

NEPTUNE CITY SCHOOL DISTRICT

Physical Education Curriculum Grade 6-8



NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

The Neptune City School District is appreciative and proud to accept and align the curriculum of the Neptune Township School District to properly prepare the Neptune City students for successful integration into the Neptune Township High School Educational Program.

August 1, 2022

Document *

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SCHOOL DISTRICT MISSION STATEMENT

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

NEPTUNE CITY SCHOOL DISTRICT

PHYSICAL EDUCATION

CURRICULUM

GRADE 6-8

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NEPTUNE TOWNSHIP SCHOOL DISTRICT

Physical Education Grades 6-8

Acknowledgements

The Neptune Township School District Physical Education, curriculum guide for grades 6-8 was developed through the efforts of Dawn Reinhardt, Department Chairperson, Jason Smith, Physical Education and Health teacher, Stacie Ferrara, Ed.D., Interim STEM Supervisor, and Sally A. Millaway, Ed.D., Director for Curriculum, Instruction and Assessment.

This curriculum guide was developed to promote the physical and social development of our students. As students advance through the grades, they will master the physical skills needed to keep their bodies healthy through physical activity and healthy lifestyle choices.

This curriculum was written in alignment with the 2014 New Jersey Student Learning Standards (NJSLS) for Comprehensive Health and Physical Education. Physical Education and the increased rigor that those standards bring to the teaching and learning of Physical Education. It is our hope that this curriculum will serve as a valuable resource for the staff members who teach this course and that they will continue to make recommendations for improvement to the document.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the Neptune Township School District is to prepare students for a life-long learning process in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

Educational Outcome Goals

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

**PHYSICAL EDUCATION
GRADES 6-8
CURRICULUM**

COURSE DESCRIPTION

Students will learn how each component of health-related fitness and skill-related fitness is developed and measured and how to design and implement a person fitness plan that supports a healthy and active lifestyle. Students will participate in a wide range of developmentally appropriate games, sports, dance, and lifetime recreational activities in alignment with the 2014 New Jersey Student Learning Standards (NJSLS) for Comprehensive Health and Physical Education

A fitness/wellness based approach will be implemented with skill and health related activities infused during the course of all units including individual and team sports. The knowledge of rules, regulations, and safety measures remain an integral part of the physical education curriculum. The needs of all students, with varying capabilities, will be met through self-assessment and progress toward personal fitness.

Unit Plan Title	Unit 1: Fitness
Suggested Time Frame	September to June

Overview / Rationale

This unit is designed to introduce fitness exercises, fitness programming, safety, and the equipment. With growing health care cost and diseases related to obesity, students will gain knowledge and skills that promote a healthy lifestyle through fitness activities.

STAGE 1: Desired Results

NJSLS for Comprehensive Health and Physical Education

- 2.5.6.A.1 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).
- 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
- 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
- 2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.
- 2.5.6.B.2 Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.
- 2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
- 2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
- There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.
- 2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.
- 2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.
- 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.
- 2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
- 2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
- 2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.

- 2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
- 2.6.6.A.7 Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.
- 2.6.8.A Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.
- 2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
- 2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
- 2.6.8.A.3 Analyze how medical and technological advances impact personal fitness.
- 2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
- 2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
- 2.6.8.A.6 Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> ● How can you challenge yourself daily? ● How do I become physically better? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Fit people engage in physical activity on a regular basis. ● Repetition of proper technique leads to improvement. ● Taking care of yourself will help you to be your best every day. ● The best choices for you fit who you are and what you need.
Knowledge:	Skills:
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The safety rules of the fitness room. ● How to calculate maximum heart rate and target heart rate. ● How to create a fitness goal. ● How to record fitness data on a program card. ● How to find creative ways to exercise outside of the fitness room. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Know and follow safety rules of the fitness room. Demonstrate proper use of each piece of equipment ● Determine maximum heart rate and target heart rate. ● Create a fitness goal. ● Record and analyze fitness data on a program card. ● Discover creative ways to exercise outside of the fitness room.
	Integrated Social and Emotional Learning Competencies

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- ☐ Recognize one's own feelings and thoughts
- ☐ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☒ Recognize one's personal traits, strengths and limitations
- ☒ Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- ☐ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☒ Recognize the skills needed to establish and achieve personal and educational goals
- ☒ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- ☐ Recognize and identify the thoughts, feelings, and perspectives of others
- ☒ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☐ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☒ Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- ☒ Develop, implement and model effective problem solving and critical thinking skills
- ☐ Identify the consequences associated with one's action in order to make constructive choices
- ☐ Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- ☐ Establish and maintain healthy relationships
- ☒ Utilize positive communication and social skills to interact effectively with others
- ☐ Identify ways to resist inappropriate social pressure
- ☒ Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- ☐ Identify who, when, where, or how to seek help for oneself or others when needed

In this unit plan, the following 21st Century Life and Careers skills are addressed:				
Check ALL that apply – 21 st Century Themes			Indicate whether these skills are: ● E – encouraged ● T – taught ● A – assessed Career Ready Practices	
9.1	Personal Financial Literacy		ETA	CRP1. Act as a responsible and contributing citizen and employee.
X	Income and Careers		ETA	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		ETA	CRP12. Work productively in teams while using cultural global competence.
Career Connections				
Athletic Trainer Physical Therapist Medical Assistant Nutritionist Strength Coach				

Interdisciplinary Connections

New Jersey Student Learning Standards – English Language Arts

- W.1-** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- W.2-** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selections organization, and analysis of content.

Technology Integration

2014 New Jersey Student Learning Standards for Technology

NJSLS 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- Google Suite: Docs, Sheets, Slides, Forms, Apps
- Devices:
 - Chromebooks
 - SMART / Promethean Interactive Boards

Student Resources	
Fitness calculators	http://www.active.com/fitness/calculators/hearttrate.htm
Outdoor fitness activities	http://www.fitday.com/fitness-articles/fitness/exercises/6-summer-outdoor-fitness-activities.html
Monmouth county park fitness/walking trails	http://www.monmouthcountyparks.com/page.aspx?Id=2537
Teacher Resources	
Fitness calculators	http://www.active.com/fitness/calculators/hearttrate.htm
Outdoor fitness activities	http://www.fitday.com/fitness-articles/fitness/exercises/6-summer-outdoor-fitness-activities.html
Monmouth county park fitness/walking trails	http://www.monmouthcountyparks.com/page.aspx?Id=2537
PE Central	http://pecentral.org/
Websites:	https://sparkpe.org/wp-content/uploads/2011/05/02FitnessDaytona2000.pdf
Books:	<u>Station Games</u> by Maggie C Burk
	<u>No Standing Around in My Gym</u> by J.D. Hughes
	<u>Recess Success</u> by Guy Bailey
	<u>PE Metrics Textbook</u> by C. Burgeson, C. Richardson, J. McGavin, <i>PE Metrics, Assessing National Standards 1-6 In Secondary School</i> , Sewickley, PA, 2011.

Stage 2 – Acceptable Evidence	
Performance Task(s): <ul style="list-style-type: none"> ● Skill assessment rubric: Demonstrate safety rules, proper use of equipment, monitors target heart rate, demonstrate proper form, fitness room etiquette. ● Fitness gram Log: Pacer, push up, curl up, pull up, trunk flexion, sit and reach. 	Other Evidence: <ul style="list-style-type: none"> ● Formative Assessments ● Exit Slip ● Self-Assessment ● Informal Observations ● Summative Assessments: Unit test: safety rules, fitness room etiquette, proper use of equipment, personal fitness goals

STAGE 3: Plan Learning Experiences		
Lesson	Skill	Activity
Lesson 1	Intro to the fitness room	Rules of the fitness room: Posted rules Demonstration: How to use all cardio equipment safely; teacher/ students led demos
Lesson 2	Heart rate monitors and pedometer	Stations: 5 minute interval using cardio equipment Fitness activities: Students wear monitors during a specific fitness activity, e.g., track walk/run. Gym activities: Wear monitor during a gym games.
Lesson 3	Fitness Gram	Pacer: Students run 15/20 meter shuttle run. Curl up: Students perform curl ups to a recorded cadence. Only proper form counts. Push up: Students perform push-ups to a recorded cadence. Only proper form counts. Sit and reach: Students perform the sit and reach flexibility test using a sit and reach box; record three reaches.
Lesson 4	Fitness room	Cardio and circuit training: Students rotate through a fitness circuit at 1 minute intervals.

Unit Plan Title	Unit 2: Cooperative Games
Suggested Time Frame	September to June

Overview / Rationale

The Cooperative Games unit uses a variety of games and skills to build cooperation and teamwork amongst each other. The students learn different ways to communicate in order to best complete the game or task. The students will develop cooperative and communication skills that will transfer over to any life situation or workplace environment.

STAGE 1: Desired Results

NJSLS for Comprehensive Health and Physical Education

- 2.5.6.A.1 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).
- 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
- 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
- 2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.
- 2.5.6.B.2 Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.
- 2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
- 2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
- 2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.
- 2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.
- 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.
- 2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
- 2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

- 2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performances.
- 2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
- 2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.
- 2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> ● Why must students develop mutual relationship concepts to maintain a health throughout their life? ● What cooperative skills and creative principles are necessary to promote active, social relationships? ● How are the necessary concepts and skills applied to enhance all dimensions of wellness healthy lifestyle? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Development of social health concepts and skills to promote a healthy lifestyle. ● Utilization of cooperative skills to promote a healthy social lifestyle. ● Application of a various creative and problem solving concepts necessary in solving challenges of a healthy lifestyle.
Knowledge:	Skills:
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to use effective communication skills and display good character values (sportsmanship). ● How to develop an understanding of fundamental lifestyle habits and how they relate to personal growth and development. ● How to resolve conflicts and discrimination issues through inclusion. ● How to demonstrate mutual respect through social rules with consideration to cultural customs; strategies to prevent bullying and violence. ● Apply effective decision making with outcome predictions. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Use effective communication skills and display good character values (sportsmanship). ● Develop an understanding of how fundamental lifestyle habits relate to personal growth and development. ● Resolve conflicts and discrimination issues through inclusion. ● Demonstrate mutual respect through social rules with consideration to cultural customs. Recommend strategies to prevent bullying and violence. ● Apply effective decision making with outcome predictions.

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	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
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	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation	ETA	CRP12. Work productively in teams while using cultural global competence.
Career Connections			
Strength and Conditioning Coach Fitness Director Athletic Scout Athletic Trainer Broadcast Engineer Dietitian			

Interdisciplinary Connections

New Jersey Student Learning Standards – English Language Arts

- W.1-** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- W.2-** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selections organization, and analysis of content.

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2014 New Jersey Student Learning Standards for Technology

NJSLS 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- Google Suite: Docs, Sheets, Slides, Forms, Apps
- Devices:
 - Chromebooks
 - SMART / Promethean Interactive Boards

Student Resources

Definition and activities	http://www.abcand123learning.com/2009/03/life-skills-lessons-cooperation.html
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Teacher Resources

Fitness calculators	http://www.active.com/fitness/calculators/hearttrate.htm
Outdoor fitness activities	http://www.fitday.com/fitness-articles/fitness/exercises/6-summer-outdoor-fitness-activities.html
PE Central	http://pecentral.org/
Books:	<u>Station Games</u> by Maggie C Burk
	<u>No Standing Around in My Gym</u> by J.D. Hughes
	<u>Recess Success</u> by Guy Bailey
	<u>PE Metrics Textbook</u> by C. Burgeson, C. Richardson, J. McGavin, <i>PE Metrics, Assessing National Standards 1-6 In Secondary School</i> , Sewickley, PA, 2011.

