

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

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

**Physical Education
Grade 6**

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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 5 6 8 9 10 11 12 13 14 15	2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into 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 12 13 14 15	2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.

Unit Addressed	Standard #	Standard Description
6	2.2.8.MSC.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

Unit Addressed	Standard #	Standard Description
1 2 5 7 8 9 10 11 12 13 14 15	2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

Unit Addressed	Standard #	Standard Description
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Unit Addressed	Standard #	Standard Description
3	2.2.8.PF.3	Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).

Unit Addressed	Standard #	Standard Description
3 4	2.2.8. PF.4	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.

Unit Addressed	Standard #	Standard Description
3 4	2.2.8.LF.1	Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.

Unit Addressed	Standard #	Standard Description
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities

Unit Addressed	Standard #	Standard Description
3 4	2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.

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 12 13 14 15	Strand B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
7	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.
3	Strand E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
1 3	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.

Career Ready Practices (Standard 9)

List appropriate units below for which CRPs will be addressed

Unit Addressed	Standard #	Standard Description
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	CRP1	Act as a responsible and contributing citizen and employee.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	CRP2	Apply appropriate academic and technical skills.
3 4	CRP3	Attend to personal health and financial well-being.
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	CRP4	Communicate clearly and effectively and with reason.
1 3 6	CRP5	Consider the environmental, social and economic impacts of decisions.
3 7	CRP6	Demonstrate creativity and innovation.
3 4	CRP7	Employ valid and reliable research strategies.
7	CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
1 2 3 4 5 6 7 8 9 10 11 12	CRP9	Model integrity, ethical leadership, and effective management.
	CRP10	Plan education and career paths aligned to personal goals.
3 4	CRP11	Use technology to enhance productivity.
15	CRP12	Work productively in teams while using cultural global competence

Interdisciplinary Connections

List any other content standards addressed as well as appropriate units

Other Interdisciplinary Content Standards

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

Unit Addressed	Content / Standard #	Standard Description
7	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
1 2 3 4 5 8 9 10 11 12 13 14 15	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)
1. Soccer / 2. Football	September (~19 days)
3. Fitness Stations and 4. Fitness Testing	October (~19 days)
5. Team Handball, 6. Dance	November (~16 days)
7. Adventure Education Unit	December (~15 days)
8. Basketball	January (~18 days)
9. Hockey/Pillow Polo	February (~18 days)
10. Volleyball/13. Badminton (net games)15. Pickleball	March (~15-20 days)
3. Fitness Stations and 4. Fitness Testing	April (~15-20 days)
11. Baseball/Softball	May (~18 days)
12. Track and Field /14. Recreational Games	June (~15 days)

Units Scope and Sequence

Unit Name: Soccer

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

Standards

NJSLS - 2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.5 2.2.8.MSC.7 2.2.8.LF.4

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 is each position responsible for during a game of soccer?
- What are some strategies of offense and defense in a game of soccer?

Objectives

Students will be able to...

- Learn and practice the skills associated with soccer.
 - Dribble a soccer ball.
 - Pass to a teammate.
 - Attempt to score a goal.
- Foot-dribble with control, changing speed and direction in a variety of practice tasks.
- Shoot on goal with power in a dynamic environment as appropriate to the activity
- Create open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace).
- Execute at least 1 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go
- Create open space by using the width and length of the field/court on offense.
- Reduce open space on defense by making the body larger and reducing passing angles.
- Reduce open space by not allowing the catch (denial) or by allowing the catch but not the return pass.
- Transition from offense to defense or defense to offense by recovering quickly.
- Learn and practice soccer while using positive sportsmanship.
- Learn the history of the game of soccer.
- Learn and come up with different strategies and plays for a game of indoor soccer.

Unit Name: Football

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

Standards

NJSLS - 2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.5 2.2.8.MSC.7 2.2.8.LF.4
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)
- Catches a football with a mature pattern from a variety of trajectories in varying practice tasks
- Passes and receives a football with hands in combination with locomotor patterns of running and change of direction & speed with competency in flag football
- Throws a football, while stationary, a leading pass to a moving receiver.
- Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player
- Creates open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace).
- Creates open space by using the width and length of the field/court on offense
- Reduces open space by not allowing the catch (denial)
- Demonstrates sportsmanship and safe use of equipment.
- Work with team members to research different pass plays/routes and work on a team playbook before playing flag football.

