COURSE TITLE

Physical Education 4-6

LENGTH

Three Quarters
Grades 4, 5, & 6

DEPARTMENT

Health / Physical Education

SCHOOL

Pierrepont Upper Elementary School

DATE

September 10, 2018

Initial BOE Approval Date (Born on): 8/17/2015

Physical Education 4-6

I.   Introduction/Overview/Philosophy

Our health curriculum is a comprehensive program designed to provide students with the knowledge, life skills and thinking skills they need to achieve good health.

II.   Objectives

Course Outline:

Activities/offerings listed are designed to accomplish New Jersey Student Learning Standards. Activities are based on consideration of class size and facility availability. Unit activities include but are not limited to:

- Aerobics
- Bat and ball games
- Basketball
- Catch and throw
- Climbing activities (Traverse Wall)
- Fencing
- Fitness (Resistance, Weight Training, Circuit)
- Floor Hockey
- Fundamental movements and rhythms / Dance
- Gymnastics
- Obstacle course
- Parachute Play
- Power walking
- Racquet sports
- Rope jumping
- Scooter activities
- Soccer
- Speedball
- Stix ball
- Touch football
- Tumbling
- Ultimate Frisbee
- Volleyball/Newcomb
- Wellness
- Yoga

Student Outcomes:

Student outcomes are based on the National Health Education Standards and the **New Jersey Student Learning Standards** for Comprehensive Health and Physical Education (Adopted 2004, Revised 2009, and 2014). As a result of participation in each unit, the student will be able to:

- Demonstrate and apply knowledge of the rules, regulations, and safety procedures.
- Develop and demonstrate basic skills necessary for active participation.
- Develop and understand strategy for beginner and advanced play.
- Understand the origins, history, and etiquette of the activity.
- Demonstrate self-management skills.
- Analyze biomechanical principles to learn, assess, refine, and combine movement skills used in activities.
- Understand and apply the principles of physiology, kinesiology, and psychology to improve personal performance in activities.
- Form positive attitudes toward physical activity.
- Understand the activity in relation to maintaining good health.
- Identify career options associated with the activity.

New Jersey Student Learning Standards

Comprehensive Health and Physical Education

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

A. Personal Growth and Development
2.1.4.A.1   Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
2.1.4.A.2   Determine the relationship of personal health practices and behaviors on an individual's body systems.
2.1.6.A.1   Explain how health data can be used to assess and improve each dimension of personal wellness.
2.1.6.A.2   Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
2.1.6.A.3   Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
B. Nutrition
2.1.4.B.1   Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
2.1.4.B.2   Differentiate between healthy and unhealthy eating practices.
2.1.4.B.3   Create a healthy meal based on nutritional content, value, calories, and cost.
2.1.4.B.4   Interpret food product labels based on nutritional content.
2.1.6.B.1   Determine factors that influence food choices and eating patterns.
2.1.6.B.2   Summarize the benefits and risks associated with nutritional choices, based on eating patterns.

2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices.

C. Diseases and Health Conditions
2.1.4.C.1 Explain how most diseases and health conditions are preventable.
2.1.4.C.2 Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.
2.1.4.C.3 Explain how mental health impacts one's wellness.
2.1.6.C.1 Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
2.1.6.C.2 Determine the impact of public health strategies in preventing diseases and health conditions.
2.1.6.C.3 Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.

D. Safety
2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
2.1.4.D.2 Summarize the various forms of abuse and ways to get help.
2.1.4.D.3 Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
2.1.4.D.4 Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.
2.1.6.D.1 Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
2.1.6.D.2 Explain what to do if abuse is suspected or occurs.
2.1.6.D.3 Summarize the components of the traffic safety system and explain how people contribute to making the system effective.
2.1.6.D.4 Assess when to use basic first-aid procedures.

E. Social and Emotional Health
2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.
2.1.4.E.2 Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
2.1.4.E.3 Determine ways to cope with rejection, loss, and separation.
2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations.
2.1.6.E.1 Examine how personal assets and protective factors support healthy social and emotional development.
2.1.6.E.2 Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

A. Interpersonal Communication
2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related

situations.

2.2.4.A.2   Demonstrate effective interpersonal communication when responding to
             disagreements or conflicts with others.
2.2.6.A.1   Demonstrate verbal and nonverbal interpersonal communication in various settings
             that impact the health of oneself and others.
2.2.6.A.2   Demonstrate use of refusal, negotiation, and assertiveness skills in different
             situations.

B. Decision-Making and Goal Setting
2.2.4.B.1   Use the decision-making process when addressing health-related issues.
2.2.4.B.2   Differentiate between situations when a health-related decision should be made
             independently or with the help of others.
2.2.4.B.3   Determine how family, peers, technology, culture, and the media influence thoughts,
             feelings, health decisions, and behaviors.
2.2.4.B.4   Develop a personal health goal and track progress.
2.2.6.B.1   Use effective decision-making strategies.
2.2.6.B.2   Predict how the outcome(s) of a health-related decision may differ if an alternative
             decision is made by self or others.
2.2.6.B.3   Determine how conflicting interests may influence one's decisions.
2.2.6.B.4   Apply personal health data and information to support achievement of one's short- and
             long-term health goals.

