TOWNSHIP OF UNION PUBLIC SCHOOLS

Comprehensive Physical Education Curriculum Guide – Grades K-5

Adopted August 20, 2019

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

In accordance with the educational philosophy of the Union Township Schools, all elementary school children are offered opportunities for a Physical Education program which will best suit their abilities, interests and needs.

Each activity or skill that is taught in the Physical Education class should be chosen for specific reasons and goals. These may vary from practice of specific skills, social learning, leadership opportunities, and fitness value. Activities taught at each level should reflect an ordered progression in terms of difficulty.

There are many sources and hundreds of activities from which a teacher can select to include as a part of a lesson. There are thousands of equipment resources and manipulatives a teacher can chose from in order to implement a particular skill demonstration. The particular teacher will select the best method and instrument for the particular skill level he or she teaches.

Each unit was planned with the idea that the skills match the appropriate developmental age for each grade level. The units are not limited to the grade specified based on developmental readiness.

Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Movement Education/Rhythm	15
Unit 2: Wellness	15
Unit 3: Manipulative Skills	15
Unit 4: Movement/Locomotor/Non-Locomotor Skills	15
Unit #5 Lifetime/Cooperative Activities	15

Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
Unit 1	**2.1 Wellness: All students will** acquire health promotion concepts and skills to support a healthy, active lifestyle. **2.5 Motor Skill Development: All** students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. **2.6 Fitness: All students will apply** health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.	• Movement Education • Rhythm and Dance • Balancing, Stunts, and Tumbling	
Suggested Resources *Provide links to specific resources/activities*	Teacher Resources; Physical Education Equipment		
Unit 2	**2.1 Wellness: All students will** acquire health promotion concepts and skills to support a healthy, active lifestyle. **2.5 Motor Skill Development: All** students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. **2.6 Fitness: All students will apply** health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.	• Fitness	
Suggested Resources	Teacher Resources; Physical Education Equipment		

Suggested Resources *Provide links to specific resources/activities*		
Unit 3:	**2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.** **2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.** **2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.**	• Cup Stacking
	Teacher Resources, Physical Education Equipment	

Unit 4:	**2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**
	
	2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
	
	2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle
		• Basic Sport Related Motor skills
		  ○ K-2- kicking, foot dribbling, striking, stance, batting, swing, rolling, bouncing, catching, throwing, and grip
		  ○ 3-5- Soccer, Badminton, Volleyball, Floor Hockey/Pillow Polo, Softball/Tee Ball, Basketball,

Provide links to specific resources/activities		

	Football, Lacrosse	
	2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.	• Sportsmanship • 4th Grade Track Meet Events • Cooperative activities and Climbing Wall • Golf/Putting • Tennis
Unit 5:		

Curricular Units

	Unit 1: Movement Education/Rhythm		
Content Standards	**Critical Knowledge & Skills** ("Unpacked" Standards)	**Content-Specific Practices** (when applicable)	**Standard Mastery Examples** *When possible, provide links to specific samples/ documents/ assignments/etc.*
2.5.2.A.1 2.5.2.A.2 2.5.2.A.3 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.C.1 2.5.2.C.2 2.6.4.A.1 2.6.4.A.2 2.6.4.A.3 2.6.4.A.4	Can the children identify the body parts through movement?	Chin, Ears, Elbow, Eyes, Finger, Foot, Forearm, Forehead, Hair, Hand, Head, Heel, Hip, Index Finger, Knee, Leg, Mouth, Nail, Neck, Nose, Palm, Seat, Shin, Shoulder, Skin, Sole of Foot, Stomach, Thigh, Throat, Thumb, Toes, Waist, Wrist	www.pecentral.org/bp/index.html www.pecentral.org/mediacenter/videos.html exit cards
2.5.2.A.1 2.5.2.A.2 2.5.2.A.3 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.C.1 2.5.2.C.2 2.6.4.A.1 2.6.4.A.2 2.6.4.A.3 2.6.4.A.4	Can children perform various movement skills at different levels, speeds and pathways?	Students will be able to perform the following motor skills: Crawling Creeping Galloping Hopping Jogging Leaping Rolling Running Skipping	www.pecentral.org/bp/index.html www.pecentral.org/mediacenter/videos.html exit cards
2.5.2.A.1 2.5.2.A.2 2.5.2.A.3	Alligator Walk Crab Walk Frog Leap	Animal walks and crawls may be explored in general and self-space	www.pecentral.org/bp/index.html

Standards	Essential Questions	Content	Resources
2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.C.1 2.5.2.C.2 2.6.4.A.1 2.6.4.A.2 2.6.4.A.3 2.6.4.A.4	Can the children demonstrate different forms of animal movements?	Seal Walk Bear Walk Inchworm Turtle Wax Kangaroo Hop Elephant Walk Lame Dog Walk Ostrich Walk Gorilla Walk Snake Crawl Rabbit Hop Penguin Walk Duck Walk Puppy Dog Run Animal walks and crawls can be done in relays Animal walks and crawls can be done along with stunts and tumbling Perform animal walks and crawls to music	www.pecentral.org/mediacenter/videos.html exit cards
RHYTHM & DANCE 2.5.2.A.1 2.5.2.A.2 2.5.2.A.3 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.C.1 2.5.2.C.2 2.6.4.A.1 2.6.4.A.2 2.6.4.A.3 2.6.4.A.4	What are the steps to the dances we do in class? What are the counts to the dances we do in class? What dance can you make up with the steps that you were shown in class?	Chicken Dance Shottische Bunny Hop Hokey Pokey Limbo Twist Danish dance of Gretting Ten Little Indians Muffin Man Kinder Polka Here We Go Loobie-LOO Virginia Reel Macarena Electric Slide Country Line Dances Hip Hop Cha-Cha Slide	www.pecentral.org/bp/index.html www.pecentral.org/mediacenter/videos.html exit cards

RHYTHM & DANCE 2.5.2.A.1 2.5.2.A.2 2.5.2.A.3 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.C.1 2.5.2.C.2 2.6.4.A.1 2.6.4.A.2 2.6.4.A.3 2.6.4.A.4	Can student successfully use the following pieces of equipment to demonstrate different types of beats.	Tinikling Juggling Scaves Ribbons Lummi Sticks Band Equipment Drum Tambourine Castanets Gymnastics Balls Wands Ropes Elastic Bands Dance Dance Revolution (DDR	www.pecentral.org/bp/index.ht ml www.pecentral.org/mediacente r/videos.html exit cards www.pecentral.org/bp/index.ht ml
Balance & Tumbling 2.5.2.A.1 2.5.2.A.2 2.5.2.A.3 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.C.1 2.5.2.C.2 2.6.4.A.1 2.6.4.A.2 2.6.4.A.3 2.6.4.A.4	Are the students able to perform various skills on the balance beam? Will the students be able to perform various balances?	Balance on right foot and right hand Balance on left foot and left hand Balance on one knee and opposite hand Balance on right knee and right hand Balance on left knee and left hand Balance on your head and two feet Balance on your seat and one foot Balance on one hand and two feet One Legged Balances: The stork stand, The airplane, Leg lift balances Walking Balances: Walk forward, placing toe then heel on floor, Walk forward on your tiptoes, Walk forward so the heel touches the toe on each step, Walk backwards so that the toe touches the heel on each step	www.pecentral.org/mediacente r/videos.html exit cards

| Stretching
2.5.2.A.1
2.5.2.A.2
2.5.2.A.3
2.5.2.A.4
2.5.2.B.1
2.5.2.B.2
2.5.2.C.1
2.5.2.C.2
2.6.4.A.1
2.6.4.A.2
2.6.4.A.3
2.6.4.A.4 | Will the students develop flexibility, agility, coordination, strength and power? | Walk sideways with your arms raised in front for balance, Walk sideways crossing one foot in front of the other, Walk backwards, crossing one foot in back of the other

