

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

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

**Physical Education
*Grade 5***

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Contents

<u>Administration</u>	3
<u>Course Description and Fundamental Concepts</u>	4
<u>New Jersey Student Learning Standards</u>	5
<u>Pacing Guide</u>	12
<u>Units Scope and Sequence</u>	13

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[Course Description and Fundamental Concepts](#)

The Moorestown Schools 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	2.1.5.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: <i>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.</i>
Unit Addressed	Strand Letter	Standard Description
	Strand A	Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems, and operations.</i>
1 2 3 4 5 6 7 8 9 10 11	Strand B	Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>
3 5	Strand C	Communication and Collaboration: <i>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.</i>
3	Strand D	Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>
	Strand E	Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i>
1	Strand F	Critical thinking, problem-solving, and decision making: <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</i>
Standard 8.2 (K-5)		Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering,</i>

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

<u>Other Interdisciplinary Content Standards</u>		
<i>List appropriate units below for any other content/standards that <u>may be addressed</u></i>		
Unit Addressed	Content / Standard #	Standard Description
5	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, Football Unit	September (~19 days)
Fitness and Fitness Testing	October (~19 days)
Team Handball and Dance Unit	November (~16 days)
Adventure Education Unit	December (~15 days)
Basketball Unit	January (~18 days)
Hockey/Pillow Polo Unit	February (~18 days)
Volleyball Unit	March (~15-20 days)
Fitness and Fitness Testing	April (~15-20 days)
Baseball/Softball/Striking Unit	May (~18 days)
Track and Field Unit	June (~15 days)

Units Scope and Sequence

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 basic rules of a soccer game?

What are the positions of the players on a soccer field?

What are the basic skills of soccer?

Objectives

Students will be able to...

- Dribble a ball with their eyes up
- Combine traveling with manipulative skills for execution to a target (e.g., scoring in soccer)
- Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments.
- Demonstrates mature patterns of locomotor skills in dynamic small sided practice tasks.
- Combine foot dribbling with other skills in 1v1 practice tasks.
- Dribble with feet with mature patterns in a variety of small-sided game forms.
- Pass with the feet using a mature pattern as both partners travel.
- Receive a pass with the feet using a mature pattern as both partners travel.
- Demonstrate mature patterns in kicking and punting in small-sided practice task environments.
- Apply movement concepts such as speed, direction, force to strategy in game situations
- Analyze movement situations and apply movement concepts in small-sided practice tasks.
- Apply basic offensive and defensive strategies and tactics in small sided soccer practice tasks.
- Recognize the types of kicks needed for different games and sports situations.
- Pass to a teammate
- Learn and practice soccer while using sportsmanship.
- Demonstrate the proper skills of soccer. (dribbling, passing, shooting)

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...

- Understand the importance of fitness.
- Differentiate between skill-related and health-related fitness.
- Identifies the need for warm-up and cool-down relative to various physical activities.
- Analyze results of fitness assessment (pre and post), comparing results to fitness components for good health.
- Design a fitness plan to address ways to use physical activity to enhance fitness.
- Name the key components of physical fitness.
- Set fitness goals for the fall and spring
- Demonstrate proper skills for physical fitness.
- Create a jump-rope routine with a partner, using either a short or long rope.
- Identify the different muscle groups used for each activity.

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...

- Participate in dance while timing beats and counting music.
- Demonstrate mature patterns of locomotor skills in dance.
- Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern.
- Combines balance and transferring weight in a dance environment.
- Combines locomotor skills and movement concepts to create and perform a dance with a group.
- Identify the different line dances and dance events.
- Demonstrates spatial awareness.
- Be able to identify the different steps in line dancing.

