

CURRICULUM

FOR

**PHYSICAL
EDUCATION**

GRADE 7

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Dr. Kevin K. Robinson

Program Supervisor of Health/Physical Education

The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:
Physical Education
Grade 7

Date of Board Adoption:
September 20, 2022

ACCOMMODATIONS

<p>504 Accommodations.</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations.</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations.</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. 	<p>ELL Accommodations.</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing.

- Assign/allow for leadership roles during collaborative work and in other learning activities.

- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

RAHWAY PUBLIC SCHOOLS CURRICULUM

Physical Education – Grade 7

PACING GUIDE

Unit	Title	Pacing
1	Soccer	4 weeks
2	Field Hockey	4 weeks
3	Football	4 weeks
4	Basketball	4 weeks
5	Handball	4 weeks
6	Invasion Games	4 weeks
7	Floor Hockey	4 weeks
8	Volleyball	4 weeks
9	Fitness/Wellness	4 weeks
10	Baseball/Softball/Kickball	4 weeks
11	Frisbee	4 weeks

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT 1 OVERVIEW

Content Area: Physical Education

Unit Title: Soccer

Target Course/Grade Level: Grade 7

Unit 1 Summary: Soccer is an active, demanding and enjoyable team sport that utilizes many basic motor skills and functions and incorporates them into a competitive exciting activity. Emphasis is placed on refinement of basic skills, team strategy and tactics, rules and safety.

Approximate Length of Unit: 4 weeks

Learning Targets

NJ Student Learning Standards: 2.2 Physical Wellness: *Movement Skills and Concepts; Physical Fitness; Lifelong Fitness; Nutrition*. Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). Feedback from others and self-assessment impacts performance of movement skills and concepts. Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

- **2.2.8.MSC.1:** Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- **2.2.8.MSC.2:** Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- **2.2.8.MSC.3:** Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga)
- **2.2.8.MSC.4:** Analyze, and correct movements and apply to refine movement skills.
- **2.2.8.LF.1:** Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- **2.2.8.LF.2:** Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- **2.2.8.LF.3:** Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
- **2.2.8.LF.4:** Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

- **2.2.8.LF.5:** Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
- **2.2.8.LF.6:** Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
- **2.2.8.LF.7:** Evaluate personal attributes as they relate to career options in physical activity and health professions.
- **2.2.8.N.1:** Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
- **2.2.8.N.2:** Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
- **2.2.8.N.3:** Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
- **2.2.8.N.4:** Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

21st Century Life and Career Skills:

Interdisciplinary Connections and Standards: Science

- **PS3.A: Definition of Energy Motion-** Motion energy is properly called kinetic energy; it's proportional to the mass of the moving object and grows with the square of its speed.
- **PS3.C: Relationship between Energy and Forces-** When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object.

NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science and Technical Subjects:

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

Unit Understandings

Students will understand...

- Basic skills, game strategy, teamwork, tactics, rules and safety are all part of the game of Soccer.

Unit Essential Questions

- What skills are essentials to safely and successfully participate in physical fitness activities?

Knowledge and Skills

Students will.....

- Know the fundamental skills.
- Discuss the terminology
- Know the game play and safety procedures.
- Know the game rules.

Students will be able to...

- Students will be able to practice ball handling, practice shooting, practice heading, practice goalkeeping, understand the rules and play a game of soccer.

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment
- Skills
- Teacher observation
- PE grading procedures
- Students will demonstrate teamwork and knowledge of basic skills through playing soccer.

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Soccer should be an activity at the middle school level during the year.
- Stress should be placed on the student understanding the fundamentals, skills, terminology, activities drills and skills and games at an advanced level.
- The student should also be encouraged to demonstrate the ability to be a team player.

RESOURCES

Teacher Resources:

- NJ Dept of Education Core Curriculum Standards in Comprehensive Health and Physical Education <https://www.nj.gov/education/standards/chp/>
- Essential material, Supplementary Materials, Links to Best Practices American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aaphred.org
- Centers for Disease Control and Prevention Physical Education Curriculum Analysis Tool, Atlanta, GA www.cdc.gov/HealthyYouth/physicalactivity
- National Association for Sport and Physical Education, Moving toward the future: National Standards for Physical Education, Reston, VA
- Partnership for 21st Century Skills www.21stcentury.org
- American Alliance for Health, Physical Education, Recreation and Dance
- Sports Foundation for Physical Education: A Tactical games Approach, Mitchell, Stephen, Orlin, Judith, Griffin, Linda
- Dynamic Physical Education for School Children - 15th Edition, Pangrazi, Robert P. Benjamin-Cummings Publishing Co.
- Kirk, MacDonald, O'Sullivan, Handbook of Physical Education, Sage Publications
- Poppen, Jerry D., 201 Games for Physical Education Program, Parker Publishing
- JOHPERD, Journal of Physical Education, Recreation and Dance
- AAPAR, American Association for Physical Activity and Recreation
- www.pecentral.org
- www.sportime.com
- Internet Resources and Websites

Equipment Needed:

- Whistles
- Soccer Balls
- Goal Nets
- Cones

UNIT 2 OVERVIEW

Content Area: Physical Education

Unit Title: Field Hockey

Target Course/Grade Level: Grade 7

Unit 2 Summary: Field Hockey is an active, demanding and enjoyable team sport that utilizes many basic motor skills and functions and incorporates them into a competitive exciting activity. Emphasis is placed on refinement of basic skills, team strategy and tactics, rules and safety.

Approximate Length of Unit: 4 weeks

Learning Targets

NJ Student Learning Standards: 2.2 Physical Wellness: *Movement Skills and Concepts; Physical Fitness; Lifelong Fitness; Nutrition*. Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). Feedback from others and self-assessment impacts performance of movement skills and concepts. Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

- **2.2.8.MSC.1:** Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- **2.2.8.MSC.2:** Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- **2.2.8.MSC.3:** Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga)
- **2.2.8.MSC.4:** Analyze, and correct movements and apply to refine movement skills.
- **2.2.8.LF.1:** Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- **2.2.8.LF.2:** Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- **2.2.8.LF.3:** Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
- **2.2.8.LF.4:** Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- **2.2.8.LF.5:** Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
- **2.2.8.LF.6:** Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

- **2.2.8.LF.7:** Evaluate personal attributes as they relate to career options in physical activity and health professions.
- **2.2.8.N.1:** Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
- **2.2.8.N.2:** Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
- **2.2.8.N.3:** Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
- **2.2.8.N.4:** Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

21st Century Life and Career Skills:

Interdisciplinary Connections and Standards: Science

- **PS3.A: Definition of Energy Motion-** Motion energy is properly called kinetic energy; it's proportional to the mass of the moving object and grows with the square of its speed.
- **PS3.C: Relationship between Energy and Forces-** When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object.

NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science and Technical Subjects:

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

Unit Understandings

Students will understand...

- 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 help 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.

Unit Essential Questions

- What skills are essentials to safely and successfully participate in physical fitness activities?
- What's the difference between lacrosse, field hockey, and ice hockey?

Knowledge and Skills

Students will.....

- Know the fundamental skills.
- Discuss the terminology
- Know the game play and safety procedures.
- Know the game rules.

Students will be able to...

- Define key terms
- Explain game-like situations & strategies
- Hold the stick properly
- Control the ball while running
- Pass to both static & dynamic targets

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment
- Skills
- Teacher observation
- PE grading procedures
- Students will demonstrate teamwork and knowledge of basic skills through playing Field Hockey.

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Emphasis will be placed on student understanding the fundamental skills, terminology, drills, skills and game play at an advanced level.
- The student should also be encouraged to demonstrate the ability to be a team player.
- Group discussion.
- Dribbling: hand motion, eye position.
- Passing; Shooting;
- Offense and Defense: offense with and with-out the ball, defense guarding player with the ball and without the ball.
- Games: group games, lead-up games, team selection.

RESOURCES

Teacher Resources:

- NJ Dept of Education Core Curriculum Standards in Comprehensive Health and Physical Education <https://www.nj.gov/education/standards/chp/>
- Essential material, Supplementary Materials, Links to Best Practices American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aaphred.org
- Centers for Disease Control and Prevention Physical Education Curriculum Analysis Tool, Atlanta, GA www.cdc.gov/HealthyYouth/physicalactivity
- National Association for Sport and Physical Education, Moving toward the future: National Standards for Physical Education, Reston, VA
- Partnership for 21st Century Skills www.21stcentury.org
- American Alliance for Health, Physical Education, Recreation and Dance
- Sports Foundation for Physical Education: A Tactical games Approach, Mitchell, Stephen, Orlin, Judith, Griffin, Linda
- Dynamic Physical Education for School Children - 15th Edition, Pangrazi, Robert P. Benjamin-Cummings Publishing Co.

- Kirk, MacDonald, O'Sullivan, Handbook of Physical Education, Sage Publications
- Poppen, Jerry D., 201 Games for Physical Education Program, Parker Publishing
- JOHPERD, Journal of Physical Education, Recreation and Dance
- AAPAR, American Association for Physical Activity and Recreation
- www.pecentral.org
- www.sportime.com
- Internet Resources and Websites

Equipment Needed:

- Whistles
- Hockey sticks
- Balls
- Nets
- Cones

UNIT 3 OVERVIEW

Content Area: Physical Education

Unit Title: Touch/Flag Football

Target Course/Grade Level: Grade 7

Unit 3 Summary: 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.

Approximate Length of Unit: 4 weeks

Learning Targets

NJ Student Learning Standards: 2.2 Physical Wellness: *Movement Skills and Concepts; Physical Fitness; Lifelong Fitness; Nutrition*. Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). Feedback from others and self-assessment impacts performance of movement skills and concepts. Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

- **2.2.8.MSC.1:** Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- **2.2.8.MSC.2:** Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
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- **2.2.8.MSC.4:** Analyze, and correct movements and apply to refine movement skills.
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- **2.2.8.LF.4:** Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- **2.2.8.LF.5:** Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.

- **2.2.8.LF.6:** Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
- **2.2.8.LF.7:** Evaluate personal attributes as they relate to career options in physical activity and health professions.
- **2.2.8.N.1:** Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
- **2.2.8.N.2:** Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
- **2.2.8.N.3:** Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
- **2.2.8.N.4:** Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

21st Century Life and Career Skills:

Interdisciplinary Connections and Standards: Science

- **PS3.A: Definition of Energy Motion-** Motion energy is properly called kinetic energy; it's proportional to the mass of the moving object and grows with the square of its speed.
- **PS3.C: Relationship between Energy and Forces-** When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object.

NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science and Technical Subjects:

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

Unit Understandings

Students will understand...

- 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 help 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.

Unit 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?

Knowledge and Skills

Students will know...

- Fundamental skills
- Proper terminology
- Safety procedures
- Knowledge of equipment and game play
- Fundamental skills of the game (running, throwing, catching, blocking, etc.)

Students will be able to...

- Define key terms
- Explain game-like situations & strategies
- Control the ball while running
- Pass to both static & dynamic targets

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment
- Skills
- Teacher observation
- PE grading procedures
- Students will demonstrate teamwork and knowledge of basic skills through playing Flag/Touch Football.

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Emphasis will be placed on student understanding the fundamental skills, terminology, drills, skills and game play at an advanced level.
- The student should also be encouraged to demonstrate the ability to be a team player.
- Group discussion of the history, rules, equipment, court marking and positions
- Skills and drills
- Game Play
- Activities, drills games: passing, pass receiving, punting, place kicking, running with the ball, centering, blocking, deflagging
- Games: group games, lead-up games, team selection

RESOURCES

Teacher Resources:

- NJ Dept of Education Core Curriculum Standards in Comprehensive Health and Physical Education <https://www.nj.gov/education/standards/chp/>
- Essential material, Supplementary Materials, Links to Best Practices American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aaphred.org
- Centers for Disease Control and Prevention Physical Education Curriculum Analysis Tool, Atlanta, GA www.cdc.gov/HealthyYouth/physicalactivity
- National Association for Sport and Physical Education, Moving toward the future: National Standards for Physical Education, Reston, VA
- Partnership for 21st Century Skills www.21stcentury.org
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- JOHPERD, Journal of Physical Education, Recreation and Dance
- AAPAR, American Association for Physical Activity and Recreation
- www.pecentral.org
- www.sportime.com
- Internet Resources and Websites

Equipment Needed:

- Whistles
- Footballs
- Flags
- Cones

UNIT 4 OVERVIEW

Content Area: Physical Education

Unit Title: Basketball

Target Course/Grade Level: Grade 7

Unit 4 Summary: Basketball is an active, demanding and enjoyable team sport that utilizes many basic motor skills and functions and incorporates them into a competitive exciting activity. Emphasis is placed on refinement of basic skills, team strategy and tactics, rules and safety.

