

Cedar Grove School District

Physical Education -Grades 5-8

Approved by the Cedar Grove Board of Education
February 2017

Superintendent of Schools
Mr. Michael J. Fetherman

Board of Education
Mrs. Christine Dye, President
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Physical Education – Grades 5-8

Physical Education, on the fifth and sixth grade level, offers students a well-rounded experience rooted in holistic fitness and life-long individual and group activities. Students learn to use foundational skills and technologies needed to assess, monitor, and maintain their own levels of personal fitness. Students learn to differentiate between activity-specific fitness and health-related fitness.

In addition, students learn games through a tactical approach. Students grasp foundational strategies of similarly classified games, so as to improve their tactical understanding and performance for each game. Students learn to develop their mental preparation prior to performance of activities. Students also practice characteristics of leadership, communication, cooperation, teamwork, and sportsmanship in a variety of applied settings.

Physical education, on the seventh and eighth grade levels, offer students a well-rounded experience rooted in holistic fitness and life-long individual and group activities. Students learn to select and use the tools and technologies needed to assess, monitor, and maintain their own levels of personal fitness. Students learn to apply training principles towards the goal of achieving health-related fitness.

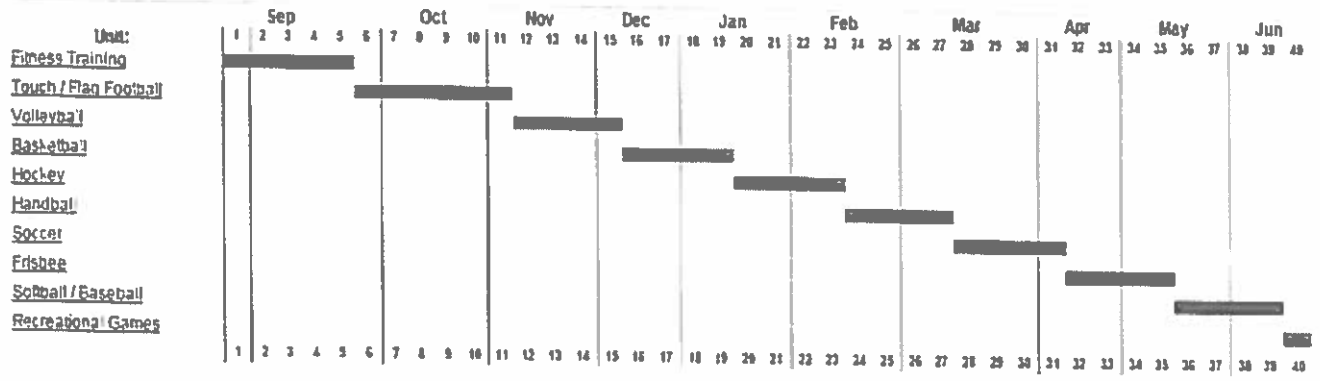
In addition, students learn games and skills and complex group strategies of similarly classified games. Students implement tactics and skills, so as to demonstrate their understanding of game objectives. Students learn to apply their mental preparation prior to and during performance and activities. Students learn to use leadership, communication, cooperation, teamwork, and sportsmanship in a variety of applied settings in order to generate positive outcomes.

**This curriculum was written in accordance with the
NEW JERSEY CORE CURRICULUM CONTENT STANDARDS
for
Comprehensive Health and Physical Education**

The standards are located at
<http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf>

Physical Education – Grade 5-8

Unit Calendar





Fitness Training

Pierson, Bart

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 6

2.5 Motor Skill Development

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

- 2.5.6.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.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

2.6 Fitness

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

- 2.6.6.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.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.
- 2.6.6.A.7 Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

NJ: Grade 8

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- 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.4 Detect, analyze, and correct errors and apply to refine movement skills.

B. Strategy

- 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 performance.
- 2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

C. Sportsmanship, Rules, and Safety

- 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.

-It is necessary to understand the four components of fitness and their importance in living a healthy and productive life.

-Muscular strength and muscular endurance are related to performance in specific sports, physical activities, and living a healthy and productive life.

- Physical activities promote emotional, social, and physical well-being.

- Circuit training and interval training are two methods of training that can improve the fitness components. Cardiovascular endurance training will provide long-term benefits in health and performance in games or activities.

