

**WEYMOUTH TOWNSHIP SCHOOL DISTRICT**

**PHYSICAL EDUCATION CURRICULUM**

**Content Area: Comprehensive Health and Physical Education**

The mission of the Health and Physical Education Department is to prepare students to lead healthy active lifestyles that promote physical, social, and emotional wellness.

Physical Education classes provide a learning environment where students develop the knowledge, skills, physical fitness, social qualities and attitudes that enhance their quality of life and sense of well-being. Students engage in developmentally appropriate and inclusive games and activities that emphasize cooperation, sportsmanship, skills, and strategies.

**Course Title: Physical Education**

**Grade Level: 3-6**

**Disciplinary Concepts and Core Ideas**

- Personal Growth and Development
- Pregnancy and Parenting
- Emotional Health
- Social and Sexual Health
- Community Health Services and Support
- Movement Skills and Concepts
- Physical Fitness
- Lifelong Fitness
- Nutrition
- Personal Safety
- Health Conditions, Diseases and Medicines
- Alcohol, Tobacco and other Drugs
- Dependency, Substances Disorder and Treatment

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Board Approved on:  
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## **II. Objectives**

### **Course Outline:**

Activities/offerings listed are designed to accomplish New Jersey Student Learning Standards. Activities are based on consideration of class size and facility availability. Unit activities include but are not limited to:

#### **Fitness/Wellness**

- Aerobics
- Fitness (Resistance, Weight Training, Circuit)
- Rope jumping
- Power walking
- Wellness
- Yoga

#### **Motor Skills**

- Bat and ball games
- Basketball
- Catch and throw
- Climbing activities
- Floor Hockey
- Fundamental movements and rhythms / Dance
- Gymnastics
- Obstacle course
- Parachute Play
- Racquet sports
- Scooter activities
- Soccer
- Speedball
- Stix ball
- Touch football
- Tumbling
- Ultimate Frisbee
- Volleyball

**Student Outcomes:**

By the end of grade 4, students successfully completing this course student will:

- Demonstrate and apply knowledge of the rules, regulations, and safety procedures.
- Develop and demonstrate basic skills necessary for active participation.
- Develop and understand strategy for beginner and advanced play.

By the end of grade 5, students successfully completing this course student will:

- Understand the origins, history, and etiquette of the activity
- Demonstrate self-management skills.
- Analyze biomechanical principles to learn, assess, refine, and combine movement skills used in activities.

By the end of grade 6, students successfully completing this course student will:

- Understand and apply the principles of physiology, kinesiology, and psychology to improve personal performance in activities.
- Form positive attitudes toward physical activity.
- Understand the activity in relation to maintaining good health.
- Identify career options associated with the activity.

**Jersey Student Learning Standards**

Student outcomes are based on the National Health Education Standards and the **New Jersey Student Learning Standards** for Comprehensive Health and Physical Education (Adopted 2004, Revised 2009, 2014, and 2020).

**2.1 Personal and Mental Health by the End of Grade 5****Personal Growth and Development**

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

**2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).**

**2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.**

**2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.**

**2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).**

**2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.**

### **Pregnancy and Parenting**

Pregnancy and parenting are stages in life that impact all aspects on one's wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual's emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting.

**2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.**

**2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).**

### **Emotional Health**

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

**2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.**

**2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.**

**2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).**

**2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.**

### **Social and Sexual Health**

Social and Sexual Health Social and Sexual Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

**2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.**

**2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.**

**2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).**

**2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.**

**2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.**

**2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.**

**2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.**

### **Community Health Services and Support**

Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include the provision of Culturally and Linguistically Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health

professional care to people in need, or people maintaining regular wellness screenings in the person's home, other residential settings, or a community health care facility.

**2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).**

**2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.**

**2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.**

## **2.2 Physical Wellness by the End of Grade 5**

### **Movement Skills and Concepts**

Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).

**2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).**

**2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.**

**2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).**

**2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.**

**2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.**

**2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.**

**2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.**

### **Physical Fitness**

Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.

**2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.**

**2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.**

**2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).**

**2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.**

**2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).**

### **Lifelong Fitness**

Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.

**2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.**

**2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.**

**2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.**

**2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).**

**2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.**

### **Nutrition**

Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.

**2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.**

**2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.**

**2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.**

## **2.3 Safety by the End of Grade 5**

### **Personal Safety**

Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.

**2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.**

**2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).**

**2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.**

**2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.**

**2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.**

**2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an**

**uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.**

### **Health Conditions, Diseases and Medicines**

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

**2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.**

**2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)**

**2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).**

### **Alcohol, Tobacco and other Drugs**

Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.

**2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).**

**2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.**

**2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.**

## **Dependency, Substances Disorder and Treatment**

Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recover. There are many types of treatment facilities for a person to receive help to recover. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).

