.8.C.3</p> <p><u>CAREER READY PRACTICES</u> CRP 1 - Act as a responsible and contributing citizen and employee CRP 3 - Attend to personal health and financial well-being CRP 4 - Communicate clearly and effectively and with reason CRP 8 - Utilize critical thinking to make sense of problems and persevere in solving them</p>	<p><b>Fundamental Skills</b></p> <p>A. Passing B. Catching passes C. Pass patterns D. Punting E. Place-kicking F. Running G. Blocking H. Teamwork</p> <p><b>Terminology</b></p> <p>A. Centering B. End line C. End zone D. Extra point E. Field goal F. First down G. Flag pattern H. Flanker I. Forward pass J. Fumble K. Goal line L. Hook pattern M. Kick N. Kickoff O. Lateral pass P. Post pattern Q. Punt R. Sack S. Screen T. Sideline U. Slot V. Split W. Touchback X. Touchdown Y. De-flagging</p>		<p>5. Possible drill - Divide squads of students in half and have them practice passing back and forth</p> <p>6. One ball per squad - squad leader assists (1 v 1) - rotate leader</p> <p>7. Wall target drill - vary distance</p> <p>B. Pass receiving</p> <p>1. Keep eyes on the ball 2. Fingers relaxed 3. Catch ball with the hands 4. Do not slow down while running pattern 5. Hand position - thumbs in or out depending on where the ball is thrown 6. Bring ball into the body 7. Pass patterns</p> <p>a. Hook b. Curl c. Out and in d. Flag e. Post f. Fly g. Sideline h. Stop and go</p> <p>8. Demonstrate proper method of catching the ball</p> <p>9. Possible drill - set up a quarterback and a line of receivers. Quarterback calls</p>	

## Middle School Physical Education

<p>CRP 9 - Model integrity, ethical leadership and effective management  CRP 12 - Work productively in teams while using cultural global competence</p>	<p><b>Safety</b>  No tackling</p>		<p>pattern and receivers run designated pattern.  C. Punting  D. Place Kicking  E. Running with the ball  F. Centering  G. Blocking  H. De-Flagging</p>	
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<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices  Centers for Disease Control and Prevention(2006) <i>Physical Education Curriculum Analysis Tool</i>.  Atlanta, GA: Author <a href="http://www.cdc.gov/HealthyYouth/physicalactivity/">http://www.cdc.gov/HealthyYouth/physicalactivity/</a></p> <p>National Association for Sport and Physical Education (2004) <i>Moving Toward the Future: National Standards for Physical Education</i>. Reston, VA</p> <p>New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education <a href="http://www.nj.gov/education/aps/cccs/chpe/standards.htm">www.nj.gov/education/aps/cccs/chpe/standards.htm</a></p> <p>Partnership for 21<sup>st</sup> Century Skills <a href="http://www.p21.org/">http://www.p21.org/</a></p> <p>American Alliance for Health, Physical Education, Recreation and Dance</p> <p>JOHPERD, Journal of Physical Education, Recreation and Dance.</p> <p>AAPAR, American Association for Physical Activity and Recreation.  <a href="http://www.pecentral.org">www.pecentral.org</a>  S.H.A.P.E. America (Society of Health and Physical Educators) <a href="http://www.shapeamerica.org">www.shapeamerica.org</a></p> <p><a href="http://www.sportime.com">www.sportime.com</a></p> <p>Internet Resources and Websites</p>	<p><b>Instructional Adjustments:</b>  Modifications, student difficulties, possible misunderstandings</p> <p>Adjust rules to fit the needs of the learner.</p> <p>Remediation of fundamental skills where needed</p> <p>Modify skills per individuals needs</p> <p>Utilize peer tutors</p> <p>Adjust size of ball</p> <p>Modify movements; break down movement into simpler steps</p> <p>Consult IEPs and 504 Plans.</p>
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## Team and Individual Sport - Track and Field

**Targeted State Standards: Standard 2.5:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. **Standard 2.6:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Unit Objectives/Enduring Understandings:** Students will be able to understand that many different fundamental skills are necessary to perform the different events of track and field.