Approximate Length of Unit: 4 weeks

Learning Targets

NJ Student Learning Standards: 2.2 Physical Wellness: *Movement Skills and Concepts; Physical Fitness; Lifelong Fitness; Nutrition*. Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). Feedback from others and self-assessment impacts performance of movement skills and concepts. Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

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- **2.2.8.MSC.4:** Analyze, and correct movements and apply to refine movement skills.
- **2.2.8.LF.1:** Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
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- **2.2.8.LF.3:** Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
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- **2.2.8.LF.6:** Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
- **2.2.8.LF.7:** Evaluate personal attributes as they relate to career options in physical activity and health professions.

- **2.2.8.N.1:** Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
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- **2.2.8.N.4:** Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

21st Century Life and Career Skills:

Interdisciplinary Connections and Standards: Science

- **PS3.A: Definition of Energy Motion-** Motion energy is properly called kinetic energy; it's proportional to the mass of the moving object and grows with the square of its speed.
- **PS3.C: Relationship between Energy and Forces-** When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object.

NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science and Technical Subjects:

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

Unit Understandings

Students will 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 help 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.

Unit 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?

Knowledge and Skills

Students will know...

- Key terminology; skills; drills; positions; rules.

Students will be able to...

- Safely and successfully perform a variety of skills, demonstrations; and game-like situations.
- Build upon knowledge and skills gained in preceding grades.
- Define key terms
- Explain game-like situations & strategies

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand?”

- End of unit assessment
- Skills
- Teacher observation
- PE grading procedures
- Students will be able to safely and successfully apply the strategies/skills of basketball game play.

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Group discussion.
- Dribbling: hand motion, height of bounce, eye position.
- Passing: different types, points to emphasize, shooting.
- Offense and Defense: offense with and with-out the ball, defense guarding player with the ball and without the ball.
- Games: group games, lead-up games, team selection.

RESOURCES

Teacher Resources:

- NJ Dept of Education Core Curriculum Standards in Comprehensive Health and Physical Education <https://www.nj.gov/education/standards/chp/>
- Essential material, Supplementary Materials, Links to Best Practices American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aaphred.org
- Centers for Disease Control and Prevention Physical Education Curriculum Analysis Tool, Atlanta, GA www.cdc.gov/HealthyYouth/physicalactivity
- National Association for Sport and Physical Education, Moving toward the future: National Standards for Physical Education, Reston, VA
- Partnership for 21st Century Skills www.21stcentury.org
- American Alliance for Health, Physical Education, Recreation and Dance
- Sports Foundation for Physical Education: A Tactical games Approach, Mitchell, Stephen, Orlin, Judith, Griffin, Linda
- Dynamic Physical Education for School Children - 15th Edition, Pangrazi, Robert P. Benjamin-Cummings Publishing Co.
- Kirk, MacDonald, O'Sullivan, Handbook of Physical Education, Sage Publications
- Poppen, Jerry D., 201 games for Physical Education Program, Parker Publishing
- JOHPERD, Journal of Physical Education, Recreation and Dance
- AAPAR, American Association for Physical Activity and Recreation
- www.pecentral.org
- www.sportime.com
- Internet Resources and Websites

Equipment Needed:

- Whistles
- Stop watches
- Basketball Hoops
- Basketballs

UNIT 5 OVERVIEW

Content Area: Physical Education

Unit Title: Team Handball

Target Course/Grade Level: Grade 7

Unit 5 Summary: First introduced as an outdoor sport during the 1939 Summer Olympic program, handball has since been an indoor sport in the Summer Olympic program since 1972. Around the world, the sport is referred to as "handball". Team handball is played between two teams who try to throw or hit an inflated ball into a goal at either end of a rectangular playing area while preventing their opponents from doing so.

Approximate Length of Unit: 4 weeks

Learning Targets

NJ Student Learning Standards: 2.2 Physical Wellness: *Movement Skills and Concepts; Physical Fitness; Lifelong Fitness; Nutrition*. Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). Feedback from others and self-assessment impacts performance of movement skills and concepts. Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

- **2.2.8.MSC.1:** Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- **2.2.8.MSC.2:** Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- **2.2.8.MSC.3:** Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga)
- **2.2.8.MSC.4:** Analyze, and correct movements and apply to refine movement skills.
- **2.2.8.LF.1:** Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- **2.2.8.LF.2:** Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- **2.2.8.LF.3:** Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
- **2.2.8.LF.4:** Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- **2.2.8.LF.5:** Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-

fitness activities) using technology and cross-training, and lifetime activities.

- **2.2.8.LF.6:** Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
- **2.2.8.LF.7:** Evaluate personal attributes as they relate to career options in physical activity and health professions.
- **2.2.8.N.1:** Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
- **2.2.8.N.2:** Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
- **2.2.8.N.3:** Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
- **2.2.8.N.4:** Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

21st Century Life and Career Skills:

Interdisciplinary Connections and Standards: Science

- **PS3.A: Definition of Energy Motion-** Motion energy is properly called kinetic energy; it's proportional to the mass of the moving object and grows with the square of its speed.
- **PS3.C: Relationship between Energy and Forces-** When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object.

NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science and Technical Subjects:

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

Unit Understandings

Students will understand...

- 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 help 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.

Unit 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?

Knowledge and Skills

Students will know...

- Fundamental skills
- Proper terminology
- Safety procedures
- Knowledge of equipment and game play
- Fundamental skills of the game (running, throwing, catching)

Students will be able to...

- Define key terms
- Explain game-like situations & strategies
- Control the ball on offense
- Pass to both static & dynamic targets

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment
- Skills
- Teacher observation
- PE grading procedures
- Students will demonstrate teamwork and knowledge of basic skills through playing Team Handball.