-What are some ways you could avoid injuries while participating in physical activities?

-How can I include physical fitness in my life?

-How does physical activity affect your ability to concentrate on academics?

-How do your choices of physical activities affect your fitness levels and health goals?

-Which component of health-related fitness is most important and why?

-What do you think of your personal fitness assessment results, and what changes should you make in your exercise routine to improve those results?

Content

-Proper Terminology

- A. Aerobics
- B. Anaerobic
- C. Circuit training
- D. Interval training
- E. Isotonic weight training
- F. Isometric weight training
- G. Isokinetics
- H. Universal gym
- I. Calisthenics
- J. Repetitions
- K. Sets

-Skills and Commands

-Proper Technique

-Safety Concerns

- A. Workouts of graduated difficulty
- B. Warm-ups stress adequate stretching exercises
- C. Indoctrination to correct use of weight equipment
- D. Use of spotters where necessary with weights

Skills

- Develop a routine of exercises
- Demonstrate correct form when lifting weights
- Discuss the terminology
- Perform fundamental motor skills

Weight Training Exercises

- recommend use of training machine, such as universal gym, rather than free weights for middle school class work.

1. Presses
2. Curls
3. Pultovers
4. Cleans
5. Squats
6. Dips

Fundamental Motor Skills

1. Jumping
2. Running
3. Pulling
4. Pushing
5. Climbing
6. Throwing
7. Lifting
8. Skipping
9. Galloping
10. Hopping

Stage 2: Assessment Evidence

Assessments

Written Test

Summative: Written Test

Skills

Formative: Other Visual Assessments

Teacher Observation

Formative: Other Visual Assessments

Stage 3: Learning Plan

Learning Activities

- Muscular / Endurance Training Strategies
- Circuit Training
- Fitness Activities in Daily Class
 - a. Warm-up stretches and muscle resistance
 - b. Running and jumping rope
 - c. Aerobic Routines
 - d. Step-aerobics
- Partner Warm-Ups
 - a. Sit Ups
 - b. Push-Ups
 - c. Rows
- Fitness Testing
 - a. Standard Tests or Device own testsTest For:
 1. Speed
 2. Strength
 3. Flexibility
 4. Agility
 5. Coordination
 6. Endurance

Resources

Essential Materials, Supplementary Materials, Links to Best Practices
American Alliance for Health, Physical Education, Recreation and Dance
(AAHPRED)

www.aapherd.org

New Jersey Department of Education (2009) Core Curriculum Content
Standards in Comprehensive Health and Physical Education
www.nj.gov/education/aps/cccs/chpe/standards.htm

Partnership for 21st Century Skills www.21stcenturyskills.org

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Approach*(2003). Mitchell, Stephen; Orlin, Judith; Griffin, Linda.

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Teacher*(2006). Hastie, Peter; Martin, Ellen. Benjamin-Cummings Publisher.



Touch / Flag Football

Pierson, Bart

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- 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.

B. Strategy

- 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

- 2.5.6.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.

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- 2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.

Enduring Understandings

- Students will be able to understand that fitness activities incorporated in our daily lifestyle is important for overall good health.
- Students will be able to understand that teamwork is a fundamental skill of flag football.
- Students will be able to understand the complex nature of football without the need for elaborate protective equipment can be played safely.

Essential Questions

- How can football be used as a tool to help facilitate teamwork?
- What skills are necessary to successfully and safely play the game of football?

Content

- Proper Terminology
 - a. centering
 - b. end line
 - c. end zone
 - d. extra point
 - e. field goal
 - f. first down
 - g. fumble
 - h. goal line
 - i. kickoff
 - j. punt
 - k. sack
 - l. sideline
 - m. touchdown
- Steps Necessary to play football
- Knowledge of equipment and game play
- Fundamental Skills of the game
 - a. passing
 - b. catching passes
 - c. pass patterns
 - d. punting
 - e. running
 - f. blocking
 - g. teamwork