**2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.**

**2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.**

**2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.**

**2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.**

**2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).**

## **New Jersey Student Learning Standards Career Readiness Life Literacies, and Key Skills Practices**

***CRLKSP 1 Act as a responsible and contributing community member and employee.***

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

***CRLKSP 2 Attend to financial well-being.***

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

***CRLKSP 3 Consider the environmental, social and economic impacts of decisions.***

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

***CRLKSP 4 Demonstrate creativity and innovation.***

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

***CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.***

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

***CRLKSP 6 Model integrity, ethical leadership and effective management.***

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

***CRLKSP 7 Plan education and career paths aligned to personal goals.***

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and

experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

***CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.***

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

***CRLKSP 9 Work productively in teams while using cultural/global competence.***

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

### **Standard 9.1 Personal Financial Literacy**

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

### **Standard 9.2 Career Awareness, Exploration, Preparation, and Training.**

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

### **Standard 9.4 Life Literacies and Key Skills**

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

### **New Jersey State Learning Standards for English Language Arts.**

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

### **III. Proficiency Levels**

At each grade level (4-6) students will engage in age appropriate s skills and activities that build upon previous knowledge and skills to fulfill requirements for **New Jersey Student Learning Standards**.

### **IV. Methods of Assessment**

#### **Student Assessment**

Students will be assessed on their active participation, skills, knowledge, and fitness participation. The teacher will provide a variety of assessments including homework, tests and quizzes, and projects. In addition, the following tools may be used in student assessment:

- Rating scales
- Self-evaluation
- Teacher observation
- Cooperative learning
- Reciprocal teaching
- Homework assignments
- Journal writing
- Written tests
- Personal logs
- Rubrics
- Research Projects
- Discussion
- Video review/evaluation
- Checklists
- Peer evaluation
- Task cards
- Problem solving
- Group work (large and small)
- Worksheet
- Skills test
- Oral presentation
- Portfolios

## **V. Grouping**

The students are heterogeneously grouped in classes at the fourth, fifth, and sixth grade levels.

## **VI. Articulation/Scope & Sequence/Time Frame**

A three-quarter course is required in the fourth, fifth, and sixth grade upper elementary health and physical education program. Students shall meet the required 150 minutes per week of health, safety, and Physical Education (**N.J.S.A.18A:35**).

## **VII. Resources/Materials**

Resources include but are not limited to:

- [www.aahperd.org](http://www.aahperd.org) - The Alliance for Health, Physical Education, Recreation and Dance
- [www.asep.com](http://www.asep.com) - The American Sport Education Program
- [www.americanheart.org](http://www.americanheart.org) - The American Heart Association
- [www.myplate.gov](http://www.myplate.gov) - The United States Department of Agriculture
- [www.fitnessgram.net](http://www.fitnessgram.net) – Fitnessgram
- [www.pecentral.org](http://www.pecentral.org) – PE Central
- [www.thepeshed.com](http://www.thepeshed.com) – The PE Shed
- [www.sparkpe.org](http://www.sparkpe.org) – Spark PE

## **VIII. Suggested Activities**

A wide variety of activities address learning styles of all students. These activities include but are not limited to:

- Fitness activities
- Team games and sports
- Movement development and dance
- Cooperative learning
- Individual skill development
- Demonstration
- Individual and group projects

## **IX. Methodologies**

The following methodologies of instruction are suggested:

- Differentiated instruction
- Demonstration
- Discussion
- Individual work
- Lecture
- Group work
- Student pairing
- Individual presentation
- Technology-aided instruction

## **X. Interdisciplinary Connections**

This course incorporates life sciences, mathematics, and history, as well as health and physical education applications.

## **XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students with 504 Plans, Students at Risk, English Language Learners, and Gifted & Talented Students**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

*Differentiation for Support (ELL, Special Education, Students at Risk)*

- Scaffolding assignments
- Equipment modifications
- Facility accommodations
- Chunking of material
- Allow for errors
- Study Guides
- Pre-teach material
- Rephrase of questions and directions
- Oral and written assignments
- Assessment review
- Focus on essential vocabulary
- Guided questioning and notetaking
- Peer editing and review
- Use of assisted technology
- Visual learning
- Small group jigsaw
- Teacher modeling
- Partner/group work
- Notebook checks
- Current events
- Online videos

*Differentiation for Enrichment*

- More complex tasks and projects
- Higher level questioning and techniques
- Peer mentoring
- Independent extension of content based on interest
- Supplemental reading
- Independent study
- Equipment modifications
- Facility accommodations
- Real world problems and scenarios

**XIII. Curriculum Map/Pacing Guide - Grade 4-6 Physical Education**

**Physical Education Grades 4 & 5**

<b>Unit / Skill(s)</b>	<b>Time Allocated</b>	<b>Differentiating Instruction for Students with Disabilities, Students with 504 Plans, Students at Risk, English Language Learners, &amp; Gifted &amp; Talented Students</b>	<b>Standards</b>	<b>Assessments</b>
<p><b><i>Racquet Skills / Individual – Dual sport</i></b> (Tennis lead-up)</p> <ol style="list-style-type: none"> <li>1. Grip</li> <li>2. Forehand</li> <li>3. Backhand</li> <li>4. Volley</li> <li>5. Serve</li> <li>6. Net play</li> <li>7. Baseline play</li> <li>8. Rules of play</li> <li>9. Scoring</li> <li>10. Game strategies</li> <li>11. Forehand ball/backhand ball</li> <li>12. Game</li> </ol>	<p>7 weeks</p>	<p>-Size of racquet</p> <p>-Study guide</p> <p>-Skill videos posted to Google Site</p> <p>-Practice hitting against a wall</p>	<p><b>NJSLS</b> 2.2.5.MSC.1 2.2.5.MSC.3 2.2.5.MSC.4 2.2.5.PF.3 2.2.5.LF.4 2.2.5.MSC.5 2.2.5.MSC.7 2.2.5.PF.2 2.2.5.MSC.6</p> <p><b>CRLKSP 4</b> <b>CRLKSP 5</b> <b>CRLKSP 6</b> <b>NJSLS-ELA</b></p>	<p>-Class discussion based upon viewing of skill videos</p> <p>-Skill Assessment (grip &amp; forehand hitting)</p> <p>-Teacher observation</p> <p>-Questioning/ Discussion</p> <p>-Peer feedback (after each skill give feedback to partner)</p>