Unit Name: Fitness

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

Standards

NJSLS - 2.2.8.MSC.2 2.2.8.MSC.7 2.2.8.PF.3 2.2.8. PF.4 2.2.8.LF.1
2.2.8.LF.4 2.2.8.LF.5

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?

Why do we do fitness testing twice a year?

What is the importance of physical fitness and activity?

What sports or activities can you participate in for lifelong fitness and wellness?

The financial cost of continuing with a lifelong fitness and wellness activity such as competing in a local 5k.

Objectives

Students will be able to...

- Participate in different aspects of physical fitness.
- Describes how being physically active leads to a healthy body.
- Participates in a variety of aerobic fitness activities such as cardio-kick, step aerobics and aerobic dance.
- Participates in a variety of aerobic-fitness activities using technology such as Dance Dance Revolution® or Wii Fit®.
- Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day.
- Understand what fitness component each fitness test covers.
- Set fitness goals from the fall to the spring and monitors the self-selected physical activity goals for aerobic and/or muscle- and bone-strengthening activity based on current fitness level
- Designs and implements a program of remediation for an area of weakness based on the results of health related fitness assessment
- Employs correct techniques and methods of stretching
- Differentiates between aerobic and anaerobic capacity, and between muscular strength and endurance
- Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time & type) for different types of physical activity(aerobic, muscular fitness and flexibility).
- Describes the role of warm-ups and cool-downs before and after physical activity.

- Defines resting heart rate and describes its relationship to aerobic fitness and the Borg rating of perceived exertion (RPE) scale.15
- Set up a spreadsheet to figure out the cost of running in a local 5k running event.
- Participate in fitness stations and discuss how they felt physically, socially, and emotionally before, during, and after the class period.

Unit Name: Team Handball

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

Standards

NJSLS - 2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.5 2.2.8.MSC.7 2.2.8.LF.4
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?)

Learning the rules of team handball.
The skills associated with playing team handball.
Learning the different positions of team handball.
Learning the similarities and differences between team handball and other sports we play in Physical Education class.

Objectives

Students will be able to...

- Learn and understand the basic rules of team handball.
- Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in team handball.
- Throws with a mature pattern for distance or power appropriate to the practice task
- Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks
- Throws, while stationary, a leading pass to a moving receiver
- Performs pivots, fakes and jab steps designed to create open space during practice tasks.
- Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes
- Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player.
- Creates open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace).
- Executes at least 1 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go.
- Creates open space by using the width and length of the field/court on offense.
- Reduces open space on defense by making the body larger and reducing passing angles.

- Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass.
- Transitions from offense to defense or defense to offense by recovering quickly.
- Demonstrate positive sportsmanship during team handball games.
- Participate in team handball games.
- Work together as a team to create plays to run in their games.
- Learn strategies to further their understanding of team handball.

Unit Name: Dance

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

Standards

NJSLS - 2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.3 2.2.8.MSC.7 2.2.8.LF.4
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?
- What are the health benefits of fitness and dance?

Objectives

Students will be able to...

- Learn the beats and counts of a song.
- Understand the different techniques of dances.
- Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance
- Know what spatial awareness is.
- Develop their own dance or exercise routine with different locomotor movements (walk, hop, skip, gallop, jump) to the beat of a song.

Unit Name: Adventure Education

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

Standards

NJSLS - 2.2.8.MSC.2 2.2.8.MSC.5 2.2.8.MSC.7 2.2.8.LF.4
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 skills 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...

- Cooperates with a small group of classmates during adventure activities, game play or team-building activities.
- Will be able to communicate with their peers.
- Demonstrate sportsmanship skills.
- Discuss their team or personal outcome.

Unit Name: Basketball

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

Standards

NJSLS - 2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.5 2.2.8.MSC.7 2.2.8.LF.4
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 or activities?
- What are the rules of basketball?
- What is the brief history behind the game of basketball?