Skills

- Activities / Drills / Games:
 1. Passing
 - a. Grip (laces)
 - b. Position of feet
 - c. Opposite hand-foot technique
 - d. release of ball – outward turn of wrist
 - e. follow through – down and away
 2. Receiving
 - a. keep eyes on the ball
 - b. catch ball with hands
 - thumbs together / pointer fingers together (form triangle)
 - pinky fingers together (ball below waist)
 - c. bring ball into your body
 3. Punting
 - a. Stance
 - b. Point toe
 - c. Keep eye on ball
 - d. Snap your lower leg
 - e. Follow through
 4. Running With the Ball
 - a. How to receive a hand-off
 - b. Placement of ball in arm
 - c. How to keep the ball from being fumbled

Stage 2: Assessment Evidence

Assessments

Summative: Written Test

Teacher Observation

Formative: Other Visual Assessments

Skills

Formative: Other Visual Assessments

Stage 3: Learning Plan

Learning Activities

- Group discussion
 - a. history of the sport
 - b. Rules
 - c. Equipment
 - d. field markings
 - e. positions
- Skills and Drills
- Passing Competition
 - a. Accuracy
 - b. Distance
- Punting / Kicking Contest
 - a. Accuracy
 - b. Distance
- Passing Patterns
 - a. Correct Forms
- Game Play
 - a. Draft Teams
- Round Robin Season Games
- Playoffs / Superbowl

Resources

Essential Materials, Supplementary Materials, Links to Best Practices
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(AAHPRED)
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Volleyball

Pierson, Bart

Stage 1: Desired Results

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B. Strategy

- 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

- 2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
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Enduring Understandings

- Students will be able to understand that fitness activities incorporated in our daily lifestyle are important for overall good health.
- Students will be able to understand that teamwork is a fundamental and necessary skill of volleyball.
- Students will be able to understand that the development of better eye-hand coordination is important in the game of volleyball.

Essential Questions

How can the sport of volleyball be used as a tool to help facilitate teamwork?

Content

- Application of teamwork
- Rules of Volleyball
- Terminology of Volleyball
 - a. block
 - b. bump
 - c. dig
 - d. double hit
 - e. point
 - f. rotation
 - g. serve
 - h. carry
 - i. spike
 - j. volley
 - k. setter
 - l. rally scoring

Safety Rules:

1. Balls should be returned to opposing team under the net
2. Players should play their own position and not be allowed to run to another student's position.
3. No kicking volleyballs.

Skills

Fundamental Skills:

- a. Bump
- b. Dig
- c. Overhead volley
- d. Underhand serve
- e. Overhand Serve
- f. Spike
- g. Block

A. Ready Position

1. Shoulders over knees, knees over toes, heels slightly off the ground
2. forearms ready to pass

B. Overhead Serve:

1. Serve against the wall
2. Serve with a partner
3. Serve at a target

C. Bump Drills:

1. Line with a leader- leader tosses ball to each player
2. Circle Bump – group counts number of bumps

D. Spike:

1. Partner tosses ball for spike
2. emphasize proper approach and footwork
3. emphasize wrist snap

E. Blocking:

1. Partner tosses ball over net for classmate to block

Stage 2: Assessment Evidence

Assessments

Written Test

Teacher Observation

Other Visual Assessments

Skills

Other Visual Assessments

Stage 3: Learning Plan

Learning Activities

- Group Discussion
 - a. history of the sport
 - b. Rules
 - c. Equipment
 - d. Positions
- Skills / Drills
- Game Play
 - a. Draft Teams
- Round Robin Tournament
- Playoffs / Championship Game

Resources

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Basketball

Pierson, Bart

Stage 1: Desired Results

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B. Strategy

- 2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.
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C. Sportsmanship, Rules, and Safety

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NJ: Grade 8

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- 2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.

Enduring Understandings

Students will be able to understand that fundamental skills, terminology, activities, drills, and games are all important to successfully participate in a basketball unit.

Essential Questions

- What fundamental skills are necessary to play the game of basketball?
- What steps are necessary to understand the game of basketball as a spectator/player?