Building Bridges: Make a bridge, Make a bridge using two hands one foot, Make a bridge using two feet and one hand

Simple Stunts: Partners:
Bouncing Ball, Wring the Dishrag, Sawing Wood, Rocker, Chinese Get-Up, Leap Frog, Human Spring Double Forward Roll, Partner Pull-Up, Belly Swan Balance

Tumbling: Backward Roll,
Backward Roll Single Leg, Extension, Backward Straddle, Bridge, Cartwheel, Egg Roll, Forward Roll, Forward Roll Straddle, Forward Roll Walkout, Handstand, Headstand, Knee Dip, Log Roll, Mule Kick, Roll-y Poly,
Round-off, Tip-Up, Tripod | www.pecentral.org/bp/index.ht ml

www.pecentral.org/mediacente r/videos.html

exit cards |

Unit 1 Assessment Plan	
Formative Assessment
When possible, provide links to specific samples/documents/ assignments/etc.	**Summative Assessment**
When possible, provide links to specific samples/documents/assignments/etc.
● Assessment - How will students evaluate and assess their current level of fitness.

● Health Related Fitness - Cardiovascular endurance, Muscular strength, Muscular endurance, Flexibility, Body Composition.

● Skill Related Fitness - Agility, Balance, Power, Reaction Time, | ● Evaluate students' ability to follow the rules while exercising each day in class.

● Demonstrates ability to exercise safely

● Is aware of others around them and not jeopardizing others health and well-being. |

Coordination, Speed.

- Technology - How can students use technology to help identify, analyze and address their personal fitness program?
- The student identified their strengths and weaknesses.
- The student formulated a plan to address and improve their current personal fitness level.
- The student successfully increased their health and skill related fitness by implementation of their personal fitness plan.

- Uses proper equipment and equipment properly Observe students' readiness to safely participate in class each day.
- Comes dressed in proper gym clothes.
- Is on time to the locker room and the gym, after students are dismissed from the locker room to enter the gym.
- Participates in warm up activity, pays attention and follows directions. Assess student development and proper form/technique while performing various exercises.
- Student is able to detect movement errors.
- Student can analyze movement errors.
- Student can correct movement errors. Evaluate students' ability to apply their knowledge of fitness room rules while engaging in exercise.
- Student is able to apply F.I.T.T. principle concepts to their personal fitness plan.
- Student set and achieved a fitness related goal throughout the unit.
- Student participates daily in moderate to vigorous exercise that addresses each component of health-related and skill-related fitness

Unit 1 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) *When possible, provide links to specific samples/documents/assignments/etc.*	Special Education / 504 *When possible, provide links to specific samples/documents/assignments/etc.*	Gifted and Talented *When possible, provide links to specific samples/documents/assignments/etc.*
Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/cando/descriptors • Pre-teaching of vocabulary and concepts Visual learning, including graphic organizers • Use of cognates to increase comprehension Teacher modeling	Examples of Strategies and Practices that Support Students with Disabilities: **Refer to students' IEP for specific modifications and accommodations** • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations	Examples of Strategies and Practices that Support Gifted and Talented Students: • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios • Adjusting the pace of lessons

- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups
- Teacher think-aloud

- Authentic assessments

Unit 1 Connections	
NJSLS - Technology *When possible, provide links to specific samples/documents/ assignments/etc.* Refer to the <u>NJ Technology Standards</u>	**Career Readiness Practices** *When possible, provide links to specific samples/ documents/ assignments/etc.* Refer to the <u>NJ Career Readiness Practices</u>

K-4

8.1.2.A.2 Create a document using a word processing application.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

5-8
8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).
8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries
8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

9-12
8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue

21st Century Skills	Interdisciplinary Connections
When possible, provide links to specific samples/documents/ assignments/etc. Refer to the <u>21st Century Life and Skills</u>	*When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.* Refer to the <u>NJ Student Learning Standards</u>
K-4th 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. **K-8th** 9.2.8.B.1 Research careers within the 16 Career Clusters® and	• Math • Language Arts • Science • Art • Music

determine attributes of career success.

K-12th

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.

9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.

9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms

9.3.HU.6 Explain how human development principles enhance the wellbeing of individuals and families.

9.3.HU-FAM.2 Identify community resources to provide family and community services.

9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.

9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.

9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

	Unit 2: Wellness		
Content Standards	**Critical Knowledge & Skills** ("Unpacked" Standards)	**Content-Specific Practices** (when applicable)	**Standard Mastery Examples** *When possible, provide links to specific samples/ documents/ assignments/etc.*
Fitness 2.5.2.A.1 2.5.2.A.2 2.5.2.A.3 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.C.1 2.5.2.C.2 2.6.4.A.1 2.6.4.A.2 2.6.4.A.3 2.6.4.A.4	Are the children able to identify and demonstrate the key components of fitness? Do the children perform to the assessments tools proficiently?	**Flexibility** Alternating Toe Touches Arm Circles Arm Raise Double Shoulder Rolls Mountain Climbers Neck rolls Pretzel Reverse Hurdler Stretch Single Shoulder Rolls Sit and Reach Swimmer Waist Stretcher	www.pecentral.org/bp/index.html www.pecentral.org/mediacenter/videos.html exit cards
Cardio 2.5.2.A.1 2.5.2.A.2 2.5.2.A.3 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.C.1 2.5.2.C.2 2.6.4.A.1 2.6.4.A.2 2.6.4.A.3	Students will be able to successfully determine the proper cardiovascular endurance techniques.	Cardiovascular Endurance: Target Heart Rate Range – The number of times the heart needs to beat for the heart and lungs to become stronger. A child's resting heart rate may range from 60-95 beats per minute. The resting heart rate (RHR) is the number of times the heart beats in	www.pecentral.org/bp/index.html www.pecentral.org/mediacenter/videos.html exit cards www.pecentral.org/bp/index.html www.pecentral.org/mediacenter/videos.html

2.6.4.A.4

Muscular Strength		Muscular Strength and Endurance:	www.pecentral.org/bp/index.ht

one minute when the body is
completely relaxed.

