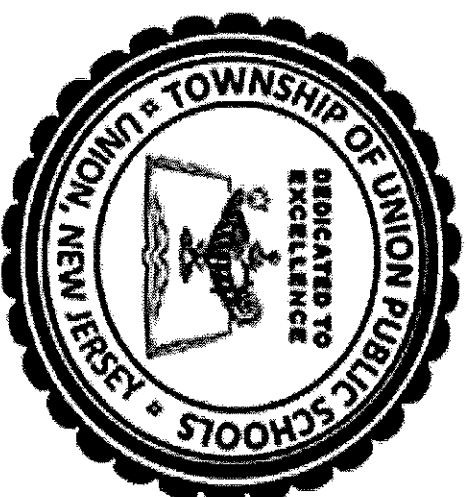


TOWNSHIP OF UNION PUBLIC SCHOOLS



Comprehensive Physical Education Curriculum Guide – Grades 6-8

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

The curriculum will help the students to develop positive physical and healthy attitudes, respect for themselves and others and an appreciation for life.

We hope to supplement and expand the positive attitudes about personal fitness already taught in the home. The goal is to establish a consistent foundation on which the students can make responsible decisions on the future.

This curriculum will help the students develop knowledge of physical fitness and the importance of being physically fit. The responsibilities and confrontations associated with this age group will also be developed. The goal is for the student to make responsible decisions based on information and activities received.

The students will develop a fitness vocabulary that is used properly with correct terminology. The students will learn that they are responsible for their own fitness behaviors and actions. Possible outcomes for these behaviors will also be discussed.

Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1 Fitness <ul style="list-style-type: none"> • Aerobic Dance • Ballroom Dancing • Dance • Folk and Square Dance • Gymnastics 	15
Unit 2: Sports	30

- Badminton
- Basketball
- Cooperative Games
- Field Hockey
- Flag Football
- Floor Hockey/Pillow Polo
- Group Game Activities
- Lacrosse
- Physical Fitness
- Recreational Activities
- Soccer
- Softball/Whiffle Ball
- Strength Development and Conditioning
- Track and Field
- Ultimate Frisbee
- Volleyball

Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
<p>Unit 1 Fitness</p>	<p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p>	<ul style="list-style-type: none"> ● Aerobic Dance ● Ballroom Dancing ● Dance ● Folk and Square Dance ● Gymnastics 	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Teacher Resources; Physical Education Equipment</p>		
<p>Unit 2 Sports</p>	<p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p>	<ul style="list-style-type: none"> ● Badminton ● Basketball ● Cooperative Games ● Field Hockey ● Flag Football ● Floor Hockey/Pillow Polo ● Group Game Activities 	

		<ul style="list-style-type: none"> ● Lacrosse ● Physical Fitness ● Recreational Activities ● Soccer ● Softball/Whiffle Ball ● Strength Development and Conditioning ● Track and Field ● Ultimate Frisbee ● Volleyball 	
<p>Suggested Resources Provide links to specific resources/activities</p>	Teacher Resources, Physical Education Equipment		
<p>Suggested Resources Provide links to specific resources/activities</p>	Teacher Resources, Physical Education Equipment		

Curricular Units

Unit 1: Fitness			
Content Standards	Critical Knowledge & Skills (*Unpacked* Standards)	Content-Specific Practices (When applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>Aerobic Dance</p> <p>2.5.6.A.1 2.5.8.A.4 2.6.6.A.1 2.6.8.A.1</p>	<p>Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e. games, sports, dance, and recreational activities.</p> <p>Detect, analyze, and correct errors and apply to refine movement skills.</p> <p>Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p>	<p>In groups the students will practice the aerobic dance movements.</p> <p>The students will be given a terminology sheet of aerobic dance movements to learn, and reviewed by the teacher.</p> <p>The students will participate in a group aerobic dance routine.</p>	
<p>Ballroom Dancing</p> <p>2.5.6.A.1 2.5.8.A.4 2.6.6.A.1 2.6.8.A.1</p>	<p>Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e. games, sports, dance, and recreational activities.</p> <p>Detect, analyze, and correct errors and apply to refine movement skills.</p> <p>Analyze the social, emotional, and</p>	<p>In groups the students will practice the proper ballroom dance movements.</p> <p>The students will be given a terminology sheet of ballroom dance movements to learn, and reviewed by the teacher.</p> <p>The students will participate in a group ballroom dance routine</p>	