C. Character Development
2.2.4.C.1   Determine how an individual's character develops over time and impacts personal
             health.
2.2.4.C.2   Explain why core ethical values (such as respect, empathy, civic mindedness, and
             good citizenship) are important in the local and world community.
2.2.4.C.3   Determine how attitudes and assumptions toward individuals with disabilities may
             negatively or positively impact them.
2.2.6.C.1   Explain how character and core ethical values can be useful in addressing challenging
             situations.
2.2.6.C.2   Predict situations that may challenge an individual's core ethical values.
2.2.6.C.3   Develop ways to proactively include peers with disabilities at home, at school, and in
             community activities.

D. Advocacy and Service
2.2.4.D.1   Explain the impact of participation in different kinds of service projects on community
             wellness.
2.2.6.D.1   Appraise the goals of various community or service-organization initiatives to determine
             opportunities for volunteer service.
2.2.6.D.2   Develop a position about a health issue in order to inform peers.

E. Health Services and Information
2.2.4.E.1   Identify health services and resources provided in the school and community and
             determine how each assists in addressing health needs and emergencies.
2.2.4.E.2   Explain when and how to seek help when experiencing a health problem.
2.2.6.E.1   Determine the validity and reliability of different types of health resources.
2.2.6.E.2   Distinguish health issues that warrant support from trusted adults or health
             professionals.

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

A. Medicines
2.3.4.A.1   Distinguish between over-the-counter and prescription medicines.
2.3.4.A.2   Determine possible side effects of common types of medicines.
2.3.6.A.1   Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.
2.3.6.A.2   Compare information found on over-the-counter and prescription medicines.

B. Alcohol, Tobacco, and Other Drugs
2.3.4.B.1   Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
2.3.4.B.2   Compare the short- and long-term physical effects of all types of tobacco use.
2.3.4.B.3   Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.
2.3.4.B.4   Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
2.3.4.B.5   Identify the short- and long- term physical effects of inhaling certain substances.
2.3.6.B.1   Explain the system of drug classification and why it is useful in preventing substance abuse.
2.3.6.B.2   Relate tobacco use and the incidence of disease.
2.3.6.B.3   Compare the effect of laws, policies, and procedures on smokers and nonsmokers.

2.3.6.B.4   Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
2.3.6.B.5   Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
2.3.6.B.6   Summarize the signs and symptoms of inhalant abuse.
2.3.6.B.7   Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.

C. Dependency/Addiction and Treatment
2.3.4.C.1   Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.
2.3.4.C.2   Differentiate between drug use, abuse, and misuse.
2.3.4.C.3   Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.
2.3.6.C.1   Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
2.3.6.C.2   Explain how wellness is affected during the stages of drug dependency/addiction.
2.3.6.C.3   Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.
2.3.6.C.4   Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

A. Relationships
2.4.4.A.1   Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
2.4.4.A.2   Explain why healthy relationships are fostered in some families and not in others.
2.4.6.A.1   Compare and contrast how families may change over time.
2.4.6.A.2   Analyze the characteristics of healthy friendships and other relationships.
2.4.6.A.3   Examine the types of relationships adolescents may experience.
2.4.6.A.4   Demonstrate successful resolution of a problem(s) among friends and in other relationships.
2.4.6.A.5   Compare and contrast the role of dating and dating behaviors in adolescence.

B. Sexuality
2.4.4.B.1   Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
2.4.6.B.1   Compare growth patterns of males and females during adolescence.
2.4.6.B.2   Summarize strategies to remain abstinent and resist pressures to become sexually active.
2.4.6.B.3   Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.
2.4.6.B.4   Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.

C. Pregnancy and Parenting
2.4.4.C.1   Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.
2.4.4.C.2   Relate the health of the birth mother to the development of a healthy fetus.
2.4.6.C.1   Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
2.4.6.C.2   Identify the signs and symptoms of pregnancy.
2.4.6.C.3   Identify prenatal practices that support a healthy pregnancy.
2.4.6.C.4   Predict challenges that may be faced by adolescent parents and their families.

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

A. Movement Skills and Concepts
2.5.4.A.1   Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2   Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
2.5.4.A.3   Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.5.4.A.4   Correct movement errors in response to feedback and explain how the change improves performance.
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.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.A.4   Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

B. Strategy

2.5.4.B.1   Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).

2.5.4.B.2   Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

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.

C. Sportsmanship, Rules, and Safety

2.5.4.C.1   Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.

2.5.4.C.2   Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

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 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

A. Fitness and Physical Activity

2.6.4.A.1   Determine the physical, social, emotional, and intellectual benefits of regular physical activity.

2.6.4.A.2   Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

2.6.4.A.3   Develop a health-related fitness goal and track progress using health/fitness indicators.

2.6.4.A.4   Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

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.

