

HEALTH/PHYSICAL EDUCATION

PHYSICAL EDUCATION CURRICULUM

K - 6

Revised 2012-2013

NORTH WARREN CLUSTER:
FRELINGHUYSEN, AND KNOWLTON
ELEMENTARY SCHOOLS
NORTH WARREN REGIONAL MIDDLE SCHOOL

Committee: Kevin Newman (Frelinghuysen), Debbie Lennox (Knowlton), Lisa Garrison (Knowlton),
Jill Masker (North Warren Regional), Erica Schroeder (North Warren Regional)

Curriculum Coordinator: Kevin T. Morley

The curriculum for the Physical Education program was constructed with an eye towards past curriculum, current standards, and future expectations. With that as an anchor, the development grew to encompass many and varied content and their interconnectedness to the NJCCCS. It also encompasses the new version of the CCSS as a National commitment to both English and Mathematics. As such, curricular references to these new standards will read differently than they have in the past for both Mathematics and English.

CCSS.ELA-Literacy.CCRA.R will be the lead phrase in referencing the Common Core English Standards. The CCRA represents the College and Career Readiness Anchor standard. The particular standard of Reading (R), Writing (W) and so on will follow to help narrow the focus. This follows for Mathematics as well, using CCSS.Math.Content.CC to represent the math curricula within the subset of Counting and Cardinality. Individual grade based disclaimers were intentionally left out, as were specific strand identifiers, to allow freedom at the teacher level to focus on the roots of instruction without overly burdening the instructor with specific detail. Further, reading the second grade curricula would indicate the grade based standard as grade 2. Additionally, for the layperson and first year teacher, the full standard itself can be overly burdensome and create more problems and confusion than it resolves. This format facilitates an introduction of the curriculum and allows for a more open and seamless transition into classroom instruction and overall use.

The entire list of standards from the latest state adaptation and the new common core are included at the end of this document. Enclosed also are the respective links to these documents on-line.

Table of Contents

K – 2

Ball Handling
Manipulatives
Movement Exploration
Tumbling
Dance and Rhythmics
Fitness
Large Group Games

3 – 6

Dance/Rhythmics
Fitness
Large Group Games
Basketball
Flag Football
Floor Hockey
Soccer
Softball/Wiffle ball
Track and Field
Volleyball

HEALTH/PHYSICAL EDUCATION

Physical Education

North Warren Cluster

Grade K-2

Stage 1: Desired Results

Topic: Ball Handling

Core Content Curriculum Number & Strands: Movement Skills and Concepts 2.5A

Enduring Understandings

- Movement skills should be performed with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

Essential Questions

1. Why are ball handling skills important?
2. How can ball handling skills be used in other activities and environments outside of PE class?

(K)nowledge and (S)kills: (Focus of Instruction)

Students will be able to:

Throw variety of objects using correct form. (S)

Catch various objects. (S)

Bounce and catch a ball and bounce a ball consecutively (dribble). (S)

Strike an object using correct form. (K/S)

Kick a ball using correct form. (K/S)

Apply variables (proper body mechanics, range of motion, directions, pathways, levels, effort, personal and general space, visual and verbal) to ball handling skills. (K/S)

Learning Expectations/Objectives

Integration of 21st Century Theme(s)

21st Century Interdisciplinary Themes

Engage in creative and critical thinking. (9.1.A)

Promote leadership and responsibility. (9.1.C)

Utilize interpersonal communication (9.1.D)

Learning and Innovation Skills

Problem solving skills and collaboration. (9.1.A,C)

Information, Media and Technology Skills

As applicable

Life and Career Skills

Demonstrate values such as honesty, trustworthiness, responsibility, respect, caring...(2.2A,C,D)

Integration of Digital Tools

Pedometers, flip cameras, stop watches, and cd players will be used as applicable.