	<p>health benefits of selected physical experiences.</p> <p>Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p>		
<p>Dance</p> <p>2.5.6.A.1 2.5.8.A.4 2.6.6.A.1 2.6.8.A.1</p>	<p>Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e. games, sports, dance, and recreational activities.</p> <p>Detect, analyze, and correct errors and apply to refine movement skills.</p> <p>Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p>	<p>In groups the students will practice the dance movements.</p> <p>The students will be given a terminology sheet of dance movements to learn, and reviewed by the teacher.</p> <p>The students will participate in a group dance routine</p>	
<p>Folk and Square Dance</p> <p>2.5.6.A.1 2.5.8.A.4 2.6.6.A.1 2.6.8.A.1</p>	<p>Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e. games, sports, dance, and recreational activities.</p> <p>Detect, analyze, and correct errors and apply to refine movement skills.</p>	<p>In groups the students will practice the folk and square dance movements.</p> <p>The students will be given a terminology sheet of folk and square dance movements to learn, and reviewed by the teacher.</p> <p>The students will participate in a group folk and square dance routine</p>	

<p>Gymnastics</p> <p>2.5.6.A.1 2.5.8.A.4 2.6.6.A.1 2.6.8.A.1</p>	<p>Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p> <p>Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e. games, sports, dance, and recreational activities.</p> <p>Detect, analyze, and correct errors and apply to refine movement skills.</p> <p>Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p>	<p>In groups the students will practice the skills of each event.</p> <p>The students will be given a rules and terminology sheet of each event to learn, and reviewed by the teacher.</p> <p>The students will demonstrate their knowledge by performing each event.</p>	
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Unit 1 Assessment Plan

<p align="center">Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <ul style="list-style-type: none"> 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. 	<p align="center">Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <ul style="list-style-type: none"> 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
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- 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.

- 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. 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.

- 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

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

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

<p>English language skills with students who have more advanced English language skills</p> <ul style="list-style-type: none"> ● Scaffolding ● Word walls ● Sentence frames ● Think-pair-share ● Cooperative learning groups ● Teacher think-aloud 		
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Unit 1 Connections

<p>NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <u>NJ Technology Standards</u></p> <p>K-4</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</p> <p>8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data</p> <p>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.</p> <p>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.</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> <p>8.2.2.B.4 Identify how the ways people live and work has changed</p>	<p>Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <u>NJ Career Readiness Practices</u></p> <ul style="list-style-type: none"> ● 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.
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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

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

- 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.

- Math
- Language Arts
- Science
- Art
- Music

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: Sports

Content Standards	Critical Knowledge & Skills (Unpacked Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/documents/assignments/etc.</i>
<p>Basketball</p> <p>2.5.6.A.4 2.5.8.A.4 2.5.6.B.1 2.5.8.B.1 2.6.6.A.1 2.6.8.A.1</p>	<p>Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>Detect, analyze, and correct errors and apply to refine movement skills.</p> <p>Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities</p> <p>Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings</p> <p>Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p>	<p>In groups the students will practice the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p> <p>The students will participate in game play learning teamwork and sportsmanship.</p>	<p>www.pcentral.org/bp/index.html</p> <p>www.pcentral.org/mediacentre/r/videos.html</p> <p>exit cards</p>
<p>Cooperative Games</p> <p>2.5.6.A.4 2.5.8.A.4 2.5.6.B.1 2.5.8.B.1 2.6.6.A.1</p>	<p>Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>Detect, analyze, and correct errors and apply to refine movement skills.</p> <p>Demonstrate the use of offensive,</p>	<p>In groups the students will practice the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p>	<p>www.pcentral.org/bp/index.html</p> <p>www.pcentral.org/mediacentre/r/videos.html</p> <p>exit cards</p>

<p>2.6.8.A.1</p>	<p>defensive, and cooperative strategies in individual, dual, and team activities</p> <p>Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings</p> <p>Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p>	<p>The students will participate in game play learning teamwork and sportsmanship.</p>	
<p>Field Hockey</p> <p>2.5.6.A.4</p> <p>2.5.8.A.4</p> <p>2.5.6.B.1</p> <p>2.5.8.B.1</p> <p>2.6.6.A.1</p> <p>2.6.8.A.1</p>	<p>Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>Detect, analyze, and correct errors and apply to refine movement skills.</p> <p>Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities</p> <p>Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings</p> <p>Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p>	<p>In groups the students will practice the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p> <p>The students will participate in game play learning teamwork and sportsmanship.</p>	<p>www.pcentral.org/bp/index.html</p> <p>www.pcentral.org/mediacenter/videos.html</p> <p>exit cards</p>

