

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

Physical Education

Grade: 6

ABSTRACT

All students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness by developing the habits necessary to live healthy, productive lives that positively impact their families, schools and communities. The curriculum capitalizes on integration, collaboration and interdisciplinary instruction. The elementary school curriculum has the ability to make connections with other disciplines educating the “whole” child through movement experiences. The curriculum reflects standards directly correlating to the New Jersey Core Curriculum Content Standards as well as authentic assessment techniques, which address what students know and should be able to perform. This curriculum balances health-related fitness, motor skills, content knowledge, and personal and social development activities. As students participate in a quality Physical Education curriculum, they develop the knowledge, skills and attitudes necessary to incorporate physical activity into regular routines and leisure pursuits to live active, healthy lifestyles.

ESSEX FELLS PUBLIC SCHOOL

Grade 6 Physical Education

Unit of Study: (<i>Pacing Guide/Scope & Sequence - Specify time frame by days or weeks</i>)	Movement Skills & Fitness Foundations <i>Sept/Oct</i> <i>(6 Weeks)</i>	Team Sports & Game Strategy <i>Nov/Dec</i> <i>(6 Weeks)</i>	Net/Wall, Target & Striking Activities <i>Jan/Feb</i> <i>(6 Weeks)</i>
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLs: (<i>Content Specific Standards Only. Only use standards that are applicable to the unit.</i>)	Comprehensive Health and Physical Education 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.4: Analyze, and correct movements and apply to refine movement skills. 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. 2.2.8.PF.2: Recognize and involve others of	Comprehensive Health and Physical Education 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.4: Analyze, and correct movements and apply to refine movement skills. 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger,	Comprehensive Health and Physical Education 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.4: Analyze, and correct movements and apply to refine movement skills. 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.

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Interdisciplinary Connections: Write out complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical; Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	ELA Companion SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	ELA Companion SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	ELA Companion SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • 9.1 Personal Financial Literacy; - or • 9.2 Career Awareness, Exploration, Preparation & Training; or • 9.4 Life Literacies & Key Skills)	Career Readiness, Life Literacies & Key Skills 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	Career Readiness, Life Literacies & Key Skills 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	Career Readiness, Life Literacies & Key Skills 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • 8.1 Computer Science; - or • 8.2 Design Thinking)	Design Thinking 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.	Design Thinking 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.	Design Thinking 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i>	N/A	N/A	N/A

● 9.3 Career and Technical Education)			
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	- Developing strong movement skills improves participation and performance. - Physical fitness contributes to lifelong health and wellness. - Practice and feedback lead to skill improvement.	- Strategy and communication improve team performance. - Sportsmanship creates positive learning environments. - Effective teamwork requires cooperation and respect.	- Different activities require different strategies and techniques. - Accuracy and consistency improve performance. - Practice develops confidence.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	- How can I improve my movement skills? - Why are fitness and movement connected? - How does practice improve performance?	- How do strategies influence success in games? - What makes an effective teammate? - How does communication improve team performance?	- How do strategy and technique improve success? - How can I increase my accuracy and consistency? - Why is practice important?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. Formative, 2. Summative, 3. Alternative - Performance/Project) 4. Benchmark)	Formative Assessments - Teacher observation - Skill checklists/rubrics - Questioning and discussion during lessons to assess understanding of rules, strategies, and fitness concepts - Peer feedback - Student self-assessments and reflections - Exit tickets (written or verbal) - Teacher anecdotal notes - Practice performance tasks during lessons Summative Assessments	Formative Assessments - Teacher observation - Skill checklists/rubrics - Questioning and discussion during lessons to assess understanding of rules, strategies, and fitness concepts - Peer feedback - Student self-assessments and reflections - Exit tickets (written or verbal) - Teacher anecdotal notes - Practice performance tasks during lessons Summative Assessments	Formative Assessments - Teacher observation - Skill checklists/rubrics - Questioning and discussion during lessons to assess understanding of rules, strategies, and fitness concepts - Peer feedback - Student self-assessments and reflections - Exit tickets (written or verbal) - Teacher anecdotal notes - Practice performance tasks during lessons Summative Assessments