Content

Fundamental Skills:

1. Dribbling
2. Passing
3. Shooting
4. Defensive Moves
5. Offense

Terminology:

1. Bounce Pass
2. Chest Pass
3. Cross Over
4. Dribble
5. Foul Shot
6. Fast Break
7. Lay Up
8. Pass
9. Pick / Screen
10. Press

Safety Rules:

1. Enforce Noncontact
2. Keep area free of obstructions
3. Proper Attire must be worn

Skills

1. Dribbling:

- a. down and back
- b. change of pace
- c. cross-over
- d. behind back
- e. between legs
- f. jump stop

2. Passing:

- a. 2 hand chest pass
- b. 2 hand bounce pass
- c. Over head pass (soccer)
- d. Baseball pass
- e. behind back

3. Shooting:

- a. Lay-up (right and left hand)
- b. Jump Shot
- c. Hook Shot
- d. Foul Shot

4. Defensive Moves:

- a. Stance
- b. Shuffle side to side
- c. Positioning
- d. Contain
- e. Deny

5. Offensive:

- a. Give and Go
- b. Pass and screen away
- c. Pick and roll
- d. Teamwork

Stage 2: Assessment Evidence

Assessments

Written Test

Summative: Written Test

Teacher Observation

Formative: Other Visual Assessments

Skills

Formative: Other Visual Assessments

Formative: Other Visual Assessments

Stage 3: Learning Plan

Learning Activities

1. Group Discussion:
 - a. History, equipment, court markings, and positions.
2. Dribbling:
 - a. hand motion and placement for control
 - b. height of bounce
 - c. eye position for adequate peripheral vision
3. Passing:
 - a. hands cupped
 - b. step as you pass
 - c. proper hand position and motion
 - d. cushion catch
4. Shooting:
 - A. Lay Up:
 - a. hand position
 - b. leap into air
 - c. shoot off backboard
5. Jump Shot / Foul Shot
 - a. hand and foot position
 - b. release
 - c. follow through
5. Offense and Defense:
 - a. use dribble to move to basket
 - b. look for open teammates
 - c. Weave Drill
 - d. defense – position of body & defensive rules
6. Circuit Stations:
 - a. Wall Passes
 - b. Dribble Skills
 - c. Dribble Knockout
 - d. Foul Shooting Contest
 - e. Around the World
 - f. Rebound
 - g. Shooting Forms
 - h. Lay Up (how many lay ups in a designated time)
7. Games:
 - a. Around the World
 - b. "Horse" / "OUT"
 - c. Lay Up Contest
 - d. Foul Shot Competition
 - e. Knockout
8. Game Play
 - a. Draft Teams
9. Round Robin Season Games
10. Playoffs / Championship

Resources

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Hockey

Pierson, Bart

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- 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.

B. Strategy

- 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 performance.
- 2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

C. Sportsmanship, Rules, and Safety

- 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.
- 2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.

Enduring Understandings

Students will understand that basic skills, team strategy, rules, and safety are important to successfully participate in a Floor Hockey unit.

Essential Questions

How do you build efficiency and strength of the body and improve social behavior through individual and group relationships?

What fundamental skills are necessary to play the game of hockey?

What steps are necessary to understand the game hockey as a spectator/player?

Content

1. Students will know the fundamental skills.
2. Students will know the terminology.
3. Students will know game play and safety procedures.

4. Terminology:
 - a. Carry puck
 - b. Checking
 - c. Goal
 - d. Marking
 - e. Obstruction
 - f. Face-off
 - g. Flick
 - e. Foul
 - f. Sticks
 - g. Offside
 - h. Push Pass

5. Safety:
 - a. sticks may not be raised above the waist.
 - b. Do not make body to body contact with the player who is dribbling the puck.
 - c. Field the puck before hitting it. Never hit on the fly.
 - d. Play the puck, not the player. No Checking!

Skills

Fundamental Skills:

- a. Grip
- b. Stick Carrying
- c. Passing the puck/ball
- d. Fielding the puck/ball
- e. Dodging
- f. Putting puck/ball in play (bully/face-off)
- g. Strokes (push pass, flick, backhand)
- h. Goalkeeping

Stage 2: Assessment Evidence

Assessments

Summative: Written Test

Skills

Formative: Other Visual Assessments

Teacher Observation

Formative: Other Visual Assessments

Stage 3: Learning Plan

Learning Activities

Resources

Through Activities, drills, and games...

- a. Students will learn how to hold a hockey stick.
- b. Students will learn how to dribble the puck/ball around the court.
- c. Students will learn partner/teamwork play.
- d. Students will learn goalkeeping.