			W.4.7.	
<p><b><i>Fitness Training</i></b>  <b><i>/Fitnessgram/Fitness Activities</i></b>  (Pacer Test/Mile Run, Flexed Arm Hang, Sit &amp; Reach, Body Composition)  1. Body Composition  2. Flexibility  3. Aerobic Capacity  4. Muscular Strength  5. Muscular Endurance</p>	3 weeks	<p>-Age appropriate goals (Fitnessgram “healthy fitness zones” are posted in Gym and on Google Sites</p> <p>-Review of skill videos prior to Fitnessgram testing</p> <p>-Peer tutors (allowing students to work with a partner during certain assessments)</p>	<p><b>NJSLS</b>  2.2.5.PF.1  2.2.5.PF.2  2.2.5.PF.3  2.2.5.PF.4  2.2.5.PF.5  2.2.5.LF.3</p> <p><b>CRLKSP</b>  <b>4</b>  <b>CRLKSP</b>  <b>5</b>  <b>CRLKSP</b>  <b>6</b>  <b>NJSLS-ELA</b>  W.4.7.</p>	<p>-Fitness Testing</p> <p>-Review starting point from previous year</p> <p>-Questioning/  Discussion about 5 principles of fitness</p> <p>-Record scores</p> <p>-Self-reflection on progress</p>

<p><b><i>Passing, Dribbling, Shooting Skills / Team Sport (Soccer)</i></b> (sideline style)</p> <ol style="list-style-type: none"> <li>1. Discussion of rules and safety</li> <li>2. Kicking/passing       <ol style="list-style-type: none"> <li>A. instep</li> <li>B. outside/foot</li> <li>C. Inside/foot</li> </ol> </li> <li>3. Trapping       <ol style="list-style-type: none"> <li>A. sole of foot</li> <li>B. side of foot</li> <li>C. leg</li> <li>D. body</li> </ol> </li> <li>4. Dribbling</li> <li>5. Heading</li> <li>6. Throw-In</li> <li>7. Goalkeeper techniques</li> <li>8. Lead-up games</li> <li>9. Game play</li> </ol>	<p>6 weeks</p>	<p>-Adjust the length of the game: Increase or decrease the time according to fitness level of players or the time it may take them to successfully contact the ball.</p> <p>-Use a softer soccer ball</p> <p>-Remove goalie for students who may have difficulty striking the soccer ball</p> <p>-Allow sideline players to pass the ball into play to create an atmosphere of maximum participation</p>	<p><b>NJSLS</b> 2.2.5.MSC.1 2.2.5.MSC.3 2.2.5.MSC.4 2.2.5.PF.3 2.2.5.LF.4 2.2.5.MSC.5 2.2.5.MSC.7 2.2.5.PF.2 2.2.5.MSC.6</p> <p><b>CRLKSP</b> <b>4</b> <b>CRLKSP</b> <b>5</b> <b>CRLKSP</b> <b>6</b> <b>CRLKSP</b> <b>9</b></p>	<p>-Class discussion based upon viewing of skill videos</p> <p>-Skill Assessment (dribbling through general space &amp; trapping)</p> <p>-Teacher observation</p> <p>-Questioning/ Discussion</p> <p>-Peer feedback (after each skill give feedback to partner)</p>
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<p><b><i>Passing, Dribbling, Shooting Skills / Team Sport (Basketball)</i></b></p> <ol style="list-style-type: none"> <li>1. Ball Handling</li> <li>2. Catching       <ol style="list-style-type: none"> <li>A. above the waist</li> <li>B. below the waist</li> </ol> </li> <li>3. Passing       <ol style="list-style-type: none"> <li>A. chest pass – bounce – one or two handed</li> <li>B. one handed – overhead</li> </ol> </li> <li>4. Dribbling       <ol style="list-style-type: none"> <li>A. protecting the ball</li> <li>B. open court – floor</li> <li>C. stop and go – change hands</li> </ol> </li> <li>5. Shooting       <ol style="list-style-type: none"> <li>A. lay-up</li> <li>B. jump shots</li> <li>C. Foul shot</li> </ol> </li> <li>6. Pivot       <ol style="list-style-type: none"> <li>A. with dribble</li> <li>B. with box out</li> <li>C. with screen</li> </ol> </li> <li>7. Rebounding       <ol style="list-style-type: none"> <li>A. positioning</li> <li>B. boxing out</li> </ol> </li> <li>8. Defense       <ol style="list-style-type: none"> <li>A. match-up on ball</li> <li>B. zones</li> <li>C. two on two variations</li> </ol> </li> <li>9. Offense</li> <li>10. Strategies       <ol style="list-style-type: none"> <li>A. shot selection</li> <li>B. team work</li> </ol> </li> <li>11. Lead-up Activities       <ol style="list-style-type: none"> <li>A. one on one, two on</li> </ol> </li> </ol>	7 weeks	<p>-Use a junior sized basketball</p> <p>-Lower rims</p> <p>-Two dribbles &amp; pass to promote passing/ teamwork strategies</p>	<p><b>NJSLS</b></p> <p>2.2.5.MSC.1</p> <p>2.2.5.MSC.3</p> <p>2.2.5.MSC.4</p> <p>2.2.5.PF.3</p> <p>2.2.5.LF.4</p> <p>2.2.5.MSC.5</p> <p>2.2.5.MSC.7</p> <p>2.2.5.PF.2</p> <p>2.2.5.MSC.6</p> <p><b>CRLKSP</b></p> <p><b>4</b></p> <p><b>CRLKSP</b></p> <p><b>5</b></p> <p><b>CRLKSP</b></p> <p><b>6</b></p> <p><b>CRLKSP</b></p> <p><b>9</b></p>	<p>-Class discussion based upon viewing of skill videos</p> <p>-Skill Assessment (chest/bounce pass, layups, dribbling)</p> <p>-Teacher observation</p> <p>-Questioning/ Discussion</p> <p>-Peer feedback (after each skill give feedback to partner)</p>
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<p>two  B. three on three  C. sideline basketball  D. violation basketball</p>				
<p><b><i>Throwing, Catching Skills/ Team Sport (Volleyball lead-up)</i></b>  1. Discussion of rules and safety  2. Catching and throwing  3. Position of player, scoring, rotation and team strategies  4. Newcomb game play  5. Teach volleyball set  6. Teach volleyball serve  7. Teach volleyball bump  8. Play modified Newcomb/ volleyball games</p>	<p>7 weeks</p>	<p>-Use a softer volleyball   -Create a “mini-tournament” to challenge students   -Play the width of the gym to allow for successful serves over the net   -Allow servers to pass to the front row if they cannot throw the ball over the net   -Play “progressive newcomb” to challenge students to get as many volleys as possible</p>	<p><b>NJSLS</b>  2.2.5.MSC.1  2.2.5.MSC.3  2.2.5.MSC.4  2.2.5.PF.3  2.2.5.LF.4  2.2.5.MSC.5  2.2.5.MSC.7  2.2.5.PF.2  2.2.5.MSC.6</p>	<p>-Class discussion based upon viewing of skill videos   -Skill Assessment (overhand throws and catches, underhand throws and catches)   -Teacher observation  -Questioning/ Discussion   -Peer feedback (after each skill give feedback to partner)</p>