	● Performance-based skill assessments ● Modified game/play assessments ● Fitness challenges ● Student reflection on personal growth and goal achievement ● Unit-specific rubrics ● Culminating challenges combining multiple skills from the unit Alternative Assessments ● Student portfolios ● Student-led demonstrations or peer coaching opportunities ● Choice-based performance tasks ● Self-reflection journals or goal-setting sheets ● Verbal explanations ● Leadership tasks (leading warm-ups, explaining activities, coaching peers) ● Modified assessments using alternate equipment, rules, or formats Benchmark Assessments ● Performance-based physical fitness (locomotor, balance, manipulative skills) assessment ● Health-related fitness assessments (age-appropriate endurance, strength, flexibility, and balance activities) ● Teacher progress monitoring using district or school skill benchmarks	● Performance-based skill assessments ● Modified game/play assessments ● Fitness challenges ● Student reflection on personal growth and goal achievement ● Unit-specific rubrics ● Culminating challenges combining multiple skills from the unit Alternative Assessments ● Student portfolios ● Student-led demonstrations or peer coaching opportunities ● Choice-based performance tasks ● Self-reflection journals or goal-setting sheets ● Verbal explanations ● Leadership tasks (leading warm-ups, explaining activities, coaching peers) ● Modified assessments using alternate equipment, rules, or formats Benchmark Assessments ● Performance-based physical fitness (locomotor, balance, manipulative skills) assessment ● Health-related fitness assessments (age-appropriate endurance, strength, flexibility, and balance activities) ● Teacher progress monitoring using district or school skill benchmarks	● Performance-based skill assessments ● Modified game/play assessments ● Fitness challenges ● Student reflection on personal growth and goal achievement ● Unit-specific rubrics ● Culminating challenges combining multiple skills from the unit Alternative Assessments ● Student portfolios ● Student-led demonstrations or peer coaching opportunities ● Choice-based performance tasks ● Self-reflection journals or goal-setting sheets ● Verbal explanations ● Leadership tasks (leading warm-ups, explaining activities, coaching peers) ● Modified assessments using alternate equipment, rules, or formats Benchmark Assessments ● Performance-based physical fitness (locomotor, balance, manipulative skills) assessment ● Health-related fitness assessments (age-appropriate endurance, strength, flexibility, and balance activities) ● Teacher progress monitoring using district or school skill benchmarks
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STAGE 3: Learning Plan

Learning

Activities/Content:

(What is the core content of this unit? What performance tasks/activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:

- *Amistad Law*
- *Holocaust Law*
- *LGBTQ/Disabilities Law*

- Dynamic warm-ups
- Agility ladder drills
- Speed and reaction activities
- Balance and coordination circuits
- Fitness baseline assessments
- Movement skill stations
- Team-building initiatives
- Fitness goal setting
- Nuke 'em
- Widdle
- Ultimate ball/Frisbee
- Harvest Obstacle Course
- Football Throw Accuracy Challenge
- Capture the Flag
- Pumpkin Relay Races
- Agility & Speed Ladder Challenges

Amistad Law (N.J.S.A. 18A:52-16A-88)

- Encourage appreciation for the diverse contributions, cultures, and experiences of individuals while promoting equity, inclusion, teamwork, and mutual respect during physical activities.

Holocaust Law (N.J.S.A. 18A:35-28)

- Promote respect, empathy, and responsible decision-making by fostering a safe, inclusive environment where students demonstrate kindness, fairness, and respect for the rights and dignity of

- Soccer
- Basketball
- Flag football
- Small-sided games
- European handball
- Bowling
- Volleyball
- Team hockey
- Offensive and defensive drills
- Passing and receiving activities
- Game strategy discussions
- Turkey Bowl Flag Football
- Team Handball Tournament
- Soccer World Cup Tournament
- Basketball Shooting Challenges
- Thanksgiving Relay Challenges

Amistad Law (N.J.S.A. 18A:52-16A-88)

- Encourage appreciation for the diverse contributions, cultures, and experiences of individuals while promoting equity, inclusion, teamwork, and mutual respect during physical activities.

Holocaust Law (N.J.S.A. 18A:35-28)

- Promote respect, empathy, and responsible decision-making by fostering a safe, inclusive environment where students demonstrate kindness, fairness, and respect for the rights and dignity of others.

- Volleyball
- Bowling
- Disc golf
- Field hockey
- Hockey tag
- Velcro ball
- Soccer passing & dribbling
- Soccer tag
- Strike and field games
- Snowball Toss (white foam balls)
- T-ball/Baseball/Softball
- Kickball
- Holiday Bowling Challenge
- Volleyball King/Queen of the Court

Amistad Law (N.J.S.A. 18A:52-16A-88)

- Encourage appreciation for the diverse contributions, cultures, and experiences of individuals while promoting equity, inclusion, teamwork, and mutual respect during physical activities.