<p>Flag Football</p> <p>2.5.6.A.4 2.5.8.A.4 2.5.6.B.1 2.5.8.B.1 2.6.6.A.1 2.6.8.A.1</p>	<p>Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another.</p> <p>Critique a movement skill/performance and discuss how each part can be made interesting, creative, and efficient.</p> <p>Compare the short- and long term impact on wellness associated with physical inactivity.</p> <p>Compare and contrast the impact of health-related fitness components as a measure of fitness and health.</p>	<p>In groups the students will practice the skills.</p> <p>The students will be given a rules and terminology sheet, and reviewed by the teacher.</p> <p>The students will participate in the activity learning teamwork and sportsmanship.</p>	<p>www.pacentral.org/bp/index.html</p> <p>www.pacentral.org/mediacentre/r/videos.html</p> <p>exit cards</p>
<p>Floor hockey/Pillow Polo</p> <p>2.5.6.A.4 2.5.8.A.4 2.5.6.B.1 2.5.8.B.1 2.6.6.A.1 2.6.8.A.1</p>	<p>Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>Detect, analyze, and correct errors and apply to refine movement skills.</p> <p>Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities</p> <p>Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings</p> <p>Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>Summarize the short and long-term physical, social, and emotional benefits of regular physical activity</p>	<p>In groups the students will practice the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p> <p>The students will participate in game play learning teamwork and sportsmanship.</p>	<p>www.pacentral.org/bp/index.html</p> <p>www.pacentral.org/mediacentre/r/videos.html</p> <p>exit cards</p>

<p>Group Game Activities</p> <p>2.5.6.A.4 2.5.8.A.4 2.5.6.B.1 2.5.8.B.1 2.6.6.A.1 2.6.8.A.1</p>	<p>Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>Detect, analyze, and correct errors and apply to refine movement skills.</p> <p>Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities</p> <p>Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings</p> <p>Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p>	<p>In groups the students will practice the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p> <p>The students will participate in game play learning teamwork and sportsmanship.</p>	<p>www.pecentral.org/bp/index.html</p> <p>www.pecentral.org/mediacenter/videos.html</p> <p>exit cards</p>
<p>Lacrosse</p> <p>2.5.6.A.4 2.5.8.A.4 2.5.6.B.1 2.5.8.B.1 2.6.6.A.1 2.6.8.A.1</p>	<p>Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>Detect, analyze, and correct errors and apply to refine movement skills.</p> <p>Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities</p> <p>Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings</p>	<p>In groups the students will practice the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p> <p>The students will participate in game play, learning teamwork and sportsmanship.</p>	<p>www.pecentral.org/bp/index.html</p> <p>www.pecentral.org/mediacenter/videos.html</p> <p>exit cards</p>

	<p>Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p>		
<p>Physical Fitness</p> <p>2.5.6.A.4 2.5.8.A.4 2.5.8.B.1 2.6.6.A.1 2.6.8.A.1</p>	<p>Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>Detect, analyze, and correct errors and apply to refine movement skills.</p> <p>Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings</p> <p>Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p>	<p>In groups or individually the students will practice the skills for each fitness exercise.</p> <p>The students will be given a rules and terminology sheet of each fitness exercise to learn, and reviewed by the teacher.</p> <p>The students will demonstrate their knowledge by performing each fitness exercise.</p>	<p>www.pecentral.org/bp/index.html</p> <p>www.pecentral.org/mediacentre/videos.html</p> <p>exit cards</p>
<p>Recreational Activities</p> <p>2.5.6.A.4 2.5.8.A.4 2.5.6.B.1 2.5.8.B.1 2.6.6.A.1 2.6.8.A.1</p>	<p>Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>Detect, analyze, and correct errors and apply to refine movement skills.</p> <p>Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities</p> <p>Compare and contrast the use of offensive, defensive, and cooperative</p>	<p>In groups the students will practice the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p> <p>The students will participate in game play learning teamwork and sportsmanship.</p>	<p>www.pecentral.org/bp/index.html</p> <p>www.pecentral.org/mediacentre/videos.html</p> <p>exit cards</p>

	<p>strategies in a variety of settings</p> <p>Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p>		
<p>Soccer</p> <p>2.5.6.A.4</p> <p>2.5.8.A.4</p> <p>2.5.6.B.1</p> <p>2.5.8.B.1</p> <p>2.6.6.A.1</p> <p>2.6.8.A.1</p>	<p>Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>Detect, analyze, and correct errors and apply to refine movement skills.</p> <p>Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities</p> <p>Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings</p> <p>Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p>	<p>In groups the students will practice the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p> <p>The students will participate in game play learning teamwork and sportsmanship.</p>	<p>www.pecentral.org/bp/index.html</p> <p>www.pecentral.org/mediacenter/videos.html</p> <p>exit cards</p>
<p>Softball/Whiffle Ball</p> <p>2.5.6.A.4</p> <p>2.5.8.A.4</p> <p>2.5.6.B.1</p> <p>2.5.8.B.1</p> <p>2.6.6.A.1</p>	<p>Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>Detect, analyze, and correct errors and apply to refine movement skills.</p>	<p>In groups the students will practice the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p>	<p>www.pecentral.org/bp/index.html</p> <p>www.pecentral.org/mediacenter/videos.html</p> <p>exit cards</p>