- Students will draft teams.
- Students will play Round Robin Season Games.
- Students will take part in a Playoffs / Championship Game

Essential Materials, Supplementary Materials, Links to Best Practices
American Alliance for Health, Physical Education, Recreation and Dance
(AAHPRED)

www.aapherd.org

New Jersey Department of Education (2009) Core Curriculum Content
Standards in Comprehensive Health and Physical Education
www.nj.gov/education/aps/cccs/chpe/standards.htm

Partnership for 21st Century Skills www.21stcenturyskills.org

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*Teaching Elementary Physical Education: Strategies for the Classroom
Teacher*(2006). Hastie, Peter; Martin, Ellen. Benjamin-Cummings Publisher.



Handball

Pierson, Bart

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 6

2.5 Motor Skill Development

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

- 2.5.6.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.

B. Strategy

- 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

- 2.5.6.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.

NJ: Grade 8

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- 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 performance.
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- 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.
- 2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.

Enduring Understandings

- Students will be able to understand that fitness activities incorporated in our daily lifestyle is important for overall good health.
- Students will be able to understand that teamwork is a fundamental skill of team handball.
- Students will be able to understand that the game of handball contains many sport-specific skills similar to soccer, speedball, hockey, and basketball.

Essential Questions

- How can team handball be used as a tool to help facilitate teamwork?
- What skills are necessary to successfully and safely play the game of team handball?

Content

1. History of the sport
 - a. became an Olympic sport in 1972
 - b. fastest and most exciting sport in the world
2. Proper terminology
 - a. Attack
 - b. Centerline
 - c. Charging
 - d. Checking
 - d. Circle
 - e. Free-throw
 - f. Goal Throw
 - g. 7 meter throw
 - h. Throw-in
 - i. throw-off
3. Steps necessary to play team handball
4. Knowledge of equipment and game play.
5. Fundamental skills of game (running, throwing, jumping, catching)
6. Safety:
 - a. No one is allowed inside of the goal area
 - b. No Physical contact
 - c. Use a soft ball, one that can be dribbled
 - d. Good sportsmanship and teamwork.

Skills

1. Dribbling
2. Passing
 - a. overhand (like a baseball throw)
 - b. Wrist Pass – step laterally toward target, raise and point elbow toward the target
 - c. Shovel Pass – step laterally toward the target, raise and point wrist toward the target
 - d. jump pass – jump, bring shooting arm up and back, whip throwing arm, land on take-off foot
3. Catching
4. Shooting
 - a. set shot
 - b. jump shot
 - c. wing shot
 - d. fall shot
5. Goaltending

Stage 2: Assessment Evidence

Assessments

Summative: Written Test

Skills

Formative: Other Visual Assessments

Teacher Observation

Formative: Other Visual Assessments

Stage 3: Learning Plan

Learning Activities

A. Freeze Tag- set up a designated area. Each player has a ball to dribble. The object is to tag as many players without leaving the area. After they are tagged, the player must "freeze" in their spot. This helps the others to avoid collisions and keep their head up. (Variation – knock the balls away instead of tag)

B. Relay lines (for dribbling)

C. Keep Away / Monkey in the middle: in a circle formation with one person in the middle, the outside players attempt to pass the ball to one another without the middle player intercepting.

D. Ten Passes – similar to keep away, except when the offense makes 10 consecutive passes they earn 3 points but if the defense intercepts it they earn 2 points.

E. Sideline Handball – 7 v 7, but instead of putting the ball back into play with a throw-in, use the sideline players to put the ball back into play.

F. Students will draft teams.

G. Students will play Round Robin Season Games.

H. Students will take part in a Playoffs / Championship Game

Resources

Essential Materials, Supplementary Materials, Links to Best Practices
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Soccer

Pierson, Bart

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 6

2.5 Motor Skill Development

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B. Strategy

- 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

- 2.5.6.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.

NJ: Grade 8

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- 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.
- 2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.

Enduring Understandings

Students will be able to understand that basic skills, game strategy, teamwork, tactics, rules, and safety are all part of the game of Soccer.

Essential Questions

- How do you build efficiency and strength of the body and improve social behavior through individual and group relationships?
- What steps are necessary to understand the sport of soccer as a spectator and participant?