Holocaust Law (N.J.S.A. 18A:35-28)

- Promote respect, empathy, and responsible decision-making by fostering a safe, inclusive environment where students demonstrate kindness, fairness, and respect for the rights and dignity of others.

LGBTQ and Disabilities Law (N.J.S.A.

	others. LGBTQ and Disabilities Law (N.J.S.A. 18A:35-4.35-6) • Create a welcoming and respectful learning environment where all students feel valued, accepted, and supported through inclusive language, positive peer interactions, and respectful participation in physical activities. Diversity, Equity, and Inclusion (DEI) (N.J.S.A. 18A:35-4.36a) • Provide equitable opportunities for all students to participate, collaborate, and succeed while valuing individual strengths, abilities, backgrounds, and perspectives.	LGBTQ and Disabilities Law (N.J.S.A. 18A:35-4.35-6) • Create a welcoming and respectful learning environment where all students feel valued, accepted, and supported through inclusive language, positive peer interactions, and respectful participation in physical activities. Diversity, Equity, and Inclusion (DEI) (N.J.S.A. 18A:35-4.36a) • Provide equitable opportunities for all students to participate, collaborate, and succeed while valuing individual strengths, abilities, backgrounds, and perspectives.	18A:35-4.35-6) • Create a welcoming and respectful learning environment where all students feel valued, accepted, and supported through inclusive language, positive peer interactions, and respectful participation in physical activities. Diversity, Equity, and Inclusion (DEI) (N.J.S.A. 18A:35-4.36a) • Provide equitable opportunities for all students to participate, collaborate, and succeed while valuing individual strengths, abilities, backgrounds, and perspectives.
Resources: <i>(Include names of texts and all online resources)</i>	• CDC Physical Activity Guidelines For Youth • Kids Health https://kidshealth.org/classroom/?WT.ac=ms_tab • EVERFI Health and Wellness Courses https://everfi.com/k-12/health-wellness/ • Open Physical Education modules (6-8) https://open.varsityuniversity.org/6-8-middle-school-modules/ • Learn. Practice. Play. UNIFIED	• CDC Physical Activity Guidelines For Youth • Kids Health https://kidshealth.org/classroom/?WT.ac=ms_tab • EVERFI Health and Wellness Courses https://everfi.com/k-12/health-wellness/ • Open Physical Education modules (6-8) https://open.varsityuniversity.org/6-8-middle-school-modules/ • Learn. Practice. Play. UNIFIED	• CDC Physical Activity Guidelines For Youth • Kids Health https://kidshealth.org/classroom/?WT.ac=ms_tab • EVERFI Health and Wellness Courses https://everfi.com/k-12/health-wellness/ • Open Physical Education modules (6-8) https://open.varsityuniversity.org/6-8-middle-school-modules/ • Learn. Practice. Play. UNIFIED

	Guide to Inclusive Physical Education https://www.sonj.org/wp-content/uploads/2017/10/guide-to-inclusive-physical-education-and-sports-activities.pdf - American Heart Association - Phys. Ed. Games http://physedgames.com/ - SPARK PE https://sparkpe.org/physical-education/lesson-plans/elementary/	Guide to Inclusive Physical Education https://www.sonj.org/wp-content/uploads/2017/10/guide-to-inclusive-physical-education-and-sports-activities.pdf - American Heart Association - Phys. Ed. Games http://physedgames.com/ - SPARK PE https://sparkpe.org/physical-education/lesson-plans/elementary/	Guide to Inclusive Physical Education https://www.sonj.org/wp-content/uploads/2017/10/guide-to-inclusive-physical-education-and-sports-activities.pdf - American Heart Association - Phys. Ed. Games http://physedgames.com/ - SPARK PE https://sparkpe.org/physical-education/lesson-plans/elementary/
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. Special Education 2. English Language Learners (ELLs) 3. At Risk/BSI 4. Gifted & Talented/Advanced 5. 504)	Special Education - Individualized Education Plans (IEPs) - Exemplars of varied performance levels - Provide visual demonstrations, modeling, and step-by-step directions before activities - Multi-media presentations - Manipulatives - Scaffolded Lessons - Guided note-taking - Study Guides - Use peer partners/buddies to encourage participation and support success - Modified homework - Differentiated pre-typed class notes and example problems - Provide alternate ways for students to demonstrate skill mastery - Focus assessment on individual	Special Education - Individualized Education Plans (IEPs) - Exemplars of varied performance levels - Provide visual demonstrations, modeling, and step-by-step directions before activities - Multi-media presentations - Manipulatives - Scaffolded Lessons - Guided note-taking - Study Guides - Use peer partners/buddies to encourage participation and support success - Modified homework - Differentiated pre-typed class notes and example problems - Provide alternate ways for students to demonstrate skill mastery - Focus assessment on individual	Special Education - Individualized Education Plans (IEPs) - Exemplars of varied performance levels - Provide visual demonstrations, modeling, and step-by-step directions before activities - Multi-media presentations - Manipulatives - Scaffolded Lessons - Guided note-taking - Study Guides - Use peer partners/buddies to encourage participation and support success - Modified homework - Differentiated pre-typed class notes and example problems - Provide alternate ways for students to demonstrate skill mastery - Focus assessment on individual

