

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

**Moorestown Upper Elementary School
Health and Physical Education**

**Physical Education
*Grade 4***

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[Course Description and Fundamental Concepts](#)

Moorestown's elementary physical education curriculum is designed to develop the cognitive, affective, and psychomotor domains of students by providing a developmentally appropriate and sequentially progressive program. This will enable the students to acquire the basic foundations of movement skills and strategies needed to participate in a variety of games and sports. Specific aspects of the program will aid in the development of higher fitness levels, thinking and problem solving, cooperation (sportsmanship), and decision making skills.

The main components of the elementary physical education program are:

1. Body Awareness
2. Manipulative skills
3. Health related physical fitness
4. Skills related to games and sports
5. Rhythms and dance

[New Jersey Student Learning Standards \(NJSLs\)](#)

Subject/Content Standards

[2020 Comprehensive Health and PE Standards](#)

Include grade appropriate subject/content standards that will be addressed

Unit Addressed	Standard #	Standard Description
1 2 4 5 6 9	2.15.PGD.1	2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).

Unit Addressed	Standard #	Standard Description
1 2 3 4 5 6 7 8 9 10 11	2.2.5.MSC.1	• 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).

Unit Addressed	Standard #	Standard Description
3	2.2.5.MSC.2	2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

Unit Addressed	Standard #	Standard Description
1 2 3 4 5 6 7 8 9 10 11	2.2.5.MSC.3	2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).

Unit Addressed	Standard #	Standard Description
1 2 3 4 5 6 7 8 9 10 11	2.2.5.MSC.4	2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.

Unit Addressed	Standard #	Standard Description
1 2 3 4 5 6 7 8 9 10 11	2.2.5.MSC.5	2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.

Unit Addressed	Standard #	Standard Description
1 2 4 6 7 8 9 10 11	2.2.5.MSC.6	2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.

Unit Addressed	Standard #	Standard Description
1 2 4 6 7 8 9 10 11	2.2.5.MSC.7	2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

Unit Addressed	Standard #	Standard Description
1 2 3 4 5 6 7 8 9 10 11	2.2.5.PF.1	2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.

Unit Addressed	Standard #	Standard Description
1 2 3 4 5 6 7 8 9 10 11	2.2.5.PF.2	2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.

Unit Addressed	Standard #	Standard Description
1 2 3 4 5 6 7 8 9 10 11	2.2.5.PF.3	2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).

Unit Addressed	Standard #	Standard Description
2 3 5 9 10	2.2.5.PF.4	2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.

Unit Addressed	Standard #	Standard Description
5	2.2.5.PF.5	2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).

Unit Addressed	Standard #	Standard Description
1 2 3 4 5 6 7 8 9 10 11	2.2.5.LF.1	2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.

Unit Addressed	Standard #	Standard Description
3 5 10	2.2.5.LF.2	2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.

Unit Addressed	Standard #	Standard Description
1 2 3 4 5 6 7 8 9 10 11	2.2.5.LF.3	2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.

Unit Addressed	Standard #	Standard Description
5	2.2.5.LF.4	2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).

Unit Addressed	Standard #	Standard Description
5	2.2.5.LF.5	2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Unit Addressed	Standard #	Standard Description
1 2 3 4 5 6 7 8 9 10 11	2.3.5.PS1	2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.

Unit Addressed	Standard #	Standard Description
1 4 6	2.3.5.PS.5	2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.

21st-Century Skills and Technology Integration (Standard 8)

List appropriate units below for which strands (A through F) will be addressed

Standard 8.1 (K-12)		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.
Unit Addressed	Strand Letter	Standard Description
	Strand A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.
1 2 3 4 5 6 7 8 9 10 11	Strand B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
3 5	Strand 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.
3	Strand D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
	Strand E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
1	Strand F	Critical thinking, problem-solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
Standard 8.2 (K-5)		Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering,

		<i>technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
3	Strand A	The Nature of Technology: Creativity and Innovation: <i>Technology systems impact every aspect of the world in which we live.</i>
	Strand B	Technology and Society: <i>Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.</i>
1 2 4 5 6 7 8 9 10 11	Strand C	Design: <i>The design process is a systematic approach to solving problems.</i>
	Strand D	Abilities for a Technological World: <i>The designed world is the product of a design process that provides the means to convert resources into products and systems.</i>
1 2 4 6 7 8 9 10 11	Strand E	Computational Thinking: Programming: <i>Computational thinking builds and enhances problem-solving, allowing students to move beyond using knowledge to creating knowledge.</i>