<p><b><i>Tumbling Skills/ Gymnastics</i></b></p> <ol style="list-style-type: none"> <li>1. Warm-ups</li> <li>2. Safety rules</li> <li>3. Warm-up mat skills       <ol style="list-style-type: none"> <li>A. log roll</li> <li>B. table roll</li> <li>C. mat roll</li> <li>D. back bridge</li> <li>E. mat jump</li> <li>F. forward roll</li> <li>G. backward roll</li> </ol> </li> <li>4. Review forward and backward roll 5. Review cartwheel and dive roll       <ol style="list-style-type: none"> <li>A. tripod</li> <li>B. tip up</li> </ol> </li> <li>6. Handstand kick-up       <ol style="list-style-type: none"> <li>A. balanced handstand</li> <li>B. handstand forward roll</li> </ol> </li> <li>7. Kip</li> </ol>	<p>2 weeks</p>	<p>-Follow progression (basic tumbling skills -cartwheels)</p> <p>-Allow students who do not feel comfortable performing certain skills to use basic skills taught at beginning of lesson (ex: log roll)</p>	<p><b>NJSLS</b></p> <p>2.2.5.MSC.1 2.2.5.MSC.2 2.2.5.MSC.3 2.2.5.MSC.4 2.2.5.PF.3 2.2.5.LF.4 2.2.5.MSC.5 2.2.5.LF.2 2.2.5.LF.3 2.2.5.PF.2 2.2.5.MSC.6</p>	<p>-Class discussion based upon viewing of skill videos</p> <p>-Skill Assessment (tight tuck, pike, v-seat balance, back bridge, candlestick holder, mat jumps)</p> <p>-Teacher observation</p> <p>-Questioning/ Discussion</p> <p>-Peer feedback (after each skill give feedback to partner)</p>
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<p><b><i>Throwing, Catching, Batting, Running Skills / Team Sport (Baseball/Softball Activities)</i></b></p> <ol style="list-style-type: none"> <li>1. Base Running       <ol style="list-style-type: none"> <li>A. Identify bases by pointing, walking/jogging the bases, running the bases</li> <li>B. Base path – Keep clear of fielders</li> <li>C. Home Run Game</li> </ol> </li> <li>2. Catching squad formation</li> <li>3. Fielding – ground ball, fly ball</li> <li>4. Throwing       <ol style="list-style-type: none"> <li>A. overhand</li> <li>B. underhand</li> </ol> </li> <li>5. Pitching       <ol style="list-style-type: none"> <li>11 A. underhand</li> <li>B. overhand</li> </ol> </li> <li>6. Batting       <ol style="list-style-type: none"> <li>A. swing and follow through</li> <li>B. grip</li> <li>C. stance</li> </ol> </li> <li>7. Kicking       <ol style="list-style-type: none"> <li>A. stationary</li> <li>B. moving or pitched ball</li> </ol> </li> <li>8. Rules of Play       <ol style="list-style-type: none"> <li>A. markings – scoring</li> <li>B. Ground rules</li> <li>C. Regulations</li> </ol> </li> <li>9. Strategies</li> <li>10. Level and type of play</li> </ol>	<p>4 weeks</p>	<p>-Use a colored wiffle ball for easier sight</p> <p>-Use a larger barrel bat if needed</p> <p>-Allow for extra attempts to strike the ball</p> <p>-In some classes, 5 outs will be played to foster maximum participation</p> <p>-Students can choose pitches from their own team to foster success</p>	<p><b>NJSLS</b></p> <p>2.2.5.MSC.1 2.2.5.MSC.3 2.2.5.MSC.4 2.2.5.PF.3 2.2.5.LF.4 2.2.5.MSC.5 2.2.5.MSC.7 2.2.5.PF.2 2.2.5.MSC.6</p> <p><b>CRLKSP</b></p> <p><b>4</b></p> <p><b>CRLKSP</b></p> <p><b>5</b></p> <p><b>CRLKSP</b></p> <p><b>6</b></p> <p><b>CRLKSP</b></p> <p><b>9</b></p>	<p>-Teacher observation</p> <p>-Swing assessment (prior to at bat)</p> <p>-Peer feedback (from pitcher to batter)</p> <p>-Class discussion based upon game play</p>
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<p>a. Wiffle ball b. Kickball</p>				
<p><b><i>Cooperative Skills / Small Group Activities</i></b></p> <ol style="list-style-type: none"> <li>1. Conflict resolution skills</li> <li>2. Activities: knock-out, wiffle ball/kickball, wall ball, speed walking</li> </ol>	<p>3 weeks</p>	<p>-Students can choose activity and groups</p> <p>-All modifications listed above specific to each activity will be utilized</p>	<p><b>NJSLS</b> 2.2.5.MSC.1 2.2.5.MSC.4 2.2.5.PF.3 2.2.5.LF.4 2.2.5.MSC.5 2.2.5.MSC.7 2.2.5.PF.2 2.2.5.MSC.6 9.1.8.CR.2</p>	<p>-Teacher observation</p> <p>-Peer feedback throughout activity</p> <p>-Class discussion on cooperation and conflict resolution techniques</p> <p>-Student self-assessment/ reflection on ability to work well with others</p>
<p><b><i>Mindfulness Training</i></b></p> <ol style="list-style-type: none"> <li>1. Deep breathing</li> <li>2. Seated position</li> <li>3. Being present</li> <li>4. Seated poses</li> <li>5. Standing poses</li> <li>6. Flows</li> </ol>	<p>Integrated into warm-up throughout the school year</p>	<p>-Students are given visual aids ahead of class</p> <p>-Students are encouraged to only participate in what feels comfortable to them</p> <p>-Progression of poses will be utilized (easy -&gt; more difficult)</p>	<p><b>NJSLS</b> 2.2.5.MSC.1 2.2.5.MSC.2 2.2.5.MSC.3 2.2.5.MSC.4 2.2.5.PF.1 2.2.5.LF.2 2.2.5.LF.4 9.1.8.CR.2 9.2.8.CAP.2 <b>NJSLS-ELA</b> SL.5.2</p>	<p>-Teacher observation</p> <p>-Class discussion based upon yoga pose videos</p> <p>-Student self-assessment/reflection on benefits of yoga &amp; mindfulness</p>