**Essential Questions:** What skills are necessary to successfully and safely participate in track and field events?

**Unit Assessment:** Students will be able to demonstrate successfully the fundamental skills of various track and field events.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
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.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. 2.5.6.A.3 Create and demonstrate planned movement sequences, individually and	Proper terminology  Fundamental skills of running, throwing, jumping, catching  Knowledge of equipment use and event details  Safety protocols  <b>Introduction</b> Track and field is an integral part of our sports program in the United States and is one of the truly international sports. Students will be taught the fundamentals of various events and be provided with opportunities for personal skill development that aids in enhancing a sense of pride.	Drills  Fundamental event skills  Modified track meet  Scoring  Safety practices  <b>Activities, Drills, Games</b> A. Starting <ol style="list-style-type: none"> <li>1. Sprinter's start</li> <li>2. Standing start</li> <li>3. Starting commands               <ol style="list-style-type: none"> <li>a. Take your mark</li> <li>b. Get set</li> <li>c. Go</li> </ol> </li> <li>4. Use of starting blocks</li> </ol>	Group discussion of the history, rules, equipment, and events  Skills and drills  Racing strategies  Modified track event competition  <b>Activities, Drills, Games</b> A. Starting B. Running C. Standing Long Jump <ol style="list-style-type: none"> <li>1. Take off</li> </ol> D. Running Long Jump E. High Jump	Written Tests  Skills  Teacher observation/Participation  Rubric  PE Grading procedures



## Track and Field (Con't.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>with others, based on tempo, beat rhythm, and music (creative, cultural, social, and fitness dance) 2.5.8.C.1</p> <p>Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. 2.5.8.C.2</p> <p>Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities</p> <p><u>21ST CENTURY SKILLS AND CAREERS CPI'S</u></p> <p>9.1.8.A.1 9.1.8.A.2 9.1.8.A.3 9.1.8.A.4 9.1.8.B.1 9.1.8.B.2 9.1.8.C.1 9.1.8.C.2 9.1.8.C.3</p> <p><u>CAREER READY PRACTICES</u></p> <p>CRP 1 - Act as a responsible and contributing citizen and employee CRP 3 - Attend to personal health and financial well-being CRP 4 - Communicate clearly and effectively and with reason CRP 8 - Utilize critical thinking to make sense of problems and persevere in solving them</p>	<p><b>Fundamental Skills</b></p> <p>A. Starting</p> <ol style="list-style-type: none"> <li>Sprinter's start</li> <li>Standing start</li> <li>Starting commands</li> </ol> <p>B. Running</p> <ol style="list-style-type: none"> <li>Relaxation of the upper body</li> <li>Breathing</li> <li>Rhythm and coordination of body parts</li> <li>Leg drive and lift</li> <li>Arm drive and upper body action</li> <li>Heel-toe action</li> <li>Proper body posture - emphasis on head</li> <li>Pace</li> <li>Finish</li> </ol> <p>C. Hurdling</p> <ol style="list-style-type: none"> <li>Take-off</li> <li>Attack hurdle</li> <li>Hurdler's position in mid-air</li> <li>Landing</li> <li>Arm action</li> <li>Trail leg step</li> <li>Steps between hurdles</li> </ol>	<p>5. Variation: Timers uses arm motion at finish</p> <p>B. Running</p> <ol style="list-style-type: none"> <li>Rhythm and coordination of body parts</li> <li>Breathing</li> <li>Relaxation of the upper body</li> <li>Proper body posture - emphasis on head</li> <li>Pace</li> <li>Students must be conditioned over a period of time before being required to run distance events</li> </ol> <p>C. Standing Long Jump</p> <ol style="list-style-type: none"> <li>Take off <ol style="list-style-type: none"> <li>Knee bend</li> <li>Arm swing</li> <li>Landing</li> </ol> </li> </ol> <p>D. Running Long Jump</p> <ol style="list-style-type: none"> <li>Approach</li> <li>Take off</li> <li>Action in air</li> <li>Landing</li> <li>Sand pit outdoors</li> </ol> <p>E. High Jump</p> <ol style="list-style-type: none"> <li>Approach</li> <li>Take off</li> <li>Action in air</li> <li>Jump-roll (western roll), scissors</li> </ol>	<p>F. Shot Put</p> <p>G. Discus</p> <p>H. Relays</p> <p>I. Hurdles</p> <p>J. Mini-track Meet</p> <p>K. Distance Runs</p>	