Stage 2 – Acceptable Evidence	
Performance Task(s): <ul style="list-style-type: none"> ● Project: ● Rubric-based Assessment 	Other Evidence: <ul style="list-style-type: none"> ● Formative Assessments ● Exit Slips: <ul style="list-style-type: none"> ● How did you succeed today? ● What would you do differently? ● How did you use teamwork? ● How did cooperation play the role towards your success? ● What skill/s do you need to improve on? ● Self-Assessment ● Informal Observations ● Summative Assessment - Essay Question: <i>How can cooperation play a role in succeeding in the real world?</i>

STAGE 3: Plan Learning Experiences		
Lesson	Skill	Activity
Lesson 1	Personal and general space, Basic motor skills, Relationship with others, communication	Four corners: Students race to other teams' corner and retrieve an item to bring back to their corner to make a set of 4.
Lesson 2	Cooperation, follow rules, decision making, practice partner, small and large group activity challenges.	<p>Ball toss memory name game: Students pass ball around the circle to another player and says their name. Students repeat the same pattern by memory. Add number of balls/objects.</p> <p>Island hop scooter relay: In squad lines, students must problem solve how to get their team across using the scooter and other objects to get across to the other island.</p> <p>Four square team race: Each team must search and recover a list of objects in the gym. Players may steal items needed from other groups pile. Only one person from each group allowed out at one time.</p>
Lesson 3	Review successful solutions and possible modifications for problems	<p>Crazy bases: Modified kickball game with oversized bases that allows more than one base runner on one base at one time. Score as many runs as you can by overloading the bases to maximize the number of students to score on one kick.</p> <p>Students can kick, or fake kick the ball with no fouls.</p>

		<p>Kick & Run: Players kick ball into the field and run across to tag the mat, then run back across the finish line. Defensive players try to tag the runner out.</p> <p>Mat Ball: same as mat ball, except players run to a mat base and can either stay on base or run back to finish line to score. Players do not have to kick the ball into fair territory.</p> <p>Pinball: Two teams each create a strategy to place pins on their side that will keep them from getting knocked down by the other team. First team to knock over the other teams' pins wins.</p> <p>5 base kickball: There are five bases in the field that runners must tag to score a run. When they reach either 2nd or 3rd base, they can leave the base path and retrieve a pin, and run it back across the finish line. 1 point for regular base running, 3 points for retrieving a pin without getting tagged.</p> <p>Minefield: students must cross a designated area safely without touch any objects on the floor while guided by their team blindfolded.</p> <p>Scatterball: in teams of 2 or 3, students must work together to tag other teams with a ball. Try to get all other teams out.</p>
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Unit Plan Title	Unit 3: Soccer
Suggested Time Frame	3 weeks

Overview / Rationale
<p>The Soccer unit is intended to provide the students the opportunity to acquire and build skills to improve teamwork, sportsmanship, communication and safety. Students will also have the opportunity to practice and demonstrate physical/tactical skills that include: dribbling with dominant and non-dominant foot, kicking (passing/shooting), trapping, throw-ins, and defensive positioning.</p> <p>Soccer is a recreational and competitive sport that can provide students with various social environments. Students will have the opportunity to participate in skill development and small-sided games.</p>

STAGE 1: Desired Results
NJSLS for Comprehensive Health and Physical Education
<ul style="list-style-type: none"> ● 2.5.6.A.1 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). ● 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. ● 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance. ● 2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities. ● 2.5.6.B.2 Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement. ● 2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. ● 2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. ● 2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures. ● 2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences. ● 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness. ● 2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

- 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
- 2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
- 2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performances.
- 2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
- 2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.
- 2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> ● How did you challenge yourself today? ● Would I want me for a teammate or competitor? ● How do I/we get better? ● How does soccer relate to what I do every day? ● Where can I play soccer outside of PE class? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Repetition of proper technique leads to improvement. ● You can improve your performance regardless of who your competitor is. ● Every team member has a role and has responsibilities. A team is more than a collection of individuals. ● Soccer is a sport that can be played in either an organized or recreational setting, providing an opportunity for athletes to improve skill and health.
Knowledge:	Skills:
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The rules to a soccer game. ● Strategies (offensive/defensive). ● Skills: kicking, passing, dribbling, trapping (dominant and non-dominant). ● Defensive positioning. ● Teamwork and leadership skills. ● Sportsmanship (how to be a good winner and a good loser). 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Utilize offensive and defensive strategies during small-sided games or drills. ● Demonstrate the following skills during the unit: How to kick using laces and instep, passing accurately (leading), dribbling close to feet and in a longer run using both feet, trapping. ● Contain an offensive player. ● Demonstrate good sportsmanship during all activities.

Integrated Social and Emotional Learning Competencies

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- ☐ Recognize one's own feelings and thoughts
- ☐ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☒ Recognize one's personal traits, strengths and limitations
- ☒ Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- ☐ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☒ Recognize the skills needed to establish and achieve personal and educational goals
- ☒ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- ☐ Recognize and identify the thoughts, feelings, and perspectives of others
- ☒ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☐ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☒ Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- ☒ Develop, implement and model effective problem solving and critical thinking skills
- ☐ Identify the consequences associated with one's action in order to make constructive choices
- ☐ Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- ☐ Establish and maintain healthy relationships
- ☒ Utilize positive communication and social skills to interact effectively with others
- ☐ Identify ways to resist inappropriate social pressure
- ☒ Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- ☐ Identify who, when, where, or how to seek help for oneself or others when needed

In this unit plan, the following 21st Century Life and Careers skills are addressed:

Check ALL that apply – 21 st Century Themes		Indicate whether these skills are: <ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed Career Ready Practices	
9.1	Personal Financial Literacy	ETA	CRP1. Act as a responsible and contributing citizen and employee.
X	Income and Careers	ETA	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting	E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation	ETA	CRP12. Work productively in teams while using cultural global competence.
	Career Connections		
	Strength and Conditioning Coach Fitness Director Athletic Scout Athletic Trainer Broadcast Engineer Dietitian		

Interdisciplinary Connections

New Jersey Student Learning Standards – English Language Arts

- W.1-** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- W.2-** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selections organization, and analysis of content.

Technology Integration

2014 New Jersey Student Learning Standards for Technology

NJSLS 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- Google Suite: Docs, Sheets, Slides, Forms, Apps
- Devices:
 - Chromebooks
 - SMART / Promethean Interactive Boards

Student Resources

US Youth Soccer

<http://www.usyouthsoccer.org/>

Teacher Resources

Fitness calculators

<http://www.active.com/fitness/calculators/hearttrate.htm>

Outdoor fitness activities

<http://www.fitday.com/fitness-articles/fitness/exercises/6-summer-outdoor-fitness-activities.html>

PE Central

<http://pecentral.org/>

Websites:

<https://www.pecentral.org/lessonideas/searchresults.asp?-Search=Find+Them&subcategory=Soccer>

Books:

[Station Games](#) by Maggie C Burk

[No Standing Around in My Gym](#) by J.D. Hughes

[Recess Success](#) by Guy Bailey

	PE Metrics Textbook by C. Burgeson, C. Richardson, J. McGavin, <i>PE Metrics, Assessing National Standards 1-6 In Secondary School</i> , Sewickley, PA, 2011.	
	Stage 2 – Acceptable Evidence	
	Performance Task(s): <ul style="list-style-type: none"> ● Rubric-based Assessment ● Drills and activities ● Skill development and strategies ● Contribute to group/team play 	Other Evidence: <ul style="list-style-type: none"> ● Formative Assessments ● Exit Slip ● Self-Assessment ● Informal Observations ● Summative Assessments: Quizzes, Unit Test, and Final Assessment

Rubric				
Level	Basic Skills	Offense Skill	Defense Skill	Strategy
4	Consistently performs skills	Consistently demonstrates offense skill and strategy	Consistently demonstrates defense skill and strategy	Consistently demonstrates game strategy
3	Usually performs skills	Usually demonstrates offense skill and strategy	Usually demonstrates defense skill and strategy	Usually demonstrates game strategy
2	Sometimes performs skills	Sometimes demonstrates offense skill and strategy	Sometimes demonstrates defense skill and strategy	Sometimes demonstrates game strategy
1	Seldom performs skills	Seldom demonstrates offense skill and strategy	Seldom demonstrates defense skill and strategy	Seldom demonstrates game strategy
0	Violates procedures and or does not participate			

STAGE 3: Plan Learning Experiences		
Lesson	Skill	Activity
Lesson 1	Dribbling, passing, kicking, trapping shoot on goal	Drill relays Steal the Bacon Shoot from designated spot into goal
Lesson 2	Head balls Body traps Restarts	Circle Ball: Person in center underhand tosses ball to individual Corner Kick: Show position and aim, kicking to players running into goal Throw In: Show feet position, ball overhead, throw to feet
Lesson 3	Stations	Skill Stations: Create 8-12 skill stations
Lesson 4	All skills	Game play: 6 vs. 6 mini games

Unit Plan Title	Unit 4: Football
Suggested Time Frame	3 weeks

Overview / Rationale
<p>The Football unit is intended to provide the students the opportunity to acquire and build skills to improve teamwork, sportsmanship, communication, and safety. Students will also have the opportunity to practice and demonstrate physical/tactical skills which include: throwing and catching skills, agility movement, offensive and defensive strategies.</p> <p>Football is a recreational and competitive sport which can provide students with various social environments. Students will have the opportunity to participate in skill development and game-like settings.</p>

STAGE 1: Desired Results
NJSLS for Comprehensive Health and Physical Education
<ul style="list-style-type: none"> ● 2.5.6.A.1 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). ● 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. ● 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance. ● 2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities. ● 2.5.6.B.2 Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement. ● 2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. ● 2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. ● 2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures. ● 2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences. ● 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness. ● 2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

- 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
- 2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
- 2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performances.
- 2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
- 2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.
- 2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> ● What are the benefits to having rules and how do they affect your safety? ● How does aerobic and endurance training create the ability to participate in lifelong activities? ● How is teamwork and communication implemented in football? ● What is the importance of spatial awareness on a football field? ● Why is safety important? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Following rules and safety guidelines during any fitness activity will ensure a fun and safe environment for all to enjoy. ● Participating in any sport activities will increase levels of physical, mental, social, and emotional parts of health. ● Fit people engage in physical activity on a regular basis. ● Behaving well is as important as playing well.
Knowledge:	Skills:
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The football rules and safety concerns. ● How to grip a football. ● How to throw and catch a football. ● How to run basic pass patterns. ● How to play offense and defense positions. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Follow and understand the football rules and safety concerns. ● Demonstrate proper grip when throwing a football. ● Perform the football diamond catching technique. ● How to run basic pass patterns(button hook, post, fly, and slant). ● How to play offense and defense positions.

Integrated Social and Emotional Learning Competencies

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Self-Awareness

- ☐ Recognize one's own feelings and thoughts
- ☐ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☒ Recognize one's personal traits, strengths and limitations
- ☒ Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- ☐ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☒ Recognize the skills needed to establish and achieve personal and educational goals
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Social Awareness

- ☐ Recognize and identify the thoughts, feelings, and perspectives of others
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Responsible Decision Making

- ☒ Develop, implement and model effective problem solving and critical thinking skills
- ☐ Identify the consequences associated with one's action in order to make constructive choices
- ☐ Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- ☐ Establish and maintain healthy relationships
- ☒ Utilize positive communication and social skills to interact effectively with others
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- ☒ Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
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In this unit plan, the following 21st Century Life and Careers skills are addressed:

Check ALL that apply – 21 st Century Themes		Indicate whether these skills are: <ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed Career Ready Practices	
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X	Income and Careers	ETA	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
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	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
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	Career Preparation	ETA	CRP12. Work productively in teams while using cultural global competence.
Career Connections			
Strength and Conditioning Coach Fitness Director Athletic Scout Athletic Trainer Broadcast Engineer Dietitian			

Interdisciplinary Connections

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- W.1-** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
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Technology Integration

2014 New Jersey Student Learning Standards for Technology

NJSLS 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- Google Suite: Docs, Sheets, Slides, Forms, Apps
- Devices:
 - Chromebooks
 - SMART / Promethean Interactive Boards

Student Resources	
Neptune recreation dept.	http://www.neptunetownship.org/upload/documents/2012Recreation/2012%20Rec%20Pages.pdf
Rules and scoring	http://www.ducksters.com/sports/footballrules.php
History	http://inventors.about.com/od/fstartinventions/a/HistoryFootball.htm
Teacher Resources	
Fitness calculators	http://www.active.com/fitness/calculators/hearttrate.htm
Outdoor fitness activities	http://www.fitday.com/fitness-articles/fitness/exercises/6-summer-outdoor-fitness-activities.html
Monmouth county park fitness/walking trails	http://www.monmouthcountyparks.com/page.aspx?Id=2537
PE Central	http://pecentral.org/
Websites:	Rules and Scoring: http://www.ducksters.com/sports/footballrules.php
	Lesson Planning: www.pecentral.org
	History: http://inventors.about.com/od/fstartinventions/a/HistoryFootball.htm
Books:	<u>Station Games</u> by Maggie C Burk
	<u>No Standing Around in My Gym</u> by J.D. Hughes
	<u>Recess Success</u> by Guy Bailey
	<u>PE Metrics Textbook</u> by C. Burgeson, C. Richardson, J. McGavin, <i>PE Metrics, Assessing National Standards 1-6 In Secondary School</i> , Sewickley, PA, 2011.