21ST CENTURY LIFE AND CAREERS
CAREER READY PRACTICES
CRP1 Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP2 Apply appropriate academic and technical skills
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation
CRP 3 Attend to personal health and financial well-being
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP4 Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP5 Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP6 Demonstrate creativity and innovation

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP 7 Employ valid and reliable research strategies

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9 Model integrity, ethical leadership and effective management

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10 Plan education and career paths aligned to personal goals

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11 Use technology to enhance productivity

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12 Work productively in teams while using cultural global competence

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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

Grade 4 Technology
2014 New Jersey Core Curriculum Content Standards - Technology

Standard 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.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
8.1.5.A.5 Create and use a database to answer basic questions.
8.1.5.A.6 Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
8.1.5.D.1 Understand the need for and use of copyrights.
8.1.5.D.2 Analyze the resource citations in online materials for proper use. Demonstrate personal responsibility for lifelong learning.
8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media. Exhibit leadership for digital citizenship. 8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks appropriateness for specific tasks.

F: Critical thinking, problem solving, and decision making.

8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.

8.2 Technology Education, Engineering, Design, and Computational Thinking
A. The Nature of Technology: Creativity and Innovation
8.2.5.A.1 Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.
8.2.5.A.2 Investigate and present factors that influence the development and function of a product and a system.
8.2.5.A.3 Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.
8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.
8.2.5.A.5 Identify how improvement in the understanding of materials science impacts technologies.

B. Technology and Society
8.2.5.B.1 Examine ethical considerations in the development and production of a product through its life cycle.
8.2.5.B.2 Examine systems used for recycling and recommend simplification of the systems and share with product developers.
8.2.5.B.3 Investigate ways that various technologies are being developed and used to reduce improper use of resources.
8.2.5.B.4 Research technologies that have changed due to society's changing needs and wants. 8.2.5.B.5 Explain the purpose of intellectual property law.
8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century.

C. Design
8.2.5.C.1 Collaborate with peers to illustrate components of a designed system.
8.2.5.C.2 Explain how specifications and limitations can be used to direct a product's development.
8.2.5.C.3 Research how design modifications have lead to new products.
8.2.5.C.4 Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models. 8.2.5.C.5 Explain the functions of a system and subsystems.
8.2.5.C.6 Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.
8.2.5.C.7 Work with peers to redesign an existing product for a different purpose.

D. Abilities for a Technological World
8.2.5.D.1 Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered. 8.2.5.D.2 Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions
8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem.
8.2.5.D.4 Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
8.2.5.D.5 Describe how resources such as material, energy, information, time, tools, people and capital are used in products or systems.
8.2.5.D.6 Explain the positive and negative effect of products and systems on humans, other species and the environment, and when the product or system should be used.
8.2.5.D.7 Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.

E. Computational Thinking: Programming
8.2.5.E.1 Identify how computer programming impacts our everyday lives.
8.2.5.E.2 Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.
8.2.5.E.3 Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output.
8.2.5.E.4 Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).

Grade 5&6 Technology
A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. 8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results 8.1.8.A.5 Create a database query, sort and create a report and describe the process, and explain the report results.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. Demonstrate personal responsibility for lifelong learning.
8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.
8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property. Exhibit leadership for digital citizenship.
8.1.8.D.4 Assess the credibility and accuracy of digital content.
8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

F: Critical thinking, problem solving, and decision making:
8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

8.2 Technology Education, Engineering, Design, and Computational Thinking

A. The Nature of Technology: Creativity and Innovation
8.2.8.A.1 Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).
8.2.8.A.2 Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system.
8.2.8.A.3 Investigate a malfunction in any part of a system and identify its impacts.
8.2.8.A.4 Redesign an existing product that impacts the environment to lessen its impact(s) on the environment.
8.2.8.A.5 Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.

B. Technology and Society
8.2.8.B.1 Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.
8.2.8.B.2 Identify the desired and undesired consequences from the use of a product or system.
8.2.8.B.3 Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.
8.2.8.B.4 Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.
8.2.8.B.5 Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies. 8.2.8.B.6 Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.
8.2.8.B.7 Analyze the historical impact of waste and demonstrate how a product is upcycled, reused or remanufactured into a new product.

C. Design
8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product.
8.2.8.C.2 Explain the need for optimization in a design process.
8.2.8.C.3 Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
8.2.8.C.4 Identify the steps in the design process that would be used to solve a designated problem.
8.2.8.C.5 Explain the interdependence of a subsystem that operates as part of a system. 8.2.8.C.5.a Create a technical sketch of a product with materials and measurements labeled.
8.2.8.C.6 Collaborate to examine a malfunctioning system and identify the step-by-step process used to troubleshoot, evaluate and test options to repair the product, presenting the better solution.
8.2.8.C.7 Collaborate with peers and experts in the field to research and develop a product using the design process, data analysis and trends, and maintain a design log with annotated sketches to record the developmental cycle.
8.2.8.C.8 Develop a proposal for a chosen solution that include models (physical, graphical or mathematical) to communicate the solution to peers.

D. Abilities for a Technological World
8.2.8.D.1 Design and create a product that addresses a realworld problem using a design process under specific constraints.
8.2.8.D.2 Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation, design portfolio or engineering notebook. 8.2.8.D.3 Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.
8.2.8.D.4 Research and publish the steps for using and maintaining a product or system and incorporate diagrams or images throughout to enhance user comprehension.
8.2.8.D.5 Explain the impact of resource selection and the production process in the development of a common or technological product or system.
8.2.8.D.6 Identify and explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment.