Track and Field (Con't.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CRP 9 - Model integrity, ethical leadership and effective management CRP 12 - Work productively in teams while using cultural global competence	D. Running Long Jump <ol style="list-style-type: none"> <li>1. Approach</li> <li>2. Take-off position</li> <li>3. Action in the air</li> <li>4. Height of jump</li> <li>5. Landing</li> </ol> E. High Jump <ol style="list-style-type: none"> <li>1. Running approach</li> <li>2. Weight transfer</li> <li>3. Straddle</li> <li>4. Rotary motion over bar (western roll)</li> <li>5. Safe landing</li> </ol>	F. Shot Put G. Discus H. Relays <ol style="list-style-type: none"> <li>1. Baton passing</li> <li>2. Exchange zones</li> </ol> I. Hurdles <ol style="list-style-type: none"> <li>1. Form</li> <li>2. Steps (3 &amp; 4 step approach)</li> </ol> J. Mini-track Meet K. Distance Runs <ol style="list-style-type: none"> <li>1. For time</li> <li>2. To complete without walking</li> </ol> <p><b>Fundamental Skills</b></p>		

Track and Field (Con't.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
	<p>F. Relay</p> <ol style="list-style-type: none"> <li>1. Baton passing                             <ol style="list-style-type: none"> <li>a. Blind pass</li> <li>b. Open pass</li> </ol> </li> <li>2. Exchange zones</li> </ol> <p>G. Shot Put</p> <ol style="list-style-type: none"> <li>1. Grasp of shot</li> <li>2. Angle of release</li> <li>3. Pushing action of arm</li> <li>4. Standing put</li> <li>5. Glide</li> </ol> <p>H. Shuttle Relays</p> <p>I. Sprinter's Start</p> <p>J. Discus</p> <ol style="list-style-type: none"> <li>1. Grasp of discus</li> <li>2. Flick of wrist</li> <li>3. Angle of release</li> <li>4. Follow through</li> <li>5. Spin in circle</li> </ol> <p><b>Terminology</b></p> <ol style="list-style-type: none"> <li>A. Acceleration Zone</li> <li>B. Anchor Leg</li> <li>C. Lifting (knees)</li> <li>D. Pace</li> <li>E. Passing Zone</li> <li>F. Relay Legs</li> <li>G. Settle Out</li> </ol> <p><b>Safety</b></p>			

## Track and Field (Con't.)

<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices Centers for Disease Control and Prevention(2006) <i>Physical Education Curriculum Analysis Tool</i> . Atlanta, GA: Author <a href="http://www.cdc.gov/HealthyYouth/physicalactivity/">http://www.cdc.gov/HealthyYouth/physicalactivity/</a></p> <p>National Association for Sport and Physical Education (2004) <i>Moving Toward the Future: National Standards for Physical Education</i>. Reston, VA</p> <p>New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education <a href="http://www.nj.gov/education/aps/cccs/chpe/standards.htm">www.nj.gov/education/aps/cccs/chpe/standards.htm</a> Partnership for 21<sup>st</sup> Century Skills <a href="http://www.p21.org/">http://www.p21.org/</a></p> <p>American Alliance for Health, Physical Education, Recreation and Dance</p> <p>JOHPERD, Journal of Physical Education, Recreation and Dance.</p> <p>AAPAR, American Association for Physical Activity and Recreation. <a href="http://www.pecentral.org">www.pecentral.org</a> <b>S.H.A.P.E. America (Society of Health and Physical Educators)</b> <a href="http://www.shapeamerica.org">www.shapeamerica.org</a> <a href="http://www.sportime.com">www.sportime.com</a> Internet Resources and Websites</p>	<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <p>Remediation of fundamental skills where needed</p> <p>Adjust rules to fit the needs of the learner.</p> <p>Modify skills per individuals needs</p> <p>Utilize peer tutors</p> <p>Adjust size of implements used</p> <p>Modify movements; break down movement into simpler steps</p> <p>Consult IEPs and 504 Plans.</p>
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## Team Sports and Life time Activities - Volleyball