	growth and progress ● Use of alternate assessments English Language Learners (ELLs) ● Dictionaries ● Mnemonic devices ● Visuals, gestures, demonstrations, and physical modeling ● Provide notes to students as needed in native language ● Provide clear, concise directions using simple language ● Cultural responsiveness ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Pre-teach and reinforce physical education vocabulary (movement words, equipment, rules) ● Group students with others of different learning levels and abilities. ● Non-verbal assessments Students At-Risk (BSI) ● Provide additional guided practice and opportunities for repetition ● Use small-group instruction and targeted skill practice ● Provide frequent positive feedback and encouragement ● Establish consistent routines and clear expectations ● Break skills and activities into	growth and progress ● Use of alternate assessments English Language Learners (ELLs) ● Dictionaries ● Mnemonic devices ● Visuals, gestures, demonstrations, and physical modeling ● Provide notes to students as needed in native language ● Provide clear, concise directions using simple language ● Cultural responsiveness ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Pre-teach and reinforce physical education vocabulary (movement words, equipment, rules) ● Group students with others of different learning levels and abilities. ● Non-verbal assessments Students At-Risk (BSI) ● Provide additional guided practice and opportunities for repetition ● Use small-group instruction and targeted skill practice ● Provide frequent positive feedback and encouragement ● Establish consistent routines and clear expectations ● Break skills and activities into	growth and progress ● Use of alternate assessments English Language Learners (ELLs) ● Dictionaries ● Mnemonic devices ● Visuals, gestures, demonstrations, and physical modeling ● Provide notes to students as needed in native language ● Provide clear, concise directions using simple language ● Cultural responsiveness ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Pre-teach and reinforce physical education vocabulary (movement words, equipment, rules) ● Group students with others of different learning levels and abilities. ● Non-verbal assessments Students At-Risk (BSI) ● Provide additional guided practice and opportunities for repetition ● Use small-group instruction and targeted skill practice ● Provide frequent positive feedback and encouragement ● Establish consistent routines and clear expectations ● Break skills and activities into
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	achievable steps ● Graphic organizers ● Provide structured activities with teacher support before independent practice ● Offer opportunities for success to build confidence and motivation Gifted and Talented (Advanced) Students: ● Flexible grouping opportunities for leadership roles (demonstrations, peer coaching, team leadership) ● Project Based Learning ● Increase complexity, speed, distance, or strategy within activities ● Multimedia presentations ● Encourage students to create games, challenges, or movement sequences ● Open-ended responses ● Provide opportunities for problem-solving and decision-making ● Allow students to set personal performance goals and track progress ● Extend activities through advanced skills and higher-level thinking challenges 504 Plans ● Provide accommodations based on individual student needs and plans	achievable steps ● Graphic organizers ● Provide structured activities with teacher support before independent practice ● Offer opportunities for success to build confidence and motivation Gifted and Talented (Advanced) Students: ● Flexible grouping opportunities for leadership roles (demonstrations, peer coaching, team leadership) ● Project Based Learning ● Increase complexity, speed, distance, or strategy within activities ● Multimedia presentations ● Encourage students to create games, challenges, or movement sequences ● Open-ended responses ● Provide opportunities for problem-solving and decision-making ● Allow students to set personal performance goals and track progress ● Extend activities through advanced skills and higher-level thinking challenges 504 Plans ● Provide accommodations based on individual student needs and plans	achievable steps ● Graphic organizers ● Provide structured activities with teacher support before independent practice ● Offer opportunities for success to build confidence and motivation Gifted and Talented (Advanced) Students: ● Flexible grouping opportunities for leadership roles (demonstrations, peer coaching, team leadership) ● Project Based Learning ● Increase complexity, speed, distance, or strategy within activities ● Multimedia presentations ● Encourage students to create games, challenges, or movement sequences ● Open-ended responses ● Provide opportunities for problem-solving and decision-making ● Allow students to set personal performance goals and track progress ● Extend activities through advanced skills and higher-level thinking challenges 504 Plans ● Provide accommodations based on individual student needs and plans
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	• Modify equipment, space, or activity expectations as needed • Additional time for transitions and skill completion • Movement breaks, rest opportunities, or alternate participation options when appropriate • Consider sensory needs by adjusting noise levels, space, or equipment • Preferential seating for instruction and demonstrations • Maintain predictable routines and clearly communicate expectations • Oral assessments	• Modify equipment, space, or activity expectations as needed • Additional time for transitions and skill completion • Movement breaks, rest opportunities, or alternate participation options when appropriate • Consider sensory needs by adjusting noise levels, space, or equipment • Preferential seating for instruction and demonstrations • Maintain predictable routines and clearly communicate expectations • Oral assessments	• Modify equipment, space, or activity expectations as needed • Additional time for transitions and skill completion • Movement breaks, rest opportunities, or alternate participation options when appropriate • Consider sensory needs by adjusting noise levels, space, or equipment • Preferential seating for instruction and demonstrations • Maintain predictable routines and clearly communicate expectations • Oral assessments
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Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Personal Fitness & Wellness <i>Feb/Mar</i> <i>(6 Weeks)</i>	Outdoor & Lifetime Activities <i>Mar/Apr</i> <i>(6 Weeks)</i>	Leadership, Cooperation & Personal Best <i>May/Jun</i> <i>(6 Weeks)</i>
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLs: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	Comprehensive Health and Physical Education 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.4: Analyze, and correct movements and apply to refine movement	Comprehensive Health and Physical Education 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	Comprehensive Health and Physical Education 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.3: Create and demonstrate