The heart rate may be felt on the wrist
or on the carotid artery of the neck
Use the index or middle finger or both
to take the pulse. Do not use the
thumb to take the pulse.

The pulse is the rush of the blood
through the arteries after each
heartbeat.

Cardiovascular Endurance Routines:

    a.   Challenge Courses
    b.   Circuit Training
    c.   Four Corners Movement
    d.   Jogging
    e.   Locomotor Movements
    f.   Parachute Fitness
    g.   Rhythmic Aerobic Exercise
    h.   Rope Jumping
    i.   Squad Leader Exercises
    j.   Step Aerobics
    k.   Tae-Bo

. Body Composition:

*Photocopy Height and Weight Chart

exit cards

2.5.2.A.1
2.5.2.A.2
2.5.2.A.3
2.5.2.A.4
2.5.2.B.1
2.5.2.B.2
2.5.2.C.1
2.5.2.C.2
2.6.4.A.1
2.6.4.A.2
2.6.4.A.3
2.6.4.A.4

a. Arm Circles
b. Inchworm
c. Puppy Dog Walk
d. Crab Walk
e. Seal Crawl
f. Coffee Grinder
g. Flat Tire
h. Wall Push Ups
i. Modified Push Ups
j. Chair Push Ups
k. Flexed Arm Hang
l. Pull Ups
m. Chin Ups
n. Rope Climbing
o. Sit and Hold
p. Ha
q. If Curl Ups
r. Sit Ups
s. Rowing
t. Single Knee Lifts
u. Double Knee Lift

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exit cards

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exit cards

Unit 2 Assessment Plan	
Formative Assessment *When possible, provide links to specific samples/ documents/ assignments/etc.*	**Summative Assessment** *When possible, provide links to specific samples/documents/assignments/etc.*
● Assessment - How will students evaluate and assess their current level of fitness. ● Health Related Fitness - Cardiovascular endurance, Muscular strength, Muscular endurance, Flexibility, Body Composition. ● Skill Related Fitness - Agility, Balance, Power, Reaction Time, Coordination, Speed. ● Technology - How can students use technology to help identify, analyze and address their personal fitness program? ● The student identified their strengths and weaknesses.	● Evaluate students' ability to follow the rules while exercising each day in class. ● Demonstrates ability to exercise safely ● Is aware of others around them and not jeopardizing others health and well being. ● Uses proper equipment and equipment properly Observe students' readiness to safely participate in class each day. ● Comes dressed in proper gym clothes. ● Is on time to the locker room and the gym, after students are dismissed from

- The student formulated a plan to address and improve their current personal fitness level.
- The student successfully increased their health and skill related fitness by implementation of their personal fitness plan.

the locker room to enter the gym.
- Participates in warm up activity, pays attention and follows directions. Assess student development and proper form/technique while performing various exercises.
- Student is able to detect movement errors.
- Student can analyze movement errors.
- Student can correct movement errors. Evaluate students' ability to apply their knowledge of fitness room rules while engaging in exercise.
- Student is able to apply F.I.T.T. principle concepts to their personal fitness plan.
- Student set and achieved a fitness related goal throughout the unit.
- Student participates daily in moderate to vigorous exercise that addresses each component of health-related and skill-related fitness

Unit 2 Suggested Modifications/Accommodations/Extension Activities

English Language Learners (ELL) *When possible, provide links to specific samples/ documents/ assignments/etc.*	Special Education / 504 *When possible, provide links to specific samples/ documents/ assignments/etc.*	Gifted and Talented *When possible, provide links to specific samples/ documents/ assignments/etc.*
Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/cando/descriptors • Pre-teaching of vocabulary and concepts Visual learning, including graphic organizers • Use of cognates to increase comprehension Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills	Examples of Strategies and Practices that Support Students with Disabilities: **Refer to students' IEP for specific modifications and accommodations** • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments	Examples of Strategies and Practices that Support Gifted and Talented Students: • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios

- English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups
- Teacher think-aloud

Unit 2 Connections

NJSLS - Technology
When possible, provide links to specific samples/documents/assignments/etc.
Refer to the NJ Technology Standards

K-4

8.1.2.A.2 Create a document using a word processing application.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

5-8

Career Readiness Practices
When possible, provide links to specific samples/ documents/ assignments/etc.
Refer to the NJ Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

9-12

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue

21st Century Skills	Interdisciplinary Connections
When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the <u>21st Century Life and Skills</u>	*When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.* Refer to the <u>NJ Student Learning Standards</u>

K-4th

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

K-8th

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

K-12th

- Math
- Language Arts
- Science
- Art
- Music

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.

9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.

9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms.

9.3.HU.6 Explain how human development principles enhance the wellbeing of individuals and families.

9.3.HU-FAM.2 Identify community resources to provide family and community services.

9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.

9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.

9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

Unit 3: Manipulative Skills

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/etc.
Cup Stacking 2.5.2.A.1 2.5.2.A.2 2.5.2.A.3 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.C.1 2.5.2.C.2 2.6.4.A.1 2.6.4.A.2 2.6.4.A.3 2.6.4.A.4	Will cup stacking help your eye-hand coordination? What parts of the body is used when doing cup stacking? Do we use teamwork in cup stacking and if so why?	Grades K-1 3-3-3 3-6-3 Floor Relays Relays on Tables Station Work Grades 2-4 3 Stack 6 Stack 3-3-3 Stack 3-6-3 Stack 6-6 Stack 6-6-6 Stack 3-3-3, 3-6-3, 6-6, 1-10-1 Cycle Floor Relays Table Relays 10 Stack	www.pecentral.org/bp/index.html www.pecentral.org/mediacenter/videos.html exit cards

Unit 3 Assessment Plan	
Formative Assessment *When possible, provide links to specific samples/ documents/ assignments/etc.*	**Summative Assessment** *When possible, provide links to specific samples/ documents/ assignments/etc.*
• Assessment - How will students evaluate and assess their current level of fitness. • Health Related Fitness - Cardiovascular endurance, Muscular	• Evaluate students' ability to follow the rules while exercising each day in class. • Demonstrates ability to exercise safely • Is aware of others around them and not jeopardizing others health and well

strength, Muscular endurance, Flexibility, Body Composition.
- Skill Related Fitness - Agility, Balance, Power, Reaction Time, Coordination, Speed.
- Technology - How can students use technology to help identify, analyze and address their personal fitness program?
- The student identified their strengths and weaknesses.
- The student formulated a plan to address and improve their current personal fitness level.
- The student successfully increased their health and skill related fitness by implementation of their personal fitness plan.