**Targeted State Standards: Standard 2.5:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. **Standard 2.6:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Unit Objectives/Enduring Understandings:** Students will be able to understand that fitness activities incorporated in our daily lifestyle are important for overall good health. Students will be able to understand that teamwork is a fundamental and necessary skill of volleyball. Students will be able to understand that the development of better eye-hand coordination is important in the game of volleyball.

**Essential Questions:** How can the sport of volleyball be used as a tool to help facilitate teamwork?

**Unit Assessment:** Students will be able to demonstrate teamwork and improve eye-hand coordination.

		Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points	
<p>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).</p> <p>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.</p> <p>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).</p> <p>2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.</p>	<p>Definition of teamwork</p> <p>Application of teamwork</p> <p>Terminology of the game of volleyball</p> <p>Fundamental skills</p> <p>The “Ready” position</p> <p>Different types of serves</p> <p>“Bumping” and “setting” the ball</p> <p>The “Spike”</p> <p>Rules</p> <p><b>Introduction</b> Volleyball is a very popular coeducational sport which introduces concepts of teamwork without requiring high levels of skill. It develops eye-hand coordination while emphasizing the locomotor skills of sliding and jumping.</p>	<p>Demonstrate the following: The set, bump and spike, appropriate service, and rotation of players</p> <p>Apply the rules of volleyball</p> <p>Adhere to safety protocols</p> <p><b>Fundamental Skills</b></p> <p>A. Bump</p> <p>B. Dig</p> <p>C. Overhead Volley</p> <p>D. Underhand Serve</p> <p>E. Overhand Serve</p> <p>F. Sidearm Serve</p> <p>G. Spike</p> <p>H. Block</p> <p>I. Rotation</p> <p>J. Scorekeeping</p> <p>K. Retrieve From Net</p> <p><b>Activities, Drills, Games</b></p>	<p>Drills</p> <p>Skills</p> <p>Modified game play and Newcomb Volleyball</p> <p>3-Net volleyball</p> <p><b>Activities, Drills, Games</b></p> <p>A. Ready Position</p> <ol style="list-style-type: none"> <li>Shoulders over knees, knees over toes, heels slightly off the ground</li> <li>Forearms ready to pass</li> <li>Read the play</li> </ol> <p>B. Overhead Serve and Overhand Floater</p> <ol style="list-style-type: none"> <li>Serve against the wall</li> <li>Serve with a partner across the net</li> <li>Serve at a target</li> </ol> <p>C. Forearm Pass Drill</p>	<p>Written Tests</p> <p>Skills</p> <p>Teacher observation/Participation Rubric</p> <p>PE Grading procedures</p>	