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		different cultures' physical fitness activities.	others to experience and participate in different cultures' physical fitness activities.
Interdisciplinary Connections: Write out complete NJSLs: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical; Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	ELA Companion SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	ELA Companion SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	ELA Companion SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLs: <i>(Must have at least one standard from:</i> • <i>9.1 Personal Financial Literacy; or</i> • <i>9.2 Career Awareness, Exploration, Preparation & Training; or</i> • <i>9.4 Life Literacies</i>	Career Readiness, Life Literacies & Key Skills 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	Career Readiness, Life Literacies & Key Skills 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	Career Readiness, Life Literacies & Key Skills 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

& Key Skills)			
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • 8.1 Computer Science; <i>or</i> • 8.2 Design Thinking)	Design Thinking 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.	Design Thinking 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.	Design Thinking 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> • 9.3 Career and Technical Education)	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	• Physical fitness supports physical, emotional, and mental health. • Healthy habits contribute to lifelong wellness. • Goal setting promotes personal growth.	• Physical activity can be enjoyed throughout life. • Outdoor recreation promotes health and wellness. • Everyone can find activities they enjoy.	• Leadership and teamwork contribute to positive physical activity experiences. • Personal improvement is more important than comparison. • Reflection helps individuals grow.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. What does it mean to be physically fit? 2. How can I improve my personal fitness? 3. How do healthy choices affect wellness?	1. What activities can I enjoy throughout my life? 2. Why is it important to remain physically active? 3. How can I make physical activity part of my daily routine?	1. What qualities make an effective leader? 2. How can I demonstrate responsibility during physical activity? 3. How can I continue improving my fitness and skills?

STAGE 2: Evidence

Assessment & Evidence: *(By what criteria will performances of understanding be judged? Include:*
 1. Formative,
 2. Summative,
 3. Alternative - Performance/Project)
 4. Benchmark)

Formative Assessments

- Teacher observation
- Skill checklists/rubrics
- Questioning and discussion during lessons to assess understanding of rules, strategies, and fitness concepts
- Peer feedback
- Student self-assessments and reflections
- Exit tickets (written or verbal)
- Teacher anecdotal notes
- Practice performance tasks during lessons

Summative Assessments

- Performance-based skill assessments
- Modified game/play assessments
- Fitness challenges
- Student reflection on personal growth and goal achievement
- Unit-specific rubrics
- Culminating challenges combining multiple skills from the unit

Alternative Assessments

- Student portfolios
- Student-led demonstrations or peer coaching opportunities
- Choice-based performance tasks
- Self-reflection journals or goal-setting sheets