Career Ready Practices (Standard 9)

List appropriate units below for which CRPs will be addressed

Unit Addressed	Standard #	Standard Description
1 2 4 5 6 7 8 9 10 11	CRP1	<i>Act as a responsible and contributing citizen and employee.</i>
2 3 4 5 6 8 9 10 11	CRP2	<i>Apply appropriate academic and technical skills.</i>
1 2 5	CRP3	<i>Attend to personal health and financial well-being.</i>
1 2 3 4 5 6 7 8 9 10 11	CRP4	<i>Communicate clearly and effectively and with reason.</i>
1 2 4 5 9 10 11	CRP5	<i>Consider the environmental, social and economic impacts of decisions.</i>
1 3	CRP6	<i>Demonstrate creativity and innovation.</i>
	CRP7	<i>Employ valid and reliable research strategies.</i>

1 2	CRP8	<i>Utilize critical thinking to make sense of problems and persevere in solving them.</i>
1 2 4 5 6 7 8 9 10 11	CRP9	<i>Model integrity, ethical leadership, and effective management.</i>
	CRP10	<i>Plan education and career paths aligned to personal goals.</i>
5	CRP11	<i>Use technology to enhance productivity.</i>
3 4 5	CRP12	<i>Work productively in teams while using cultural global competence</i>

Interdisciplinary Connections

List any other content standards addressed as well as appropriate units

Dance Standards Integration

List appropriate units below for which the following Dance standards may be addressed

NOTE: By the end of grade 5, all students progress toward BASIC LITERACY in the following content knowledge and skills in DANCE.

3	1.1.5.A.1	Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.
3	1.1.5.A.2	Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure
3	1.1.5.A.3	Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.
1 2 3 6 7 8 9 10 11	1.1.5.A.4	Differentiate contrasting and complimentary shapes, shared weight centers, body parts, body patterning, balance, and range of motion in compositions and performances.

NOTE: By the end of grade 5, all students progress toward BASIC LITERACY in the following content knowledge and skills in DANCE

3	1.3.5.A.1	Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.
3	1.3.5.A.2	Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.

3	1.3.5.A.3	Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.
1 2 3 6 7 8 9 10 11	1.3.5.A.4	Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.
1 2 3 6 7 8 9 10 11	1.3.5.A.5	Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.

Other Interdisciplinary Content Standards

List appropriate units below for any other content/standards that may be addressed

Unit Addressed	Content / Standard #	Standard Description
1	3-5-ETS1-2.	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Unit Addressed	Content / Standard #	Standard Description
2 6 7 8 9 10 11	4-PS3-1.	Use evidence to construct an explanation relating the speed of an object to the energy of that object

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Soccer Unit, Locomotive Activities (Cardio Fitness)	September (~19 days)
Fitness and Fitness Testing	October (~19 days)
Team Handball and Dance Unit	November (~16 days)
Adventure Activity Unit	December (~15 days)
Basketball Unit	January (~18 days)
Hockey Unit	February (~18 days)
Volleyball Unit	March (~15-20 days)
Fitness and Fitness Testing	April (~15-20 days)
Baseball/Softball, Track and Field	May (~18 days)
Striking Unit	June (~15 days)

Units Scope and Sequence

Unit Name: Adventure Activity

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSL](#) - 2.1.5PGD.1 2.2.5 MSC.1 2.2.5 MSC.3 2.2.5 MSC.4 2.2.5 MSC.5 2.2.5 MSC.6 2.2.5 MSC.7 2.2.5PF1 2.2.5PF2 2.2.5PF3 2.2.5.LF.1 2.2.5.LF.2 2.2.5.LF.3 2.2.5.LF.5 2.3.5PS1 2.3.5.PS5

[NJSL](#) - *Technology Integration Standards* - 8.1B 8.2C 8.2E

[NJSL](#) - *College and Career Ready Practices* - CRP1 CRP3 CRP4 CRP5 CRP6 CRP8 CRP9

[NJSL](#) - *Interdisciplinary Standards* - 3-5-ETS1-2.