Content

1. Students will know the fundamental skills.
 2. Students will know the terminology.
 - a. corner kick
 - b. dribbling
 - c. hand ball
 - d. goalkeeper
 - e. heading
 - f. offside's
 - g. throw-in
 - h. onside
 - i. penalty area
 - j. penalty kick
 - k. trapping
 - l. midfielder
 - m. forwards
 - n. fullbacks
 3. Students will know game play and safety procedures.
 - a. proper warm up
 - b. forbid any attempt at illegal contact
 - c. discourage heading the ball when it is below the shoulders
- Students will know game rules.

Skills

1. Ball Handling
 - a. box the ball
 - b. juggling (foot, thigh, head, chest)
2. Shooting
 - a. inside laces
 - b. toe down
 - c. ankle rigid
 - d. aiming
3. Passing
 - a. inside of the foot
 - b. outside of the foot
 - c. heeling
 - d. aiming
 - e. long pass – inside of laces
4. Trapping
 - a. sole of foot
 - b. inside of foot
 - c. thigh trap
 - d. chest trap
5. Dribbling:
 - a. distance of ball from player
 - b. inside of foot
 - c. outside of foot
 - d. changing direction
6. Heading
 - a. forehead
 - b. jumping and heading
7. Goalkeeper Play:
 - a. catching ball with chest
 - b. fielding ground ball with knee on the ground
 - c. Punting
 - d. clear ball to side of goal
 - e. Throwing
 - f. cut down angles by proper position
8. Offensive Strategy:
 - a. attacking – using space
 - b. move away from ball into space
 - c. use both sides of the field
 - d. give and go
 - e. throw-ins down the line
 - f. shooting strategies
9. Defensive Strategy
 - a. position between ball and goal

- b. zone/man defenses
- c. offsides

Stage 2: Assessment Evidence

Assessments

Summative: Written Test

Teacher Observation

Formative: Other Visual Assessments

Skills

Formative: Other Visual Assessments

Stage 3: Learning Plan

Learning Activities

- Students will learn how to dribble the ball around the field
- Students will learn partner/teamwork play
- Students will learn goalkeeping
- Students will learn Offensive/Defensive strategies
- Students will learn soccer terminology
- Students will learn all positions
- Students will play lead up games to ensure understanding

1. Group Discussion:

- a. History, equipment, field markings, and players
- b. Diagram field and markings on board – use hand outs
- c. Review positions

Drills that improve...

2. Dribbling – use both sides of foot, change direction with the ball, look up
 - everyone with a ball – teacher call out directions (“inside of foot” , “outside of foot”, “reverse”, etc.)

3. Short Passes –

- “Two Touch” - trap first then pass
- “One Touch” – no trap, just passes back and forth
- Volley – foot, thigh, head

4. Shooting –

- set up targets on the wall, push ball ahead and shoot, receive pass from side, take lead pass (chase it), corner cross, and penalty shots (with or without a goalkeeper).

Lead Up Games:

- Sideline soccer
- Penalty shoot outs
- Relay Pass Contests

- Students will draft teams

- Round Robin schedule

- Playoffs / Championships

Resources

Essential Materials, Supplementary Materials, Links to Best Practices
American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED)
www.aapherd.org

New Jersey Department of Education (2009) Core Curriculum Content Standards in Comprehensive Health and Physical Education
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Frisbee

Pierson, Bart

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 6

2.5 Motor Skill Development

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A. Movement Skills and Concepts

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- 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

B. Strategy

- 2.5.6.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

- 2.5.6.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.

NJ: Grade 8

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- 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).

B. Strategy

- 2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
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- 2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.

Enduring Understandings

Students will be able to understand that the basic skills, game strategy, teamwork, tactics, rules, and safety are necessary to successfully participate in the game of Frisbee.

Essential Questions

What steps are necessary to understand the sport as a spectator and participant?