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Emphasis will be placed on student understanding the fundamental skills, terminology, drills, skills and game play at an advanced level.
- The student should also be encouraged to demonstrate the ability to be a team player.
- Group discussion of the history, rules, equipment, court marking and positions
- Skills and drills
- Game Play
- Games: group games, lead-up games, team selection

RESOURCES

Teacher Resources:

- NJ Dept of Education Core Curriculum Standards in Comprehensive Health and Physical Education <https://www.nj.gov/education/standards/chp/>
- Essential material, Supplementary Materials, Links to Best Practices American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aaphred.org
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- National Association for Sport and Physical Education, Moving toward the future: National Standards for Physical Education, Reston, VA
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- Kirk, MacDonald, O'Sullivan, Handbook of Physical Education, Sage Publications

- Poppen, Jerry D., 201 Games for Physical Education Program, Parker Publishing
- JOHPERD, Journal of Physical Education, Recreation and Dance
- AAPAR, American Association for Physical Activity and Recreation
- www.pecentral.org
- www.sportime.com
- Internet Resources and Websites

Equipment Needed:

- Whistles
- Nets
- Balls
- Cones

UNIT 6 OVERVIEW

Content Area: Physical Education

Unit Title: Developmental / Invasion Games

Target Course/Grade Level: Grade 7

Unit 6 Summary: 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 regular scheduled activity.

Approximate Length of Unit: 4 weeks

Learning Targets

NJ Student Learning Standards: 2.2 Physical Wellness: *Movement Skills and Concepts; Physical Fitness; Lifelong Fitness; Nutrition*. Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). Feedback from others and self-assessment impacts performance of movement skills and concepts. Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

- **2.2.8.MSC.1:** Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- **2.2.8.MSC.2:** Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- **2.2.8.MSC.3:** Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga)
- **2.2.8.MSC.4:** Analyze, and correct movements and apply to refine movement skills.
- **2.2.8.LF.1:** Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- **2.2.8.LF.2:** Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- **2.2.8.LF.3:** Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
- **2.2.8.LF.4:** Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- **2.2.8.LF.5:** Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
- **2.2.8.LF.6:** Develop a strategy to overcome barriers that allows for a visit in the community that

promotes physical activities.

- **2.2.8.LF.7:** Evaluate personal attributes as they relate to career options in physical activity and health professions.
- **2.2.8.N.1:** Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
- **2.2.8.N.2:** Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
- **2.2.8.N.3:** Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
- **2.2.8.N.4:** Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

21st Century Life and Career Skills:

Interdisciplinary Connections and Standards: Science

- **PS3.A: Definition of Energy Motion-** Motion energy is properly called kinetic energy; it's proportional to the mass of the moving object and grows with the square of its speed.
- **PS3.C: Relationship between Energy and Forces-** When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object.

NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science and Technical Subjects:

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

Unit Understandings

Students will understand...

- Safe and effective execution of fitness activities are important facets of a fitness program.
- Students will be able to understand that working with others and encouraging teamwork will build confidence and support within a group.

Unit Essential Questions

- How can developmental games help to build positive and emotional behavior?

Knowledge and Skills

Students will know...

- Fair play
- Group Success
- Respect for others
- Problem Solving.

Students will be able to...

- Demonstrate fundamental skills, cooperation and teamwork, problem-solving steps and communication.

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment
- Skills
- Teacher observation
- PE grading procedures

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students will learn activities/strategies as to Ice Breaker activities, Combativeness, Muscle Builders, Ball Games, Relays, Trust/Cooperative Activities and New Games

RESOURCES

Teacher Resources:

- NJ Dept of Education Core Curriculum Standards in Comprehensive Health and Physical Education <https://www.nj.gov/education/standards/chp/>
- Essential material, Supplementary Materials, Links to Best Practices American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aaphred.org
- Centers for Disease Control and Prevention Physical Education Curriculum Analysis Tool, Atlanta, GA www.cdc.gov/HealthyYouth/physicalactivity
- National Association for Sport and Physical Education, Moving toward the future: National Standards for Physical Education, Reston, VA
- Partnership for 21st Century Skills www.21stcentury.org
- American Alliance for Health, Physical Education, Recreation and Dance
- Sports Foundation for Physical Education: A Tactical games Approach, Mitchell, Stephen, Orlin, Judith, Griffin, Linda
- Dynamic Physical Education for School Children - 15th Edition, Pangrazi, Robert P. Benjamin-Cummings Publishing Co.
- Kirk, MacDonald, O'Sullivan, Handbook of Physical Education, Sage Publications
- Poppen, Jerry D., 201 Games for Physical Education Program, Parker Publishing
- JOHPERD, Journal of Physical Education, Recreation and Dance
- AAPAR, American Association for Physical Activity and Recreation
- www.pecentral.org
- www.sportime.com
- Internet Resources and Websites

Equipment Needed:

- Whistles
- Stop Watches

- Balls
- Cones

UNIT 7 OVERVIEW

Content Area: Physical Education

Unit Title: Floor Hockey

Target Course/Grade Level: Grade 7

Unit 7 Summary: Field Hockey is an active, demanding and enjoyable team sport that utilizes many basic motor skills and functions and incorporates them into a competitive exciting activity. Emphasis is placed on refinement of basic skills, team strategy and tactics, rules and safety.

Approximate Length of Unit: 4 weeks

Learning Targets

NJ Student Learning Standards: 2.2 Physical Wellness: *Movement Skills and Concepts; Physical Fitness; Lifelong Fitness; Nutrition*. Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). Feedback from others and self-assessment impacts performance of movement skills and concepts. Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

- **2.2.8.MSC.1:** Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- **2.2.8.MSC.2:** Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- **2.2.8.MSC.3:** Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga)
- **2.2.8.MSC.4:** Analyze, and correct movements and apply to refine movement skills.
- **2.2.8.LF.1:** Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- **2.2.8.LF.2:** Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- **2.2.8.LF.3:** Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
- **2.2.8.LF.4:** Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- **2.2.8.LF.5:** Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
- **2.2.8.LF.6:** Develop a strategy to overcome barriers that allows for a visit in the community that

promotes physical activities.

- **2.2.8.LF.7:** Evaluate personal attributes as they relate to career options in physical activity and health professions.
- **2.2.8.N.1:** Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
- **2.2.8.N.2:** Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
- **2.2.8.N.3:** Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
- **2.2.8.N.4:** Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

21st Century Life and Career Skills:

Interdisciplinary Connections and Standards: Science

- **PS3.A: Definition of Energy Motion-** Motion energy is properly called kinetic energy; it's proportional to the mass of the moving object and grows with the square of its speed.
- **PS3.C: Relationship between Energy and Forces-** When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object.

NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science and Technical Subjects:

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

Unit Understandings

Students will understand...

- 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 help 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.

Unit Essential Questions

- What skills are essentials to safely and successfully participate in physical fitness activities?
- What's the difference between lacrosse, field hockey, and ice hockey?

Knowledge and Skills

Students will.....