## Volleyball (Con't.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>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</p> <p><u>21ST CENTURY SKILLS AND CAREERS CPI'S</u></p> <p>9.1.8.A.1 9.1.8.A.2 9.1.8.A.3 9.1.8.A.4 9.1.8.B.1 9.1.8.B.2 9.1.8.C.1 9.1.8.C.2 9.1.8.C.3</p> <p><u>CAREER READY PRACTICES</u></p> <p>CRP 1 - Act as a responsible and contributing citizen and employee CRP 3 - Attend to personal health and financial well-being CRP 4 - Communicate clearly and effectively and with reason CRP 8 - Utilize critical thinking to make sense of problems and persevere in solving them CRP 9 - Model integrity, ethical leadership and effective management CRP 12 - Work productively in teams while using cultural global competence</p>	<p><b>Terminology</b></p> <p>A. Block B. Bump C. Dig D. Double Hit E. Net Ball F. Point G. Rotation H. Serve I. Carry J. Set up K. Spike L. Volley M. Side out N. Catch O. Outside hitter P. Setter Q. Rally Scoring</p> <p><b>Fundamental Skills</b></p> <p>A. Bump B. Dig C. Overhead Volley D. Underhand Serve E. Overhand Serve F. Sidearm Serve G. Spike H. Block I. Rotation J. Scorekeeping K. Retrieve From Net</p>	<p>A. Overhead Serve and Overhand Floater</p> <ol style="list-style-type: none"> <li>1. Serve against the wall</li> <li>2. Serve with a partner across the net</li> <li>3. Serve at a target</li> </ol> <p>B. Bump Drills</p> <ol style="list-style-type: none"> <li>1. Line with a leader - leader tosses ball to each player</li> <li>2. Circle bump - group counts number of bumps</li> <li>3. Students bump to self - each squad sends out one hitter at a time - rotate</li> <li>4. Emphasis "clean" hits - no catches</li> </ol> <p>C. Regular Newcomb (a catch and throw game)</p> <ol style="list-style-type: none"> <li>1. Variation: Use different size balls</li> </ol> <p>D. Overhead Volley (set pass)</p> <ol style="list-style-type: none"> <li>1. Leader with lines - one at a time</li> <li>2. Circle - leader in the center</li> <li>3. Wall volley - count number of hits</li> <li>4. Leader with students on other side of net</li> <li>5. Students hit to self. Each squad sends out one hitter at a time - rotate</li> </ol> <p>E. Spike</p> <ol style="list-style-type: none"> <li>1. Lower net to get the idea of spike</li> <li>2. Partner tosses ball for spike</li> <li>3. Emphasize proper approach and footwork</li> </ol>	<ol style="list-style-type: none"> <li>1. Line with a leader - leader tosses ball to each player</li> <li>2. Circle bump - group counts number of bumps</li> <li>3. Students bump to self - each squad sends out one hitter at a time - rotate</li> <li>4. Emphasis "clean" hits - no catches</li> </ol> <p>D. Regular Newcomb (a catch and throw game)</p> <ol style="list-style-type: none"> <li>1. Variation: Use different size balls</li> </ol> <p>E. Overhead Volley (set pass)</p> <ol style="list-style-type: none"> <li>1. Leader with lines - one at a time</li> <li>2. Circle - leader in the center</li> <li>3. Wall volley - count number of hits</li> <li>4. Leader with students on other side of net</li> <li>5. Students hit to self. Each squad sends out one hitter at a time - rotate</li> </ol> <p>F. Spike</p> <ol style="list-style-type: none"> <li>1. Lower net to get the idea of spike</li> <li>2. Partner tosses ball for spike</li> <li>3. Emphasize proper approach and footwork</li> </ol>	

## Middle School Physical Education

	<p><b>Safety</b></p> <p>A. Balls should be returned to opposing team under the net.</p> <p>B. Players should call for all hits (example: "mine", or "I go").</p> <p>C. Players should play their own positions and not be allowed to run to play another student's position. Try to play with 6 players on a court and rotate substitutions into game.</p> <p>D. No kicking volleyballs.</p> <p>E. Back row players cannot jump or spike in front of the 10-foot line.</p> <p>F. Setter calls the second ball.</p>	<p>4. Use tennis balls to warm-up shoulder and emphasize wrist snap</p> <p>F. Blocking</p> <p>1. Leader tosses ball over net for partner to block</p> <p>G. Bounce Volleyball</p> <p>1. Use regulation rules except the ball is allowed to bounce once before it is hit</p> <p>H. Keep-It-Up</p> <p>1. Volley the ball into the air as many times as possible without it touching the ground. The score is the number of consecutive volleys made by both sides. Neither team can lose. A score of 20 hits would be fair, 50 hits would be excellent.</p> <p>I. Squad or group contests - keeping ball off floor (# of hits)</p> <p>1. Just bump</p> <p>2. Just set pass</p> <p>3. Combined</p> <p>4. One squad at a time</p> <p>5. All squads</p> <p>J. Scrimmages</p> <p>1. Critique and stop play where needed</p> <p>K. Local ground rules</p> <p>1. Can use mandatory 3-hit rule each time ball crosses net so players <u>must</u> learn to pass instead of slugging ball back and forth.</p> <p>2. Must serve receive using a bump since most inexperienced players cannot underhand pass legally due to their size and strength.</p> <p>L. Variations</p> <p>1. Three net volleyball</p>	<p>4. Use tennis balls to warm-up shoulder and emphasize wrist snap</p> <p>G. Blocking</p> <p>1. Leader tosses ball over net for partner to block</p> <p>H. Bounce Volleyball</p> <p>1. Use regulation rules except the ball is allowed to bounce once before it is hit</p> <p>I.. Keep-It-Up</p> <p>1. Volley the ball into the air as many times as possible without it touching the ground. The score is the number of consecutive volleys made by both sides. Neither team can lose. A score of 20 hits would be fair, 50 hits would be excellent.</p> <p>J. Squad or group contests - keeping ball off floor (# of hits)</p> <p>1. Just bump</p> <p>2. Just set pass</p> <p>3. Combined</p> <p>4. One squad at a time</p> <p>5. All squads</p> <p>K. Scrimmages</p> <p>1. Critique and stop play where needed</p> <p>L. Local ground rules</p> <p>1. Can use mandatory 3-hit rule each time ball crosses net so players <u>must</u> learn to pass instead of slugging ball back and forth.</p>	
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Middle School Physical Education