Objectives

Students will be able to...

- Learn the rules of basketball.
- Dribble, pass, and shoot a basketball.
- Dribble with a dominant hand using a change of speed and direction in a variety of practice tasks.
- Perform basketball offensive skills without defensive pressure: pivot, give and go, and fakes.
- Perform basketball pivots, fakes and jab steps designed to create open space during basketball practice tasks.
- Maintains a basketball defensive - ready position, with weight on balls of feet, arms extended, and eyes on midsection of the offensive player.
- Executes at least 1 of the following basketball offensive tactics to create open space: moves to open space without the ball: uses a variety of passes, pivots and fakes; give and go
- Creates open space by using the width and length of the court on offense.
- Reduces open space on defense by making the body larger and reducing passing angles
- Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass.
- Transitions from offense to defense or defense to offense by recovering quickly.
- Demonstrate proper sportsmanship during team play.
- Participate in game activities and games.
- Name a history fact about basketball.

Unit Name: Floor Hockey/Pillow Polo

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

Standards

NJSLS - 2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.5 2.2.8.MSC.7 2.2.8.LF.4
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 pillow polo?
- What are the positions of pillow polo?
- What are the basic skills of pillow polo?

Objectives

Students will be able to...

- Participate in a pillow polo game.
- Apply the skills of pillow polo. (passing, shooting, and dribbling)
- Transfer weight with correct timing for the shooting and passing pattern.
- Shoot on goal with power in a dynamic environment as appropriate to the Pillow Polo Activity.
- Complete a leading pass to a moving teammate.
- Pass and receive with the pillow polo stick in combination with locomotor patterns of running and change of direction with speed with competency in a pillow polo game.
- Demonstrates sportsmanship and safe use of equipment.

Unit Name: Volleyball

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

Standards

NJSLS - 2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.5 2.2.8.MSC.7 2.2.8.LF.
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 we need to know to play volleyball?
- What are the positions of volleyball?

Objectives

Students will be able to...

- Demonstrate a set, bump, and serve.
- Perform a legal underhand serve with control.
- Strikes with a mature overhand pattern in a non dynamic environment.
- Play a game using the overhead pass (set)
- Set up a spike in a game
- Participate in a volleyball game.
- Learn how to keep score in a volleyball game.
- Learn the rotation of positions.
- Participate in a 3 vs. 3 volleyball game.

Unit Name: Badminton

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

Standards

NJSLS - List standards that are addressed in this unit

2.2.8.MSC.1

2.2.8.MSC.2

2.2.8.MSC.4

2.2.8.MSC.7

2.2.8.PF.2

NJSLS - Technology Integration Standards - NJSLSA.SL1

NJSLS - College and Career Ready Practices - CRP1, CRP3, CRP4, CRP5

NJSLS - Interdisciplinary Standards -- MS-PS2-2

Unit Big Ideas:

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

- Fitness/Skills
- Safety
- Etiquette
- Rules
- Cooperation/Positioning
- Strategy

Objectives

Students will be able to...

- Fitness/Skills – Develop ability to execute basic racquet sport skills. Participate in conditioning activities related to the skill set
- Safety – Demonstrate spatial awareness in relation to partners, equipment and boundaries
- Etiquette – Learn and apply the standards of etiquette associated with Badminton
- Rules – Understand and appropriately apply Badminton rules
- Cooperation/Positioning – Demonstrate ability to communicate and work with a partner
- Strategy – Be aware of and utilize concepts of strategy while participating in games
- Executes consistently (at least 70 percent of the time) a legal underhand serve for distance and accuracy
- Strikes with a mature overhand pattern in a modified badminton game
- Demonstrates the mature form of fore-hand and backhand strokes with power and accuracy
- Transfers weight with correct timing using a low to high striking pattern on the forehand and backhand sides.
- Demonstrate forehand- and backhand-volleys with a mature form and control during modified game play.

- Create open space varying force or direction, or by moving opponent from side to side and/or forward and back during a badminton game
- Vary placement, force and timing of return to prevent anticipation by the opponent.
- Reduces open spaces on the court by working with teammates to maximize coverage.