- Know the fundamental skills.
- Discuss the terminology
- Know the game play and safety procedures.
- Know the game rules.

Students will be able to...

- Define key terms
- Explain game-like situations & strategies
- Hold the stick properly
- Control the ball while running
- Pass to both static & dynamic targets

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment
- Skills
- Teacher observation
- PE grading procedures
- Students will demonstrate teamwork and knowledge of basic skills through playing Floor Hockey.

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Emphasis will be placed on student understanding the fundamental skills, terminology, drills, skills and game play at an advanced level.
- The student should also be encouraged to demonstrate the ability to be a team player.
- Group discussion.
- Dribbling: hand motion, eye position.
- Passing; Shooting;
- Offense and Defense: offense with and with-out the ball, defense guarding player with the ball and without the ball.
- Games: group games, lead-up games, team selection.

RESOURCES

Teacher Resources:

- NJ Dept of Education Core Curriculum Standards in Comprehensive Health and Physical Education <https://www.nj.gov/education/standards/chp/>
- Essential material, Supplementary Materials, Links to Best Practices American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aaphred.org
- Centers for Disease Control and Prevention Physical Education Curriculum Analysis Tool, Atlanta, GA www.cdc.gov/HealthyYouth/physicalactivity
- National Association for Sport and Physical Education, Moving toward the future: National Standards for Physical Education, Reston, VA
- Partnership for 21st Century Skills www.21stcentury.org
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- Dynamic Physical Education for School Children - 15th Edition, Pangrazi, Robert P.

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- Poppen, Jerry D., 201 Games for Physical Education Program, Parker Publishing
- JOHPERD, Journal of Physical Education, Recreation and Dance
- AAPAR, American Association for Physical Activity and Recreation
- www.pecentral.org
- www.sportime.com
- Internet Resources and Websites

Equipment Needed:

- Whistles
- Hockey sticks
- Balls
- Nets
- Cones

UNIT 8 OVERVIEW

Content Area: Physical Education

Unit Title: Volleyball

Target Course/Grade Level: Grade 7

Unit 8 Summary: Volleyball is a very popular coeducational sport which introduces concepts of teamwork without requiring high levels of skill. It develops hand-eye coordination while emphasizing the motor skills of sliding and jumping.

Approximate Length of Unit: 4 weeks

Learning Targets

NJ Student Learning Standards: 2.2 Physical Wellness: *Movement Skills and Concepts; Physical Fitness; Lifelong Fitness; Nutrition*. Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). Feedback from others and self-assessment impacts performance of movement skills and concepts. Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

- **2.2.8.MSC.1:** Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- **2.2.8.MSC.2:** Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
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- **2.2.8.MSC.4:** Analyze, and correct movements and apply to refine movement skills.
- **2.2.8.LF.1:** Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- **2.2.8.LF.2:** Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- **2.2.8.LF.3:** Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
- **2.2.8.LF.4:** Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- **2.2.8.LF.5:** Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
- **2.2.8.LF.6:** Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

- **2.2.8.LF.7:** Evaluate personal attributes as they relate to career options in physical activity and health professions.
- **2.2.8.N.1:** Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
- **2.2.8.N.2:** Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
- **2.2.8.N.3:** Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
- **2.2.8.N.4:** Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

21st Century Life and Career Skills:

Interdisciplinary Connections and Standards: Science

- **PS3.A: Definition of Energy Motion-** Motion energy is properly called kinetic energy; it's proportional to the mass of the moving object and grows with the square of its speed.
- **PS3.C: Relationship between Energy and Forces-** When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object.

NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science and Technical Subjects:

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

Unit Understandings

Students will understand...

- 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 and necessary skill of volleyball
- Students will be able to understand that the development of better of eye-hand coordination is important in the game of volleyball

Unit Essential Questions

- What skills are essentials to safely and successfully participate in physical fitness activities?
- How can the sport of volleyball be used as a tool to help facilitate teamwork?

Knowledge and Skills

Students will know the ...

- Definition of teamwork
- Application of teamwork
- Terminology of the game of volleyball
- The “ready” position
- Different types of serves
- “Bumping” and “setting” the ball
- The “Spike”

Students will be able to...

- Demonstrate the following: The set, bump and spike, appropriate service, and rotation of players
- Apply the rules of volleyball
- Adhere to safety protocols

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment
- Skills
- Teacher observation
- PE grading procedures
- Students will demonstrate teamwork and knowledge of basic skills through playing Volleyball.

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Skills
- Drills
- Modified game play
- 3-Net volley
- Activities; Drills; Games; Ready Position, Overhead Serve and Floater, Bump Drills, Overhead Volley, Spike, Blocking, Keep-It-Up, Scrimmages, Local Ground Rules.

RESOURCES

Teacher Resources:

- NJ Dept of Education Core Curriculum Standards in Comprehensive Health and Physical Education <https://www.nj.gov/education/standards/chp/>
- Essential material, Supplementary Materials, Links to Best Practices American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aaphred.org
- Centers for Disease Control and Prevention Physical Education Curriculum Analysis Tool, Atlanta, GA www.cdc.gov/HealthyYouth/physicalactivity
- National Association for Sport and Physical Education, Moving toward the future: National Standards for Physical Education, Reston, VA
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- Poppen, Jerry D., 201 Games for Physical Education Program, Parker Publishing
- JOHPERD, Journal of Physical Education, Recreation and Dance

- AAPAR, American Association for Physical Activity and Recreation
- www.pecentral.org
- www.sportime.com
- Internet Resources and Websites

Equipment Needed:

- Whistles
- Volleyballs
- Nets
- Cones

UNIT 9 OVERVIEW

Content Area: Physical Education

Unit Title: Fitness

Target Course/Grade Level: Grade 7

Unit 9 Summary: Physical fitness implies a combination of muscular strength, endurance, flexibility and coordination. Various programs or techniques may be employed to contribute to physiological development. Evaluation to develop and maintain acceptable levels of fitness will be encouraged throughout each year. This unit will provide a variety of methods and techniques that can be used and applied throughout life.