E. Computational Thinking: Programming
8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.
8.2.8.E.2 Demonstrate an understanding of the relationship between hardware and software. 8.2.8.E.3 Develop an algorithm to solve an assigned problem using a specified set of commands and use peer review to critique the solution.
8.2.8.E.4 Use appropriate terms in conversation (e.g., programming, language, data, RAM, ROM, Boolean logic terms).

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION
STRAND A: CAREER AWARENESS
9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

STRAND B: CAREER EXPLORATION
9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.
9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

III.   Proficiency Levels

At each grade level (4-6) students will engage in age appropriate s skills and activities that build upon previous knowledge and skills to fulfill requirements for **New Jersey Student Learning Standards.**

IV.   Methods of Assessment

Student Assessment

Students will be assessed on their active participation, skills, knowledge, and fitness participation. The teacher will provide a variety of assessments including homework, tests and quizzes, and projects. In addition, the following tools may be used in student assessment:

- Rating scales
- Self-evaluation
- Teacher observation
- Cooperative learning
- Reciprocal teaching
- Homework assignments
- Journal writing
- Written tests
- Personal logs
- Rubrics
- Research Projects
- Discussion
- Video review/evaluation
- Checklists
- Peer evaluation
- Task cards
- Problem solving
- Group work (large and small)
- Work Sheet
- Skills test
- Oral presentation
- Portfolios
- Authentic assessment

Curriculum/Teacher Assessment

The teacher will provide the supervisor with suggestions for change.

V.   Grouping

The students are heterogeneously grouped in classes at the fourth, fifth, and sixth grade levels.

VI.   Articulation/Scope & Sequence/Time Frame

A three-quarter course is required in the fourth, fifth, and sixth grade upper elementary health and physical education program.

VII.   Resources/Materials

Resources include but are not limited to:

- www.aahperd.org - The Alliance for Health, Physical Education, Recreation and Dance
- www.asep.com - The American Sport Education Program
- www.americanheart.org - The American Heart Association
- www.myplate.gov - The United States Department of Agriculture
- www.fitnessgram.net - Fitnessgram

VIII.   Suggested Activities

A wide variety of activities address learning styles of all students. These activities include but are not limited to:
- Fitness activities
- Team games and sports
- Movement development and dance
- Cooperative learning
- Individual skill development
- Demonstration
- Individual and group projects

IX.   Methodologies

The following methodologies of instruction are suggested:
- Differentiation instruction
- Demonstration
- Discussion
- Individual work
- Lecture
- Group work
- Student pairing
- Individual presentation
- Technology-aided instruction

X.   Interdisciplinary Connections

This course incorporates life sciences, mathematics, and history, as well as health and physical education applications.

XI.   Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)
- Scaffolding assignments
- Equipment modifications
- Facility accommodations
- Chunking of material
- Allow for errors
- Study Guides
- Pre-teach material
- Rephrase of questions and directions
- Oral and written assignments
- Assessment review
- Focus on essential vocabulary
- Guided questioning and notetaking
- Peer editing and review
- Use of assisted technology
- Visual learning
- Small group jigsaw
- Teacher modeling
- Partner/group work
- Notebook checks
- Current events
- Online videos

Differentiation for Enrichment
- More complex tasks and projects
- Higher level questioning and techniques
- Peer mentoring
- Independent extension of content based on interest
- Supplemental reading
- Independent study
- Equipment modifications
- Facility accommodations

- Real world problems and scenarios
- Student driven

XII.   Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII.   Curriculum Map/Pacing Guide - Grade 4-6 Physical Education

Physical Education Grades 4 & 5

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Forehand Ball (Tennis lead-up) 1. Grip 2. Forehand 3. Backhand 4. Volley 5. Serve 6. Net play 7. Baseline play 8. Rules of play 9. Scoring 10. Game strategies 11. Forehand ball/backhand ball 12. Game	7 weeks	-Size of racquet -Study guide -Skill videos posted to Google Site -Practice hitting against a wall	**Integrated Skills** 2.2.4.A.2 2.2.6.A.2 **Character Education** 2.2.4.C.3 2.2.6.C.1 **Movement Skills & Concepts** 2.5.4.A.1 2.5.4.A.2 2.5.6.A.1 2.5.6.A.2 2.5.6.A.4 **Strategy** 2.5.4.B.1 2.5.4.B.2 2.5.6.B.1 2.5.6.B.2	-Class discussion based upon viewing of skill videos -Skill Assessment (grip & forehand hitting) -Teacher observation -Questioning/ Discussion -Peer feedback (after each skill give feedback to partner)