being.
- Uses proper equipment and equipment properly Observe students' readiness to safely participate in class each day.
- Comes dressed in proper gym clothes.
- Is on time to the locker room and the gym, after students are dismissed from the locker room to enter the gym.
- Participates in warm up activity, pays attention and follows directions. Assess student development and proper form/technique while performing various exercises.
- Student is able to detect movement errors.
- Student can analyze movement errors.
- Student can correct movement errors. Evaluate students' ability to apply their knowledge of fitness room rules while engaging in exercise.
- Student is able to apply F.I.T.T. principle concepts to their personal fitness plan.
- Student set and achieved a fitness related goal throughout the unit.
- Student participates daily in moderate to vigorous exercise that addresses each component of health-related and skill-related fitness

Unit 3 Suggested Modifications/Accommodations/Extension Activities

English Language Learners (ELL) *When possible, provide links to specific samples/documents/assignments/etc.*	Special Education / 504 *When possible provide links to specific samples/documents/assignments/etc.*	Gifted and Talented *When possible, provide links to specific samples/documents/assignments/etc.*
Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/cando/descriptors • Pre-teaching of vocabulary and concepts Visual learning, including graphic organizers	Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations* • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products	Examples of Strategies and Practices that Support Gifted and Talented Students: • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content

- Use of cognates to increase comprehension Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups
- Teacher think-aloud

- Testing accommodations
- Authentic assessments

- Student-driven instruction
- Real-world problems and scenarios

NJSLS - Technology	Career Readiness Practices
When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards	*When possible, provide links to specific samples/ documents/ assignments/etc.* Refer to the NJ Career Readiness Practices

Unit 3 Connections

K-4

8.1.2.A.2 Create a document using a word processing application.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

8.1.2.F.1 Use digital tools and online resources to explore a

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

problem or issue.
8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

5-8
8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability
8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).
8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries
8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

9-12
8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue

K-4th
9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
K-8th

- Math
- Language Arts
- Science
- Art
- Music

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K-12th

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9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms

9.3.HU.6 Explain how human development principles enhance the wellbeing of individuals and families.

9.3.HU-FAM.2 Identify community resources to provide family and community services.

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9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

Unit 4: Movement/Locomotor/Non-Locomotor Skills

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples *When possible, provide links to specific samples/documents/assignments/etc.*
Volleyball 2.5.2.A.1 2.5.2.A.2 2.5.2.A.3 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.C.1 2.5.2.C.2 2.6.4.A.1 2.6.4.A.2 2.6.4.A.3 2.6.4.A.4	Are the students able to demonstrate and identify the skills necessary of volleyball to enhance their participation in a variety of lead-up games? Are the children able to demonstrate and identify appropriate game play, strategy, sportsmanship and safety in regards to volleyball skills and expectations?	**Overhand Pass (Set)** Stand with knees bent, feet in an easy comfortable position Have elbows bent and out to the side Hold hands at forehead level with fingers spread apart, thumbs pointing towards each other (forms a window) Move underneath the ball and contact it with fingertips Extend boy upward and forward, straightening legs and follow through with arms and hands **Forearm Pass (Bump)** Stand with knees bent, feet shoulder width apart Clasp hands together so that forearms are kept parallel Place the back of one hand in the palm of the other, bend wrist downward which causes elbows to rotate in, forming a flat surface with the forearms. Move underneath the ball and contact it Allow the ball to rebound off arms with movement of shrugging the shoulders	www.pecentral.org/bp/index.html www.pecentral.org/mediacenter/videos.html exit cards

(not swinging arms upward)
Straighten legs on ball contact
Follow through in the direction of the ball

Dig
Reach sideways with one arm
Stiffen arm
Rebound the all off of cupped fist, heel of hand, or inside of forearm
Use this only as an emergency return when unable to return the ball with an overhand or forearm pass

Underhand Serve
Stand with the non-hitting foot slightly forward of the hitting foot
Put weight on the near foot and bend the body slightly forward
Extend the hitting arm backward and upward
Swing the hitting arm down and forward, and at the same time begin to shift weight to front foot
Hit the ball with the heel of the hand or side of fist
Follow through with the hitting arm and step forward with the hitting foot

The thumb is placed along the back of the handle in a slightly diagonal direction.

Ready Position
When waiting to receive the shuttle, a player should always assume a stance facing the net, the left foot slightly ahead of the right.
The weight is evenly distributed and

Badminton
2.5.2.A.1
2.5.2.A-2
2.5.2.A.3
2.5.2.A.4
2.5.2.B.1
2.5.2.B.2
2.5.2.C.1
2.5.2.C.2
2.6.4.A.1

Are the students able to demonstrate and identify the skills necessary of badminton to enhance their participation in a variety of lead- up games?

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www.pecentral.org/mediacente r/videos.html

exit cards

2.6.4.A.2
2.6.4.A.3
2.6.4.A.4

slightly forward.
The paddle is held up in front of the body and pointed at the opponent.
From this position, one can move quickly in any direction and have the paddle ready for overhead returns.

Serve
Hold shuttle by feathers.
Eye on shuttle.
Take a semi-crouched position, knees bent, upper body forward, with shuttle and paddle well below waist level.
Swing back, drop shuttle, swing forward, whip and hit
Follow shuttle with paddle

Overhand Clear
Eyes on shuttle
Swing back and hit all in one motion.
Elbow leads forward swing
Reach for shuttle
Follow through toward the ceiling
Underhand Clear
A defensive shot
Hit bird high and deep into the court
The mechanics of the stroke are the same as those of the serve, <u>except</u> the bird is often hit when it is at a point above the waist, and the stroke may be taken on either the forehand or backhand side.

Smash
Eyes on shuttle
Reach high and contact shuttle in front of body
Bring paddle down on shuttle

Floor Hockey/Pillow Polo			
2.5.2.A.1 2.5.2.A.2 2.5.2.A.3 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.C.1 2.5.2.C.2 2.6.4.A.1 2.6.4.A.2 2.6.4.A.3 2.6.4.A.4	Are the students able to demonstrate and identify the skills necessary of floor hockey to enhance their participation in a variety of lead- up games?	**Grip and Carry** Grasp the stick in the middle with preferred hand. Grasp the top of the stick with non-preferred hand; thumb pointing down to the blade. Place the blade on the floor. Carry the stick with the blade close to the ground while running. Keep the stick at or below waist level. **Dribbling** Give a series of short taps in the desired direction. Dribble slightly to the right or left of the feet. Make this movement come from the shoulders rather than the wrist. Rotate wrists, rather than change grip when dribbling with both sides of the stick. **Driving** Move hands closer together on stick when approaching puck/ball. Point non-preferred shoulders in desired direction of puck/ball. Keep head over puck/ball. Swing arms back. Bring arms forward and downward. Contact ball off non-preferred foot. Follow through low and direction of hit. **Scoop** Lean forward with preferred foot in front. Tilt stick back. Place stick under puck/ball. Make a strong lifting, shovel-like action with preferred arm.	www.pecentral.org/bp/index.ht ml www.pecentral.org/mediacente r/videos.html exit cards

Dodging

Attempt to move puck/ball past opponent.