<p><b>Static/Dynamic Movement Skills</b></p> <ol style="list-style-type: none"> <li>1. Static Stretching</li> <li>2. Dynamic Stretching</li> <li>3. Muscular strength &amp; endurance</li> </ol> <p><b>Supplemental Lunchtime Fitness</b></p> <ol style="list-style-type: none"> <li>1. Power Walking</li> <li>2. Walk/Jog</li> <li>3. Tag Games</li> </ol>	<p>Main component of warm-up throughout the school year 15-20 min Daily</p>	<p>-Students can perform activities to the best of their ability</p> <p>-Students can perform skills in different levels (ex: push-ups for knee position)</p> <p>-Students can modify the activity to be easier -&gt; more difficult</p> <p>-Students perform activities to their pace and skill.</p> <p>- Pace of activity can be matched to student ability</p>	<p><b>NJSLS</b> 2.2.5.PF.3 2.2.5.PF.4 2.2.5.LF.3 2.2.5.LF.4 2.2.5.LF.1</p> <p><b>NJSLS</b> 2.2.5.PF.2 2.2.5.PF.3 2.2.5.PF.4</p>	<p>-Teacher observation</p> <p>-Student assessment/self-reflection on increase of muscular strength, endurance &amp; flexibility</p> <p>- Teacher observation</p> <p>- Self- assessment and reflection on fitness level increase.</p>
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**Physical Education Grade 6**