Approximate Length of Unit: 4 weeks

Movement Skills and Concepts

NJ Student Learning Standards: 2.2 Physical Wellness: *Movement Skills and Concepts; Physical Fitness; Lifelong Fitness; Nutrition*. Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). Feedback from others and self-assessment impacts performance of movement skills and concepts. Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

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- **2.2.8.MSC.4:** Analyze, and correct movements and apply to refine movement skills.
- **2.2.8.LF.1:** Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- **2.2.8.LF.2:** Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
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- **2.2.8.LF.4:** Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
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- fitness activities) using technology and cross-training, and lifetime activities.
- **2.2.8.LF.6:** Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
- **2.2.8.LF.7:** Evaluate personal attributes as they relate to career options in physical activity and health professions.
- **2.2.8.N.1:** Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
- **2.2.8.N.2:** Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
- **2.2.8.N.3:** Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
- **2.2.8.N.4:** Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

21st Century Life and Career Skills:

Interdisciplinary Connections and Standards: Science

- **PS3.A: Definition of Energy Motion-** Motion energy is properly called kinetic energy; it's proportional to the mass of the moving object and grows with the square of its speed.
- **PS3.C: Relationship between Energy and Forces-** When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object.

NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science and Technical Subjects:

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

Unit Understandings

Students will understand...

- 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 help 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.

Unit Essential Questions

- What skills are essential to safely and successfully participate in physical fitness activities?
- How will this knowledge support a healthy and active lifestyle?

Knowledge and Skills

Students will know...

- Different muscle groups
- How to develop exercise routines
- Proper techniques when stretching

Students will be able to...

- Safely and successfully perform a variety of fitness techniques which aim at the principles of fitness.
- Building upon knowledge and skills gained in preceding grades

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment
- Skills
- Teacher observation
- PE grading procedures
- Students will demonstrate teamwork and knowledge of basic skills through playing Volleyball.

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Skills
- Drills
- Modified game play
- 3-Net volley
- Activities; Drills; Games; Ready Position, Overhead Serve and Floater, Bump Drills, Overhead Volley, Spike, Blocking, Keep-It-Up, Scrimmages, Local Ground Rules.

RESOURCES

Teacher Resources:

- NJ Dept of Education Core Curriculum Standards in Comprehensive Health and Physical Education <https://www.nj.gov/education/standards/chp/>
- Essential material, Supplementary Materials, Links to Best Practices American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aaphred.org
- Centers for Disease Control and Prevention Physical Education Curriculum Analysis Tool, Atlanta, GA www.cdc.gov/HealthyYouth/physicalactivity
- National Association for Sport and Physical Education, Moving toward the future: National Standards for Physical Education, Reston, VA
- Partnership for 21st Century Skills www.21stcentury.org
- American Alliance for Health, Physical Education, Recreation and Dance
- Sports Foundation for Physical Education: A Tactical games Approach, Mitchell, Stephen, Orlin, Judith, Griffin, Linda
- Dynamic Physical Education for School Children - 15th Edition, Pangrazi, Robert P. Benjamin-Cummings Publishing Co.
- Kirk, MacDonald, O'Sullivan, Handbook of Physical Education, Sage Publications
- Poppen, Jerry D., 201 Games for Physical Education Program, Parker Publishing
- JOHPERD, Journal of Physical Education, Recreation and Dance

- AAPAR, American Association for Physical Activity and Recreation
- www.pecentral.org
- www.sportime.com
- Internet Resources and Websites

Equipment Needed:

- Whistles
- Stopwatches
- Jump ropes
- Pull-up bar
- Cones

UNIT 10 OVERVIEW

Content Area: Physical Education

Unit Title: Baseball/Softball/Kickball

Target Course/Grade Level: Grade 7

Unit 10 Summary: Both Baseball and Softball is a bat-and-ball sport played between two teams of nine players each, taking turns batting and fielding. The objective of the offensive team (batting team) is to hit the ball into the field of play, away from the other team's players, allowing its players to run the bases, having them advance counter-clockwise around four bases to score what are called "runs". The objective of the defensive team (referred to as the fielding team) is to prevent batters from becoming runners, and to prevent runners' advance around the bases. {Kickball is played in a similar manner but players *kick* the ball with their feet and there are no gloves used}

Approximate Length of Unit: 4 weeks

Learning Targets

NJ Student Learning Standards: 2.2 Physical Wellness: *Movement Skills and Concepts; Physical Fitness; Lifelong Fitness; Nutrition*. Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). Feedback from others and self-assessment impacts performance of movement skills and concepts. Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

- **2.2.8.MSC.1:** Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- **2.2.8.MSC.2:** Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- **2.2.8.MSC.3:** Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga)
- **2.2.8.MSC.4:** Analyze, and correct movements and apply to refine movement skills.
- **2.2.8.LF.1:** Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- **2.2.8.LF.2:** Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- **2.2.8.LF.3:** Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
- **2.2.8.LF.4:** Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- **2.2.8.LF.5:** Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-

- fitness activities) using technology and cross-training, and lifetime activities.
- **2.2.8.LF.6:** Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
- **2.2.8.LF.7:** Evaluate personal attributes as they relate to career options in physical activity and health professions.
- **2.2.8.N.1:** Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
- **2.2.8.N.2:** Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
- **2.2.8.N.3:** Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
- **2.2.8.N.4:** Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

21st Century Life and Career Skills:

Interdisciplinary Connections and Standards: Science

- **PS3.A: Definition of Energy Motion-** Motion energy is properly called kinetic energy; it's proportional to the mass of the moving object and grows with the square of its speed.
- **PS3.C: Relationship between Energy and Forces-** When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object.

NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science and Technical Subjects:

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

Unit Understandings

Students will understand...

- 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 and necessary skill of baseball/softball/kickball
- Students will be able to understand that the development of better of eye-hand coordination is important in the game(s) of baseball/softball/kickball

Unit Essential Questions

- What skills are essentials to safely and successfully participate in physical fitness activities?
- How can the sport(s) of baseball/softball/kickball be used as a tool to help facilitate teamwork?

Knowledge and Skills

Students will know the ...

- History of Baseball/Softball/Kickball
- Rules of Baseball/Softball/Kickball
- Positions of Baseball/Softball/Kickball

Students will be able to...

- Demonstrate the following: Throwing, catching, fielding, running, kicking
- Apply the rules of baseball/softball/kickball
- Adhere to safety protocols

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment
- Skills
- Teacher observation
- PE grading procedures
- Students will demonstrate teamwork and knowledge of basic skills through playing Baseball/Softball/Kickball.