			Sportsmanship, Rules & Safety 2.5.4.C.1 2.5.4.C.2 2.5.6.C.1 2.5.6.C.2	
Fitnessgram/Fitness Activities (Pacer Test/Mile Run, Flexed Arm Hang, Sit & Reach, Body Composition) 1. Body Composition 2. Flexibility 3. Aerobic Capacity 4. Muscular Strength 5. Muscular Endurance	3 weeks	-Age appropriate goals (Fitnessgram "healthy fitness zones" are posted in Gym and on Google Sites -Review of skill videos prior to Fitnessgram testing -Peer tutors (allowing students to work with a partner during certain assessments)	**Movement skills & concepts** 2.5.4.A.1 2.5.4.B.2 2.5.4.C.1 2.5.4.C.2 CRP3	-Fitness Testing -Review starting point from previous year -Questioning/ Discussion about 5 principles of fitness -Record scores -Self-reflection on progress
Soccer (sideline style) 1. Discussion of rules and safety 2. Kicking/passing A. instep B. outside/foot C. Inside/foot 3. Trapping A. sole of foot B. side of foot C. leg D. body 4. Dribbling	6 weeks	-Adjust the length of the game: Increase or decrease the time according to fitness level of players or the time it may take them to successfully contact the ball. -Use a softer soccer ball -Remove goalie for students who may have difficulty striking the soccer ball -Allow sideline players to pass the	**Integrated Skills** 2.2.4.A.2 2.2.6.A.2 **Character Education** 2.2.4.C.3 2.2.6.C.1 **Movement Skills & Concepts** 2.5.4.A.1 2.5.4.A.2 2.5.6.A.1	-Class discussion based upon viewing of skill videos -Skill Assessment (dribbling through general space & trapping) -Teacher observation -Questioning/ Discussion -Peer feedback (after each skill give feedback to partner)

5. Heading 6. Throw-In 7. GoalKeeper techniques 8. Lead-up games 9. Game play		ball into play to create an atmosphere of maximum participation	2.5.6.A.2 2.5.6.A.4 **Strategy** 2.5.4.B.1 2.5.4.B.2 2.5.6.B.1 2.5.6.B.2 **Sportsmanship, Rules & Safety** 2.5.4.C.1 2.5.4.C.2 2.5.6.C.1 2.5.6.C.2	
Basketball 1. Ball Handling 2. Catching A. above the waist B. below the waist 3. Passing A. chest pass – bounce – one or two handed B. one handed – overhead 4. Dribbling A. protecting the ball B. open court – floor C. stop and go – change hands 5. Shooting A. lay-up B. jumpshots C. Foul shot	7 weeks	-Use a junior sized basketball -Lower rims -Two dribbles & pass to promote passing/ teamwork strategies	**Integrated Skills** 2.2.4.A.2 2.2.6.A.2 **Character Education** 2.2.4.C.3 2.2.6.C.1 **Movement Skills & Concepts** 2.5.4.A.1 2.5.4.A.2 2.5.6.A.1 2.5.6.A.2 2.5.6.A.4 **Strategy** 2.5.4.B.1	-Class discussion based upon viewing of skill videos -Skill Assessment (chest/bounce pass, layups, dribbling) -Teacher observation -Questioning/ Discussion -Peer feedback (after each skill give feedback to partner)

6. Pivot A. with dribble B. with box out C. with screen 7. Rebounding A. positioning B. boxing out 8. Defense A. match-up on ball B. zones C. two on two variations 9. Offense 10. Strategies A. shot selection B. team work 11. Lead-up Activities A. one on one, two on two B. three on three C. sideline basketball D. violation basketball			2.5.4.B.2 2.5.6.B.1 2.5.6.B.2 **Sportsmanship, Rules & Safety** 2.5.4.C.1 2.5.4.C.2 2.5.6.C.1 2.5.6.C.2	
Newcomb (Volleyball lead-up) 1. Discussion of rules and safety 2. Catching and throwing 3. Position of player, scoring, rotation and team strategies 4. Newcomb game play 5. Teach volleyball set 6. Teach volleyball serve 7. Teach volleyball bump 8. Play modified Newcomb/	7 weeks	-Use a softer volleyball -Create a "mini-tournament" to challenge students -Play the width of the gym to allow for successful serves over the net -Allow servers to pass to the front row if they cannot throw the ball over the net -Play "progressive newcomb" to	**Integrated Skills** 2.2.4.A.2 2.2.6.A.2 **Character Education** 2.2.4.C.3 2.2.6.C.1 **Movement Skills & Concepts** 2.5.4.A.1 2.5.4.A.2 2.5.6.A.1	-Class discussion based upon viewing of skill videos -Skill Assessment (overhand throws and catches, underhand throws and catches) -Teacher observation -Questioning/ Discussion -Peer feedback (after each

volleyball games		challenge students to get as many volley's as possible	2.5.6.A.2 2.5.6.A.4 **Strategy** 2.5.4.B.1 2.5.4.B.2 2.5.6.B.1 2.5.6.B.2 **Sportsmanship, Rules & Safety** 2.5.4.C.1 2.5.4.C.2 2.5.6.C.1 2.5.6.C.2	skill give feedback to partner)
Tumbling/ Gymnastics 1. Warm-ups 2. Safety rules 3. Warm-up mat skills A. log roll B. table roll C. mat roll D. back bridge E. mat jump F. forward roll G. backward roll 4. Review forward and backward roll 5. Review cartwheel and dive roll A. tripod B. tip up 6. Handstand kick-up	2 weeks	-Follow progression (basic tumbling skills -> cartwheels) -Allow students who do not feel comfortable performing certain skills to use basic skills taught at beginning of lesson (ex: log roll)	**Character Education** 2.2.4.C.3 2.2.6.C.1 **Movements Skills & Concepts** 2.5.4.A.1 2.5.4.A.2 2.5.4.A.3 2.5.4.A.4 2.5.6.A.1 2.5.6.A.2 2.5.6.A.3 2.5.6.A.4 **Sportsmanship, Rules & Safety**	-Class discussion based upon viewing of skill videos -Skill Assessment (tight tuck, pike, v-seat balance, back bridge, candlestick holder, mat jumps) -Teacher observation -Questioning/ Discussion -Peer feedback (after each skill give feedback to partner)