Push puck/ball to one side of the opponent.

Run around to the other side.

Pick up own pass

Time the pass so as to prevent the opponent from gaining possession.

Face-Off

Stand on one side of the puck/ball with opponent on the other side.

Place the blade of stick on the ground.

Lift stick at same time as opponent and to touch sticks above puck/ball.

Touch the ground next to puck/ball.

Repeat Steps 3 and 4 three times.

Play the puck/ball after the third hit.

Goalkeeping

Stand in front of the goal line and move between goal posts.

Move in front of the puck/ball when it is hit toward the goal.

Block the puck/ball with any part of body.

Gain control of the puck/ball.

Pass the puck/ball to a teammate immediately

Receiving

Place the stick at a right angle to the direction of the oncoming puck/ball.

Loosen grip slightly as the puck/ball impacts the stick to absorb the impact of the puck/ball.

Contact the puck/ball as far away from the body as possible to allow the

		force to be absorbed over the greater distance Gain control of the puck/ball.
Softball 2.5.2.A.1 2.5.2.A.2 2.5.2.A.3 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.C.1 2.5.2.C.2 2.6.4.A.1 2.6.4.A.2 2.6.4.A.3 2.6.4.A.4	Are the students able to demonstrate and identify the skills necessary of Softball to enhance their participation in a variety of lead- up games?	**Catching (Above Waist)** Stand in stride position with weight evenly distributed on both feet. Hold hands in front of chest, fingers spread and pointed up, thumbs slightly apart and pointed at your chest. Keep your eyes on the ball and extend your arms slightly Relax your body and arms to "give" with the impact of the ball. Grip the ball with your fingers as it rests in the palm of your hand. **Batting** Grip the bar with hands together, fingers and thumbs wrapped around the handle. Place the lower hand (left for right-handed batters, right for left-handed batters) about one or two inches from know **Stance** Stand with feet parallel to the plate, knees flexible Face the plate squarely with hips and shoulders Bend elbows and hold them away from the body (back elbow is raised to shoulder level and points backwards) Hold the bat back of the head at about shoulder height **Swing** Shift weight to the rear foot as the pitch is made and move front foot forward	 exit cards

Rotate shoulders and project weight forward

Pivot at the hips as the bat comes around, with hands leading the swing in front of the body

Keep eyes on ball

Snap the wrists to contact the ball

Roll hands and follow through

Base Running

First base, second base, third base, home plate

Tag all bases

Fielding Grounders

Face the batter with feet spread, knees bent, weight forward and eyes on the ball

Move to get in line with the ball

Keep body and glove low to the ground with throwing foot forward

Look the ball into the glove and secure it with the throwing hand

Stand up and step in the direction of the throw

Underhand Pitching

Stand with both feet on the pitcher's rubber, facing the batter

Hold the ball in front with both hands about waist height

Hold the ball in pitching hand with palm facing up

Bring pitching arm down and back

Take a step forward on non-throwing foot as the pitching arm swings forward and close to the body, releasing the ball

Follow through with the pitching arm

Fielding Fly Balls

Stand with feet spread, knees bent, weight forward, and eyes on the ball

Basketball			
2.5.2.A.1 2.5.2.A.2 2.5.2.A.3 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.C.1 2.5.2.C.2 2.6.4.A.1 2.6.4.A.2 2.6.4.A.3 2.6.4.A.4	Are the children able to demonstrate and identify all of the components of the proper techniques of the basketball skills? Are the children able to demonstrate and identify appropriate game play, strategy, sportsmanship and safety in regards to basketball skills and expectations?	Move in line with the ball Catch the ball slightly above eye level Absorb the force of the ball with the glove Either run the ball to the infield or assume throwing position **Receiving** Position feet about shoulder width apart, knees bent, body crouched low. Give a hand target for the passer. Step toward the ball in flight; keep your eyes on the ball all the way into your hands. The target hand acts like a glove, while the other hand tucks the ball into blocking hand. Reach for the ball, bending your elbows upon contact. Give with your fingers, wrist and arms to absorb the force. Keep balanced and ready upon receiving the ball. **Pivoting** Stand with weight evenly distributed on both feet. Hold ball in both hands with elbows out to protect the ball. Keep pivot foot in contact with the floor. Turn in any direction on pivot foot. Move on pivoting foot in any direction. **Guarding** Stand in stride position with weight on balls of feet.	www.pecentral.org/bp/index.html www.pecentral.org/mediacenter/videos.html exit cards

Flex ankles, knees and hips.

Keep head up.

Place one hand high to defend shot and one hand low to defend pass; both hands low to guard against dribbler.

Stay between player and basket.

Keep eyes on opponent's midsection

Lay-Up

Approach basket at a 45-degree angle.

Place shooting hand on top and slightly behind ball, and non-shooting hand in front and under ball.

Shift weight to inside foot (non-shooting foot) and lift body by bringing up outside knees.

Carry ball to shoulder height and push off non-shooting foot.

Release non-shooting hand, as shooting arm directs ball up to the backboard.

Follow through with palm of shooting hand in direction of backboard.

Free Throw

Stand with knees slightly bent and body loose with shooting foot pointed at basket.

Pull shooting elbow in above the hip.

Hold the ball in both hands.

Raise the ball to the level for slighting over the top and cock the wrist.

Begin thrust from legs and move up through the body as the arm is extended.

Release the ball so it rolls off the fingertips.

Follow through with arm fully

		extended in a straight line	

Football 2.5.2.A.1 2.5.2.A.2 2.5.2.A.3 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.C.1 2.5.2.C.2 2.6.4.A.1 2.6.4.A.2 2.6.4.A.3 2.6.4.A.4	Are the children able to demonstrate and identify all of the components of the proper techniques of the football skills? Are the children able to demonstrate and identify appropriate game play, strategy, sportsmanship and safety in regards to football skills and expectations?

Gripping the Ball
Place fingers across the laces.
Comfortably spread all fingers.
Form a "V" with the thumb and index finger.
Grip the ball firmly but not too tightly.

Forward Pass
Stand with weight evenly distributed on both feet, opposite foot to throwing arm forward and pointing in the direction of the throw.
Hold the ball with both hands.
Shift the ball back past the ear, guiding it with the non-throwing hand and rotate the body away from the throw.
Keep the elbow of the throwing arm high and away from the body
Extend the non-throwing hand out for counterbalance just before the beginning of the pass.
Stride forward with the front foot as the ball starts forward and shoulders and hips are rotated.
Lead with the elbow on the throw.
Snap the wrist and fingers forward on the release.
Follow through in the direction of the intended flight.

Lateral Pass
Stand with feet spread apart.
Hold the ball with two hands at about stomach level.
Shift the ball to the opposite side of the intended throw.
Bring the ball across the body and

release it about waist high.

Pass the ball sideways or backwards with an underhand toss.