Stage 2: Evidence of Understanding

North Warren Cluster Benchmarks: (Do or Say)

- **Successfully participate in activities using ball handling skills.**

Assessment Methods:

Formative: (On-going) Teacher observation, progress reports, performance tasks, peer observation/assessment, partner checklist, observational checklist, skill challenges

Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards

Other Evidence:

Student Self-Assessment

Interdisciplinary

Stage 3: Learning Plan

Number of Days: 40

In this unit consider how you will

A	Help students explore the big ideas and essential questions through the following activities: <u>Throwing/Catching</u> <ul style="list-style-type: none">• Have students get in a straddled sitting position and roll large balls to partners who catch them using both hands.• Challenge students to roll and catch a ball both in front of and behind them when standing in a straddled position.• Have students throw and catch soft objects while they stand in self-space. Challenge them to clap one time before they catch the objects.• Have students throw either underhand or overhand to a variety of targets:<ul style="list-style-type: none">○ Targets on wall○ Hoops and tires on ground at various distances○ Alphabet letters on wall to spell words (<i>CCSS.ELA.Literacy.L</i>)○ Paint a calculator on the wall and do easy math problems. (<i>CCSS.Math.Content.K-2.NBT</i>)○ Set up large tin cans in a pyramid.○ Have students hold up hoops as targets.• Play Near/Far game – Move back with each successful catch and throw.
B	Help students explore the big ideas and essential questions through the following activities: <u>Kicking</u> <ul style="list-style-type: none">• Have students face a marked-off area and kick a stationary playground ball using any part of the foot.• Challenge students to run up and kick balls sitting on carpet squares.• Encourage students to walk and roll balls forward by using the inside of the foot.• Draw a box on the ground. Have students put their non-kicking foot on the bottom left of the box before kicking. Place the ball in the upper right corner.• Pair up students. Have students roll ball to partner who kicks the ball. The roller retrieves the ball.• Have students practice kicking stationary balls along the ground toward a stationary target.
C	Help students explore the big ideas and essential questions through the following activities: <u>Bouncing</u> <ul style="list-style-type: none">• Have students use two hands to bounce a large playground ball while they stand in self-space. Challenge them to try catching with one hand.• Have students use two hands to bounce and catch a ball while they slowly travel forward.• Challenge students to bounce the ball, clap, and then catch the ball as well as to continuously bounce the ball using two hands.• Provide a variety of balls for students to dribble.• Have students trade balls with other students while working on continuous dribbling in self-space.• Have students dribble in as many different places around their bodies as possible.• Have students dribble a ball in self-space while alternating hands.• Have students dribble in self-space at low, medium, and high levels.• Challenge students to dribble while traveling forward and backward keeping the ball under control. Have them change the direction they are moving in when signaled to do so.• Mark some pathways on the ground; ask students to dribble while following the pathways.
D	Help students explore the big ideas and essential questions through the following activities: <u>Striking</u> <ul style="list-style-type: none">• Challenge students to balance a beanbag on a paddle and move through general space

	<p>without dropping it.</p> <ul style="list-style-type: none"> • Have students use a hand or lightweight paddle to practice repeatedly striking a balloon with an underhand motion. • Challenge students to use a hand or lightweight paddle to underhand strike a wiffle ball suspended from a bar or rope. • Ask students to stay in self-space while trying to flip a beanbag “pancake” over and catch it on the paddle. • Ask students to stay in self-space while continuously bouncing and then striking a small, lightweight ball upward with a hand or lightweight paddle. • Challenge students to continuously strike a suspended ball, either by hand or with a lightweight paddle, using a forehand motion. • Have students bounce and then strike a ball either by hand or with a lightweight paddle toward a partner, wall, or tire set on the ground. • Set up 6 inch playground balls on large cones for students to strike using hands like bats. • Have students practice hitting a wiffle ball with a hockey-type stick to a hoop on the ground or some other target. • Have two teams stand behind designated lines. On a third line set up three or four targets in front of each student. On the signal, students strike towards their targets. • Allow students in groups of two or three to make up their own game when batting. Poly spots and carpet squares can be used as bases.
--	---