			<p>2. Must serve receive using a bump since most inexperience players cannot underhand pass legally due to their size and strength.</p> <p>M. Variations</p> <p>1. Three net volleyball</p>	
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<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices          American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED)  <a href="http://www.aapherd.org">www.aapherd.org</a></p> <p>Centers for Disease Control and Prevention(2006) <i>Physical Education Curriculum Analysis Tool</i> . Atlanta, GA: Author <a href="http://www.cdc.gov/HealthyYouth/physicalactivity/">http://www.cdc.gov/HealthyYouth/physicalactivity/</a></p> <p>National Association for Sport and Physical Education (2004) <i>Moving Toward the Future: National Standards for Physical Education</i>. Reston, VA</p> <p>New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education  <a href="http://www.nj.gov/education/aps/cccs/chpe/standards.htm">www.nj.gov/education/aps/cccs/chpe/standards.htm</a>          Partnership for 21<sup>st</sup> Century Skills <a href="http://www.p21.org/">http://www.p21.org/</a></p> <p>American Alliance for Health, Physical Education, Recreation and Dance</p> <p>JOHPERD, Journal of Physical Education, Recreation and Dance.</p> <p>AAPAR, American Association for Physical Activity and Recreation.</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p>S.H.A.P.E. America (Society of Health and Physical Educators)  <a href="http://www.shapeamerica.org">www.shapeamerica.org</a></p> <p><a href="http://www.sporttime.com">www.sporttime.com</a></p> <p>Internet Resources and Websites</p>	<p><b>Instructional Adjustments:</b>          Modifications, student difficulties, possible misunderstandings</p> <p>Remediation of fundamental skills where needed</p> <p>Adjust rules to fit the needs of the learner.</p> <p>Modify skills per individuals needs</p> <p>Utilize peer tutors</p> <p>Adjust size of implements used</p> <p>Modify movements; break down movement into simpler steps</p> <p>Consult IEPs and 504 Plans.</p>
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## Wrestling

**Targeted State Standards: Standard 2.5:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. **Standard 2.6:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Unit Objectives/Enduring Understandings:** Students will be able to understand that a special awareness for the sport of wrestling will help facilitate an appreciation for the sport. Students will be able to understand that the development of good sportsmanship is an important component for the sport of wrestling. Students will be able to understand that fundamental wrestling skills/moves are the foundation of the sport.