Content

1. Students will know the fundamental skills.
2. Students will know the terminology.
 - a. Ace
 - b. Air bounce
 - c. Air Brushing
 - d. Back Slides
 - e. Behind the Back
 - f. Between-Leg catch
 - g. Bobble
 - h. Body Rolls/Slip
 - i. Bum
 - j. Deflection
 - k. Grip
 - l. Horse gliding
 - m. Pancake
 - n. side-arm forehand
 - o. underhand grip
3. Students will know game play and safety procedures.
 - a. keep area free of obstacles
 - b. develop adequate warm-up exercises
 - c. be alert to playing conditions at all times
 - d. stress non-contact aspect

Skills

1. Students will be able to throw and catch a Frisbee
2. Students will be able to throw and catch with a partner/team when in motion
3. Students will be able to play Ultimate Frisbee / modified games and keep score.
4. Fundamental Skills:
 - a. Grip
 - b. Stance
 - c. Flat throw
 - d. Right and Left Curve Throw
 - e. Underhand Throws
 - f. Fingertip Catch
 - g. Tipping
5. Throwing:
 - positioning the hand
 - arm movement release – snap of the wrist
 - position feet
6. Catching:
 - one handed, two handed, behind the back
7. Passes:
 - stationary
 - moving player

Stage 2: Assessment Evidence

Assessments

Summative: Written Test

Teacher Observation

Formative: Other Visual Assessments

Skills

Formative: Other Visual Assessments

Stage 3: Learning Plan

Learning Activities

- Group Discussion
- introduction to terminology, rules, equipment, field markings, and background of game

Resources

Essential Materials, Supplementary Materials, Links to Best Practices
American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED)
www.aapherd.org

-Offense and Defense Drills

-Draft Teams

- Round Robin season games / Game play

-Playoffs / Championship

Drills:

-Throw and catch with a partner.

-Throw and catch with a partner while moving down the field

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Softball / Baseball

Pierson, Bart

Stage 1: Desired Results

NJ Standards

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NJ: Grade 6

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NJ: Grade 8

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- 2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.

Enduring Understandings

Students will be able to understand that basic skills, game strategy, teamwork, tactics, rules, and safety are all part of the game of Softball.

Essential Questions

- What are the basic skills needed to play softball?
- What rules do you need to know and follow to play softball?
- What steps are necessary to understand the sport of softball as a spectator and participant?

Content

1. Students will know the fundamental skills.
2. Students will know the terminology.
 - a. Backing up
 - b. Ball
 - c. Bunt
 - d. lead-off
 - e. Choking Up
 - f. Cut-off
 - g. Double Play
 - h. Error
 - i. Fair ball
 - j. Fielder's Choice
 - k. Force Out
 - l. Grounder
 - m. Hit
 - n. Hit and Run
 - o. infield fly
 - p. inning
 - q. relay
 - r. rundown
 - s. stolen base
 - t. strike zone
 - u. tag
 - v. tag up
3. Students will know game play and safety procedures.
 - a. players should never throw the ball unless a target is made by the receiver
 - b. After hitting the ball, the bat should be dropped- never thrown
 - c. batting team should await their turns in a teacher designated area
 - d. Stress playing positions and to call for any batted ball
4. Students will know the game rules.

Skills

- Students will be able to field ground balls.
- Students will be able to field fly balls.
- Students will be able to practice throwing.
- Students will be able to practice catching.
- Students will be able to practice batting.
- Students will be able to understand the rules and play a game of softball.

Fundamental Skills:

1. Catching
 - a. use of glove
 - b. thrown balls
 - c. ground balls
 - d. fly balls
 - e. line drives
 - f. above the waist
 - g. below the waist
2. Throwing
 - a. underhand/overhand
 - b. pitch
 - c. single step
 - d. skip step
3. Fielding
 - a. fielding left/right
 - b. fly balls
 - c. backing up / covering
 - d. double play
 - e. relay
4. Batting
 - a. stance
 - b. visual
 - c. Swing
5. Base running
 - a. from the batter's box
 - b. from the base

Stage 2: Assessment Evidence

Assessments

Summative: Written Test

Teacher Observation

Formative: Other Visual Assessments

Skills

Formative: Other Visual Assessments

Stage 3: Learning Plan

Learning Activities

- Students will learn partner/teamwork play.
- Students will learn softball terminology/rules.
- Students will learn all positions
- Students will play lead up games to ensure understanding.
- Students will play a game

Activities/Drills/Games:

- a. Throwing-Catching – toss-up and catch, throw against a wall, with a partner
 - b. Pitching – target pitch / partner pitch
 - c. Fielding – players assume infield positions, balls are hit for players to field and then throw to first base.
- Students will draft teams
 - Students will play Round Robin schedule
 - Playoffs / Championship Game

Resources

Essential Materials, Supplementary Materials, Links to Best Practices
American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED)
www.aapherd.org

New Jersey Department of Education (2009) Core Curriculum Content Standards in Comprehensive Health and Physical Education
www.nj.gov/education/aps/cccs/chpe/standards.htm

Partnership for 21st Century Skills www.21stcenturyskills.org

Sports Foundation for Elementary Physical Education: A Tactical games Approach(2003). Mitchell, Stephen; Orin, Judith; Griffin, Linda.