Follow through with arms and body in the direction of the throw

Centering (Stance and Grip)

Place the ball on the ground ahead of the shoulders.

Stand in a wide straddle with knees bent and body weight forward.

Place the dominant hand on the ball as in passing.

Place the non-dominant hand on the opposite side of the ball toward the rear tip.

Extend the arms and elbows straight.

Hiking

Move the ball with a short slide backward, lifting the ball with a simultaneous rotating of the wrist.

Keep elbows straight and swing ball upward, using the wrists (top hand is power hand, lower hand is guide).

Snap the ball so it smacks into the upper receiving hand of the quarterback.

Move with both hands, going forward to block.

Quarterback's Receiving Position

Stand with feet shoulder width apart.

Receive the snap and bring the ball to stomach.

Prepare to run, hand-off, pitch-out or pass.

Catching

Focus eyes on ball and "lock" the ball into hands.

Position hands together so that little

fingers are together, fingers pointed
down for low balls, up for high balls.

Thumbs together, fingers pointed up
for ball coming directly at receiver.

Give with hands and arms as ball is
caught.

Tuck the ball into body gripping the
end tightly, placin the outside of the
ball and forcing the other end of the
ball toward the armpit.

Carry the ball in the arm away from
the opponent.

Punting

Stand with kicking foot slightly
forward, weight evenly distributed
over both feet.

Hold the ball at waist level, laces up,
with the non-kicking side hand
forward and to the side.

g the forearm on the opponent

Take a short step with the kicking foot
and natural stride with non-kicking
leg.

Drop the ball as kicking leg starts
forward, toes pointed toward the
ground.

Contact the ball with the top and
slightly outer side of the foot, with the
kicking leg extended at contact.

Extend arms sideways to assist
balance

Kicking Off a Tee

Place football on a tee at a 45-degree
angle with laces facing away from
kicker.

Eyes on ball.

Step on left foot.

Bring right leg forward with knee bent,
toes pointing toward target.

Standards	Essential Questions	Skills / Content	Resources
Soccer 2.5.2.A.1 2.5.2.A.2 2.5.2.A.3 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.C.1 2.5.2.C.2 2.6.4.A.1 2.6.4.A.2 2.6.4.A.3 2.6.4.A.4	Are the students able to demonstrate and identify the skills necessary of soccer to enhance their participation in a variety of lead- up games? Are the children able to demonstrate and identify appropriate game play, strategy, sportsmanship and safety in regards to soccer skills and expectations?	Kick ball with instep. Follow through with leg in direction of target. **Throw-Ins** Hold the ball with both hands overhead. Flex knees and shift weight forward while throwing the ball. Swing arms forward when releasing the ball. Stay balanced with weight on two feet, behind the line, until ball is released. **Punt Kicking** Hold ball in front of body. Stride forward with non-kicking foot, shifting weight onto that foot while bringing kicking foot back. Drop ball and keep eyes on ball. Bring foot through, making contact with ball on instep. Follow through.	www.pecentral.org/bp/index.html www.pecentral.org/mediacenter/videos.html exit cards
Lacrosse 2.5.2.A.1 2.5.2.A.2 2.5.2.A.3 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.C.1 2.5.2.C.2 2.6.4.A.1 2.6.4.A.2 2.6.4.A.3 2.6.4.A.4	Are the children able to demonstrate and identify all of the components of the proper techniques of the lacrosse skills?	**Grip** Start by putting dominant hand on top of the stick. Non-dominant hand goes on the bottom of the stick, close to the edge. **Cradle** To cradle, use your elbows as hinges and pull your stick across your body. The crosse (net) should go ear to ear. **Throwing** To throw, lift your dominant hand and snap it forward. Your non-dominant hand should end	www.pecentral.org/bp/index.html www.pecentral.org/mediacenter/videos.html exit cards

Motor Skills		
2.5.2.A.1		
2.5.2.A.2		
2.5.2.A.3		
2.5.2.A.4		
2.5.2.B.1		
2.5.2.B.2		
2.5.2.C.1		
2.5.2.C.2		
2.6.4.A.1		
2.6.4.A.2		
2.6.4.A.3		
2.6.4.A.4		

up just below your elbow.
The crosse of your stick should be facing the direction you threw.

Catching
To catch, remember to "give" with the stick and cradle at least twice after the ball is caught.

Throwing at a target
Shooting on goal
Scooping
Dominant hand on top of the stick.
Non-dominant hand goes on the bottom of the stick, close to the edge.
Right-handed person, right foot forward and left-handed person, left foot forward.
Bend at knees getting body weight low.
Push crosse of stick underneath the ball using a shoveling motion.
Once the ball is in the crosse, immediately follow with a cradle to secure the ball.

Foam Paddle
Grip: (Sideways)
Shake hands with the paddle with thumb and index finger forming a "V" on top of middle of handle.
Face of paddle perpendicular to the ground

Stance:
Side into object
Feet parallel and shoulder width apart
Knees flexed

Do the children demonstrate kicking using proper technique?

Are the students able to demonstrate appropriate form of striking?

Are the students able to demonstrate striking using body parts and manipulatives?

Are children rolling the ball using the

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r/videos.html

exit cards

proper technique?

Are the children bouncing the ball using the proper technique?

Are the children using the proper technique while throwing underhand?

Swing: Shift weight back to rear foot, Swing arm back so racket is pointing behind you, Step forward and shift weight to front foot, Swing arm forward, contacting ball off of front foot, Follow through in front of body and bring back foot forward, feet parallel

Grip: (Striking Upwards)
Hold the paddle in handshake grip, with the "V" between the thumb and forefinger, pointing towards the edge of the paddle.

Grip: (Striking Downwards)
Hold the paddle in handshake grip with the "V" between the thumb and forefinger, pointing towards the edge of the paddle.

Rolling: Stand in a stride position, holding the ball with the throwing hand behind the ball and the non-throwing hand in front of the ball

Swing arms backward, keeping eyes on the ball

Bend knees and swing arms forward, extending throwing arm toward the target

Bouncing: Stand with knees flexed and head up

Relax waist and spread fingers

Push ball to floor with fingertips and flexed waist

Move fingers, wrist and arm backward on the rebound

Foot Dribbling: Stand with feet apart, weight evenly distributed

Step forward on left foot

Tap ball with inside or outside of right foot

Place right foot down

Tap ball with inside or outside of left foot Continue this until the ball is passed

Throwing underhand: Stand in stride position, holding ball in both hands

Bend knees slightly

Hold ball in dominate hand with palm facing the ceiling

Swing arm straight back, step forward with opposite foot, bring ball forward and upward straightening knees

Release ball at waist level

Follow direction of the ball with your arm so that the fingers end up pointing at the target

Catching Below Waist: Stand in stride position

Cup hands with fingers spread and held down

Relax body, bend slightly forward with knees bent and keep eyes on the ball

Extend arms and "give" with impact of ball

Throwing Overhand: Stand in a stride position facing sideways to

target

Hold ball in dominate hand

Put weight back on throwing foot and swing arm back and up toward ear

Throwing Overhand: Stand in a stride position facing sideways to target

Hold ball in dominate hand

Put weight back on throwing foot and swing arm back and up toward ear

Catching above waist: Stand in stride position with weight evenly distributed on both feet

Hold hands in front of chest, fingers spread and pointed up, thumbs slightly apart and pointed

at chest

Keep eyes on the ball and extend arms slightly

Relax body and arms to "give" with the impact of the ball

Grip the ball with fingers as it rests in the palm of your hands

Grip
Non-dominant hand goes around top of putter as if shaking hands. Dominant hand goes directly underneath.