Stage 2 – Acceptable Evidence	
Performance Task(s): <ul style="list-style-type: none"> ● Performance task rubric: use proper grip; throwing and catching skills; follows rules and safety; performs pass patterns; participates in the play. (See below) ● Rubric: PE Metrics, page 118. ● Drills and activities ● Skill development and strategies ● Contribute to group/team play 	Other Evidence: <ul style="list-style-type: none"> ● Formative Assessments ● Exit Slip ● Self-Assessment ● Informal Observations ● Summative Assessments - Unit test: rules, safety, history, scoring, pass patterns, defense strategy

STAGE 3: Plan Learning Experiences		
Lesson	Skill	Activity
Lesson 1	Passing, catching, running	<p>Drill relays: Students perform skills in a run relay.</p> <p>Hoop skill challenge: Students throw football/ball through a hoop/target.</p> <p>Steal the bacon: Players with flags on run to middle and try to get away with the ball and run to end zone.</p>
Lesson 2	Kicking	<p>Field goal challenge: Perform a field goal attempt off a tee from 5 yards, 10 yards, etc.</p> <p>Punting: Punt ball to receivers, receiver runs it back and switches as kicker.</p> <p>Speedball: Combined games of soccer and football. Allowed to dribble ball and score in soccer goal or transition ball into football and run ball into end zone. 3 steps/dribbles per touch.</p>
Lesson 3	Passing, catching, running with the ball, kicking, offense and defense, line of scrimmage, strategy	<p>Flag football: 8v8 game.</p> <p>Ultimate Frisbee: Modified football game using a Frisbee. 3 steps with Frisbee, then throw to a teammate down field to score in end zone.</p> <p>Handball: Modified football game using a playground ball. 3 steps with ball, then throw to a teammate down field to score in a goal.</p>

Unit Plan Title	Unit 5: Floor Hockey
Suggested Time Frame	3 weeks

Overview / Rationale
<p>The Floor Hockey unit is intended to provide the students the opportunity to acquire and build skills to improve teamwork, sportsmanship, communication, and safety. Students will also have the opportunity to practice and demonstrate physical/tactical skills which include: proper grip, stick handling, passing and receiving a pass, shooting, moving to an open space, and offense/defense strategies.</p> <p>Floor hockey is a recreational and competitive sport that can provide students with various social environments. Students will have the opportunity to participate in skill development and game-like settings.</p>

STAGE 1: Desired Results
NJSLS for Comprehensive Health and Physical Education
<ul style="list-style-type: none"> ● 2.5.6.A.1 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). ● 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. ● 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance. ● 2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities. ● 2.5.6.B.2 Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement. ● 2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. ● 2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. ● 2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures. ● 2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences. ● 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness. ● 2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

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- 2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.
- 2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> ● Why is it important that I show good sportsmanship? ● How does each position contribute to the team? ● How can I apply the rules for a hockey game to real life? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● There are personal, safety and social behavior expectations while participating in physical activities. ● Offensive, defensive, and cooperative strategies can be applied to most games, sports, and activities. ● Eye-hand and eye-foot coordination are developed through repetition. ● There is a direct correlation to repetitive skills and improvement in execution of those skills.
Knowledge:	Skills:
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Field awareness. ● Boundary lines. ● Ball/puck movement. ● Safety is paramount. ● Team play. ● Offense and defense. ● Hockey is a team sport played with individual skills. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Rely on a teammate to be successful. ● Demonstrate how each position moves on the court. ● Identify offense and defense transitions. ● Create strategies for each game in order to compete more effectively. ● Execute plays and strategies throughout each game.

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Self-Management

- ☐ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
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Social Awareness

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Responsible Decision Making

- ☒ Develop, implement and model effective problem solving and critical thinking skills
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Relationship Skills

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	Check ALL that apply – 21 st Century Themes			Indicate whether these skills are: ● E – encouraged ● T – taught ● A – assessed Career Ready Practices
	9.1	Personal Financial Literacy		ETA
	X	Income and Careers		ETA
		Money Management		
		Credit and Debt Management		ETA
		Planning, Saving, and Investing		
		Becoming a Critical Consumer		
		Civic Financial Responsibility		
		Insuring and Protecting		E
	9.2	Career Awareness, Exploration, and Preparation		
	X	Career Awareness		
		Career Exploration		
		Career Preparation		ETA
Career Connections				
Hockey Prep Coach Athletic Trainer Sports Medicine Equipment Manager Video Production				

Interdisciplinary Connections

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- W.1-** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
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- Google Suite: Docs, Sheets, Slides, Forms, Apps
- Devices:
 - Chromebooks
 - SMART / Promethean Interactive Boards

Student Resources

Equipment:	Hockey balls, goals, hockey sticks, cones
Teacher Resources	
Fitness calculators	http://www.active.com/fitness/calculators/hearttrate.htm
Outdoor fitness activities	http://www.fitday.com/fitness-articles/fitness/exercises/6-summer-outdoor-fitness-activities.html
	Shark River Elementary outdoor hockey rink
Websites:	http://pecentral.org/ Skills based floor hockey games https://www.gophersport.com/blog/5-skill-based-floor-hockey-games/ http://web.uvic.ca/~thopper/iweb09/GillPaul/Site/Lesson_1_Games_Tasks.htm ↓ http://web.uvic.ca/~thopper/iweb09/GillPaul/Site/Lesson_3_Games_Tasks.htm ↓

	<p>USA Hockey Organization https://www.usahockey.com/</p> <p>History of hockey https://www.britannica.com/sports/ice-hockey</p> <p>Science of Hockey (videos) https://nsf.gov/news/mmg/?series_name=Science%20of%20NHL%20Hockey</p> <p>Sports Illustrated for Kids (Hockey) https://www.sikids.com/hockey</p>
Book:	<u>Station Games</u> (2002) by Maggie C. Burk
Movie:	Miracle (2004)

Stage 2 – Acceptable Evidence	
Performance Task(s): <ul style="list-style-type: none"> ● Rubric-based Assessment ● Drills and activities ● Skill development and strategies ● Contribute to group/team play 	Other Evidence: Formative Assessments: <ul style="list-style-type: none"> ● Exit Slip ● Self-Assessment ● Informal Observations Summative Assessments: <ul style="list-style-type: none"> ● Quizzes, Unit Test, and Final Assessment

STAGE 3: Plan Learning Experiences		
Lesson	Skill	Activity
Lesson 1	Dribbling/stick handling, Passing/trapping,	Relay line drill: Perform skills up and down designated area; relaying the ball to the next player; go to the end of the line
Lesson 2	Shooting	Relay line drill: Perform skills up and down designated area; relaying the ball to the next player; go to the end of the line
Lessons 3-5	Passing/stick handling/offense & defense/shooting	Stations: Create 8-12 small area game stations using all these skills.
Lessons 6-10	Game play	6v6 or 4v4 game: Play game using skills; sideline players are in play

Unit Plan Title	Unit 6: Basketball
Suggested Time Frame	3 weeks

Overview / Rationale

The Basketball unit is intended to provide the students the opportunity to acquire and build skills to improve teamwork, sportsmanship, communication, and safety. Students will also have the opportunity to practice and demonstrate physical/tactical skills include: dribbling with dominant and non-dominant hands, shooting (lay-up, jump shot, foul shot), passing (bounce, chest, overhead), and defensive positioning. Basketball is a recreational and competitive sport that can provide students with various social environments. Students will have the opportunity to participate in skill development and game-like settings.

STAGE 1: Desired Results

NJSLS for Comprehensive Health and Physical Education

- 2.5.6.A.1 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).
- 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
- 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
- 2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.
- 2.5.6.B.2 Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.
- 2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
- 2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
- 2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.
- 2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.
- 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.

- 2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
- 2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
- 2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performances.
- 2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
- 2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.
- 2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> ● How did you challenge yourself today? ● Would I want me for a teammate or competitor? ● How do I/we get better? ● What makes a good team? ● How does PE relate to what I do every day? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Repetition of proper technique leads to improvement. ● You can improve your performance regardless of who your competitor is. ● A team is more than a collection of individuals. ● Take care of yourself so you can be your best every day.
Knowledge:	Skills:

<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The rules to each basketball game. ● Strategies to better your odds in scoring points. ● Passing and catching fundamentals. ● Dribbling and shooting skills; offense and defense. ● The importance of teamwork and sportsmanship. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Perform the following skills during the unit: Passing (bounce, chest, overhead), catching, dribbling (dominant and non-dominant hand), and shooting (lay-up, jump shot, foul shot). ● Utilize offense and defense basketball strategies during game play. ● Follow the rules and safety guidelines for each activity. ● Demonstrate good sportsmanship and teamwork during all activities.
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Integrated Social and Emotional Learning Competencies

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- ☐ Recognize one's own feelings and thoughts
- ☐ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☒ Recognize one's personal traits, strengths and limitations
- ☒ Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- ☐ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☒ Recognize the skills needed to establish and achieve personal and educational goals
- ☒ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- ☐ Recognize and identify the thoughts, feelings, and perspectives of others
- ☒ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☐ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☒ Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- ☒ Develop, implement and model effective problem solving and critical thinking skills
- ☐ Identify the consequences associated with one's action in order to make constructive choices
- ☐ Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- ☐ Establish and maintain healthy relationships
- ☒ Utilize positive communication and social skills to interact effectively with others
- ☐ Identify ways to resist inappropriate social pressure
- ☒ Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- ☐ Identify who, when, where, or how to seek help for oneself or others when needed

In this unit plan, the following 21st Century Life and Careers skills are addressed:

Check ALL that apply – 21 st Century Themes		Indicate whether these skills are: <ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed Career Ready Practices	
9.1	Personal Financial Literacy	ETA	CRP1. Act as a responsible and contributing citizen and employee.
X	Income and Careers	ETA	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting	E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation	ETA	CRP12. Work productively in teams while using cultural global competence.
Career Connections			
Broadcaster Referee Strength and Conditioning Coach Sports Announcer Athletic Trainer Statistician			

Interdisciplinary Connections

New Jersey Student Learning Standards – English Language Arts

- W.1-** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- W.2-** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selections organization, and analysis of content.

Technology Integration

2014 New Jersey Student Learning Standards for Technology

NJSLS 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- Google Suite: Docs, Sheets, Slides, Forms, Apps
- Devices:
 - Chromebooks
 - SMART / Promethean Interactive Boards

Student Resources

Rules/drills/plays	http://www.breakthroughbasketball.com/basics/basics.html
History	http://inventors.about.com/library/inventors/blbasketball.htm

Teacher Resources

Fitness calculators	http://www.active.com/fitness/calculators/hearttrate.htm
Outdoor fitness activities	http://www.fitday.com/fitness-articles/fitness/exercises/6-summer-outdoor-fitness-activities.html
Monmouth county park fitness/walking trails	http://www.monmouthcountyparks.com/page.aspx?Id=2537
PE Central	http://pecentral.org/
Websites:	Rules, Drills, and Plays: http://www.breakthroughbasketball.com/basics/basics.html
	Station Games by Maggie C Burk
	No Standing Around in My Gym by J.D. Hughes
Books:	Recess Success by Guy Bailey
	PE Metrics Textbook by C. Burgeson, C. Richardson, J. McGavin, <i>PE Metrics, Assessing National Standards 1-6 In Secondary School</i> , Sewickley, PA, 2011.