<b>Unit / Skill</b>	<b>Time Allocated</b>	<b>Differentiating Instruction for Students with Disabilities, Students with 504 Plans, Students at Risk, English Language Learners, &amp; Gifted &amp; Talented Students</b>	<b>Standards</b>	<b>Assessments</b>
<p><b>Advanced Racquet Skills / Individual – Dual sport</b> (Tennis lead-up)</p> <ol style="list-style-type: none"> <li>1. Grip</li> <li>2. Forehand</li> <li>3. Backhand</li> <li>4. Volley</li> <li>5. Serve</li> <li>6. Net play</li> <li>7. Baseline play</li> <li>8. Rules of play</li> <li>9. Scoring</li> <li>10. Game strategies</li> <li>11. Forehand ball/backhand ball</li> <li>12. Game</li> </ol>	7 weeks	<ul style="list-style-type: none"> <li>-Size of racquet</li> <li>-Study guide</li> <li>-Skill videos posted to Google Site</li> <li>-Practice hitting against a wall</li> <li>-Height of net</li> </ul>	<p><b>NJSLS</b> 2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.3 2.2.8.MSC.4 2.2.8.MSC.5 2.2.8.MSC.6 2.2.8.LF.1 2.2.8.MSC.7 2.2.8.PF.2</p> <p><b>CRLKSP</b> <b>4</b> <b>CRLKSP</b> <b>5</b> <b>CRLKSP</b> <b>6</b></p>	<ul style="list-style-type: none"> <li>-Skill Assessment (grip &amp; forehand hitting)</li> <li>-Teacher observation</li> <li>-Question/ Discussion</li> <li>-Peer feedback (after each skill give feedback to partner)</li> <li>-Written assessment</li> </ul>

<p><b>Advanced Fitness Training /Fitnessgram/Fitness Activities</b> (Pacer Test/Mile Run, Flexed Arm Hang, Sit &amp; Reach, Body Composition)</p> <ol style="list-style-type: none"> <li>1. Body Composition</li> <li>2. Flexibility</li> <li>3. Aerobic Capacity</li> <li>4. Muscular Strength</li> <li>5. Muscular Endurance</li> </ol>	<p>3 weeks</p>	<p>-Age appropriate goals (Fitnessgram “healthy fitness zones” are posted in Gym and on Google Sites</p> <p>-Review of skill videos prior to Fitnessgram testing</p> <p>-Peer tutors (allowing students to work with a partner during certain assessments)</p>	<p><b>NJSLS</b> 2.2.8.MSC.2 2.2.8.MSC.3 2.2.8.PF.1 2.2.8.PF.3 2.2.8. PF.4 2.2.8.PF.5 2.2.8.LF.2 9.1.8.CR.2 9.2.8.CAP.2</p>	<p>-Fitness Testing</p> <p>-Review starting point from previous year</p> <p>-Question/Discussion about 5 principles of fitness</p> <p>-Record scores</p> <p>-Self-reflection on progress</p>
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<p><b>Throwing, Catching, Kicking, Running Skills / Team Sport (Speedball)</b></p> <p>1. Dribble  A. soccer dribble B. air dribble</p> <p>2. Conversion  A. toe up  B. roll up  C. baseball  D. heading</p> <p>3. Passing  A. soccer pass-instep or outside  B. chest  C. baseball  D. heading</p> <p>4. Shooting  A. soccer kick  B. basketball shot</p> <p>5. Scoring rules</p> <p>6. Game rules</p>	<p>6 weeks</p>	<p>-Allow for three different types of conversions (toe up, straddle and kick up) to engage all skill levels</p> <p>-Play sideline style to allow sideline players to convert the ball</p>	<p><b>NJSLS</b></p> <p>2.2.8.MSC.1  2.2.8.MSC.2  2.2.8.MSC.4  2.2.8.MSC.3  2.2.8.MSC.5  2.2.8.MSC.6  2.2.8.LF.1  2.2.8.MSC.5  2.2.8.MSC.7  2.2.8.PF.2</p>	<p>-Class discussion based upon skill videos viewed at home (flipped classroom)</p> <p>-Skill Assessment (toe up, straddle and kick up)</p> <p>-Teacher observation</p> <p>-Questioning/ Discussion</p> <p>-Peer feedback (after each skill give feedback to partner)</p> <p>-Written assessment</p>
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<p><b>Advanced Passing, Dribbling, Shooting Skills / Team Sport (Basketball)</b></p> <ol style="list-style-type: none"> <li>1. Ball Handling</li> <li>2. Catching       <ol style="list-style-type: none"> <li>A. above the waist</li> <li>B. below the waist</li> </ol> </li> <li>3. Passing       <ol style="list-style-type: none"> <li>A. chest pass – bounce – one or two handed</li> <li>B. one handed – overhead</li> </ol> </li> <li>4. Dribbling       <ol style="list-style-type: none"> <li>A. protecting the ball</li> <li>B. open court – floor</li> <li>C. stop and go – change hands</li> </ol> </li> <li>5. Shooting       <ol style="list-style-type: none"> <li>A. lay-up</li> <li>B. jump shots</li> <li>C. Foul shot</li> </ol> </li> <li>6. Pivot       <ol style="list-style-type: none"> <li>A. with dribble</li> <li>B. with box out</li> <li>C. with screen</li> </ol> </li> <li>7. Rebounding       <ol style="list-style-type: none"> <li>A. positioning</li> <li>B. boxing out</li> </ol> </li> <li>8. Defense       <ol style="list-style-type: none"> <li>A. match-up on ball</li> <li>B. zones</li> <li>C. two on two variations</li> </ol> </li> <li>9. Offense</li> <li>10. Strategies       <ol style="list-style-type: none"> <li>A. shot selection</li> <li>B. team work</li> </ol> </li> <li>11. Lead-up</li> </ol>	<p>7 weeks</p>	<p>-Use a junior sized basketball</p> <p>-Lower rims</p> <p>-Two dribbles &amp; pass to promote passing/teamwork strategies</p>	<p><b>NJSLS</b></p> <p>2.2.8.MSC.1</p> <p>2.2.8.MSC.2</p> <p>2.2.8.MSC.3</p> <p>2.2.8.MSC.4</p> <p>2.2.8.MSC.5</p> <p>2.2.8.MSC.6</p> <p>2.2.8.LF.1</p> <p>2.2.8.MSC.7</p> <p>2.2.8.PF.2</p>	<p>-Class discussion based upon viewing of skill videos</p> <p>-Skill Assessment (chest/bounce pass, layups, dribbling)</p> <p>-Teacher observation</p> <p>-Questioning/ Discussion</p> <p>-Peer feedback (after each skill give feedback to partner)</p>
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<p>Activities</p> <p>A. one on one, two on two</p> <p>B. three on three</p> <p>C. sideline basketball</p> <p>D. violation basketball</p>				
<p><b>Advanced Throwing, Catching Skills/ Team Sport (Volleyball)</b></p> <p>1. Discussion of rules and safety</p> <p>2. Catching and throwing</p> <p>3. Position of player, scoring, rotation and team strategies</p> <p>4. Newcomb game play</p> <p>5. Teach volleyball set</p> <p>6. Teach volleyball serve</p> <p>7. Teach volleyball bump</p> <p>8. Play modified Newcomb/volleyball games</p>	<p>7 weeks</p>	<p>-Use a softer volleyball</p> <p>-Create a “mini-tournament” to challenge students</p> <p>-Play the width of the gym to allow for successful serves over the net</p> <p>-Allow students to practice the serve over a simulated net (line on wall the same height as net line)</p>	<p><b>NJSLS</b></p> <p>2.2.8.MSC.1</p> <p>2.2.8.MSC.2</p> <p>2.2.8.MSC.4</p> <p>2.2.8.MSC.3</p> <p>2.2.8.MSC.5</p> <p>2.2.8.MSC.6</p> <p>2.2.8.LF.1</p> <p>2.2.8.MSC.7</p> <p>2.2.8.PF.2</p>	<p>-Class discussion based upon skill videos viewed at home (flipped classroom)</p> <p>-Skill Assessment (toe up, straddle and kick up)</p> <p>-Teacher observation</p> <p>-Questioning/ Discussion</p> <p>-Peer feedback (after each skill give feedback to partner)</p> <p>-Written assessment</p>