<p>E</p>	<p><u>Interdisciplinary activities</u> <i>Math (CCSS.Math.Content.NBT)</i> Place a calculator target on the wall and have students do simple math problems by throwing objects at the target. Move a ball towards a target: Graph success rate. Vary target values and keep score. Have students practice counting while attempting consecutive bounces. <i>Lang. Arts (CCSS.ELA.Literacy.L)</i> Place the alphabet on the wall and have students throw to letter targets to spell words. <i>Visual and Performing Arts (1.3, 1.4)</i> Have students bounce a ball in rhythm to various music beats. <i>World Language (7.1)</i> Count in Spanish</p>
-----------------	---

<p>Resources: www.pcentral.com www.pelink4u.com www.pedigest.com www.mrgym.com www.theteacherscorner.net www.lessonplanspage.com www.eduref.org www.lessonplanz.com www.montvillepe.com <u>Dynamic PE for Elementary School Children</u> - Robert Pangrazi <u>Beyond Activities: Learning Experiences to Support the National PE Standards</u> - Kogut <u>Never Play Leapfrog with a Unicorn</u> – Mehrhof, Ermler, Worrell, and Brewer <u>Ready-to-Go PE Activities for Grades K-2</u> Landy and Landy</p>
--

Stage 1: Desired Results	
Topic: Manipulatives	
Core Content Curriculum Number & Strand: Motor Skill Development	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> Movement skills should be performed with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 	<ol style="list-style-type: none"> What are manipulatives? Why are manipulative skills important? How can manipulative skills be used in other activities and environments outside of PE class?
(K)nowledge and (S)kills: (Focus of Instruction) Students will be able to: Demonstrate the appropriate use of: beanbags, balloons, balls, Frisbees, hoops, jump ropes, paddles, parachutes, scarves, scoops, scooters, sticks.... (K/S) Apply variables (proper body mechanics, range of motion, directions, pathways, levels, effort, personal and general space, visual and verbal cues). (K/S)	
Learning Expectations/Objectives	
Integration of 21st Century Theme(s) 21st Century Interdisciplinary Themes Engage in creative and critical thinking. (9.1.A) Promote leadership and responsibility. (9.1.C) Utilize interpersonal communication (9.1.D) Learning and Innovation Skills Problem solving skills and collaboration. (9.1.A,C) Information, Media and Technology Skills As applicable Life and Career Skills Demonstrate values such as honesty, trustworthiness, responsibility, respect, caring...(2.2A,C,D)	Integration of Digital Tools Pedometers, flip cameras, stop watches, and cd players will be used as applicable.
Stage 2: Evidence of Understanding	
North Warren Cluster Benchmarks: (Do or Say) Students will be able to successfully manipulate a variety of equipment (hoops, beanbags, ropes, scooters, sticks, scarves, etc.).	
Assessment Methods: Formative: (On-going) Teacher observation, progress reports, performance tasks, peer observation/assessment, partner checklist, observational checklist, skill challenges Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards	
Other Evidence: Student Self-Assessment Interdisciplinary	
Stage 3: Learning Plan	
Number of Days: 180	
<i>In this unit consider how you will</i>	
A	Help students explore the big ideas and essential questions using the following activities: <ul style="list-style-type: none"> Balloons : Hit a balloon to him or herself using front and back of hand and hit a balloon back and forth with a partner.

	<ul style="list-style-type: none"> • Hit a large soft ball off a large cone with their hand and hit balls against a wall. • Introduce a small, lightweight racquet and have the students hit a balloon upward using the racquet. • Strike with various objects: bats, Pillo Pollo sticks, golf putters, racquet ball racquets..... • Parachute games • Scooters – relays and games • Juggle with one scarf, two scarves, three scarves, two-handed toss and catch, perform challenges: toss under leg, toss-catch with one hand
B	<p>Use Jump Ropes</p> <ul style="list-style-type: none"> • Jump and turn with no rope • Jump with a self-turned rope <ul style="list-style-type: none"> ○ Jump forward/backward ○ Skip forward ○ Hop forward ○ Gallop forward ○ Jump to different speeds/rhythms (<i>Vis. and Perf. Arts - 1.3, 1.4</i>) • Jump with a long rope turned by others <ul style="list-style-type: none"> ○ Stationary start ○ Using rhymes ○ Entering a turning rope ○ Exiting a turning rope • Jump rope spun in a circle by one turner
C	Engage students to work independently and collaboratively in partnerships and small/large groups.
D	<p><u>Interdisciplinary activities</u></p> <p><i>Math (CCSS.Math.Content.NBT)</i> Place a calculator target on the wall and have students do simple math problems by throwing objects at the target. Move a ball towards a target: Graph success rate Vary target values and keep score Have students practice counting while attempting consecutive bounces.</p> <p><i>Lang. Arts (CCSS.ELA.Literacy.L)</i> Place the alphabet on the wall and have students throw to letter targets to spell words.</p> <p><i>Visual and Performing Arts (1.3, 1.4)</i> Have students bounce a ball in rhythm to various music beats. Jump rope to various rhythms and tempos.</p> <p><i>World Language (7.1)</i> Count in Spanish</p>