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	● Verbal explanations ● Leadership tasks (leading warm-ups, explaining activities, coaching peers) ● Modified assessments using alternate equipment, rules, or formats Benchmark Assessments ● Performance-based physical fitness (locomotor, balance, manipulative skills) assessment ● Health-related fitness assessments (age-appropriate endurance, strength, flexibility, and balance activities) ● Teacher progress monitoring using district or school skill benchmarks	● Verbal explanations ● Leadership tasks (leading warm-ups, explaining activities, coaching peers) ● Modified assessments using alternate equipment, rules, or formats Benchmark Assessments ● Performance-based physical fitness (locomotor, balance, manipulative skills) assessment ● Health-related fitness assessments (age-appropriate endurance, strength, flexibility, and balance activities) ● Teacher progress monitoring using district or school skill benchmarks	● Verbal explanations ● Leadership tasks (leading warm-ups, explaining activities, coaching peers) ● Modified assessments using alternate equipment, rules, or formats Benchmark Assessments ● Performance-based physical fitness (locomotor, balance, manipulative skills) assessment ● Health-related fitness assessments (age-appropriate endurance, strength, flexibility, and balance activities) ● Teacher progress monitoring using district or school skill benchmarks
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> ● <i>Amistad Law</i> ● <i>Holocaust Law</i> ● <i>LGBTQ/Disabilities Law)</i>	● T-ball/Baseball/Softball ● Kickball ● Pickleball ● Badminton ● Circuit training ● Cardiovascular endurance activities ● Strength and flexibility training ● Fitness journals ● Heart-rate monitoring ● Interval training ● Yoga ● Goal setting and reflection ● Winter Pickleball Tournament ● Badminton Ladder Tournament	● Walking and jogging programs ● Orienteering ● Fitness trails ● Cooperative outdoor games ● Pickleball ● Badminton ● T-ball/Baseball/Softball ● Kickball ● Widdle ● Fitness components and goal setting ● Frisbee ● Lawn games ● Kickball Tournament	● T-ball/Baseball/Softball ● Kickball ● Olympics stations ● Cooperative challenges ● Student-led warm-ups ● Peer coaching ● Team-building initiatives ● Obstacle courses ● Fitness challenges ● Personal best competitions ● End-of-year reflection and goal setting Amistad Law (N.J.S.A. 18A:52-16A-88)