A. balanced handstand B. handstand forward roll 7. Kip			2.5.4.C.1 2.5.4.C.2 2.5.6.C.1 2.5.6.C.2 **Fitness & Physical Activity** 2.6.4.A.1 2.6.4.A.2 2.6.6.A.1 2.6.6.A.2	
Baseball/Softball Activities 1. Base Running A. Identify bases by pointing, walking/jogging the bases, running the bases B. Base path – Keep clear of fielders C. Home Run Game 2, Catching squad formation 3. Fielding – ground ball, fly ball 4. Throwing A. overhand B. underhand 5. Pitching 11 A. underhand B. overhand 6. Batting A. swing and follow through B. grip	4 weeks	-Use a colored wiffle ball for easier sight -Use a larger barrel bat if needed -Allow for extra attempts to strike the ball -In some classes, 5 outs will be played to foster maximum participation -Students can choose pitches from their own team to foster success	**Integrated Skills** 2.2.4.A.2 2.2.6.A.2 Character Education 2.2.4.C.3 2.2.6.C.1 **Movement Skills & Concepts** 2.5.4.A.1 2.5.4.A.2 2.5.6.A.1 2.5.6.A.2 2.5.6.A.4 **Strategy** 2.5.4.B.1 2.5.4.B.2 2.5.6.B.1 2.5.6.B.2	-Teacher observation -Swing assessment (prior to at bat) -Peer feedback (from pitcher to batter) -Class discussion based upon game play

			Sportsmanship, Rules & Safety 2.5.4.C.1 2.5.4.C.2 2.5.6.C.1 2.5.6.C.2	
C. stance 7. Kicking A. stationary B. moving or pitched ball 8. Rules of Play A. markings – scoring B. ground rules C. regulations 9. Strategies 10. Level and type of play a. Wiffle ball b. Kickball				
Small Group Activities / Fitness Day Preparation (cooperative) 1. Conflict resolution skills 2. Activities: knock-out, wiffle ball/kickball, wall ball, speed walking	3 weeks	-Students can choose activity and groups -All modifications listed above specific to each activity will be utilized	**Integrated Skills** 2.2.6.A.2 **Character Education** 2.2.6.C.1 **Movement Skills & Concepts** 2.5.6.A.1 2.5.6.A.2 2.5.6.A.4 **Strategy** 2.5.6.B.1 2.5.6.B.2 **Sportsmanship, Rules & Safety** 2.5.6.C.1 2.5.6.C.2	-Teacher observation -Peer feedback throughout activity -Class discussion on cooperation and conflict resolution techniques -Student self-assessment/ reflection on ability to work well with others
Yoga & Mindfulness	Used as warm-	-Students are given visual aids	**Character**	-Teacher observation

1. Deep breathing 2. Seated position 3. Being present 4. Seated poses 5. Standing poses 6. Flows	up throughout the school year	ahead of class -Students are encouraged to only participate in what feels comfortable to them -Progression of poses will be utilized (easy -> more difficult)	**Education** 2.2.6.C.1 **Movements Skills & Concepts** 2.5.6.A.1 2.5.6.A.2 2.5.6.A.3 2.5.6.A.4 **Sportsmanship, Rules & Safety** 2.5.6.C.1 2.5.6.C.2 **Fitness & Physical** Activity 2.6.6.A.1 2.6.6.A.2	-Class discussion based upon yoga pose videos -Student self-assessment/reflection on benefits of yoga & mindfulness
Fitness Warm-Ups 1. Static Stretching 2. Dynamic Stretching 3. Muscular strength & endurance	Used a warm-up throughout the school year	-Students can perform activities to the best of their ability -Students can perform skills in different levels (ex: push-ups for knee position) -Students can modify the activity to be easier -> more difficult	**Movements Skills & Concepts** 2.5.6.A.1 2.5.6.A.2 2.5.6.A.3 2.5.6.A.4 **Sportsmanship, Rules & Safety** 2.5.6.C.1 2.5.6.C.2 **Fitness & Physical** Activity 2.6.6.A.1	-Teacher observation -Student assessment/self-reflection on increase of muscular strength, endurance & flexibility