<p><b>Tumbling Skills, Body Awareness / Gymnastics</b></p> <ol style="list-style-type: none"> <li>1. Warm-ups</li> <li>2. Safety rules</li> <li>3. Warm-up mat skills <ol style="list-style-type: none"> <li>A. log roll</li> <li>B. table roll</li> <li>C. mat roll</li> <li>D. back bridge</li> <li>E. mat jump</li> <li>F. forward roll</li> <li>G. backward roll</li> </ol> </li> <li>4. Review forward and backward roll</li> <li>5. Review cartwheel and dive roll <ol style="list-style-type: none"> <li>A. tripod</li> <li>B. tip up</li> </ol> </li> <li>6. Handstand kick-up <ol style="list-style-type: none"> <li>A. balanced handstand</li> <li>B. handstand forward roll</li> </ol> </li> <li>7. Kip</li> </ol>	<p>2 weeks</p>	<p>-Follow progression (basic tumbling skills - cartwheels)</p> <p>-Allow students who do not feel comfortable performing certain skills to use basic skills taught at beginning of lesson (ex: log roll)</p>	<p><b>NJSLS</b></p> <p>2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.4 2.2.8.MSC.3 2.2.8.LF.1</p> <p>2.2.8.MSC.7 2.2.8.PF.2 2.2.8.LF.4</p>	<p>-Class discussion based upon viewing of skill videos</p> <p>-Skill Assessment (tight tuck, pike, v-seat balance, back bridge, candlestick holder, mat jumps)</p> <p>-Teacher observation</p> <p>-Questioning/ Discussion</p> <p>-Peer feedback (after each skill give feedback to partner)</p>
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<p><b><i>Advanced Throwing, Catching, Batting, Running Skills / Team Sport (Baseball/Softball Activities)</i></b></p> <ol style="list-style-type: none"> <li>1. Base Running       <ol style="list-style-type: none"> <li>A. Identify bases by pointing, walking/jogging the bases, running the bases</li> <li>B. Base path – Keep clear of fielders</li> <li>C. Home Run Game</li> </ol> </li> <li>2. Catching squad formation</li> <li>3. Fielding – ground ball, fly ball</li> <li>4. Throwing       <ol style="list-style-type: none"> <li>A. overhand</li> <li>B. underhand</li> </ol> </li> <li>5. Pitching       <ol style="list-style-type: none"> <li>11 A. underhand</li> <li>B. overhand</li> </ol> </li> <li>6. Batting       <ol style="list-style-type: none"> <li>A. swing and follow through</li> <li>B. grip</li> <li>C. stance</li> </ol> </li> <li>7. Kicking       <ol style="list-style-type: none"> <li>A. stationary</li> <li>B. moving or pitched ball</li> </ol> </li> <li>8. Rules of Play       <ol style="list-style-type: none"> <li>A. markings – scoring</li> <li>B. ground rules</li> <li>C. regulations</li> </ol> </li> <li>9. Strategies</li> </ol>	<p>4 weeks</p>	<p>Use a colored wiffle ball for easier sight</p> <p>-Use a larger barrel bat if needed</p> <p>-Allow for extra attempts to strike the ball</p> <p>-In some classes, 5 outs will be played to foster maximum participation</p> <p>-Students can choose pitches from their own team to foster success</p>	<p><b>NJSLS</b></p> <p>2.2.8.MSC.1</p> <p>2.2.8.MSC.2</p> <p>2.2.8.MSC.4</p> <p>2.2.8.MSC.3</p> <p>2.2.8.MSC.5</p> <p>2.2.8.MSC.6</p> <p>2.2.8.LF.1</p> <p>2.2.8.MSC.5</p> <p>2.2.8.MSC.7</p> <p>2.2.8.PF.2</p>	<p>-Teacher observation</p> <p>-Swing assessment (prior to at bat)</p> <p>-Peer feedback (from pitcher to batter)</p> <p>-Class discussion based upon game play</p>
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10. Level and type of play				
<p><b>Small Group Activities / Fitness Day / Cooperative Skills</b></p> <ol style="list-style-type: none"> <li>1. Conflict resolution skills</li> <li>2. Activities: knock-out, wiffle ball/kickball, wall ball, speed walking</li> </ol>	3 weeks	<p>-Students can choose activity and groups</p> <p>-All modifications listed above specific to each activity will be utilized</p>	<p><b>NJSLS</b>  2.2.8.MSC.1  2.2.8.MSC.2  2.2.8.MSC.4  2.2.8.MSC.3  2.2.8.MSC.5  2.2.8.MSC.6  2.2.8.LF.1  2.2.8.MSC.7  2.2.8.PF.2  2.2.8.LF.3</p> <p><b>CRLKSP4</b>  <b>CRLKSP6</b></p>	<p>-Teacher observation</p> <p>-Peer feedback throughout activity</p> <p>-Class discussion on cooperation and conflict resolution techniques</p> <p>-Student self-assessment/ reflection on ability to work well with others</p>
<p><b>Advanced Mindfulness</b></p> <ol style="list-style-type: none"> <li>1. Deep breathing</li> <li>2. Seated position</li> <li>3. Being present</li> <li>4. Seated poses</li> <li>5. Standing poses</li> <li>6. Flows</li> </ol>	Integrated into warm-up throughout the school year	<p>-Students are given visual aids ahead of class</p> <p>-Students are encouraged to only participate in what feels comfortable to them</p> <p>-Progression of poses will be utilized (easy - more difficult)</p>	<p><b>NJSLS</b>  2.2.8.MSC.1  2.2.8.MSC.2  2.2.8.MSC.3  2.2.8.MSC.4  2.2.8.MSC.5  2.2.8.MSC.7  2.2.8.PF.2  2.2.8.LF.3  9.1.8.CR.2  9.4.8.GCA.2  <b>NJSLS-ELA</b>  SL.6.4.</p>	<p>-Teacher observation</p> <p>-Class discussion based upon yoga pose videos</p> <p>-Student self-assessment/reflection on benefits of yoga &amp; mindfulness</p>