Handbook of Physical Education. Kirk, MacDonald, O'Sullivan (2008), Sage Publications.

201 Games for the Elementary Physical Education Program. Poppen, Jerry D. (2002), Parker Publishing.

American Alliance for Health, Physical Education, Recreation and Dance

Teaching Elementary Physical Education: Strategies for the Classroom Teacher(2006). Hastie, Peter; Martin, Ellen. Benjamin-Cummings Publisher.



Recreational Games

Pierson, Bart

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 6

2.5 Motor Skill Development

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

- 2.5.6.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.

B. Strategy

- 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

- 2.5.6.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.

NJ: Grade 8

2.5 Motor Skill Development

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

- 2.5.8.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.4 Detect, analyze, and correct errors and apply to refine movement skills.

B. Strategy

- 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 performance.
- 2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

C. Sportsmanship, Rules, and Safety

- 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.
- 2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.

2.6 Fitness

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

- 2.6.8.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.

Enduring Understandings

Students will be able to understand that they are able to stay active in ways other than team sports.

Essential Questions

- What activities can students do to stay active throughout life?
- What are the long-term benefits of learning recreational games?

Content

1. Students will know fair play, group success, and respect for others.
2. Students will know individual strengths and weaknesses.
3. Students will know the rules of each activity.
4. Students will know individual and team strategies.
5. Students will know offensives and defensives strategies.

Fundamental Skills:

1. Horsehoes
 - a. Pitch
 - b. Scoing
 2. Table Tennis:
 - a. Serve
 - b. Forehand
 - c. Backhand
 - d. Net Play
 - e. Lob
 - f. Scoring
 3. Bocci
 - a. The toss
 - b. scoring
 4. Croquet
 - a. Course set up
 - b. Mallet grip
 - c. stroke
 - d. strategies
 - e. scoring
- Safety:**
- a. use equipment only as instructed
 - b. proper supervision at all times
 - c. Equipment must be in good repair

Skills

- Students will be able to develop fundamental skills with coordination and agility.
- Students will be able to communicate and cooperate with others.
- Students will be able to accurately score each activity.
- Students will be able to perform forehand and backhand serves for Table Tennis.

Fundamental Skills:

- 1.Horseshoes
 - a. Pitch
 - b. Scoring
2. Table Tennis:
 - a. serve
 - b. forehand
 - c. backhand
 - e. lob
3. Bocci:
 - a. the toss
4. Croquet:
 - a. stroke

Stage 2: Assessment Evidence

Assessments

Summative: Written Test

Teacher Observation
Formative: Other Visual Assessments

Skills
Formative: Other Visual Assessments

Stage 3: Learning Plan

Learning Activities

Get acquainted activities:

- a. Horseshoes
- b. table tennis
- c. Bocci
- d. Croquet

- Have hand-out material available to help explain the rules and regulations for each activity.
- Organize the class into small teams. The teams should be made up of 2-4 students.
- A round-robin tournament can be used for team competition.
- Use video or exhibition game as an introduction to each of the activities.
- Have more than one recreational game available during a class period.

Resources

Essential Materials, Supplementary Materials, Links to Best Practices
American Alliance for Health, Physical Education, Recreation and Dance
(AAHPRED)
www.aapherd.org

New Jersey Department of Education (2009) Core Curriculum Content
Standards in Comprehensive Health and Physical Education
www.nj.gov/education/aps/cccs/chpe/standards.htm

Partnership for 21st Century Skills www.21stcenturyskills.org

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Approach*(2003). Mitchell, Stephen; Orin, Judith; Griffin, Linda.

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Teacher*(2006). Hastie, Peter; Martin, Ellen. Benjamin-Cummings Publisher.