			2.6.6.A.2	

Physical Education Grade 6

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Tennis/ Forehand Ball 1. Grip 2. Forehand 3. Backhand 4. Volley 5. Serve 6. Net play 7. Baseline play 8. Rules of play 9. Scoring 10. Game strategies 11. Forehand ball/backhand ball 12. Game	7 weeks	-Size of racquet -Study guide -Skill videos posted to Google Site -Practice hitting against a wall -Height of net	**Integrated Skills** 2.2.6.A.2 **Character Education** 2.2.6.C.1 **Movement Skills & Concepts** 2.5.6.A.1 2.5.6.A.2 2.5.6.A.4 **Strategy** 2.5.6.B.1 2.5.6.B.2 **Sportsmanship, Rules & Safety** 2.5.6.C.1 2.5.6.C.2	-Skill Assessment (grip & forehand hitting) -Teacher observation -Question/ Discussion -Peer feedback (after each skill give feedback to partner) -Written assessment

Fitnessgram/Fitness Activities (Pacer Test/Mile Run, Flexed Arm Hang, Sit & Reach, Body Composition) 1. Body Composition 2. Flexibility 3. Aerobic Capacity 4. Muscular Strength 5. Muscular Endurance	3 weeks	-Age appropriate goals (Fitnessgram "healthy fitness zones" are posted in Gym and on Google Sites -Review of skill videos prior to Fitnessgram testing -Peer tutors (allowing students to work with a partner during certain assessments)		-Fitness Testing -Review starting point from previous year -Question/Discussion about 5 principles of fitness -Record scores -Self-reflection on progress
Speedball 1. Dribble A. soccer dribble B. air dribble 2. Conversion A. toe up B. roll up C. baseball D. heading 3. Passing A. soccer pass-instep or outside B. chest C. baseball D. heading 4. Shooting A. soccer kick B. basketball shot 5. Scoring rules 6. Game rules	6 weeks	-Allow for three different types of conversions (toe up, straddle and kick up) to engage all skill levels -Play sideline style to allow sideline players to convert the ball	**Integrated Skills** 2.2.4.A.2 2.2.6.A.2 **Character Education** 2.2.4.C.3 2.2.6.C.1 **Movement Skills & Concepts** 2.5.4.A.1 2.5.4.A.2 2.5.6.A.1 2.5.6.A.2 2.5.6.A.4 **Strategy** 2.5.4.B.1 2.5.4.B.2	-Class discussion based upon skill videos viewed at home (flipped classroom) -Skill Assessment (toe up, straddle and kick up) -Teacher observation -Questioning/ Discussion -Peer feedback (after each skill give feedback to partner) -Written assessment

			2.5.6.B.1 2.5.6.B.2 **Sportsmanship, Rules & Safety** 2.5.4.C.1 2.5.4.C.2 2.5.6.C.1 2.5.6.C.2	
Basketball 1. Ball Handling 2. Catching A. above the waist B. below the waist 3. Passing A. chest pass – bounce – one or two handed B. one handed – overhead 4. Dribbling A. protecting the ball B. open court – floor C. stop and go – change hands 5. Shooting A. lay-up B. jump shots C. Foul shot 6. Pivot A. with dribble B. with box out C. with screen 7. Rebounding A. positioning	7 weeks	-Use a junior sized basketball -Lower rims -Two dribbles & pass to promote passing/ teamwork strategies	**Integrated Skills** 2.2.6.A.2 **Character Education** 2.2.6.C.1 **Movement Skills & Concepts** 2.5.6.A.1 2.5.6.A.2 2.5.6.A.4 **Strategy** 2.5.6.B.1 2.5.6.B.2 **Sportsmanship, Rules & Safety** 2.5.6.C.1 2.5.6.C.2	-Class discussion based upon viewing of skill videos -Skill Assessment (chest/bounce pass, layups, dribbling) -Teacher observation -Questioning/ Discussion -Peer feedback (after each skill give feedback to partner)

B. boxing out 8. Defense A. match-up on ball B. zones C. two on two variations 9. Offense 10. Strategies A. shot selection B. team work 11. Lead-up Activities A. one on one, two on two B. three on three C. sideline basketball D. violation basketball				
Volleyball 1. Discussion of rules and safety 2. Catching and throwing 3. Position of player, scoring, rotation and team strategies 4. Newcomb game play 5. Teach volleyball set 6. Teach volleyball serve 7. Teach volleyball bump 8. Play modified Newcomb/volleyball games	7 weeks	-Use a softer volleyball -Create a "mini-tournament" to challenge students -Play the width of the gym to allow for successful serves over the net -Allow students to practice the serve over a simulated net (line on wall the same height as net line)	**Integrated Skills** 2.2.6.A.2 **Character Education** 2.2.6.C.1 **Movement Skills & Concepts** 2.5.6.A.1 2.5.6.A.2 2.5.6.A.4 **Strategy** 2.5.6.B.1 2.5.6.B.2 **Sportsmanship, Rules & Safety**	-Class discussion based upon skill videos viewed at home (flipped classroom) -Skill Assessment (toe up, straddle and kick up) -Teacher observation -Questioning/ Discussion -Peer feedback (after each skill give feedback to partner) -Written assessment