**Essential Questions:** How can the sport of wrestling be used as a tool to help develop sportsmanship?

**Unit Assessment:** Students will be able to demonstrate sportsmanship while improving muscular strength and endurance.

		<b>Core Content</b>		<b>Instructional Actions</b>	
<b>Cumulative Progress Indicators</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>	
<p>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).</p> <p>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.</p> <p>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).</p>	<p>Fundamental skills</p> <p>Terminology</p> <p>Safety issues</p> <p>Sportsmanship</p> <p><b>Introduction</b> This unit will introduce students to wrestling holds, moves, and rules and provide opportunities to utilize them against resistance in controlled situations. This Olympic sport encourages the student to understand and demonstrate special awareness. Good sportsmanship must be promoted during the interaction of students.</p>	<p>Stances</p> <p>Rides, breakdowns and falls</p> <p>Reversals</p> <p>Escapes</p> <p>Takedowns</p> <p>Counters</p> <p>Rules</p> <p>Safety protocols</p> <p><b>Fundamental Skills</b></p> <p>A. Stances B. Rides, Breakdowns, Falls C. Reversals D. Escapes E. Takedown F. Each Takedown G. Counters</p>	<p>Drills</p> <p>Skills</p> <p>Modified matches</p> <p>Scoring</p> <p><b>Activities, Drills, Games</b></p> <p>A. Have high school coach perform clinic with match for middle school</p> <p>B. Group Discussion (Include the dangers of over dieting to make weight)</p> <p>C. Special Warm-ups (each day)</p> <p>D. Instructor must be able to demonstrate holds and moves and/or have a student helper who can exhibit correct technique.</p> <p>E. Technique Instruction</p>	<p>Written Tests</p> <p>Skills</p> <p>Teacher observation</p> <p>PE Grading procedures</p> <p><b>Evaluation</b></p> <p>A. Written test - this test will cover all class discussions and lecture demonstrations.</p> <p>B. Skill test - the skill test will be based on the students' ability to apply the various skills that are included in the wrestling program.</p>	

## Wrestling (Con't.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</p> <p>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</p> <p><u>21ST CENTURY SKILLS AND CAREERS CPI'S</u></p> <p>9.1.8.A.1 9.1.8.A.2 9.1.8.A.3 9.1.8.A.4 9.1.8.B.1 9.1.8.B.2 9.1.8.C.1 9.1.8.C.2 9.1.8.C.3</p> <p><u>CAREER READY PRACTICES</u></p> <p>CRP 1 - Act as a responsible and contributing citizen and employee CRP 3 - Attend to personal health and financial well-being CRP 4 - Communicate clearly and effectively and with reason CRP 8 - Utilize critical thinking to make sense of problems and persevere in solving them CRP 9 - Model integrity, ethical leadership and effective management</p>	<p><b>Fundamental Skills</b></p> <p><b>Terminology</b></p> <p>A. Breakdown B. Counters C. Escapes - Go from bottom (defense) to neutral D. Float - top wrestler maintains control and good position but does not prevent bottom wrestler's move</p>	<p><b>Activities, Drills, Games</b></p> <p>A. Have high school coach perform clinic with match for middle school</p> <ol style="list-style-type: none"> <li>1. Discuss rules of the sport</li> <li>2. Scoring of the sport</li> <li>3. Review all safety precautions to follow</li> <li>4. Discuss the role of the partner in wrestling: assisting, not resisting, must be emphasized in learning moves</li> <li>5. Examples of illegal moves and holds</li> <li>6. Lines students up by weight - select partners of similar size (if partner is absent have student join another group and take turns)</li> </ol> <p>B. Group Discussion (Include the dangers of over dieting to make weight)</p> <p>C. Special Warm-ups (each day)</p> <ol style="list-style-type: none"> <li>1. Solo <ol style="list-style-type: none"> <li>a. Bridging front and back</li> <li>b. Leg rises</li> <li>c. Sit-ups - bent knee</li> <li>d. Push ups</li> <li>e. Hip rotation - leg under</li> <li>f. Run in place</li> <li>g. Shoulder roll</li> <li>h. Sit and turn</li> </ol> </li> </ol>	<p>F. Resistance (live) G. Techniques (see fundamental skills) H. Lead up games and contests I. Matches</p>	