Unit Name: Softball/Baseball/Striking Unit

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

Standards

NJSLS - 2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.5 2.2.8.MSC.7 2.2.8.LF.4
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?)

- The rules of softball and baseball.
- The positions of softball and baseball.
- The basic skills of softball, baseball, and kickball.
- The proper way to hit, catch, and field a ball in softball and baseball.

Objectives

Students will be able to...

- Participate in softball/baseball or kickball games.
- Apply all of the proper skills. (throwing, catching, fielding, and batting)
- Strike a pitched ball with a bat with force in a variety of practice tasks.
- Catch, with a mature pattern, from different trajectories using a variety of objects in a varying practice tasks.
- Receive the ball with two hands and immediately bring the ball into a throwing position; then step and throw to the player covering the base.
- Identifies the correct defensive play based on the situation (e.g., number of outs)
- Identifies open spaces and attempts to strike object into that space.
- Demonstrate positive sportsmanship and safe use of equipment.
- Work as a team to research the strategy of creating a batting lineup.

Unit Name: Track and Field

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

Standards

NJSLS - 2.2.8.MSC.1 2.2.8.MSC.2 2.2.8.MSC.5 2.2.8.MSC.7
2.2.8.LF.4
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?)**

- The rules of track and field.
- The events of track and field.

Objectives

Students will be able to...

- Participate in track and field stations.
- Identify the different events
- Demonstrate positive sportsmanship and safe use of equipment.

Unit Name: Recreational Games

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

Standards

NJSLS - List standards that are addressed in this unit

- 2.2.8.MSC.5
- 2.2.8.MSC.7
- 2.2.8.PF.2
- 2.2.8.LF.3
- 2.2.8.LF.6

NJSLS - College and Career Ready Practices - CRP1, CRP3, CRP4, CRP5, CRP12

NJSLS - Interdisciplinary Standards - MS-LS1-3

Unit Big Ideas:

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

- Fitness/Skills
- Safety
- Rules
- Invasion Concepts/Defensive Concepts
- Cooperation/Positioning
- Strategy

Objectives

Students will be able to...

- Fitness/Skills – Develop ability to execute basic group game skills.
- Safety – Demonstrate spatial awareness in relation to partners, opponents, & boundaries
- Rules – Understand and appropriately apply rules of the game.
- Cooperation/Positioning – Demonstrate ability to communicate and work with teammates.
Demonstrate ability to apply both Offensive & Defensive concepts

Unit Name: Pickleball

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

Standards

NJSLS - List standards that are addressed in this unit

2.2.8.MSC.1

2.2.8.MSC.2

2.2.8.MSC.4

2.2.8.MSC.5

2.2.8.MSC.7

2.2.8.PF.2

NJSLS - College and Career Ready Practices - CRP1, CRP3, CRP4, CRP5

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

- Fitness/Skills
- Safety
- Etiquette
- Rules
- Cooperation/Positioning
- Strategy

Objectives

Students will be able to...

- Fitness/Skills – Develop ability to execute basic racquet sport skills. Participate in conditioning activities related to the skill set
- Safety – Demonstrate spatial awareness in relation to partners, equipment and boundaries
- Etiquette – Learn and apply the standards of etiquette associated with Pickleball
- Rules – Understand and appropriately apply Pickleball rules
- Cooperative/Positioning – Demonstrate ability to communicate and work with a partner
- Strategy – Be aware of and utilize concepts of strategy while participating in games
- Execute consistently (at least 70 percent of the time) a legal underhand serve for distance and accuracy
- Strike with a mature overhand pattern in a modified pickleball game
- Demonstrate the mature form of fore-hand and backhand strokes with power and accuracy in a pickleball games
- Transfer weight with correct timing using low to high striking pattern on the forehand and backhand sides.
- Forehand- and backhand-volley with a mature form and control during modified game play.
- Create open space in net/wall games by varying force or direction, or by moving opponent from side to side and/or forward and back.
- Vary placement, force and timing of return to prevent anticipation by opponent

- Reduce open spaces in the field by working with teammates to maximize coverage.

Please contact content supervisor for any questions.