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- What is teamwork?
- What aspects are important in problem solving?
- How can students practice communication in order to achieve a common goal?

Objectives

Students will be able to...

- Work as a team to complete a common goal.
- Will be able to communicate with their peers in a positive and productive manner.
- Demonstrate sportsmanship skills.
- Debrief on their team or personal outcome.

Unit Name: Basketball

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSL](#) - 2.1.5PGD.1 2.2.5 MSC.1 2.2.5 MSC.3 2.2.5 MSC.4 2.2.5 MSC.5 2.2.5 MSC.6 2.2.5 MSC.7 2.2.5PF1 2.2.5PF2 2.2.5PF3 2.2.5.LF.1 2.2.5.LF.2 2.2.5.LF.3 2.2.5.LF.5 2.3.5PS1 2.3.5.PS5
[NJSL](#) - *Technology Integration Standards* - 8.1B 8.2C 8.2E
[NJSL](#) - *College and Career Ready Practices* - CRP1 CRP3 CRP3 CRP4 CRP5 CRP8 CRP9
[NJSL](#) - *Interdisciplinary Standards* - 4-PS3-1.

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- What are the proper skills in order to participate in a basketball game or activities?.
- What are the rules of basketball?
- What is the brief history behind the game of basketball?

Objectives

Students will be able to...

- Recall the basic rules of basketball.
- Dribble, pass, shoot a basketball.
- Dribbles in self space with both the preferred and the nonpreferred hands using a mature pattern.
- Dribbles in general space with control of ball and body while increasing and decreasing speed.
- Dribble in general space with changes in direction and speed.
- Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non dynamic environment
- Throws to a moving partner with reasonable accuracy in a non dynamic environment
- Combines traveling with manipulative skills of dribbling , passing, catching in teacher and/or student-designed small sided practice tasks.
- Demonstrate proper sportsmanship during team play.
- Participate in game activities.
- Name a history fact pertaining to basketball.

Unit Name: Dance

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 2.1.5PGD.1 2.2.5 MSC.1 2.2.5MSC.2 2.2.5 MSC.3 2.2.5 MSC.4 2.2.5 MSC.5 2.2.5 MSC.6
2.2.5 MSC.7 2.2.5PF1 2.2.5PF2 2.2.5PF3 2.2.5.LF.1 2.2.5.LF.2 2.2.5.LF.3 2.2.5.LF.5 2.3.5PS1
2.3.5.PS5

[NJSLs - Technology Integration Standards](#) - 8.1A

[NJSLs - College and Career Ready Practices](#) - CRP2 CRP4 CRP6 CRP11 CRP12

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- What are beats and counts?
- What are the techniques of different dances?
- What is spatial awareness?

Objectives

Students will be able to...

- Define beats and counts.
- Demonstrate the various techniques of different dances.
- Combine locomotor movement patterns and dance steps to create and perform an original dance.
- Combines locomotor skills and movement concepts to create and perform a dance with a partner.
- Combine movement concepts with skills in small sided practice dance tasks.

Unit Name: Floor Hockey/Pillow Polo

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSL](#) - 2.1.5PGD.1 2.2.5 MSC.1 2.2.5 MSC.3 2.2.5 MSC.4 2.2.5 MSC.5 2.2.5 MSC.6
2.2.5 MSC.7 2.2.5PF1 2.2.5PF2 2.2.5PF3 2.2.5.LF.1 2.2.5.LF.3 2.2.5.LF.4 2.2.5.LF.5 2.3.5PS1
2.3.5.PS5

[NJSL](#) - *Technology Integration Standards* - 8.1B 8.2C 8.2E

[NJSL](#) - *College and Career Ready Practices* - CPR1 CPR2 CPR4 CPR5 CPR9 CPR12

[NJSL](#) - *Interdisciplinary Standards* 4-PS3-1.

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- What are the rules of floor hockey?
- What are the positions of floor hockey?
- What are the basic skills?

Objectives

Students will be able to...

- Participate in a floor hockey game.
- Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow through)
- Apply the skills of floor hockey. (passing, shooting, and goaltending)
- Applies the concept of open spaces to combination skills involving traveling
- Applies the concept of closing spaces in small-sided practice tasks.
- Applies the concepts of direction and force when striking an object with a long-handled implement, sending it toward a designated target.
-
- Demonstrates sportsmanship and safe use of equipment.