## Wrestling (Con't.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CRP 12 - Work productively in teams while using cultural global competence		2. Partner <ol style="list-style-type: none"> <li>a. Spin</li> <li>b. Sit ups</li> <li>c. Standing bridge back</li> <li>d. Over - under</li> <li>e. Pushups from back</li> <li>f. Float (follow</li> </ol> D. Instructor must be able to demonstrate holds and moves and/or have a student helper who can exhibit correct technique.           E. Technique Instruction <ol style="list-style-type: none"> <li>1. Break down move "by numbers"</li> <li>2. Demonstrate, critique, re-demonstrate, and try again</li> <li>3. Always review previous day material before advancing</li> <li>4. Divide time between assisting and resisting (live)</li> </ol> F. Resistance (live) <ol style="list-style-type: none"> <li>1. Try a little live each day (in controlled situations)</li> <li>2. Start and stop on whistle (short duration)</li> <li>3. Referee's position</li> <li>4. Moves from mid-position of move (short duration)               <ol style="list-style-type: none"> <li>a. 1/2 nelsons (try to get out)</li> <li>b. Mid switch</li> <li>c. Mid sit out</li> <li>d. Mid 2 on 1</li> </ol> </li> </ol>		

Wrestling (Con't.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
		<ul style="list-style-type: none"> <li>e. Cradle</li> <li>5. Middle school students like live situations, but must have some background of moves to use - introduce gradually</li> <li>G. Techniques (see fundamental skills)</li> <li>H. Lead up games and contests                             <ul style="list-style-type: none"> <li>1. Starting positions - live</li> <li>2. Moves from mid-positions (above)</li> <li>3. Specific tasks                                     <ul style="list-style-type: none"> <li>a. Standing knee slap - agility</li> <li>b. Start down - try to stand up as partner resist</li> <li>c. Start top - try to move partner off base</li> <li>d. Start front spin - try to get behind</li> <li>e. Over, under, dive through legs from front, leap frog over</li> </ul> </li> </ul> </li> <li>I. Matches                             <ul style="list-style-type: none"> <li>1. Competitive matches of short duration (voluntary only) to test skills against resistance. Suggest two periods, one minute each.</li> <li>2. Closely officiate all matches</li> <li>3. Post wall charts of scheduled matches</li> <li>4. Try to place limit of 2 to 4 weight groups</li> <li>5. Divide competitors into teams</li> </ul> </li> </ul>		

## Wrestling (Con't.)

<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices  American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED)  <a href="http://www.aahperd.org">www.aahperd.org</a>  Centers for Disease Control and Prevention(2006) <i>Physical Education Curriculum Analysis Tool</i> . Atlanta, GA: Author  <a href="http://www.cdc.gov/HealthyYouth/physicalactivity/">http://www.cdc.gov/HealthyYouth/physicalactivity/</a>  National Association for Sport and Physical Education (2004) <i>Moving Toward the Future: National Standards for Physical Education</i>. Reston, VA  New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education  <a href="http://www.nj.gov/education/aps/cccs/chpe/standards.htm">www.nj.gov/education/aps/cccs/chpe/standards.htm</a>  Partnership for 21<sup>st</sup> Century Skills <a href="http://www.p21.org/">http://www.p21.org/</a>  American Alliance for Health, Physical Education, Recreation and Dance  S.H.A.P.E. America (Society of Health and Physical Educators)  <a href="http://www.shapeamerica.org">www.shapeamerica.org</a>  JOHPERD, Journal of Physical Education, Recreation and Dance.  AAPAR, American Association for Physical Activity and Recreation.  AAHPERD, American Association of Physical Education, Recreation and Dance  <a href="http://www.pecentral.org">www.pecentral.org</a>  <a href="http://www.aahperd.org">www.aahperd.org</a>  <a href="http://www.sportime.com">www.sportime.com</a>  Internet Resources and Websites</p>	<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <p>Modify exercises to ensure success on all levels of wrestling abilities.</p> <p>Remediation of fundamental skills where needed</p> <p>Adjust rules to fit the needs of the learner.</p> <p>Modify skills per individuals needs</p> <p>Utilize peer tutors</p> <p>Modify movements; break down movement into simpler steps</p> <p>Consult IEPs and 504 Plans.</p>
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