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Skills
- Drills
- Modified game play

RESOURCES

Teacher Resources:

- NJ Dept of Education Core Curriculum Standards in Comprehensive Health and Physical Education <https://www.nj.gov/education/standards/chp/>
- Essential material, Supplementary Materials, Links to Best Practices American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aaphred.org
- Centers for Disease Control and Prevention Physical Education Curriculum Analysis Tool, Atlanta, GA www.cdc.gov/HealthyYouth/physicalactivity
- National Association for Sport and Physical Education, Moving toward the future: National Standards for Physical Education, Reston, VA
- Partnership for 21st Century Skills www.21stcentury.org
- American Alliance for Health, Physical Education, Recreation and Dance
- Sports Foundation for Physical Education: A Tactical games Approach, Mitchell, Stephen, Orlin, Judith, Griffin, Linda
- Dynamic Physical Education for School Children - 15th Edition, Pangrazi, Robert P. Benjamin-Cummings Publishing Co.
- Kirk, MacDonald, O'Sullivan, Handbook of Physical Education, Sage Publications
- Poppen, Jerry D., 201 Games for Physical Education Program, Parker Publishing
- JOHPERD, Journal of Physical Education, Recreation and Dance
- AAPAR, American Association for Physical Activity and Recreation
- www.pecentral.org
- www.sportime.com
- Internet Resources and Website

Equipment Needed:

- Whistles
- Baseballs; Softballs; Kickballs
- Bats
- Gloves
- Bases

UNIT 11 OVERVIEW

Content Area: Physical Education

Unit Title: Team Frisbee

Target Course/Grade Level: Grade 7

Unit 11 Summary: 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.

Approximate Length of Unit: 4 weeks

Learning Targets

NJ Student Learning Standards: 2.2 Physical Wellness: *Movement Skills and Concepts; Physical Fitness; Lifelong Fitness; Nutrition.* Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). Feedback from others and self-assessment impacts performance of movement skills and concepts. Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

- **2.2.8.MSC.1:** Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- **2.2.8.MSC.2:** Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- **2.2.8.MSC.3:** Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga)
- **2.2.8.MSC.4:** Analyze, and correct movements and apply to refine movement skills.
- **2.2.8.LF.1:** Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- **2.2.8.LF.2:** Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- **2.2.8.LF.3:** Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
- **2.2.8.LF.4:** Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- **2.2.8.LF.5:** Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
- **2.2.8.LF.6:** Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
- **2.2.8.LF.7:** Evaluate personal attributes as they relate to career options in physical activity and health professions.
- **2.2.8.N.1:** Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
- **2.2.8.N.2:** Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
- **2.2.8.N.3:** Design sample nutritional plans for families with different lifestyles, resources, special

- needs, and cultural backgrounds; then consider the similarities and differences among the plans.
- **2.2.8.N.4:** Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

21st Century Life and Career Skills:

Interdisciplinary Connections and Standards: Science

- **PS3.A: Definition of Energy Motion-** Motion energy is properly called kinetic energy; it's proportional to the mass of the moving object and grows with the square of its speed.
- **PS3.C: Relationship between Energy and Forces-** When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object.

NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science and Technical Subjects:

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

Unit Understandings

Students will understand...

- 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 and necessary skill of Team Frisbee
- Students will be able to understand that the development of better of eye-hand coordination is important in the game of Team Frisbee
- Students will be able to understand how trajectory, release point, angles, hand-eye coordination, and footwork are essential for Team Frisbee

Unit Essential Questions

- What skills are essentials to safely and successfully participate in physical fitness activities?
- What steps are necessary to understand the sport as a spectator and participant?

Knowledge and Skills

Students will know the ...

- Fundamental skills
- Terminology
- Game play and safety

Students will be able to...

- Demonstrate the following: Throwing, catching
- Throwing with a partner/team
- Apply the rules of Team Frisbee
- Adhere to safety protocols

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment
- Skills
- Teacher observation
- PE grading procedures
- Students will demonstrate teamwork and knowledge of basic skills through playing Team Frisbee

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Throw and catch a Frisbee
- Throw and catch with a partner while moving down the field
- Different techniques and styles of throwing and catching
- Offense and Defense skills
- Modified games
- Game play

RESOURCES

Teacher Resources:

- NJ Dept of Education Core Curriculum Standards in Comprehensive Health and Physical Education <https://www.nj.gov/education/standards/chp/>
- Essential material, Supplementary Materials, Links to Best Practices American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aaphred.org
- Centers for Disease Control and Prevention Physical Education Curriculum Analysis Tool, Atlanta, GA www.cdc.gov/HealthyYouth/physicalactivity
- National Association for Sport and Physical Education, Moving toward the future: National Standards for Physical Education, Reston, VA
- Partnership for 21st Century Skills www.21stcentury.org
- American Alliance for Health, Physical Education, Recreation and Dance
- Sports Foundation for Physical Education: A Tactical games Approach, Mitchell, Stephen, Orlin, Judith, Griffin, Linda
- Dynamic Physical Education for School Children - 15th Edition, Pangrazi, Robert P. Benjamin-Cummings Publishing Co.
- Kirk, MacDonald, O'Sullivan, Handbook of Physical Education, Sage Publications
- Poppen, Jerry D., 201 Games for Physical Education Program, Parker Publishing
- JOHPERD, Journal of Physical Education, Recreation and Dance
- AAPAR, American Association for Physical Activity and Recreation
- www.pcentral.org
- www.sportime.com
- Internet Resources and Websites

Equipment Needed:

- Whistles

- Frisbee
- Cones
- Nets

APPENDIX A

NEW JERSEY CORE CURRICULUM CONTENT STANDARDS

For

COMPREHENSIVE HEALTH and PHYSICAL EDUCATION

INTRODUCTION

Comprehensive Health and Physical Education for the 21st Century

Health Literacy is an integral part of 21st century education. Healthy students are learners who are “knowledgeable and productive, (and) also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own border” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. The mission for comprehensive health and physical education reflects this perspective:

Mission: *Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social and emotional wellness.*

Vision: A quality comprehensive health and physical education program fosters a population that:

- Maintain physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in physically active lifestyle.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety rules.

Intent and Spirit of the Comprehensive Health and Physical Education Standards

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The 2009 revised standards incorporate the current thinking and best practice found in health and physical education

documents published by national content-specific organizations as well as public health and other education organizations and agencies.