Unit Name: Fitness

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 2.1.5PGD.1 2.2.5 MSC.1 2.2.5 MSC.3 2.2.5 MSC.4 2.2.5 MSC.5 2.2.5 MSC.6
2.2.5 MSC.7 2.2.5PF1 2.2.5PF2 2.2.5PF3 2.2.5.LF.1 2.2.5.LF.2 2.2.5.LF.3 2.2.5.LF.4 2.2.5.LF.5
2.3.5PS1
[NJSLs - Technology Integration Standards](#) - 8.1B 8.2C 8.2E
[NJSLs - College and Career Ready Practices](#) - CPR1 CPR2 CPR4 CPR6 CPR9 CPR12
[NJSLs - Interdisciplinary Standards](#) - 4-PS3-1.

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- What is physical fitness?
- What is the importance of physical fitness and activity?
- What skills must students learn to apply them into lifelong fitness and wellness?

Objectives

Students will be able to...

- Recall the importance of fitness.
- Demonstrate warm-up and cooldown relative to the cardiorespiratory fitness assessment.
- Name the key components of physical fitness.
- Participate in physical activities.
- Demonstrate proper skills for physical fitness.
- Discuss the importance of hydration and hydration choices relative to physical activities.
- Applies the movement concepts of speed, endurance and pacing for running.
- Create a jump-rope routine with either a short or long rope.
- Runs for distance using a mature pattern.

Unit Name: Football

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 2.1.5PGD.1 2.2.5 MSC.1 2.2.5 MSC.3 2.2.5 MSC.4 2.2.5 MSC.5 2.2.5 MSC.6 2.2.5 MSC.7 2.2.5PF1 2.2.5PF2 2.2.5PF3 2.2.5.LF.1 2.2.5.LF.2 2.2.5.LF.3 2.2.5.LF.5 2.3.5PS1 2.3.5.PS5
[NJSLs - Technology Integration Standards](#) - 8.1B 8.2C 8.2E
[NJSLs - College and Career Ready Practices](#) - CRP1 CRP3 CRP3 CRP4 CRP5 CRP8 CRP9
[NJSLs - Interdisciplinary Standards](#) - 4-PS3-1.

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- What are the rules of football?
- What are the positions of football?
- What are the basic skills?

Objectives

Students will be able to...

- Participate in a football station.
- Apply the skills of football (passing, catching, kicking and dodging)
- Throws overhand using a mature pattern in non-dynamic environments
- Throws overhand to a partner or at a target with accuracy at a reasonable distance.
- Throws to a moving partner with reasonable accuracy in a non-dynamic environment
- Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment
- Demonstrates sportsmanship and safe use of equipment.

Unit Name: Soccer

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 2.1.5PGD.1 2.2.5 MSC.1 2.2.5 MSC.3 2.2.5 MSC.4 2.2.5 MSC.5 2.2.5 MSC.6 2.2.5 MSC.7 2.2.5PF1 2.2.5PF2 2.2.5PF3 2.2.5.LF.1 2.2.5.LF.2 2.2.5.LF.3 2.2.5.LF.5 2.3.5PS1 2.3.5.PS5

[NJSLs - Technology Integration Standards](#) - 8.1B 8.2C 8.2E

[NJSLs - College and Career Ready Practices](#) - CRP1 CRP3 CRP3 CRP4 CRP5 CRP8 CRP9

[NJSLs - Interdisciplinary Standards](#) 4-PS3-1.

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- What are the rules of soccer?
- What are the positions?
- What are the basic skills of soccer?

Objectives

Students will be able to...

- Be able to dribble a ball with their eyes up in an athletic stance.
- Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed.
- Passes and receives a ball with the insides of the feet to a moving partner in a non dynamic environment
- Passes and receives a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass.
- Kicks along the ground and in the air, and punts using mature patterns.
- Be able to participate in a soccer game while using sportsmanship.