Resources:

www.pcentral.com

www.pelink4u.com

www.pedigest.com

www.mrgym.com

www.theteacherscorner.net

www.lessonplanspage.com

www.eduref.org

www.lessonplanz.com

www.montvillepe.com

Dynamic PE for Elementary School Children - Robert Pangrazi

Beyond Activities: Learning Experiences to Support the National PE Standards - Kogut

Never Play Leapfrog with a Unicorn – Mehrhof, Ermler, Worrell, and Brewer

Ready-to-Go PE Activities for Grades K-2 Landy and Landy

Stage 1: Desired Results

Topic: Movement Exploration

Core Content Curriculum Number & Strands : Movement Skills and Concepts (2.5A)

Enduring Understandings

- Movement is affected by changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Movement skills should be performed with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

Essential Questions

1. Why is moving in many different ways important?
2. How can moving in many different ways be used in other activities and environments outside of PE class?

(K)nowledge and (S)kills: (Focus of Instruction)

Students will be able to:

Demonstrate locomotor skills: gallop, skip, walk, run, hop, jump, leap, and slide. (S)

Demonstrate non-locomotor skills: bend, twist, pull, push, stretch, swing, sway, turn, shake... (S)

Demonstrate body shapes: angular, curved, twisted, narrow, wide, symmetrical, asymmetrical. (K/S)

Demonstrate moving in directions: forward, backward, sideways, up, down. (K/S)

Apply variables (proper body mechanics, range of motion, directions, levels, effort, personal and general space, visual and verbal cues). (K/S)

Learning Expectations/Objectives

Integration of 21st Century Theme(s)

21st Century Interdisciplinary Themes

Engage in creative and critical thinking. (9.1.A)

Promote leadership and responsibility. (9.1.C)

Utilize interpersonal communication (9.1.D)

Learning and Innovation Skills

Problem solving skills and collaboration. (9.1.A,C)

Information, Media and Technology Skills

As applicable

Life and Career Skills

Demonstrate values such as honesty, trustworthiness, responsibility, respect, caring... (2.2A,C,D)

Integration of Digital Tools

Pedometers, flip cameras, stop watches, and cd players will be used as applicable.

Stage 2: Evidence of Understanding

North Warren Cluster Benchmarks: (Do or Say)

- Students will be able to move their bodies in a variety ways.

Assessment Methods:

Formative: (On-going) Teacher observation, progress reports, performance tasks, peer observation/assessment, partner checklist, observational checklist, skill challenges

Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards

Other Evidence:

Student Self-Assessment

Interdisciplinary

Stage 3: Learning Plan

Number of Days: 180

In this unit consider how you will

- A** Help students explore the big ideas and essential questions through the following activities:
- Find a partner and make the same shape at the signal
 - Travel and then freeze in a specified shape at your signal
 - Use jump ropes to make the shape of a symmetrical or asymmetrical letter or number
 - Move over, through, and around a hoop
 - Use hoops or carpet squares to help students define self-space
 - Travel to music using the locomotor movement the teacher calls out. They find self-space when music stops
 - Move either fast or slow to a new square within a large marked off area. Give a second signal that tells them they should be on a square
 - Follow the Leader – Partners take turns being the leader. Walk in different ways and directions
 - Animal walks: penguin, crab, gorilla, frog, elephant...

B Engage students to work independently and collaboratively in partnerships and small/large groups.