Stage 2 – Acceptable Evidence		
	Performance Task(s): <ul style="list-style-type: none"> ● Rubric-based Assessment: Follows rules and safety of game; dribbling skill, uses different passing types, performs offense and defense strategies.(See Below) 	Other Evidence: <ul style="list-style-type: none"> ● Formative Assessments ● Exit Slip ● Self-Assessment ● Informal Observations ● Summative Assessments: Quizzes, Unit Test, and Final Assessment

STAGE 3: Plan Learning Experiences		
Lesson	Skill	Activity
Lesson 1	Ball handling skills. Passing (Chest, Bounce, Overhead & One Handed) Catch	<p>Ball Handling: Scatter around play area and circle ball around waist, single & double leg circles, figure 8, and quick hands.</p> <p>Pops: Keep ball bouncing low to body.</p> <p>Chest Pass & One Handed: Pins or cones are spaced on each teams' end line. Students must knock down the opponents' pins using one of the above passes. They can run in their own half court and pass from any area. Opposing team can try and catch the balls before their pins/cones are hit.</p>
Lesson 2	Dribbling Layups, Jump shots, Rebounds	<p>Relays: Zigzag patterns around a cone.</p> <p>Hit Away: While dribbling attempt to knock a ball away from another student.</p> <p>Line Drill: Class is divided in half and stands on opposite sides of the basket. One side dribbles and shoots a jump shot or layup, goes to the opposite line and the opposite side rebounds and goes to the opposite line.</p>
Lesson 3	Shooting foul shots and jump shots	<p>Skill stations: Students rotate every 3-4 minutes performing each station.</p> <p>Rapid fire: Teams of 6-8 shoot and rebound the ball to perform as many lay-ups, jump shots, or foul shots as they can in 1 minute.</p> <p>Beat the ball: Kickball game where the runner must kick a ball, get a basketball and continually run around the bases dribbling the ball. Then they must tag home and make a lay-up before the other ball is fielded and relayed from first, second, third, and home by the defense. The defense must replace the ball with a basketball and make a lay-up. First person to perform all skills correctly scores an out or a run.</p>
Lesson 4	Modified Game	½ court games: 4 vs. 4

Unit Plan Title	Unit 7: Volleyball
Suggested Time Frame	3 weeks

Overview / Rationale
<p>The Volleyball unit is intended to provide the students the opportunity to acquire and build skills to improve teamwork, sportsmanship, communication, and safety. Students will also have the opportunity to practice and demonstrate physical/tactical skills which include: bump, set, spike (modified performance), and rotation during games. Students will also be expected to follow the rules of the game and keep score amongst themselves so that they have the knowledge to play this sport outside of school. Volleyball is a recreational and competitive sport which can provide students with various social environments. Students will have the opportunity to build their skills while participating in game-like settings.</p>

STAGE 1: Desired Results
NJSLS for Comprehensive Health and Physical Education
<ul style="list-style-type: none"> ● 2.5.6.A.1 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). ● 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. ● 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance. ● 2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities. ● 2.5.6.B.2 Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement. ● 2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. ● 2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. ● 2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures. ● 2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences. ● 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness. ● 2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). ● 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

- 2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
- 2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performances.
- 2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
- 2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.
- 2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> ● What are the main rules for volleyball? ● What types of strategies are used in volleyball? ● What are the three main hits or strikes on the ball called? ● What types of communication created a better team environment? ● How does PE relate to what I do every day? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● It is important for each player to know the rules for volleyball and play by them fairly. ● Volleyball has both offensive and defensive strategies. ● Positive verbal and non-verbal communication both can have an effect on the team and outcome of the game. ● Exercise can be fun and enjoyable. Staying well involves staying active.
Knowledge:	Skills:
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Strategies improve performance ● Three main “hits” include the bump, set, and spike ● The importance of teamwork and sportsmanship 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Follow the rules and safety guidelines for each activity. ● Utilize offense and defense strategies during game play. ● Demonstrate and explain how to bump, set, and spike (demonstration of the spike does not require the ball going over the net). ● Demonstrate good sportsmanship and teamwork during all activities.

Integrated Social and Emotional Learning Competencies

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- ☐ Recognize one's own feelings and thoughts
- ☐ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☒ Recognize one's personal traits, strengths and limitations
- ☒ Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- ☐ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☒ Recognize the skills needed to establish and achieve personal and educational goals
- ☒ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- ☐ Recognize and identify the thoughts, feelings, and perspectives of others
- ☒ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☐ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☒ Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- ☒ Develop, implement and model effective problem solving and critical thinking skills
- ☐ Identify the consequences associated with one's action in order to make constructive choices
- ☐ Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- ☐ Establish and maintain healthy relationships
- ☒ Utilize positive communication and social skills to interact effectively with others
- ☐ Identify ways to resist inappropriate social pressure
- ☒ Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- ☐ Identify who, when, where, or how to seek help for oneself or others when needed

DOE document – August 2017

	In this unit plan, the following 21st Century Life and Careers skills are addressed:	
	Check ALL that apply – 21st Century Themes	Indicate whether these skills are: <ul style="list-style-type: none">● E – encouraged● T – taught

			<ul style="list-style-type: none"> ● A – assessed
			Career Ready Practices
	9.1	Personal Financial Literacy	ETA CRP1. Act as a responsible and contributing citizen and employee.
	X	Income and Careers	ETA CRP2. Apply appropriate academic and technical skills.
		Money Management	CRP3. Attend to personal health and financial well-being.
		Credit and Debt Management	ETA CRP4. Communicate clearly and effectively and with reason.
		Planning, Saving, and Investing	CRP5. Consider the environmental, social and economic impacts of decisions.
		Becoming a Critical Consumer	CRP6. Demonstrate creativity and innovation.
		Civic Financial Responsibility	CRP7. Employ valid and reliable research strategies.
		Insuring and Protecting	E CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	9.2	Career Awareness, Exploration, and Preparation	CRP9. Model integrity, ethical leadership and effective management.
	X	Career Awareness	CRP10. Plan education and career paths aligned to personal goals.
		Career Exploration	CRP11. Use technology to enhance productivity.
		Career Preparation	ETA CRP12. Work productively in teams while using cultural global competence.
	Career Connections		
	Strength and Conditioning Coach Sports Announcer Athletic Trainer Statistician		

Interdisciplinary Connections

New Jersey Student Learning Standards – English Language Arts

- W.1-** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- W.2-** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selections organization, and analysis of content.

Technology Integration

2014 New Jersey Student Learning Standards for Technology

NJSLS 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- Google Suite: Docs, Sheets, Slides, Forms, Apps
- Devices:
 - Chromebooks
 - SMART / Promethean Interactive Boards

Student Resources	
Equipment:	Volleyballs, nets, cones, floor tape
Teacher Resources	
Fitness calculators	http://www.active.com/fitness/calculators/hearttrate.htm
Outdoor fitness activities	http://www.fitday.com/fitness-articles/fitness/exercises/6-summer-outdoor-fitness-activities.html
Monmouth county park fitness/walking trails	http://www.monmouthcountyparks.com/page.aspx?Id=2537
Websites	USA Volleyball http://www.teamusa.org/USA-Volleyball.aspx
Books:	<u>Station Games</u> by Maggie C Burk
	<u>No Standing Around in My Gym</u> by J.D. Hughes
	<u>Recess Success</u> by Guy Bailey
	<u>PE Metrics Textbook</u> by C. Burgeson, C. Richardson, J. McGavin, <i>PE Metrics, Assessing National Standards 1-6 In Secondary School</i> , Sewickley, PA, 2011.

Stage 2 – Acceptable Evidence		
Performance Task(s): <ul style="list-style-type: none"> Performance Rubric (See Below) 		Other Evidence: <ul style="list-style-type: none"> Formative Assessments Exit Slips <ul style="list-style-type: none"> What team strategy did you use to be successful? How will you improve? How did teamwork and sportsmanship make the game exciting Self-Assessment Informal Observations Summative Assessments: Quizzes, Unit Test, and Final Assessment

Rubric

Level	Basic Skills	Offense Skill	Defense Skill	Strategy
4	Consistently performs skills	Consistently demonstrates offense skill and strategy	Consistently demonstrates defense skill and strategy	Consistently demonstrates game strategy
3	Usually performs skills	Usually demonstrates offense skill and strategy	Usually demonstrates defense skill and strategy	Usually demonstrates game strategy
2	Sometimes performs skills	Sometimes demonstrates offense skill and strategy	Sometimes demonstrates defense skill and strategy	Sometimes demonstrates game strategy
1	Seldom performs skills	Seldom demonstrates offense skill and strategy	Seldom demonstrates defense skill and strategy	Seldom demonstrates game strategy
0	Does not participate			

STAGE 3: Plan Learning Experiences		
Lesson	Skill	Activity
Lesson 1	Net Play, Rotation, Positioning	<p>Newcomb: Class is divided into two teams on opposite sides of the court. Students must throw the ball across to the other side. The opposing team must catch the ball. 3 Points are earned when the opposing team drops or misses the ball.</p> <p>Elimination: Same rules as Newcomb, except players are eliminated from the court instead of points. Victory is achieved by eliminating the other team</p>
Lesson 2	Serving, Passing, Setting	<p>Partner Serving: Stand opposite a partner on either side of a net. One partner serves the ball and the other catches then serves it back to their partner.</p> <p>Circle Passing: Class is broken down into several circles. Pass the ball around circle as many times as they can while performing the “forearm pass”.</p> <p>Partner pass: Pass a beach ball back & forth across a net with their partner.</p> <p>Partner setting: Set volleyballs/balls with partners, and in small circles.</p>
Lesson 3	Modified/Volleyball Game	Volleyball game: 4v4 round robin-8v8 round robin tournament

Unit Plan Title	Unit 8: Team Building
Suggested Time Frame	3 weeks

Overview / Rationale

The purpose of the Team Building unit is to introduce a variety of activities which creates an environment which students must break the ice, begin trusting one another, and build strength from each other in order to achieve team goals. Each activity will ask students to step out of their comfort zones and use communication skills with all classmates. Students will be challenged mentally, physically, and emotionally in the gymnasium, outside, and on the rock wall.

All skills can be applied to any team sport during the length of a school year. The ultimate goal for this unit is to take the skills learned and apply them to all life experiences.

STAGE 1: Desired Results

NJSLS for Comprehensive Health and Physical Education

- 2.5.6.A.1 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).
- 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
- 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
- 2.5.6.B.2 Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.
- 2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
- 2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
- 2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.
- 2.5.6.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
- 2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
- 2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • What communication skills are needed to increase the chances for success? • What other places/settings besides sports are teams needed to perform? • How can one person affect a team? • How can you increase your trust in a stranger? • When and how can confidence affect performance? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Positive communication skills include one person speaking at a time, good listening from others, and asking any questions when there is a misunderstanding. • Businesses, companies, schools, etc. rely on production from their staff. Each staff member has a role and together they all work to create a “product”. These teams must have good communication skills in order to achieve their goals. • At any moment your confidence can be increased or decreased. If someone is not confident in their work then they may not produce and achieve any goals. If you acknowledge that you need help solving a problem, you may find yourself more successful and more confident in the future.
Knowledge:	Skills:
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Communication is essential to a team. • Everywhere people work together is a team setting and teamwork is necessary in order to be successful. • Any individual on a team is responsible for their own behavior. They alone can make or break a team and their ability to function/produce. • Successful experiences build confidence and unsuccessful experiences can damage confidence. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify and describe how teamwork affects the goals/production of the company/facility. • Increase their self-esteem by becoming a more confident person. • Traverse and spot on the rock wall. Spot a classmate on the low ropes or other team building elements. • Demonstrate the ability to strategize. • Engage in trust activities which may establish better relationships between classmates.

Integrated Social and Emotional Learning Competencies

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- ☐ Recognize one's own feelings and thoughts
- ☐ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☒ Recognize one's personal traits, strengths and limitations
- ☒ Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- ☐ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☒ Recognize the skills needed to establish and achieve personal and educational goals
- ☒ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- ☐ Recognize and identify the thoughts, feelings, and perspectives of others
- ☒ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☐ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☒ Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- ☒ Develop, implement and model effective problem solving and critical thinking skills
- ☐ Identify the consequences associated with one's action in order to make constructive choices
- ☐ Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- ☐ Establish and maintain healthy relationships
- ☒ Utilize positive communication and social skills to interact effectively with others
- ☐ Identify ways to resist inappropriate social pressure
- ☒ Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- ☐ Identify who, when, where, or how to seek help for oneself or others when needed

In this unit plan, the following 21st Century Life and Careers skills are addressed:				
Check ALL that apply – 21 st Century Themes			Indicate whether these skills are: <ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed Career Ready Practices	
9.1	Personal Financial Literacy		ETA	CRP1. Act as a responsible and contributing citizen and employee.
X	Income and Careers		ETA	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		ETA	CRP12. Work productively in teams while using cultural global competence.
Career Connections				
Corporate Team Building Corporate Trainer Tax Auditor Human Resources Recruiting Web Developer				

Interdisciplinary Connections

New Jersey Student Learning Standards – English Language Arts

- W.1-** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- W.2-** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selections organization, and analysis of content.