	- Heart Health Fitness Challenge (American Heart Month) Amistad Law (N.J.S.A. 18A:52-16A-88) - Encourage appreciation for the diverse contributions, cultures, and experiences of individuals while promoting equity, inclusion, teamwork, and mutual respect during physical activities. Holocaust Law (N.J.S.A. 18A:35-28) - Promote respect, empathy, and responsible decision-making by fostering a safe, inclusive environment where students demonstrate kindness, fairness, and respect for the rights and dignity of others. LGBTQ and Disabilities Law (N.J.S.A. 18A:35-4.35-6) - Create a welcoming and respectful learning environment where all students feel valued, accepted, and supported through inclusive language, positive peer interactions, and respectful participation in physical activities. Diversity, Equity, and Inclusion (DEI) (N.J.S.A. 18A:35-4.36a) - Provide equitable opportunities for all students to participate, collaborate, and succeed while	- Hiking skills - Field Day preparation Amistad Law (N.J.S.A. 18A:52-16A-88) - Encourage appreciation for the diverse contributions, cultures, and experiences of individuals while promoting equity, inclusion, teamwork, and mutual respect during physical activities. Holocaust Law (N.J.S.A. 18A:35-28) - Promote respect, empathy, and responsible decision-making by fostering a safe, inclusive environment where students demonstrate kindness, fairness, and respect for the rights and dignity of others. LGBTQ and Disabilities Law (N.J.S.A. 18A:35-4.35-6) - Create a welcoming and respectful learning environment where all students feel valued, accepted, and supported through inclusive language, positive peer interactions, and respectful participation in physical activities. Diversity, Equity, and Inclusion (DEI) (N.J.S.A. 18A:35-4.36a) - Provide equitable opportunities for all students to participate, collaborate, and succeed while	- Encourage appreciation for the diverse contributions, cultures, and experiences of individuals while promoting equity, inclusion, teamwork, and mutual respect during physical activities. Holocaust Law (N.J.S.A. 18A:35-28) - Promote respect, empathy, and responsible decision-making by fostering a safe, inclusive environment where students demonstrate kindness, fairness, and respect for the rights and dignity of others. LGBTQ and Disabilities Law (N.J.S.A. 18A:35-4.35-6) - Create a welcoming and respectful learning environment where all students feel valued, accepted, and supported through inclusive language, positive peer interactions, and respectful participation in physical activities. Diversity, Equity, and Inclusion (DEI) (N.J.S.A. 18A:35-4.36a) - Provide equitable opportunities for all students to participate, collaborate, and succeed while valuing individual strengths, abilities, backgrounds, and perspectives.
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	valuing individual strengths, abilities, backgrounds, and perspectives.	valuing individual strengths, abilities, backgrounds, and perspectives.	
Resources: <i>(Include names of texts and all online resources)</i>	• CDC Physical Activity Guidelines For Youth • Kids Health https://kidshealth.org/classroom/?WT.ac=ms_tab • EVERFI Health and Wellness Courses https://everfi.com/k-12/health-wellness/ • Open Physical Education modules (6-8) https://open.varsityuniversity.org/6-8-middle-school-modules/ • Learn. Practice. Play. UNIFIED Guide to Inclusive Physical Education https://www.sonj.org/wp-content/uploads/2017/10/guide-to-inclusive-physical-education-and-sports-activities.pdf • American Heart Association • Phys. Ed. Games http://physedgames.com/ • SPARK PE https://sparkpe.org/physical-education/lesson-plans/elementary/	• CDC Physical Activity Guidelines For Youth • Kids Health https://kidshealth.org/classroom/?WT.ac=ms_tab • EVERFI Health and Wellness Courses https://everfi.com/k-12/health-wellness/ • Open Physical Education modules (6-8) https://open.varsityuniversity.org/6-8-middle-school-modules/ • Learn. Practice. Play. UNIFIED Guide to Inclusive Physical Education https://www.sonj.org/wp-content/uploads/2017/10/guide-to-inclusive-physical-education-and-sports-activities.pdf • American Heart Association • Phys. Ed. Games http://physedgames.com/ • SPARK PE https://sparkpe.org/physical-education/lesson-plans/elementary/	• CDC Physical Activity Guidelines For Youth • Kids Health https://kidshealth.org/classroom/?WT.ac=ms_tab • EVERFI Health and Wellness Courses https://everfi.com/k-12/health-wellness/ • Open Physical Education modules (6-8) https://open.varsityuniversity.org/6-8-middle-school-modules/ • Learn. Practice. Play. UNIFIED Guide to Inclusive Physical Education https://www.sonj.org/wp-content/uploads/2017/10/guide-to-inclusive-physical-education-and-sports-activities.pdf • American Heart Association • Phys. Ed. Games http://physedgames.com/ • SPARK PE https://sparkpe.org/physical-education/lesson-plans/elementary/
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups: 1. Special Education</i>	Special Education • Individualized Education Plans (IEPs) • Exemplars of varied performance levels	Special Education • Individualized Education Plans (IEPs) • Exemplars of varied performance levels	Special Education • Individualized Education Plans (IEPs) • Exemplars of varied performance levels