Unit Name: Softball/Baseball/Striking Unit 8

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 2.2.5 MSC.1 2.2.5 MSC.3 2.2.5 MSC.4 2.2.5 MSC.5 2.2.5 MSC.6 2.2.5 MSC.7 2.2.5PF1 2.2.5PF2 2.2.5PF3 2.2.5.LF.1 2.2.5.LF.3 2.2.5.LF.4 2.2.5.LF.5 2.3.5PS1 2.3.5.PS5
[NJSLs - Technology Integration Standards](#) 8.1B 8.2C 8.2E
[NJSLs - College and Career Ready Practices](#) CRP1 CRP3 CRP3 CRP4 CRP5 CRP8 CRP9
[NJSLs - Interdisciplinary Standards](#) Science: 4-PS3-1.

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- What are the rules of softball and/or baseball?
- What are the positions of softball/or baseball?
- What are the basic skills in softball/baseball or kickball?

Objectives

Students will be able to...

- Participate in softball/baseball or kickball games.
- Apply the skills of softball. (throwing, catching, fielding, and batting)
- Demonstrates sportsmanship and safe use of equipment.
- Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and followthrough)
- Kick a kickball along the ground and in the air, and punts using mature patterns.
- Catch a baseball/softball/kickball thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non dynamic environment
- Throw a kickball/baseball/softball overhand using a mature pattern in non dynamic environments
- Throw a kickball/baseball/softball overhand to a partner or at a target with accuracy at a reasonable distance

Unit Name: Team Handball 9

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 2.1.5PGD.1 2.2.5 MSC.1 2.2.5 MSC.3 2.2.5 MSC.4 2.2.5 MSC.5 2.2.5 MSC.6 2.2.5 MSC.7 2.2.5PF1 2.2.5PF2 2.2.5PF3 2.2.5.LF.1 2.2.5.LF.2 2.2.5.LF.3 2.2.5.LF.5 2.3.5PS1 2.3.5.PS5
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[NJSLs - College and Career Ready Practices](#) CRP1 CRP3 CRP3 CRP4 CRP5 CRP8 CRP9
[NJSLs - Interdisciplinary Standards](#) 4-PS3-1.

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- What are the rules of team handball?
- What skills do students need to know to play teamhand?
- What are the key positions of team handball?

Objectives

Students will be able to...

- Recall the basic rules of team handball.
- Demonstrate proper sportsmanship during team handball activities.
- Participate in game activities.
- Name a history fact pertaining to teamhand.

Unit Name: Track and Field 10

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 2.2.5 MSC.1 2.2.5 MSC.3 2.2.5 MSC.4 2.2.5 MSC.5 2.2.5 MSC.6 2.2.5 MSC.7 2.2.5PF1 2.2.5PF2 2.2.5PF3 2.2.5.LF.1 2.2.5.LF.2 2.2.5.LF.3 2.2.5.LF.5 2.3.5PS1 2.3.5.PS5
[NJSLs - Technology Integration Standards](#) 8.1B 8.2C 8.2E
[NJSLs - College and Career Ready Practices](#) CRP1 CRP3 CRP3 CRP4 CRP5 CRP8 CRP9
[NJSLs - Interdisciplinary Standards](#) 4-PS3-1.

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

What are the rules of track and field?
What are the events of track and field?
What are the techniques of the events?

Objectives

Students will be able to...

- Participate in track and field stations.
- Identify the different events
- Demonstrates sportsmanship and safe use of equipment.
- Run for distance using a mature pattern.

Unit Name: Volleyball 11

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 2.2.5 MSC.1 2.2.5 MSC.3 2.2.5 MSC.4 2.2.5 MSC.5 2.2.5 MSC.6 2.2.5 MSC.7 2.2.5PF1
2.2.5PF2 2.2.5PF3 2.2.5.LF.1 2.2.5.LF.2 2.2.5.LF.3 2.2.5.LF.5 2.3.5PS1 2.3.5.PS5
[NJSLs - Technology Integration Standards](#) 8.1B 8.2C 8.2E
[NJSLs - College and Career Ready Practices](#) CRP1 CRP3 CRP3 CRP4 CRP5 CRP8 CRP9
[NJSLs - Interdisciplinary Standards](#) 4-PS3-1.

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- What are the rules of volleyball?
- What skills do students need to know to play volleyball?
- What are the key positions of volleyball?

Objectives

Students will be able to...

- Demonstrate and apply a proper set, bump, and serve.
- Participate in a volleyball game.
- Recall the proper scoring methods.
- Rotate in a proper clockwise format
- Volley underhand using a mature pattern, in a dynamic environment
- Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern.

Please contact Content Supervisor for any questions.