Technology Integration

2014 New Jersey Student Learning Standards for Technology

NJSLS 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- Google Suite: Docs, Sheets, Slides, Forms, Apps
- Devices:
 - Chromebooks
 - SMART / Promethean Interactive Boards

Student Resources

Livestrong.com	http://www.livestrong.com/article/341975-team-building-activities-for-kids-sports/
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Teacher Resources

Fitness calculators	http://www.active.com/fitness/calculators/hearttrate.htm
Outdoor fitness activities	http://www.fitday.com/fitness-articles/fitness/exercises/6-summer-outdoor-fitness-activities.html
Monmouth County Park fitness/walking trails	http://www.monmouthcountyparks.com/page.aspx?Id=2537
PE Central	http://pecentral.org/
Book:	<u>Project Adventure</u>

Stage 2 – Acceptable Evidence	
Performance Task(s): <ul style="list-style-type: none"> ● Performance Rubric: See Below ● Unit test: Essay questions <i>How can teamwork improve your own personal growth in life? What role does cooperation play in the success of the team? How can you apply teamwork and cooperation in a real life setting?</i> 	Other Evidence: <ul style="list-style-type: none"> ● Formative Assessments <ul style="list-style-type: none"> ● Team/Individual challenges (rock wall and team building elements). ● Team building activities: Name game, hand pulse, number count off, partner/team sits, willow in the wind, human knot, switch-change-rotate, trust falls, birthday line-up, hula hoop pass, flip the sheet, team across, clean your room, war ● Low elements: Whale watch, tall wall, planks, spider web, tire portal, log stand ● Basic Traverses ● Exit questions: How can cooperation and teamwork make you successful? What team strategies did you use to be successful? ● Informal observations ● Summative Assessments: Quizzes and Unit Test

Rubric

Level	Technique	Body Efficiency	Complete Climb
4	Consistently performs skills: <ul style="list-style-type: none"> ● 3-pt Contact ● Hips close to wall ● Leg support ● Uses hand holds for balance 	Consistently executes well planned movements	Consistently climbs to the finish
3	Usually performs skills: <ul style="list-style-type: none"> ● 3-pt Contact ● Hips close to wall ● Leg support ● Uses hand holds for balance 	Usually executes well planned movements	Usually climbs to the finish
2	Sometimes performs skills: <ul style="list-style-type: none"> ● 3-pt Contact ● Hips close to wall ● Leg support ● Uses hand holds for balance 	Sometimes executes well planned movements	Sometimes climbs to the finish
1	Seldom performs skills: <ul style="list-style-type: none"> ● 3-pt Contact ● Hips close to wall ● Leg support ● Uses hand holds for balance 	Seldom executes well planned movements	Seldom climbs to the finish
0	Does not participate		

STAGE 3: Plan Learning Experiences		
Lesson	Skill	Activity
Lesson 1	Communication (verbal vs. nonverbal)	<p><u>Ice breakers</u></p> <p>Circle memory: Students toss ball remembering the order they threw it in and repeat the order. Add more than one ball for difficulty.</p> <p>In & Out: Students stand with hands joined in a circle. Following the commands the circle jumps in or out, left or right in unison.</p> <p>Line up order: Students line up in the order that the teacher commands. Last name ABC, smallest to tallest, birthday, color of their shirt rainbow order.</p> <p><i>*Use verbal or non verbal cues to perform.</i></p>
Lesson 2	Trust activities	<p><u>Trust falls</u></p> <p>One person trust fall: You and a partner practice falling and spotting.</p> <p>Tripod trust fall: Group of 4, 3 people form a tripod circle and spot the person in the middle falling.</p> <p>Trust fall from height: Students grip each others' arms to create a basket for the person falling backwards from designated height.</p>
Lesson 3	Team building	<p>Electric fence: In groups of 8-10, students must get over the electric fence. Students use spotting techniques to assist students over the fence without touching.</p> <p>Mine field: Students must cross a designated area safely without touch any objects on the floor while guided by their team blindfolded.</p> <p>Cave walk: Students are brought out to a location without a blind fold on. Then they are placed in line with one hand on the person in front of them with a blindfold on. Next they have to silently walk back to the point of origin.</p>
Lesson 4	Team building, communication, and problem solving	<p>Whale watch: Teams of 8-12 balance the table top to be level. After table top is level, have the students arrange themselves in different ways across the table top without the table top touching the ground.</p>

		Island escape: In teams of 6-8 teams must move their team from one larger platform to the smallest platform using 2 planks of wood without touching the ground.
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Unit Plan Title	Unit 9: Dance
Suggested Time Frame	2 weeks

Overview / Rationale
The Dance unit will include basic routines for grades 6-8 through warm-up activities, skill development activities, dances and assessments. Basic history, terminology and rules are taught to enhance the dance. Participation, preparation, cooperation and behavior are the standards each elementary student is held to.

STAGE 1: Desired Results
NJSLS for Comprehensive Health and Physical Education
<ul style="list-style-type: none"> ● 2.5.6.A.1 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). ● 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. ● 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance. ● 2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. ● There is a strong cultural, ethnic, and historical background associated with competitive sports and dance. ● 2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures. ● 2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences. ● 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness. ● 2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program. ● 2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). ● 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

- 2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> ● What type of movement is used in these dances? ● How does movement relate to these dances? ● Why is movement important? ● What are ways to move? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. ● Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in game situations. ● Moving is important.
Knowledge:	Skills:
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to use proper terminology with various dances. ● Movements (clockwise, counter-clockwise, forward, backwards, circle, sideways). ● Positions and groupings. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● To move rhythmically in a variety of situations. ● Demonstrate all movements in the dance. ● Understand the social significance of dancing.

Integrated Social and Emotional Learning Competencies

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- ☐ Recognize one's own feelings and thoughts
- ☐ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☒ Recognize one's personal traits, strengths and limitations
- ☒ Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- ☐ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☒ Recognize the skills needed to establish and achieve personal and educational goals
- ☒ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- ☐ Recognize and identify the thoughts, feelings, and perspectives of others
- ☒ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☐ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☒ Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- ☒ Develop, implement and model effective problem solving and critical thinking skills
- ☐ Identify the consequences associated with one's action in order to make constructive choices
- ☐ Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- ☐ Establish and maintain healthy relationships
- ☒ Utilize positive communication and social skills to interact effectively with others
- ☐ Identify ways to resist inappropriate social pressure
- ☒ Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- ☐ Identify who, when, where, or how to seek help for oneself or others when needed

In this unit plan, the following 21st Century Life and Careers skills are addressed:

Check ALL that apply – 21 st Century Themes		Indicate whether these skills are: <ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed Career Ready Practices	
9.1	Personal Financial Literacy	ETA	CRP1. Act as a responsible and contributing citizen and employee.
X	Income and Careers	ETA	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting	E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation	ETA	CRP12. Work productively in teams while using cultural global competence.
Career Connections			
Choreographer Director Set Design Stage Manager Physical Therapist			

Interdisciplinary Connections

New Jersey Student Learning Standards – English Language Arts

- W.1-** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- W.2-** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selections organization, and analysis of content.

Technology Integration

2014 New Jersey Student Learning Standards for Technology

NJSLS 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- Google Suite: Docs, Sheets, Slides, Forms, Apps
- Devices:
 - Chromebooks
 - SMART / Promethean Interactive Boards

Student Resources

Equipment:	Music
Teacher Resources	
Fitness calculators	http://www.active.com/fitness/calculators/hearttrate.htm
PE Central	http://pecentral.org/
Websites:	Lesson Ideas https://www.pecentral.org/mediacenter/videolessons.html National Dance Education Organization https://www.ndeo.org/

Stage 2 – Acceptable Evidence	
Performance Task(s): <ul style="list-style-type: none"> ● Rubric-based Assessment ● Demonstrations of skills and strategies ● Allowing students the opportunity to communicate their knowledge and understanding. ● Use of a star chart for those performing the dances, listening to and following the instructions, and putting forth a good effort. 	Other Evidence: Formative Assessments: <ul style="list-style-type: none"> ● Exit Slip ● Self-Assessment ● Informal Observations Summative Assessments: <ul style="list-style-type: none"> ● Quizzes ● Unit Test ● Final Assessment

STAGE 3: Plan Learning Experiences		
Lesson	Skill	Activity
Lesson 1	Rhythm	Listening to music Clap to the beat Step to the beat
Lesson 2	Movement/dance steps	Combine movements and steps to form dance
Lesson 3	Established Dances CD with instruction and word prompts	Line Dance Square Dance Folk Dance <ul style="list-style-type: none"> ● Star Wars-Dance of the Storm Troopers ● Hula Hoop Routine/Dance ● Shaking it to "Uptown Funk" (Lesson)

Unit Plan Title	Unit 10: Racquet Sports (Tennis, Badminton, Pickle ball)
Suggested Time Frame	4 weeks

Overview / Rationale
<p>The Racquet Sports unit includes tennis, badminton and pickle ball, and is designed to teach the fundamental rules, skills and safety aspects of different racquet sport activities. Through practicing skills and playing in these games, this course will allow students to engage in physical activity. Racquet sports can be participated in throughout one's life as modes stay physically active. Sports Education Model may be also used in this unit to allow students to participate in different roles (coach, player, statistician, scorekeeper, and referee) to encourage participation, teamwork, and leadership.</p>

STAGE 1: Desired Results
NJSLS for Comprehensive Health and Physical Education
<ul style="list-style-type: none"> ● 2.5.6.A.1 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). ● 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. ● 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance. ● 2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities. ● 2.5.6.B.2 Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement. ● 2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. ● 2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. ● 2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures. ● 2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences. ● 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness. ● 2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). ● 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

- 2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
- 2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performances.
- 2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
- 2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.
- 2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> ● What forms of communication are necessary during a doubles match? ● How does the honor system come into play during individual sports? ● If we did not have rules during most of our games what type of situations could occur? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● During a doubles match communication is vital. ● All participants must keep score and use the honor system. ● Rules and regulations keep the participants safe during play and must be followed correctly for safety.
Knowledge:	Skills:
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Effective communication on a team is necessary for success. ● Providing feedback and supportive comments helps a team stay together and provides the individual with the feeling of being active. ● Without rules, the chances of injuring increase. There needs to be boundaries in any activity which help establish individual roles. ● Offensive strategies: Serve, forehand, backhand, drop shot overhand smash, and deep lob. ● Defensive strategies: court coverage, the lob, volley, and putting spin on the ball. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify ways to help their team even if they are not physically the strongest player. ● Identify and describe possible scenarios that may occur if a game does not have any rules ● Identify and demonstrate basic and advanced offensive and defensive strategies.

Integrated Social and Emotional Learning Competencies

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- ☐ Recognize the impact of one's feelings and thoughts on one's own behavior
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- ☒ Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- ☐ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☒ Recognize the skills needed to establish and achieve personal and educational goals
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- ☐ Recognize and identify the thoughts, feelings, and perspectives of others
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- ☒ Develop, implement and model effective problem solving and critical thinking skills
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In this unit plan, the following 21st Century Life and Careers skills are addressed:

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	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting	E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation	ETA	CRP12. Work productively in teams while using cultural global competence.
Career Connections			
Strength and Conditioning Coach Sports Announcer Athletic Trainer			

Interdisciplinary Connections

New Jersey Student Learning Standards – English Language Arts

- W.1-** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- W.2-** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selections organization, and analysis of content.

Technology Integration

2014 New Jersey Student Learning Standards for Technology

NJSLS 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- Google Suite: Docs, Sheets, Slides, Forms, Apps
- Devices:
 - Chromebooks
 - SMART / Promethean Interactive Boards

Student Resources

Equipment:	Racquets, tennis balls, pickle balls, nets, standards, cones, floor tape
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Teacher Resources

Fitness calculators	http://www.active.com/fitness/calculators/hearttrate.htm
Outdoor fitness activities	http://www.fitday.com/fitness-articles/fitness/exercises/6-summer-outdoor-fitness-activities.html
Monmouth County Park fitness/walking trails	http://www.monmouthcountyparks.com/page.aspx?Id=2537
PE Central	http://pecentral.org/
Books:	<u>Station Games</u> by Maggie C Burk
	<u>No Standing Around in My Gym</u> by J.D. Hughes
	<u>Recess Success</u> by Guy Bailey
	<u>PE Metrics Textbook</u> by C. Burgeson, C. Richardson, J. McGavin, <i>PE Metrics, Assessing National Standards 1-6 In Secondary School</i> , Sewickley, PA, 2011.