Stance

Are the students able to demonstrate and identify the skills necessary of golf to enhance their participation in a variety of lead- up games?

Golf
2.5.2.A.1
2.5.2.A.2
2.5.2.A.3
2.5.2.A.4
2.5.2.B.1
2.5.2.B.2

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ml

www.pecentral.org/mediacente
r/videos.html

exit cards

2.5.2.C.1 2.5.2.C.2 2.6.4.A.1 2.6.4.A.2 2.6.4.A.3 2.6.4.A.4	Are the children able to demonstrate and identify appropriate game play, strategy, sportsmanship and safety in regards to golf skills and expectations?	Feet are parallel and no wider than the width of shoulders. Head over the ball. **Putting** On contact, eyes on ball, slight back swing by both arms at the same time Contact ball with putter and follow through slowly.	www.pecentral.org/bp/index.ht ml www.pecentral.org/mediacente r/videos.html
Tennis 2.5.2.A.1 2.5.2.A.2 2.5.2.A.3 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.C.1 2.5.2.C.2 2.6.4.A.1 2.6.4.A.2 2.6.4.A.3 2.6.4.A.4	Are the students able to demonstrate and identify the skills necessary of tennis to enhance their participation in a variety of lead-up games?	**Backhand Stroke** Right hand shifted to the left "V" points straight down the left side of the handle The thumb is held behind the handle to give support The turn and footwork are the reverse of those in the forehand stroke The player watches the ball over the right shoulder with right side to net The back swing and follow-through are the same as in the forehand Failure to turn the side squarely to the net is one of the most common faults **Serve** Eyes on ball Stand in a forward stride position Toss ball, bring racket down Bring racket up fast, crash down on ball Throw racket toward target Step forward onto right foot	exit cards

Climbing Wall	good sportsmanship?		ml
2.5.2.A.1			www.pecentral.org/mediacenter/videos.html
2.5.2.A.2	Explain and perform essential elements of movement skills in an isolated setting and applied setting?	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).	exit cards
2.5.2.A.3		Potato Sack	
2.5.2.A.4		Scooter Ride	
2.5.2.B.1		Soccer Run	
2.5.2.B.2		Tunnel Tire Combo	
2.5.2.C.1		Turtle Race	
2.5.2.C.2		**Cooperative Play Day- Connecticut Farms**	
2.6.4.A.1		Basket Building Relay	
2.6.4.A.2		Basketball Relay	
2.6.4.A.3		High Stepper Relay	
2.6.4.A.4		Hockey Relay	
		Hula Hoop	
		Hula Hoop Pass	
		Jump Rope Relay	
		Kangaroo Hop	
		Poison Hoop	
		Ring the Cone	
		Rolling Tire Relay	
		Scooter Relay	
		Soccer Relay	
		Sponge Relay	
		Spoon/Line Relay	
		Statute of Liberty	
		Team Long Jump	
		Timed Basketball Throw	
		Under/Over	
		Waitress Relay	
		Cooperative Play Day Hannah Caldwell	
		Atomic Blast	
		Ball n Cup	
		Blindfolds n Buckets	

Bowling
Bring Home the Bacon
Buddy Walkers
Buddy Worm
Chop Stick Relay
Roll Away
Ship Wreck
Soccer Relay
Cooperative Activities:
Air Lights
Buddy Walkers
Buddy Worms
Cube
Jumping Jacks are Wild
Nuclear Waste
Number Punch
Pile of Ropes
Plank Boards
River Rafts
Survivor Island
Tarps
Team Jump Rope
Wacky Noodles **Recreational Activities**
Baget Bean Bag
Bowling
Checkers
Four Squares
Hop Scotch
Jacks
Maze
Nok Hockey
Pedometers
Ping Pong
Playground Equipment – Tot Lot

Formative Assessment	Summative Assessment
When possible, provide links to specific samples/documents/assignments/etc.	*When possible, provide links to specific samples/documents/assignments/etc.*
• Assessment - How will students evaluate and assess their current level of fitness. • Health Related Fitness - Cardiovascular endurance, Muscular strength, Muscular endurance, Flexibility, Body Composition. • Skill Related Fitness - Agility, Balance, Power, Reaction Time, Coordination, Speed. • Technology - How can students use technology to help identify, analyze and address their personal fitness program? • The student identified their strengths and weaknesses. • The student formulated a plan to address and improve their current personal fitness level. • The student successfully increased their health and skill related fitness by implementation of their personal fitness plan.	• Evaluate students' ability to follow the rules while exercising each day in class. • Demonstrates ability to exercise safely • Is aware of others around them and not jeopardizing others health and well being. • Uses proper equipment and equipment properly Observe students' readiness to safely participate in class each day. • Comes dressed in proper gym clothes. • Is on time to the locker room and the gym, after students are dismissed from the locker room to enter the gym. • Participates in warm up activity, pays attention and follows directions. Assess student development and proper form/technique while performing various exercises. • Student is able to detect movement errors. • Student can analyze movement errors. • Student can correct movement errors. Evaluate students' ability to apply their knowledge of fitness room rules while engaging in exercise. • Student is able to apply F.I.T.T. principle concepts to their personal fitness plan. • Student set and achieved a fitness related goal throughout the unit. • Student participates daily in moderate to vigorous exercise that addresses each component of health-related and skill-related fitness

Unit 4 Suggested Modifications/Accommodations/Extension Activities

English Language Learners (ELL) *When possible, provide links to specific samples/documents/assignments/etc.*	Special Education / 504 *When possible, provide links to specific samples/ documents/assignments/etc.*	Gifted and Talented *When possible, provide links to specific samples/ documents/assignments/etc.*
Examples of Strategies and Practices that Support English Language Learners:	Examples of Strategies and Practices that Support Students with Disabilities:	Examples of Strategies and Practices that Support Gifted and Talented Students:

*All WIDA Can Do Descriptors can be found at:
https://wida.wisc.edu/teach/cando/descriptors

- Pre-teaching of vocabulary and concepts Visual learning, including graphic organizers
- Use of cognates to increase comprehension Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups
- Teacher think-aloud