Revised Standards

The Comprehensive Health and Physical Education Standards provide foundation for creating local curricula and meaningful assessment. Revisions to the standards include cumulative progress indicators that reflect:

- Recently enacted legislation outlined in the section below
- An emphasis on healthy literacy, a 21st century theme
- Global perspective about health and wellness throughout comparative analysis of health-related issues, attitudes, and behaviors in other countries, inclusion of additional skills related to traffic safety, for safety, and accident and poison prevention.
- Increased awareness of and sensitivity to the challenges related to individuals with disabilities

APPENDIX B

SAFETY

The safety of the students is a prime consideration in the development of any physical education program.

Whereas it is true that each activity has a specific set of safety factors, it is important to recognize nonetheless, that there are general safety practices that should be observed at all times in conducting physical education classes. These should include the following:

1. Students should be attired to the degree that allows for freedom of movement but not in excessively loose or floppy clothing. Footwear should provide adequate traction, mobility and support without endangering other students or marring playing surfaces (hiking boots, work boots, or boots of any kind, platform sneakers, are inappropriate for class).
2. Items of jewelry such as rings, bracelets, earrings, necklaces, hair adornments should be removed to avoid injury to wearer or classmates.
3. All equipment and facilities should be inspected regularly and maintained in good working order.
4. Playing area should be free of debris and hazards.
5. Adequate “buffer” zones should surround individuals, groups or teams engaged in activity, when applicable.
6. Padding or other protective equipment should be employed at strategic locations when applicable.
7. Specialized safety rules should be made for the safety of goalies or catchers in sports that utilize those positions.
8. Correct form and skill progression should be the basis for the teaching of all fundamentals and skills.
9. Adequate conditioning or lead-up exercises should precede the day’s activity.
10. Students should be made knowledgeable of the rules of each activity in order to prevent inappropriate and/or unsafe actions.
11. Consideration should be given in competitive situations to the size and ability of the students involved.
12. Safety eye protection should be available when applicable.
13. Teachers should discuss with students the procedures to follow in case there is a classroom emergency.

APPENDIX C

GLOSSARY

Different kinds of families refers to the many family structures represented in classrooms and in society today, including, but not limited to: traditional two-parent (i.e. mother and father) families, blended families, single-parent families, multi-racial families, multi-generational families, and same-sex parent families.

Essential elements of movement means the knowledge and demonstration of mechanically correct technique when executing a movement skill.

FITT stands for the basic philosophy of what is necessary to gain a training effect from an exercise program. The

FITT acronym represents:

1. Frequency – How often a person exercises
2. Intensity – How hard a person exercises
3. Time – How long a person exercises
4. Type – What type of activity a person does when exercising.

Health-related fitness incorporates the five major components of fitness related to improved health:

1. *Cardio-respiratory endurance* is the ability of the blood vessels, heart and lungs to take in, transport, and utilize oxygen. This is a critically important component of fitness because it impacts other components of fitness and decreases the risk of cardiovascular diseases.
2. *Muscular strength* is the maximum amount of force a muscle or muscle group can exert.
3. *Muscular endurance* is the length of time of a muscle group can exert force prior to fatigue.
4. *Flexibility* refers to the range of motion in joints.
5. *Body composition* shows the amount of fat versus lean mass (bone, muscle, connective tissue, and fluids). While some fat is essential for insulation and providing energy, too much.

Intentional injuries are injuries arising from purposeful action (e.g. violence and suicide).

Unintentional injuries are injuries arising from unintentional events (e.g. motor vehicle crashes and fires).

Movement skills encompasses loco-motor, non loco-motor and manipulative movement:

1. *Loco-motor movement* occurs when an individual moves from one place to another or projects the body upward (e.g. walking, jumping, skipping, galloping, hopping, jumping, sliding, running).
2. Non loco-motor movement occurs when an individual moves in self-space without appreciable movement from place to place (e.g. twisting, bending, stretching, curling).
3. *Manipulative movement* occurs when an individual controls a variety of objects with different body parts (e.g. throwing, catching, kicking, striking, and dribbling).

Personal Assets refer to individual strengths and weaknesses regarding personal growth.

Protective factors refer to the skills, strengths and resources that help individuals deal more effectively with stressful situations.

Resiliency is the ability to overcome the negative effects of risk exposure.

Service projects are initiatives that represent relevant social and civic needs.

Skill-related fitness refers to components of physical fitness that contribute to the ability to successfully participate in sports:

1. *Agility* is the ability to rapidly and accurately change the direction of the whole body while moving in space.
2. *Balance* is the ability to maintain equilibrium while stationary or moving.
3. *Coordination* is the ability to use the senses and body parts in order to perform motor tasks smoothly and accurately.
4. *Power* is the amount of force a muscle can exert over time.
5. *Reaction time* is the ability to respond quickly to stimuli.
6. *Speed* is the amount of time it takes the body to perform specific tasks while moving.

Traffic safety system refers to the concept of traffic (moving people safely and efficiently) the specific components of the traffic safety system (e.g. laws, safety, signs, travel modes, routes and responsibilities), and the people who are part of the traffic safety system (e.g. walkers, bicyclists, police and automobile, bus and train operators).

APPENDIX D

Standard 2.5

All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

Description Statement: Health-literate and physically educated students understand movement concepts and principles and apply them as they practice, assess, and refine movement, skills in a variety of physical activities including games, sports and lifetime recreational pursuits. Knowledge of movement concepts and practice of skills enhance the likelihood learning and participation in physical activity throughout life.

Cumulative Progress Indicators

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students:

1. Describe the characteristics of skilled performance in a variety of physical activities.
2. Modify and combine movement skills using movement concepts, biochemical principles, and rhythm to improve performance in physical activities.
3. Describe and demonstrate the application of appropriate rules, strategies, and sportsmanship behaviors as a participant in and observer of physical activities.

Standard 2.6

All students will learn and apply health-related fitness concepts.

Descriptive Statement: Health-literate and physically educated students know the components of health-related fitness: cardio respiratory endurance, muscular strength/endurance, flexibility, and body composition. Considering these components, students are able to meet their personal fitness needs by monitoring and adapting physical activity levels. Health-literate and physically educated students recognize that lifetime fitness activities contribute to wellness.

Cumulative Progress Indicators

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students:

1. Describe the components of health-related fitness and how each contributes to wellness.
2. Discuss and apply basic principles of training to fitness activities.
3. Assess physiological indicators of exercise before, during and after physical activity, and describe how these can be used to monitor and improve performance.
4. Develop a personal fitness plan, using data from health assessments and fitness testing.