Stage 2 – Acceptable Evidence	
Performance Task(s): <ul style="list-style-type: none"> ● Performance Rubric: See Below <ul style="list-style-type: none"> ● Continental grip, Eastern grip ● Forehand, Backhand ● Serve, Lob Shot, Clear Shot, Overhand smash ● Volley, Half volley (drop shot) ● Court coverage (Movement) ● Statistic and record keeping (sports education model) 	Other Evidence: <ul style="list-style-type: none"> ● Formative Assessments ● Exit questions: Which skill did you find easiest to perform? Which skill did you find hardest to perform? What offensive strategy did you use? What defensive strategy did you use? How can you improve your game play? ● Self-Assessment ● Informal Observations ● Summative Assessments: Quizzes, Unit Test, and Final Assessment, Writing Activity (Career in Sport)

Rubric

Level	Basic Skills	Serve Skill	Fore/back hand swing Skill	Strategy
4	Consistently performs skills	Consistently demonstrates serve skill	Consistently demonstrates forehand and backhand swings	Consistently demonstrates game strategy
3	Usually performs skills	Usually demonstrates serve skill	Usually demonstrates forehand and backhand swings	Usually demonstrates game strategy
2	Sometimes performs skills	Sometimes demonstrates serve skill	Sometimes demonstrates forehand and backhand swings	Sometimes demonstrates game strategy
1	Seldom performs skills	Seldom demonstrates serve skill	Seldom demonstrates forehand and backhand swings	Seldom demonstrates game strategy
0	Does not participate			

STAGE 3: Plan Learning Experiences		
Lesson	Skill	Activity
Lesson 1	Forehand, backhand, racquet grip. Self rallies	Tap downs and bump ups Wall Ball: Volley against wall for return
Lesson 2	Court positioning and ready position. Serve and lob	Pickle ball: Using paddles and waffle ball over low net Eclipse ball: Using larger balls and paddles: alternate height of nets Badminton: Using badminton racquets and high nets, introduce shuttlecock
Lesson 3	Serve and lob. Overhead smash and drop shot. Modified Game	Serve/lob: To a space, using hoops and targets 4 Square: Modified game Contain the ball within the marked area for control and placement Champs and Challengers: Doubles/teams: when a team wins a point, they move to the back of champions end. If they lose they move to challengers end. Continue to rotate into the game.
Lesson 4	Written Knowledge	Careers in raquet sports: <ul style="list-style-type: none"> ● Have students illustrate and write about what jobs that may be available to students that through raquet sports. ● Examples- Coach, Personal Trainer, Athletic Trainer, Team Physician, Statistician, line judge, Marketing agent, Etc. ● Wins and losses - statistics may be recorded in order to promote friendly competition and participation in order to practice teamwork, offensive/defensive strategies, following rules, communication, and understanding how roles on a team are vital. ● Technology may be used to show students proper techniques and gameplay strategies.

Unit Plan Title	Unit 11: Yoga
Suggested Time Frame	2 weeks

Overview / Rationale

This unit is designed to teach students the fundamentals of yoga and Pilates. Research has shown both physical and mental benefits from the practice of yoga and meditation. Students will learn the sun salutations as well as other basic yoga positions. The focus of this class will be on strength, flexibility, relaxation and breathing techniques. Yoga is a lifelong activity that can be modified for any population, age group or ability.

STAGE 1: Desired Results

NJSLS for Comprehensive Health and Physical Education

- 2.5.6.A.1 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).
- 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
- 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
- 2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
- 2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.
- 2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.
- 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.
- 2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
- 2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
- 2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.
- 2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.

- 2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
- 2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
- 2.6.8.A.3 Analyze how medical and technological advances impact personal fitness.

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> ● What are the benefits of yoga? ● How does yoga affect someone's lifestyle? ● What diseases, conditions can be helped by doing yoga? ● What part do you think breathing plays in the role of yoga? ● When and where can yoga be applied? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The benefits of yoga include improvement in balance, strength, and flexibility. It is also been able to help decrease anxiety and stress. ● Yoga allows people to improve various health related fitness components such as balance, coordination, flexibility, and strength without the use of any equipment. ● Yoga can be therapeutic to a person because of the time a person spends listening to their body. Yoga can be as physically intense as the participant decides and has proven to provide a full-body workout. ● There are 12 poses which put together the Sun Salutation, a series of poses used in most styles of yoga.
Knowledge:	Skills:
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Improving health-related fitness components leads to a decrease in risk of injury and healthier life. ● Yoga has the potential to increase the health of person mentally, physically, emotionally, and sometimes spiritually. ● The poses used for the Sun Salutation. They include: Child's Pose, Downward-Facing Dog, Cobra Pose, Cow Pose, Cat Pose, Extended Puppy Pose, Sphinx Pose, Cat Pose, Cow Pose, Cobra Pose, Downward-Facing Dog, and Child's Pose. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Explore their personal benefits of yoga, plus what other benefits can result. ● Describe their experience and yoga and research why others have decided to take part. ● Identify and describe areas of their lives which can benefit from participating in yoga. ● Demonstrate the Sun Salutation. ● Identify and describe where and when they can use yoga in the future.

Integrated Social and Emotional Learning Competencies

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- ☐ Recognize one's own feelings and thoughts
- ☐ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☒ Recognize one's personal traits, strengths and limitations
- ☒ Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- ☐ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☒ Recognize the skills needed to establish and achieve personal and educational goals
- ☒ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- ☐ Recognize and identify the thoughts, feelings, and perspectives of others
- ☒ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☐ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☒ Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- ☒ Develop, implement and model effective problem solving and critical thinking skills
- ☐ Identify the consequences associated with one's action in order to make constructive choices
- ☐ Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- ☐ Establish and maintain healthy relationships
- ☒ Utilize positive communication and social skills to interact effectively with others
- ☐ Identify ways to resist inappropriate social pressure
- ☒ Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- ☐ Identify who, when, where, or how to seek help for oneself or others when needed

In this unit plan, the following 21st Century Life and Careers skills are addressed:

Check ALL that apply – 21 st Century Themes		Indicate whether these skills are: <ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed Career Ready Practices	
9.1	Personal Financial Literacy	ETA	CRP1. Act as a responsible and contributing citizen and employee.
X	Income and Careers	ETA	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting	E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation	ETA	CRP12. Work productively in teams while using cultural global competence.
Career Connections			
	Yoga Instructor Wellness Coach Researcher Physical Therapist		

Interdisciplinary Connections

New Jersey Student Learning Standards – English Language Arts

- W.1-** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- W.2-** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selections organization, and analysis of content.

Technology Integration

2014 New Jersey Student Learning Standards for Technology

NJSLS 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- Google Suite: Docs, Sheets, Slides, Forms, Apps
- Devices:
 - Chromebooks
 - SMART / Promethean Interactive Boards

Student Resources

Equipment:	Yoga mats, blocks
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Teacher Resources

Websites:	http://pecentral.org/
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Books:	<u>Station Games</u> by Maggie C Burk
	<u>No Standing Around in My Gym</u> by J.D. Hughes

Stage 2 – Acceptable Evidence	
Performance Task(s): <ul style="list-style-type: none"> Performance Rubric: See Below Demonstration of the Sun Salutations 	Other Evidence: <ul style="list-style-type: none"> Formative Assessments Exit questions: Which skill did you find easiest to perform? Which skill did you find hardest to perform? How can you better your form? Self-Assessment Informal Observations Summative Assessments: Quizzes, Unit Test, and Final Assessment

Rubric				
Assessment Category	4	3	2	1
Activity <ul style="list-style-type: none"> On task Active participation Cooperative with others 	Consistently	Often	Inconsistently	Occasionally
Content/Poses <ul style="list-style-type: none"> Identifies and demonstrates poses 	Consistently	Often	Inconsistently	Occasionally
Alignment <ul style="list-style-type: none"> Demonstrates proper alignment for poses 	Consistently	Often	Inconsistently	Occasionally
Flow <ul style="list-style-type: none"> Participates without disruption or distraction 	Consistently	Often	Inconsistently	Occasionally

STAGE 3: Plan Learning Experiences

Lesson	Skill	Activity
Lesson 1	<ul style="list-style-type: none">● Warm up● Balance● Strength● Flexibility	Stretching Exercises: standing and mat stretching
Lesson 2	<ul style="list-style-type: none">● Breathing & relaxation● Meditation	Mat Relaxation: Relaxing body and mind with deep breathing and mood music moving around cones in a zigzag pattern.
Lesson 3	<ul style="list-style-type: none">● Basic Poses	Sun Salutation: Progression of the 12 poses: <ul style="list-style-type: none">● Child's Pose● Downward-Facing Dog● Cobra Pose● Cow Pose● Cat Pose● Extended Puppy Pose● Sphinx Pose● Cat Pose● Cow Pose● Cobra Pose● Downward-Facing Dog● Child's Pose

Unit Plan Title	Unit 12: Track and Field
Suggested Time Frame	3 weeks

Overview / Rationale
<p>The Track and Field unit is designed to introduce track and field activities to the students. As a sport that can be both individual and team oriented, students can develop an interest in track and field that can help improve their overall health. Individually, the student can learn to set goals and try to improve their performance on specific events. As a team, students will work hard together to perform their best for their team. The students will learn how to run different distances that will build up their cardiovascular endurance and muscle strength. Overall, this unit will create an interest in track and field events and build towards a continuation of the skills throughout their lives.</p>

STAGE 1: Desired Results
NJSLS for Comprehensive Health and Physical Education
<ul style="list-style-type: none"> ● 2.5.6.A.1 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). ● 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. ● 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance. ● 2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities. ● 2.5.6.B.2 Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement. ● 2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. ● 2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. ● 2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures. ● 2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences. ● 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness. ● 2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

- 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
- 2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
- 2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performances.
- 2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
- 2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.
- 2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> ● How did you challenge yourself today? ● What will I do next time to better challenge myself? ● How do I get better? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Fit people engage in physical activity on a regular basis. ● Repetition of proper technique leads to improvement. ● Take care of yourself so you can be your best every day. ● The best choices for you fit who you are and what you need.
Knowledge:	Skills:
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The rules of the track and safety. ● How to calculate resting heart rate. ● How to calculate and monitor target heart rate. ● How to determine maximum heart rate. ● How to pace oneself with different distances. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Follow the rules of the track and safety. ● Calculate their resting heart rate. ● Calculate and monitor target heart rate. ● Determine maximum heart rate. ● How to pace oneself with different distances. ● Analyze their performance to determine how to improve.

Integrated Social and Emotional Learning Competencies

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- ☐ Recognize one's own feelings and thoughts
- ☐ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☒ Recognize one's personal traits, strengths and limitations
- ☒ Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- ☐ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☒ Recognize the skills needed to establish and achieve personal and educational goals
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Social Awareness

- ☐ Recognize and identify the thoughts, feelings, and perspectives of others
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- ☐ Demonstrate an understanding of the need for mutual respect when viewpoints differ
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Responsible Decision Making

- ☒ Develop, implement and model effective problem solving and critical thinking skills
- ☐ Identify the consequences associated with one's action in order to make constructive choices
- ☐ Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- ☐ Establish and maintain healthy relationships
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In this unit plan, the following 21st Century Life and Careers skills are addressed:

Check ALL that apply – 21 st Century Themes		Indicate whether these skills are: <ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed Career Ready Practices	
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	Credit and Debt Management	ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting	E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation	ETA	CRP12. Work productively in teams while using cultural global competence.
Career Connections			
Strength and Conditioning Coach Fitness Director Athletic Scout Athletic Trainer Broadcast Engineer Dietitian			

Interdisciplinary Connections

New Jersey Student Learning Standards – English Language Arts

- W.1-** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- W.2-** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selections organization, and analysis of content.