<p>2.6.8.A.1</p>	<p>Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities</p> <p>Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings</p> <p>Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p>	<p>The students will participate in game play learning teamwork and sportsmanship.</p>	
<p>Strength Development and Conditioning</p> <p>2.5.6.A.4 2.5.8.A.4 2.5.6.B.1 2.5.8.B.1 2.6.6.A.1 2.6.8.A.1</p>	<p>Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>Detect, analyze, and correct errors and apply to refine movement skills.</p> <p>Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities</p> <p>Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings</p> <p>Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p>	<p>In groups or individually the students will practice the skills for each strength development exercise.</p> <p>The students will be given a rules and terminology sheet of each strength development exercise to learn, and reviewed by the teacher.</p> <p>The students will demonstrate their knowledge by performing each strength development exercise.</p>	<p>www.pccentral.org/bp/index.html</p> <p>www.pccentral.org/mediacentre/r/videos.html</p> <p>exit cards</p>

<p>Track and Field</p> <p>2.5.6.A.4 2.5.8.A.4 2.5.6.B.1 2.5.8.B.1 2.6.6.A.1 2.6.8.A.1</p>	<p>Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>Detect, analyze, and correct errors and apply to refine movement skills.</p> <p>Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities</p> <p>Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings</p> <p>Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p>	<p>In groups the students will practice the skills each event.</p> <p>The students will be given a rules and terminology sheet of each event to learn, and reviewed by the teacher.</p> <p>The students will demonstrate their knowledge by performing each event.</p>	<p>www.pecentral.org/bp/index.html</p> <p>www.pecentral.org/mediacenter/videos.html</p> <p>exit cards</p>
<p>Ultimate Frisbee</p> <p>2.5.6.A.4 2.5.8.A.4 2.5.6.B.1 2.5.8.B.1 2.6.6.A.1 2.6.8.A.1</p>	<p>Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>Detect, analyze, and correct errors and apply to refine movement skills.</p> <p>Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities</p> <p>Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings</p> <p>Analyze the social, emotional, and health benefits of selected physical</p>	<p>In groups the students will practice the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p> <p>The students will participate in game play learning teamwork and sportsmanship.</p>	<p>www.pecentral.org/bp/index.html</p> <p>www.pecentral.org/mediacenter/videos.html</p> <p>exit cards</p>

	<p>experiences.</p> <p>Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p>		
<p>Volleyball</p> <p>2.5.6.A.4 2.5.8.A.4 2.5.6.B.1 2.5.8.B.1 2.6.6.A.1 2.6.8.A.1</p>	<p>Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>Detect, analyze, and correct errors and apply to refine movement skills.</p> <p>Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities</p> <p>Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings</p> <p>Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p>	<p>In groups the students will practice the skills of the game.</p> <p>The students will be given a rules and terminology sheet of the game to learn, and reviewed by the teacher.</p> <p>The students will participate in game play learning teamwork and sportsmanship.</p>	<p>www.pacentral.org/bp/index.html</p> <p>www.pacentral.org/mediacentre/r/videos.html</p> <p>exit cards</p>

Unit 2 Assessment Plan

<p align="center">Formative Assessment</p> <p><i>When possible, provide links to specific samples/documents/assignments/etc.</i></p>	<p align="center">Summative Assessment</p> <p><i>When possible, provide links to specific samples/documents/assignments/etc.</i></p>
<ul style="list-style-type: none"> Assessment - How will students evaluate and assess their current level of fitness. Health Related Fitness - Cardiovascular endurance, Muscular strength, Muscular endurance, Flexibility, Body Composition. 	<ul style="list-style-type: none"> 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

- 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 2 Suggested Modifications/Accommodations/Extension Activities		
<p>English Language Learners (ELL) When possible, provide links to specific samples/documents/ assignments/etc.</p>	<p>Special Education / 504 When possible, provide links to specific samples/documents/ assignments/etc.</p>	<p>Gifted and Talented When possible, provide links to specific samples/documents/ assignments/etc.</p>
<p>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</p> <ul style="list-style-type: none"> ● Pre-teaching of vocabulary and concepts Visual learning, including graphic organizers 	<p>Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> ● Use of visual and multisensory formats ● Use of assisted technology ● Use of prompts ● Modification of content and student products 	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> ● Adjusting the pace of lessons ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher-order thinking skills ● Interest-based content

<ul style="list-style-type: none"> ● Use of cognates to increase comprehension ● 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 	<ul style="list-style-type: none"> ● Testing accommodations ● Authentic assessments 	<ul style="list-style-type: none"> ● Student-driven instruction ● Real-world problems and scenarios
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Unit 2 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 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

- 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.

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

21st Century Skills

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

Refer to the 21st Century Life and Skills

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

- CRP12. Work productively in teams while using cultural global competence.

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

- Math
- Language Arts
- Science
- Art
- Music

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

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