<p><b>Advanced Static/Dynamic Skills</b></p> <p>1. Static Stretching 2. Dynamic Stretching 3. Muscular strength &amp; endurance activities</p> <p><b>Supplemental Lunchtime Fitness</b></p> <p>1. Power Walking 2. Walk/Jog 3. Tag Games</p>	<p>Main component of warm-up throughout the school year 15 – 20 min daily</p>	<p>-Students can perform activities to the best of their ability</p> <p>-Students can perform skills in different levels (ex: push-ups for knee position)</p> <p>-Students can modify the activity to be easier - more difficult</p> <p>-Students perform activities to their pace and skill.</p> <p>- Pace of activity can be matched to student ability</p>	<p><b>NJSLS</b> 2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.3 2.2.8.MSC.4 2.2.8.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7 2.2.8.LF.1 2.2.8.LF.3 2.2.8.PF.2</p> <p><b>NJSLS</b> 2.2.8.LF.1-7</p> <p><b>NJSLS</b> 2.2.5.PF.2 2.2.5.PF.3 2.2.5.PF.4</p>	<p>-Teacher observation</p> <p>-Student assessment/self-reflection on increase of muscular strength, endurance &amp; flexibility</p> <p>- Teacher observation</p> <p>- Self- assessment and reflection on fitness level increase.</p>
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