Technology Integration

2014 New Jersey Student Learning Standards for Technology

NJSLS 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- Google Suite: Docs, Sheets, Slides, Forms, Apps
- Devices:
 - Chromebooks
 - SMART / Promethean Interactive Boards

Student Resources

Fitness calculators	http://www.active.com/fitness/calculators/hearttrate.htm
History	http://track.isport.com/track-history/
Equipment:	Cones, batons, stop watches, measuring tape
Teacher Resources	
Fitness calculators	http://www.active.com/fitness/calculators/hearttrate.htm
Outdoor fitness activities	http://www.fitday.com/fitness-articles/fitness/exercises/6-summer-outdoor-fitness-activities.html
Monmouth County Park fitness/walking trails	http://www.monmouthcountyparks.com/page.aspx?Id=2537
Websites:	https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4625
Books:	<u>Station Games</u> by Maggie C Burk
	<u>No Standing Around in My Gym</u> by J.D. Hughes
	<u>Recess Success</u> by Guy Bailey
	<u>PE Metrics Textbook</u> by C. Burgeson, C. Richardson, J. McGavin, <i>PE Metrics, Assessing National Standards 1-6 In Secondary School</i> , Sewickley, PA, 2011.

Stage 2 – Acceptable Evidence	
Performance Task(s): <ul style="list-style-type: none"> ● Rubric-based Assessment ● Set personal goals to improve on your timing for each run and/or jump and track improvement. 	Other Evidence: <ul style="list-style-type: none"> ● Formative Assessments ● Exit Slip ● Self-Assessment ● Informal Observations ● Summative Assessments: Quizzes, Unit Test, and Final Assessment ● Unit test: Essay - <i>Describe how setting goals improved your performance. Name five events.</i>

STAGE 3: Plan Learning Experiences		
Lesson	Skill	Activity
Lesson 1	Sprint events Hurdle event Relay events	Start position: Using whistle prompt, send runners off: 50 meter dash; 100 meter dash; 400 meter dash; 800 meter run; Relay: Combine run with passing baton
Lesson 2	Distance events Monitor Heart Rate	PACER: Use activity to introduce distance Distance Challenge: Mark off distances and complete your chosen distance; one mile run
Lesson 3	Field events	Foam Javelin Toss Frisbee Discus Softball Shot Put Standing Long Jump Long jump

Unit Plan Title	Unit 13: Lacrosse
Suggested Time Frame	4 weeks

Overview / Rationale

The Lacrosse unit is designed to teach the fundamental rules, skills and safety aspects of lacrosse. Through practicing skills and playing in these games, this unit will allow students to engage in physical activity. Lacrosse can be participated in throughout one's life as a mode of stay physically active. Sports Education Model may be also used in this unit to allow students to participate in different roles (coach, player, statistician, scorekeeper, and referee) to encourage participation, teamwork, and leadership.

STAGE 1: Desired Results

NJSLS for Comprehensive Health and Physical Education

- 2.5.6.A.1 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).
- 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
- 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
- 2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.
- 2.5.6.B.2 Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.
- 2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
- 2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
- 2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.
- 2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.
- 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.
- 2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
- 2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

- 2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performances.
- 2.5.8.C.1 Assess the player behavior for evidence of sportsmanship in individual, small-group, and team activities.
- 2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.
- 2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> ● How can you help the team even if you are not the strongest participant or most skilled? ● Without rules, what situations could occur? ● How can having the ability to cradle and shoot on both sides of body enhance one's ability to score in lacrosse? ● What are some similarities in lacrosse to other sports? (Soccer, basketball, hockey, football)? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Communication is vital. ● Some participants will be leaders and others will be followers, but each have equal significance. ● Rules and regulations keep the participants safe during play and must be followed correctly for safety. ● The ability to cradle and shoot from both the left and right hand can enhance a player's ability to score.
Knowledge:	Skills:
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Communication is necessary for success. ● Knowing your own role helps the team come together and take care of all that needs to be accomplished during play. ● Offensive and defensive strategies. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Describe the importance of knowing their roles. ● Identify ways to help their team even if they are not physically the strongest player. ● Demonstrate, basic and advanced, offensive and defensive strategies.

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The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

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- ☐ Recognize the impact of one's feelings and thoughts on one's own behavior
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- ☒ Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- ☐ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
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Responsible Decision Making

- ☒ Develop, implement and model effective problem solving and critical thinking skills
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Relationship Skills

- ☐ Establish and maintain healthy relationships
- ☒ Utilize positive communication and social skills to interact effectively with others
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In this unit plan, the following 21st Century Life and Careers skills are addressed:

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	Insuring and Protecting	E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
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	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation	ETA	CRP12. Work productively in teams while using cultural global competence.
Career Connections			
	Strength and Conditioning Coach Athletic Trainer Statistician Referee Athletic Director Physical Education Teacher		

Interdisciplinary Connections

New Jersey Student Learning Standards – English Language Arts

- W.1-** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
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NJSLS 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- Google Suite: Docs, Sheets, Slides, Forms, Apps
- Devices:
 - Chromebooks
 - SMART / Promethean Interactive Boards

Student Resources

Equipment:	Lacrosse sticks, tennis balls, lacrosse safety balls, nets
Teacher Resources	
Fitness calculators	http://www.active.com/fitness/calculators/hearttrate.htm
Outdoor fitness activities	http://www.fitday.com/fitness-articles/fitness/exercises/6-summer-outdoor-fitness-activities.html
Monmouth County Park fitness/walking trails	http://www.monmouthcountyparks.com/page.aspx?Id=2537
PE Central	http://pecentral.org/
Books:	<u>Station Games</u> by Maggie C Burk
	<u>No Standing Around in My Gym</u> by J.D. Hughes
	<u>Recess Success</u> by Guy Bailey
	<u>PE Metrics Textbook</u> by C. Burgeson, C. Richardson, J. McGavin, <i>PE Metrics, Assessing National Standards 1-6 In Secondary School</i> , Sewickley, PA, 2011.

Stage 2 – Acceptable Evidence	
Performance Task(s): <ul style="list-style-type: none"> ● Performance Rubric: See Below <ul style="list-style-type: none"> ● Passing (stationary and a moving) ● Catching (stationary and a moving) ● Cradling (cross face/ running, one hand) ● Picking up Ground Balls ● Running specific plays (give and go, pick and roll, motion) ● Dodging (face, roll, split) ● Shooting on goal (stationary and a moving, righty and lefty, bouncing shot) ● Goalie saving shot (High, low, bounce) ● Man defensive technique ● Zone Defense technique ● Statistic and record keeping (sports education model) 	Other Evidence: <p>Formative Assessments</p> <ul style="list-style-type: none"> ● Exit questions: <ul style="list-style-type: none"> ● Which skill did you find easiest to perform? ● Which skill did you find hardest to perform? ● What offensive strategy did you use? ● What defensive strategy did you use? ● Self-Assessment ● Informal Observations <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Quizzes, Unit Test, and Final Assessment

Rubric

Level	Basic Skills	Offense Skill	Defense Skill	Strategy
4	Consistently performs skills	Consistently demonstrates offense skill and strategy	Consistently demonstrates defense skill and strategy	Consistently demonstrates game strategy
3	Usually performs skills	Usually demonstrates offense skill and strategy	Usually demonstrates defense skill and strategy	Usually demonstrates game strategy
2	Sometimes performs skills	Sometimes demonstrates offense skill and strategy	Sometimes demonstrates defense skill and strategy	Sometimes demonstrates game strategy
1	Seldom performs skills	Seldom demonstrates offense skill and strategy	Seldom demonstrates defense skill and strategy	Seldom demonstrates game strategy

0	Violates procedures and or does not participate
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STAGE 3: Plan Learning Experiences		
Lesson	Skill	Activity
Lesson 1	Carry & Cradling Scoop (Rake)	<p>Carry n Cradle: Students jog slowly around play area carrying the ball safely in the stick around cones & in various patterns.</p> <p>Groundball Scooping Contest: Class is divided into approx. 4-6 teams. Each team has a goal. Each team forms a circle. Inside each circle there are many balls. On the signal to go the 1st person in each group runs into the circle, scoops a ball, and runs to shoot in their goal.</p> <p>Relays: Carry and cradle the ball. Relay to other line across with a shovel pass; pass</p>
Lesson 2	Throwing, Catch	<p>Wall ball: Throw a ball to the wall and catches it.</p> <p>Partner toss and catch: Students toss (bounce) the ball to a partner and the partner catches.</p> <p>Line relays: Zigzag- carry ball moving around cones in a zig zag pattern.</p>
Lesson 3	Shooting and Game.	<p>Shooting Practice: Line up in a semicircle around goal. Number positions 1-5. They take turns shooting from each position.</p> <p>Modified game: 6v6 games, using a shovel pass grounder to score.</p>

Unit Plan Title	Unit 14: Softball
Suggested Time Frame	3 weeks

Overview / Rationale
<p>The Softball unit is intended to provide the students the opportunity to acquire and build skills to improve teamwork, sportsmanship, communication, and safety. Students will also have the opportunity to practice and demonstrate physical/tactical skills include: overhand throwing, catching (with/without a glove), batting (swinging), and base running. Students will also understand the fundamentals, rules, and structure of the game (i.e. inning, outs, etc.). Softball is a recreational and competitive sport that can provide students with various social environments. Students will have the opportunity to participate in skill development and game-like settings.</p>

STAGE 1: Desired Results
NJSLS for Comprehensive Health and Physical Education
<ul style="list-style-type: none"> ● 2.5.6.A.1 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). ● 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. ● 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance. ● 2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities. ● 2.5.6.B.2 Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement. ● 2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. ● 2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. ● 2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures. ● 2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences. ● 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness. ● 2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). ● 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

- 2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
- 2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performances.
- 2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
- 2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.
- 2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> ● Why is it important to understand how to play softball? ● Which skills should we improve on and why? ● What makes you a good teammate? ● How can softball positively help or improve your health? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Repetition of proper technique leads to improvement. It is important to try new skills each time you play. ● Practicing individual skills outside of a game setting helps break each skill down and improves overall performance. ● Take care of yourself so you can be your best every day. Softball requires a lot of agility and quick movement. Each athlete must maintain good physical shape to keep their bodies healthy and fit.
Knowledge:	Skills:
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Form: Proper grip and position of the bat, throwing accurately using opposition, catching. ● The rules to a softball game. ● Offensive and defensive strategies (double plays, bunting, fakes). ● The importance of teamwork and sportsmanship. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Swing and hit a pitched ball. ● Throw overhand accurately using opposition. ● Catch a ball thrown to them using two hands with or without a glove. ● Demonstrate offensive strategies. ● Demonstrate defensive strategies such as a double plays and fake throws.

Integrated Social and Emotional Learning Competencies

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- ☐ Recognize one's own feelings and thoughts
- ☐ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☒ Recognize one's personal traits, strengths and limitations
- ☒ Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- ☐ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☒ Recognize the skills needed to establish and achieve personal and educational goals
- ☒ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- ☐ Recognize and identify the thoughts, feelings, and perspectives of others
- ☒ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☐ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☒ Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- ☒ Develop, implement and model effective problem solving and critical thinking skills
- ☐ Identify the consequences associated with one's action in order to make constructive choices
- ☐ Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- ☐ Establish and maintain healthy relationships
- ☒ Utilize positive communication and social skills to interact effectively with others
- ☐ Identify ways to resist inappropriate social pressure
- ☒ Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- ☐ Identify who, when, where, or how to seek help for oneself or others when needed

In this unit plan, the following 21st Century Life and Careers skills are addressed:

Check ALL that apply – 21 st Century Themes		Indicate whether these skills are: <ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed Career Ready Practices	
9.1	Personal Financial Literacy	ETA	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	ETA	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting	E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation	ETA	CRP12. Work productively in teams while using cultural global competence.
Career Connections			
Broadcaster Umpire Strength and Conditioning Coach Sports Announcer Athletic Trainer Statistician			

Interdisciplinary Connections

New Jersey Student Learning Standards – English Language Arts

- W.1-** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- W.2-** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selections organization, and analysis of content.

Technology Integration

2014 New Jersey Student Learning Standards for Technology

NJSLS 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- Google Suite: Docs, Sheets, Slides, Forms, Apps
- Devices:
 - Chromebooks
 - SMART / Promethean Interactive Boards

Student Resources

Little League	http://www.littleleague.org/Little_League_Online.htm
	http://www.eteamz.com/neptunell/
Equipment:	Softballs, whiffle balls, bats, bases
Teacher Resources	
Fitness calculators	http://www.active.com/fitness/calculators/hearttrate.htm
Outdoor fitness activities	http://www.fitday.com/fitness-articles/fitness/exercises/6-summer-outdoor-fitness-activities.html
Monmouth County Park fitness/walking trails	http://www.monmouthcountyparks.com/page.aspx?Id=2537
Website	http://pecentral.org/
Books:	<u>Station Games</u> by Maggie C Burk
	<u>No Standing Around in My Gym</u> by J.D. Hughes
	<u>Recess Success</u> by Guy Bailey
	<u>PE Metrics Textbook</u> by C. Burgeson, C. Richardson, J. McGavin, <i>PE Metrics, Assessing National Standards 1-6 In Secondary School</i> , Sewickley, PA, 2011.