Unit Name: Team Handball

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 team handball?
- What skills do students need to know to play teamhand ball?
- 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.
- Pass the ball to keep it away from the other team.
- Move the ball forward by dribbling, passing, and receiving.
- Shoot on goal with the correct opportunity arises.
- Quickly transition to a shot after receiving a pass.
- Develop defensive positioning awareness to cut down the shooting and passing angles of the offense.
- Throw with accuracy while both partners are moving.
- Throw overhand toward the goal with accuracy.
- Throw underhand to a large target with accuracy.
- Participate in game activities.
- Name a history fact pertaining to teamhand ball.

Unit Name: Adventure Education

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 CRP4 CRP5 CRP6 CRP8
CRP9 NJSLS - 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 accomplishing a goal as a team?
- How can students practice communication, cooperation and teamwork to achieve a common goal?

Objectives

Students will be able to...

- Work as a team to complete a goal.
- Will be able to communicate with their peers in a positive and productive manner.
- Demonstrate sportsmanship skills.
- Understand the importance of teamwork and how it helps you achieve your goal.

Unit Name: Basketball

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 proper skills in order to participate in a basketball game?
- What are the rules of basketball?
- What are the positions of basketball?

Objectives

Students will be able to...

- Recall the basic rules of basketball.
- Demonstrate how to dribble, pass and shoot a basketball.
- Dribbles with hands or feet with mature patterns in a variety of small-sided game forms.
- Combines hand dribbling with other skills during 1v1 practice tasks.
- Dribble while keeping the body between the ball and obstacles or opponent.
- Dribble in self-space and general space, demonstrating the critical elements of a mature pattern with both the preferred and non preferred hands.
- Demonstrate proper sportsmanship during team play.
- Identify What a travel is in a game setting?

Unit Name: Floor Hockey/Pillow Polo

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.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 - CPR1 CPR2 CPR4 CPR5 CPR9 CPR12

NJSLS - 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.
- Apply the skills of floor hockey. (passing, shooting, and goaltending)
- Strike an object with a hockey stick/pillow polo while demonstrating 3 of the 5 critical elements of a mature pattern for the hockey stick/pillow polo (grip, stance, body orientation, swing plane, and follow-through).
- Applies the concepts of direction and force when striking an object with a hockey stick/pillow polo stick, sending it toward a designated target.
- Demonstrate sportsmanship and safe use of equipment.
- Identify the different rules of floor hockey.

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 football stations.
- Apply the skills of football (passing, catching, kicking and dodging)
- Applies the basic football offensive and defensive strategies and tactics.
- Applies movement concepts to strategy in football game situations.
- Catch a football above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment.
- Catch a football with accuracy while both partners are moving
- Catch a football with reasonable accuracy in dynamic, small sided practice tasks.
- Throw a football with accuracy while both partners are moving.
- Throw a football with reasonable accuracy in dynamic, small-sided practice tasks.
- Throw a football overhand in a mature pattern in non-dynamic pattern.
- Throw a football overhand to a large target with accuracy.
- Demonstrate sportsmanship and safe use of equipment.
- Identify the different rules of football.

Unit Name: Track and Field

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
- Use appropriate pacing for a variety of running distances.
- Demonstrate sportsmanship and safe use of equipment

Unit Name: Volleyball

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.
- Volleys a ball using a two-handed pattern, sending it upward
- Strikes an object consecutively, with a partner over the volleyball net.
- Volleys a ball using a two-handed pattern, sending it upward.
- Participate in a volleyball game.
- Recall the proper scoring methods.
- Rotate in a proper clockwise format

Unit Name: Softball/Baseball/Striking

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)
- Strikes a pitched ball with a bat using a mature pattern.
- Applies the concepts of direction and force to strike an object with a bat.
- Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment.
- Combines striking with a bat with receiving and traveling skills in a small-sided baseball/softball game.
- Throw overhand using a mature pattern in a non-dynamic environment.
- Throw with reasonable accuracy in dynamic, small-sided practice taks.
- Recognize the type of throw or striking action needed for different games.
- Demonstrates sportsmanship and safe use of equipment.

Please contact content supervisor for any questions.