*Refer to students' IEP for specific modifications and accommodations

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Unit 4 Connections	
NJSLS - Technology *When possible, provide links to specific samples/ documents/ assignments/etc.* Refer to the NJ Technology Standards	**Career Readiness Practices** *When possible, provide links to specific samples/ documents/ assignments/etc.* Refer to the NJ Career Readiness Practices

K-4

8.1.2..A.2 Create a document using a word processing application.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.

countries using various media formats such as online collaborative tools, and social media.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

5-8

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

9-12

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue

- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Skills *When possible, provide links to specific samples/ documents/ assignments/etc.* Refer to the 21st Century Life and Skills	**Interdisciplinary Connections** *When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.* Refer to the NJ Student Learning Standards

K-4th

- Math
- Language Arts
- Science
- Art
- Music

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
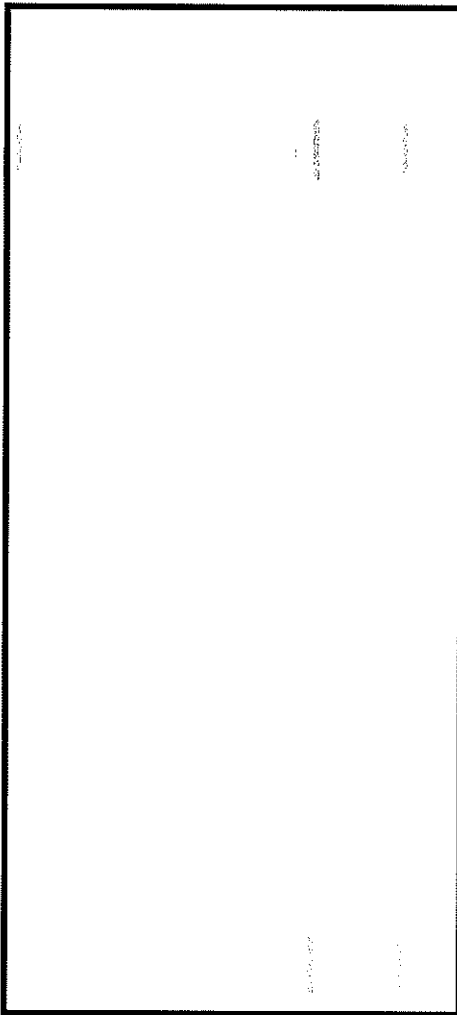
K-8th

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

K-12th

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.

9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.

9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms

9.3.HU.6 Explain how human development principles enhance the wellbeing of individuals and families.

9.3.HU-FAM.2 Identify community resources to provide family and community services.

9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and

mathematics (STEM) workplaces.
9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.
9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

Unit 5: Lifetime & Cooperative Activities

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/etc.
2.5.2.A.1 2.5.2.A.2 2.5.2.A.3 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.C.1 2.5.2.C.2 2.6.4.A.1 2.6.4.A.2 2.6.4.A.3 2.6.4.A.4	What part of the body is the most important when performing the standing long jump? What is the difference between the Dash and the ¼ mile run? Explain what it means to demonstrate good sportsmanship?	**Standing Long Jump** **50 and 60 Yard Dash** **¼ Mile Run** **Soccer Kick** **Infield Drill** **Football Punt** **Football Throw** **Football Kick Off (using Tee)** **Hot Shot Shooting for 1 min** **Softball Throw**	www.pecentral.org/bp/index.html www.pecentral.org/mediacenter/videos.html exit cards

2.5.2.A.1
2.5.2.A.2
2.5.2.A.3
2.5.2.A.4
2.5.2.B.1
2.5.2.B.2
2.5.2.C.1
2.5.2.C.2
2.6.4.A.1
2.6.4.A.2
2.6.4.A.3
2.6.4.A.4
2.2

| Sportsmanship | 1. Discuss what good sportsmanship means.
2. Model good sportsmanship.
3. Explain the value of safety rules.

4. List examples of safety rules

exit cards | www.pecentral.org/bp/index.html

www.pecentral.org/mediacenter/videos.html |

Unit 5 Assessment Plan

Formative Assessment
When possible, provide links to specific samples/documents/ assignments/etc.

Summative Assessment
When possible, provide links to specific samples/documents/assignments/etc.

Formative Assessment

• Assessment - How will students evaluate and assess their current level of fitness.

• Health Related Fitness - Cardiovascular endurance, Muscular strength, Muscular endurance, Flexibility, Body Composition.

• Skill Related Fitness - Agility, Balance, Power, Reaction Time, Coordination, Speed.

• Technology - How can students use technology to help identify, analyze and address their personal fitness program?

• The student identified their strengths and weaknesses.

• The student formulated a plan to address and improve their current personal fitness level.

• The student successfully increased their health and skill related fitness by implementation of their personal fitness plan.

Summative Assessment

• Evaluate students' ability to follow the rules while exercising each day in class.

• Demonstrates ability to exercise safely

• Is aware of others around them and not jeopardizing others health and well being.

• Uses proper equipment and equipment properly Observe students' readiness to safely participate in class each day.

• Comes dressed in proper gym clothes.

• Is on time to the locker room and the gym, after students are dismissed from the locker room to enter the gym.

• Participates in warm up activity, pays attention and follows directions. Assess student development and proper form/technique while performing various exercises.

• Student is able to detect movement errors.

• Student can analyze movement errors.

• Student can correct movement errors. Evaluate students' ability to apply their knowledge of fitness room rules while engaging in exercise.

• Student is able to apply F.I.T.T. principle concepts to their personal fitness

plan.
- Student set and achieved a fitness related goal throughout the unit.
- Student participates daily in moderate to vigorous exercise that addresses each component of health-related and skill-related fitness

Unit 5 Suggested Modifications/Accommodations/Extension Activities

Gifted and Talented
When possible, provide links to specific samples/ documents/ assignments/etc.

Examples of Strategies and Practices that Support Gifted and Talented Students:
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Special Education / 504
When possible, provide links to specific samples/ documents/ assignments/etc.

Examples of Strategies and Practices that Support Students with Disabilities:
*Refer to students' IEP for specific modifications and accommodations
- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

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Examples of Strategies and Practices that Support English Language Learners:
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- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups
- Teacher think-aloud

Unit 5 Connections

NJSLS - Technology	Career Readiness Practices
When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the <u>NJ Technology Standards</u>	*When possible, provide links to specific samples/ documents/ assignments/etc.* Refer to the <u>NJ Career Readiness Practices</u>

K-4

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8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

8.1.2.E.1.Use digital tools and online resources to explore a problem or issue.

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

5-8

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber

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- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
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ethics including appropriate use of social media

9-12
8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue

K-4th
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9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

K-8th
9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

K-12th
9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
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9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.
9.3.HL.4 Evaluate the roles and responsibilities of individual

- Math
- Language Arts
- Science
- Art
- Music

members as part of the healthcare team and explain their role in promoting the delivery of quality health care.

9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms

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