2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced</i> 5. 504)	● Provide visual demonstrations, modeling, and step-by-step directions before activities ● Multi-media presentations ● Manipulatives ● Scaffolded Lessons ● Guided note-taking ● Study Guides ● Use peer partners/buddies to encourage participation and support success ● Modified homework ● Differentiated pre-typed class notes and example problems ● Provide alternate ways for students to demonstrate skill mastery ● Focus assessment on individual growth and progress ● Use of alternate assessments English Language Learners (ELLs) ● Dictionaries ● Mnemonic devices ● Visuals, gestures, demonstrations, and physical modeling ● Provide notes to students as needed in native language ● Provide clear, concise directions using simple language ● Cultural responsiveness ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Pre-teach and reinforce physical	● Provide visual demonstrations, modeling, and step-by-step directions before activities ● Multi-media presentations ● Manipulatives ● Scaffolded Lessons ● Guided note-taking ● Study Guides ● Use peer partners/buddies to encourage participation and support success ● Modified homework ● Differentiated pre-typed class notes and example problems ● Provide alternate ways for students to demonstrate skill mastery ● Focus assessment on individual growth and progress ● Use of alternate assessments English Language Learners (ELLs) ● Dictionaries ● Mnemonic devices ● Visuals, gestures, demonstrations, and physical modeling ● Provide notes to students as needed in native language ● Provide clear, concise directions using simple language ● Cultural responsiveness ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Pre-teach and reinforce physical	● Provide visual demonstrations, modeling, and step-by-step directions before activities ● Multi-media presentations ● Manipulatives ● Scaffolded Lessons ● Guided note-taking ● Study Guides ● Use peer partners/buddies to encourage participation and support success ● Modified homework ● Differentiated pre-typed class notes and example problems ● Provide alternate ways for students to demonstrate skill mastery ● Focus assessment on individual growth and progress ● Use of alternate assessments English Language Learners (ELLs) ● Dictionaries ● Mnemonic devices ● Visuals, gestures, demonstrations, and physical modeling ● Provide notes to students as needed in native language ● Provide clear, concise directions using simple language ● Cultural responsiveness ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Pre-teach and reinforce physical
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	education vocabulary (movement words, equipment, rules) ● Group students with others of different learning levels and abilities. ● Non-verbal assessments Students At-Risk (BSI) ● Provide additional guided practice and opportunities for repetition ● Use small-group instruction and targeted skill practice ● Provide frequent positive feedback and encouragement ● Establish consistent routines and clear expectations ● Break skills and activities into achievable steps ● Graphic organizers ● Provide structured activities with teacher support before independent practice ● Offer opportunities for success to build confidence and motivation Gifted and Talented (Advanced) Students: ● Flexible grouping opportunities for leadership roles (demonstrations, peer coaching, team leadership) ● Project Based Learning ● Increase complexity, speed, distance, or strategy within activities ● Multimedia presentations	education vocabulary (movement words, equipment, rules) ● Group students with others of different learning levels and abilities. ● Non-verbal assessments Students At-Risk (BSI) ● Provide additional guided practice and opportunities for repetition ● Use small-group instruction and targeted skill practice ● Provide frequent positive feedback and encouragement ● Establish consistent routines and clear expectations ● Break skills and activities into achievable steps ● Graphic organizers ● Provide structured activities with teacher support before independent practice ● Offer opportunities for success to build confidence and motivation Gifted and Talented (Advanced) Students: ● Flexible grouping opportunities for leadership roles (demonstrations, peer coaching, team leadership) ● Project Based Learning ● Increase complexity, speed, distance, or strategy within activities ● Multimedia presentations	education vocabulary (movement words, equipment, rules) ● Group students with others of different learning levels and abilities. ● Non-verbal assessments Students At-Risk (BSI) ● Provide additional guided practice and opportunities for repetition ● Use small-group instruction and targeted skill practice ● Provide frequent positive feedback and encouragement ● Establish consistent routines and clear expectations ● Break skills and activities into achievable steps ● Graphic organizers ● Provide structured activities with teacher support before independent practice ● Offer opportunities for success to build confidence and motivation Gifted and Talented (Advanced) Students: ● Flexible grouping opportunities for leadership roles (demonstrations, peer coaching, team leadership) ● Project Based Learning ● Increase complexity, speed, distance, or strategy within activities ● Multimedia presentations
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	● Encourage students to create games, challenges, or movement sequences ● Open-ended responses ● Provide opportunities for problem-solving and decision-making ● Allow students to set personal performance goals and track progress ● Extend activities through advanced skills and higher-level thinking challenges 504 Plans ● Provide accommodations based on individual student needs and plans ● Modify equipment, space, or activity expectations as needed ● Additional time for transitions and skill completion ● Movement breaks, rest opportunities, or alternate participation options when appropriate ● Consider sensory needs by adjusting noise levels, space, or equipment ● Preferential seating for instruction and demonstrations ● Maintain predictable routines and clearly communicate expectations ● Oral assessments	● Encourage students to create games, challenges, or movement sequences ● Open-ended responses ● Provide opportunities for problem-solving and decision-making ● Allow students to set personal performance goals and track progress ● Extend activities through advanced skills and higher-level thinking challenges 504 Plans ● Provide accommodations based on individual student needs and plans ● Modify equipment, space, or activity expectations as needed ● Additional time for transitions and skill completion ● Movement breaks, rest opportunities, or alternate participation options when appropriate ● Consider sensory needs by adjusting noise levels, space, or equipment ● Preferential seating for instruction and demonstrations ● Maintain predictable routines and clearly communicate expectations ● Oral assessments	● Encourage students to create games, challenges, or movement sequences ● Open-ended responses ● Provide opportunities for problem-solving and decision-making ● Allow students to set personal performance goals and track progress ● Extend activities through advanced skills and higher-level thinking challenges 504 Plans ● Provide accommodations based on individual student needs and plans ● Modify equipment, space, or activity expectations as needed ● Additional time for transitions and skill completion ● Movement breaks, rest opportunities, or alternate participation options when appropriate ● Consider sensory needs by adjusting noise levels, space, or equipment ● Preferential seating for instruction and demonstrations ● Maintain predictable routines and clearly communicate expectations ● Oral assessments
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