Stage 2 – Acceptable Evidence	
Performance Task(s): <ul style="list-style-type: none"> Rubric-based Skills Assessment 	Other Evidence: <ul style="list-style-type: none"> Formative Assessments Exit Slip <ul style="list-style-type: none"> What are the different ways to get someone out? What is one safety rule? How can you improve? What team strategy did you use? Self-Assessment Informal Observations Summative Assessments: Quizzes, Unit Test, and Final Assessment

Rubric

Level	Basic Skills	Offense Skill	Defense Skill	Strategy
4	Consistently performs skills	Consistently demonstrates offense skill and strategy	Consistently demonstrates defense skill and strategy	Consistently demonstrates game strategy
3	Usually performs skills	Usually demonstrates offense skill and strategy	Usually demonstrates defense skill and strategy	Usually demonstrates game strategy
2	Sometimes performs skills	Sometimes demonstrates offense skill and strategy	Sometimes demonstrates defense skill and strategy	Sometimes demonstrates game strategy
1	Seldom performs skills	Seldom demonstrates offense skill and strategy	Seldom demonstrates defense skill and strategy	Seldom demonstrates game strategy
0	Does not participate			

STAGE 3: Plan Learning Experiences		
Lesson	Skill	Activity
Lesson 1	Throwing, batting	<p>Partner Toss: Partner tosses a ball back & forth between them.</p> <p>Tee Ball Hit: Make lines 30, 40, 50 feet from tee. Each gets five hits then proceed to a fielder position. Hits are scored for their ‘in air’ distance. <30=one pt. 30 & 40 feet=pts. 40-50 feet=three pts. Over 50=four pts.</p> <p>Wall Ball Toss: One tennis ball per student. Varying the distance throw the ball toward a target on the wall.</p>
Lesson 2	Catching, running bases, fielding	<p>Throw it and Run: Pitcher throws the ball to batter. Batter catches the ball, throws it to the outfield, and run to as many bases as they can before the pitcher gets the ball. Each base touched is a point for the offensive team.</p> <p>Beat the ball: <i>see basketball unit.</i></p> <p>Skills stations Circuit</p>
Lesson 3	Modified Games	<p>Wiffleball, “T” Ball Softball</p>

Unit Plan Title	Unit 15: Golf
Suggested Time Frame	2 weeks

Overview / Rationale
<p>The Golf unit will include all basic skills for grades 6-8 through warm-up activities, skill development activities, and assessment. History, equipment, core values and basic terminology are taught to enhance the activity. Participation, preparation, cooperation and behavior are the standards each elementary student is held to.</p>

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Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> ● Why is it important that I show good sportsmanship? ● Why are safety procedures so important? ● How are the core values of “The First T” applied to everyday life? ● What is golf etiquette? ● What does SNAG stand for? (Starting New At Golf) 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● There are personal, safety and social behavior expectations while participating in physical activities. ● Performing movement skills in a correct manner improves overall performance and increases participation. ● Offensive, defensive and cooperative strategies are applied in most games, sports, and other activity situations. ● There is a direct correlation to repetitive skills and improvement in execution of those skills.
Knowledge:	Skills:
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Proper posture. ● Proper grip. ● Proper alignment. ● Proper safety (A,B,C). ● Proper names for equipment. ● Golf terminology and vocabulary. ● Cue words for activities. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Putt or “roll” the ball. ● Pitch the ball. ● Chip the ball. ● Full swing through the ball. ● Identify different strokes and their uses during play. ● Control force used in each stroke.

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	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
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X	Career Exploration			CRP11. Use technology to enhance productivity.
X	Career Preparation		ETA	CRP12. Work productively in teams while using cultural global competence.
Career Connections				
Social Media Manager Marketing Manager Product Development Officer Golf Course Mapper Sports Announcer				

Interdisciplinary Connections

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- Google Suite: Docs, Sheets, Slides, Forms, Apps
- Devices:
 - Chromebooks
 - SMART / Promethean Interactive Boards

Student Resources

Equipment	Putters, wedges, foam golf balls, practice balls, golf balls, targets
Teacher Resources	
Fitness calculators	http://www.active.com/fitness/calculators/hearttrate.htm
Outdoor activities	Monmouth County Parks golf courses and First T Program
Websites:	www.theFirstTee.org http://pecentral.org/ History of Golf https://www.igfgolf.org/about-golf/history/ https://aaregistry.org/story/african-americans-and-golf-a-brief-history/ Golf vocabulary https://www.englishclub.com/vocabulary/sports-golf.htm Science of Golf https://www.youtube.com/watch?v=fcjaxC-e8oY

	https://www.nbclearn.com/science-of-golf/cuecard/64135 STEM News article for students https://www.usga.org/content/dam/usga/pdf/science-of-golf/kidscoopstem.pdf
Books:	The First T National School Program Curriculum Manual 3 rd edition Game of Privilege (2017) by Lane Demas https://uncpress.org/book/9781469634227/game-of-privilege/

STAGE 2: Determine Acceptable Evidence

Stage 2 – Acceptable Evidence	
Performance Task(s): <ul style="list-style-type: none"> ● Rubric-based Assessment ● Drills and activities ● Skill development and strategies ● Contribute to group/team play 	Other Evidence: Formative Assessments: <ul style="list-style-type: none"> ● Exit Slip ● Self-Assessment ● Informal Observations Summative Assessments: <ul style="list-style-type: none"> ● Quizzes, Unit Test, and Final Assessment

STAGE 3: Plan Learning Experiences

Lesson	Skill	Activity
Lesson 1	Grip, stance, putting SNAP activities and/or guidelines	Putting: Putt ball to Roller board target
Lesson 2	Grip, stance, chip, pitch SNAP activities and/or guidelines	Chipping: Chip ball from launch pad to Flagstick target. Pitching: Pitch ball from launch pad to flagstick target
Lesson 3	Grip, stance, full swing, modified golf game	Full swing: hit ball from launch pad to targets on floor Disc Golf: using a Frisbee in place of golf balls to simulate golf activity

Accommodations and Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.

- Use online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater

- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:
<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

PACING GUIDE

Physical Education Grades 6-8					
LESSONS	TOPIC	NJSLS	LESSONS	TOPIC	NJSLS
1	Soccer	2.5	21	Football	2.5
2	Soccer	2.5	22	Football	2.5
3	Soccer	2.5	23	Football	2.5
4	Soccer	2.5	24	Football	2.5
5	Soccer	2.5	25	Football	2.5
6	Soccer	2.5	26	Football	2.5
7	Soccer	2.5	27	Football	2.5
8	Soccer	2.5	28	Football	2.5
9	Soccer	2.5	29	Football	2.5
10	Soccer	2.5	30	Football	2.5
11	Soccer	2.5	31	Cooperative Games	2.5
12	Soccer	2.5	32	Cooperative Games	2.5
13	Soccer	2.5	33	Cooperative Games	2.5
14	Soccer	2.5	34	Cooperative Games	2.5
15	Soccer	2.5	35	Cooperative Games	2.5
16	Football	2.5	36	Cooperative Games	2.5
17	Football	2.5	37	Cooperative Games	2.5
18	Football	2.5	38	Cooperative Games	2.5
19	Football	2.5	39	Cooperative Games	2.5
20	Football	2.5	40	Cooperative Games	2.5

Physical Education Grades 6-8					
LESSONS	TOPIC	NJSLS	LESSONS	TOPIC	NJSLS
41	Cooperative Games	2.5	61	Floor Hockey	2.6
42	Cooperative Games	2.5	62	Floor Hockey	2.6
43	Cooperative Games	2.5	63	Floor Hockey	2.6
44	Cooperative Games	2.5	64	Floor Hockey	2.6
45	Cooperative Games	2.5	65	Floor Hockey	2.6
46	Cooperative Games	2.6	66	Floor Hockey	2.6
47	Cooperative Games	2.6	67	Floor Hockey	2.6
48	Cooperative Games	2.6	68	Floor Hockey	2.6
49	Cooperative Games	2.6	69	Floor Hockey	2.6
50	Cooperative Games	2.6	70	Floor Hockey	2.6
51	Fitness	2.6	71	Floor Hockey	2.6
52	Fitness	2.6	72	Floor Hockey	2.6
53	Fitness	2.6	73	Floor Hockey	2.6
54	Fitness	2.6	74	Floor Hockey	2.6
55	Fitness	2.6	75	Floor Hockey	2.6
56	Fitness	2.6	76	Basketball	2.6
57	Fitness	2.6	77	Basketball	2.6
58	Fitness	2.6	78	Basketball	2.6
59	Fitness	2.6	79	Basketball	2.6
60	Fitness	2.6	80	Basketball	2.6

Physical Education Grades 6-8					
LESSONS	TOPIC	NJSLS	LESSONS	TOPIC	NJSLS
81	Basketball	2.6	101	Volleyball	2.6
82	Basketball	2.5	102	Volleyball	2.6
83	Basketball	2.5	103	Volleyball	2.6
84	Basketball	2.5	104	Volleyball	2.6
85	Basketball	2.5	105	Volleyball	2.6
86	Basketball	2.5	106	Volleyball	2.6
87	Basketball	2.5	107	Volleyball	2.6
88	Basketball	2.5	108	Volleyball	2.6
89	Basketball	2.5	109	Volleyball	2.5
90	Basketball	2.5	110	Volleyball	2.5
91	Basketball	2.6	111	Team Building	2.5
92	Basketball	2.6	112	Team Building	2.5
93	Basketball	2.6	113	Team Building	2.5
94	Basketball	2.6	114	Team Building	2.5
95	Basketball	2.6	115	Team Building	2.5
96	Volleyball	2.6	116	Team Building	2.5
97	Volleyball	2.6	117	Team Building	2.5
98	Volleyball	2.6	118	Team Building	2.5
99	Volleyball	2.6	119	Team Building	2.5
100	Volleyball	2.6	120	Team Building	2.5

Physical Education Grades 6-8					
LESSONS	TOPIC	NJSLS	LESSONS	TOPIC	NJSLS
121	Dance	2.5	141	Yoga	2.6
122	Dance	2.5	142	Yoga	2.6
123	Dance	2.5	143	Yoga	2.6
124	Dance	2.5	144	Yoga	2.6
125	Dance	2.5	145	Yoga	2.5
126	Racquet Sports	2.5	146	Track & Field	2.5
127	Racquet Sports	2.5	147	Track & Field	2.5
128	Racquet Sports	2.6	148	Track & Field	2.5
129	Racquet Sports	2.6	149	Track & Field	2.5
130	Racquet Sports	2.6	150	Track & Field	2.5
131	Racquet Sports	2.6	151	Track & Field	2.5
132	Racquet Sports	2.6	152	Track & Field	2.5
133	Racquet Sports	2.6	153	Track & Field	2.5
134	Racquet Sports	2.6	154	Track & Field	2.6
135	Racquet Sports	2.6	155	Track & Field	2.6
136	Racquet Sports	2.6	156	Lacrosse	2.6
137	Racquet Sports	2.6	157	Lacrosse	2.6
138	Racquet Sports	2.6	158	Lacrosse	2.6
139	Racquet Sports	2.6	159	Lacrosse	2.6
140	Racquet Sports	2.6	160	Lacrosse	2.6

LESSONS	TOPIC	NJSLS		LESSONS	TOPIC	NJSLS
161	Lacrosse	2.6				
162	Lacrosse	2.6				
163	Lacrosse	2.5				
164	Lacrosse	2.5				
165	Lacrosse	2.5				
166	Softball	2.5				
167	Softball	2.5				
168	Softball	2.5				
169	Softball	2.5				
170	Softball	2.5				
171	Softball	2.5				
172	Softball	2.5				
173	Softball	2.5				
174	Softball	2.5				
175	Softball	2.5				
176	Golf	2.5				
177	Golf	2.5				
178	Golf	2.5				
179	Golf	2.5				
180	Golf	2.5				

NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

An Affirmative Action Equal Opportunity Employer

2022