			2.5.6.C.1 2.5.6.C.2	
Tumbling/ Gymnastics 1. Warm-ups 2. Safety rules 3. Warm-up mat skills A. log roll B. table roll C. mat roll D. back bridge E. mat jump F. forward roll G. backward roll 4. Review forward and backward roll 5. Review cartwheel and dive roll A. tripod B. tip up 6. Handstand kick-up A. balanced handstand B. handstand forward roll 7. Kip	2 weeks	-Follow progression (basic tumbling skills -> cartwheels) -Allow students who do not feel comfortable performing certain skills to use basic skills taught at beginning of lesson (ex: log roll)	**Character Education** 2.2.6.C.1 **Movements Skills & Concepts** 2.5.6.A.1 2.5.6.A.2 2.5.6.A.3 2.5.6.A.4 Sportsmanship, **Rules & Safety** 2.5.6.C.1 2.5.6.C.2 **Fitness & Physical Activity** 2.6.6.A.1 2.6.6.A.2	-Class discussion based upon viewing of skill videos -Skill Assessment (tight tuck, pike, v-seat balance, back bridge, candlestick holder, mat jumps) -Teacher observation -Questioning/ Discussion -Peer feedback (after each skill give feedback to partner)
Baseball/Softball Activities 1. Base Running A. Identify bases by pointing, walking/jogging the bases, running the bases B. Base path – Keep clear	4 weeks	-Use a colored wiffle ball for easier sight -Use a larger barrel bat if needed -Allow for extra attempts to strike the ball	**Integrated Skills** 2.2.6.A.2 **Character Education** 2.2.6.C.1 **Movement Skills**	-Teacher observation -Swing assessment (prior to at bat) -Peer feedback (from pitcher to batter)

			& Concepts	-Class discussion based upon game play
of fielders C. Home Run Game 2, Catching squad formation 3. Fielding – ground ball, fly ball 4. Throwing A. overhand B. underhand 5. Pitching 11 A. underhand B. overhand 6. Batting A. swing and follow through B. grip C. stance 7. Kicking A. stationary B. moving or pitched ball 8. Rules of Play A. markings – scoring B. ground rules C. regulations 9. Strategies 10. Level and type of play c. Wiffle ball d. Kickball		-In some classes, 5 outs will be played to foster maximum participation -Students can choose pitches from their own team to foster success	2.5.6.A.1 2.5.6.A.2 2.5.6.A.4 **Strategy** 2.5.6.B.1 2.5.6.B.2 **Sportsmanship, Rules & Safety** 2.5.6.C.1 2.5.6.C.2	
Small Group Activities / Fitness Day Preparation (cooperative) 3. Conflict resolution skills 4. Activities: knock-out, wiffle ball/kickball,	3 weeks	-Students can choose activity and groups -All modifications listed above specific to each activity will be utilized	**Integrated Skills** 2.2.6.A.2 **Character Education** 2.2.6.C.1	-Teacher observation -Peer feedback throughout activity -Class discussion on cooperation and conflict

wall ball, speed walking			**Movement Skills & Concepts** 2.5.6.A.1 2.5.6.A.2 2.5.6.A.4 **Strategy** 2.5.6.B.1 2.5.6.B.2 **Sportsmanship, Rules & Safety** 2.5.6.C.1 2.5.6.C.2	resolution techniques -Student self-assessment/ reflection on ability to work well with others
Yoga & Mindfulness 7. Deep breathing 8. Seated position 9. Being present 10. Seated poses 11. Standing poses 12. Flows	Used as warm-up throughout the school year	-Students are given visual aids ahead of class -Students are encouraged to only participate in what feels comfortable to them -Progression of poses will be utilized (easy -> more difficult)	**Character Education** 2.2.6.C.1 **Movements Skills & Concepts** 2.5.6.A.1 2.5.6.A.2 2.5.6.A.3 2.5.6.A.4 **Sportsmanship, Rules & Safety** 2.5.6.C.1 2.5.6.C.2 **Fitness & Physical Activity**	-Teacher observation -Class discussion based upon yoga pose videos -Student self-assessment/reflection on benefits of yoga & mindfulness

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			2.6.6.A.1 2.6.6.A.2	
Fitness Warm-Ups 4. Static Stretching 5. Dynamic Stretching 6. Muscular strength & endurance	Used a warm-up throughout the school year	-Students can perform activities to the best of their ability -Students can perform skills in different levels (ex: push-ups for knee position) -Students can modify the activity to be easier -> more difficult	**Movements Skills & Concepts** 2.5.6.A.1 2.5.6.A.2 2.5.6.A.3 2.5.6.A.4 **Sportsmanship, Rules & Safety** 2.5.6.C.1 2.5.6.C.2 **Fitness & Physical Activity** 2.6.6.A.1 2.6.6.A.2	-Teacher observation -Student assessment/self-reflection on increase of muscular strength, endurance & flexibility
Supplemental Lunchtime Fitness 1. Powerwalking 2. Walk/Jog 3. Tag Games	15 – 20 min daily	-Students perform activities to their pace and skill. - Pace of activity can be matched to student ability -	2.2.4.B.4 2.2.6.B.4 2.6.4.A.2 2.6.4.A.2	- Teacher observation - Self- assessment and reflection on fitness level increase.

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