- C** Interdisciplinary Activities
Lang. Arts (CCSS.ELA.Literacy.L)
Read a short story that has several movement forms and have students demonstrate those movements.
Visual and Performing Arts (1.3, 1.4)
Travel to music using various locomotor skills.

Resources:

www.pcentral.com

www.pelink4u.com

www.pedigest.com

www.mrgym.com

www.theteacherscorner.net

www.lessonplanspage.com

www.eduref.org

www.lessonplanz.com

www.montvillepe.com

Dynamic PE for Elementary School Children - Robert Pangrazi

Beyond Activities: Learning Experiences to Support the National PE Standards - Kogut

Never Play Leapfrog with a Unicorn – Mehrhof, Ermler, Worrell, and Brewer

Ready-to-Go PE Activities for Grades K-2 Landy and Landy

Stage 1: Desired Results	
Topic: Tumbling	
Core Content Curriculum Number & Strands : Movement Skills and Concepts (2.5A)	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> Tumbling provides foundational skills that are used in many physical activities. 	<ol style="list-style-type: none"> Why is tumbling important? How can tumbling be used in other activities and environments outside of PE class?
(K)nowledge and (S)kills: (Focus of Instruction)	
Students will be able to:	
Demonstrate rolls: log, egg, forward, backward, safety, straddle. (S)	
Demonstrate jumps: tuck, pike, straddle. (S)	
Demonstrate balances: V sit, knee scale, stork stand, front scale, Y scale, tip up, tripod, mule kick. (S)	
Demonstrate animal walks: bear, seal, elephant, crab, duck, lame dog, penguin, gorilla, bunny hop, crazy grapevine. (S)	
Apply variables (proper body mechanics, range of motion, directions, pathways, levels, effort, personal and general space, visual and verbal cues). (K/S)	
Learning Expectations/Objectives	
Integration of 21 st Century Theme(s)	Integration of Digital Tools
<p>21st Century Interdisciplinary Themes</p> <p>Engage in creative and critical thinking. (9.1.A)</p> <p>Promote leadership and responsibility. (9.1.C)</p> <p>Utilize interpersonal communication (9.1.D)</p> <p>Learning and Innovation Skills</p> <p>Problem solving skills and collaboration. (9.1.A,C)</p> <p>Information, Media and Technology Skills</p> <p>As applicable</p> <p>Life and Career Skills</p> <p>Demonstrate values such as honesty, trustworthiness, responsibility, respect, caring...(2.2A,C,D)</p>	<p>Pedometers, flip cameras, stop watches, and cd players will be used as applicable.</p>
Stage 2: Evidence of Understanding	
North Warren Cluster Benchmarks: (Do or Say)	
Students will be able to safely perform a variety of tumbling skills.	
Assessment Methods:	
Formative: (On-going) Teacher observation, progress reports, performance tasks, peer observation/assessment, partner checklist, observational checklist, skill challenges	
Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards	
Other Evidence:	
Student Self-Assessment	
Interdisciplinary	
Stage 3: Learning Plan	
Number of Days: 8	
<i>In this unit consider how you will</i>	
A	Help students explore the big ideas and essential questions through the following activities: Demonstrate rolls: log, egg, forward, backward, safety, straddle. Demonstrate jumps: tuck, pike, straddle.

	<p>Demonstrate balances: V sit, knee scale, stork stand, front scale, Y scale, tip up, tripod, mule kick. Demonstrate animal walks: bear, seal, elephant, crab, duck, lame dog, penguin, gorilla, bunny hop, crazy grapevine. Apply variables (proper body mechanics, range of motion, directions, pathways, levels, effort, personal and general space, visual and verbal cues).</p>
B	Engage students to work independently and collaboratively in partnerships and small/large groups.
C	<p><u>Interdisciplinary Activities</u> <i>Lang. Arts (CCSS.ELA.Literacy.L)</i> Read a short story that has several movement forms and have students demonstrate tumbling skills for those movements. <i>Visual and Performing Arts (1.3, 1.4)</i> Move to music using various tumbling skills.</p>
<p>Resources: www.pcentral.com www.pelink4u.com www.pedigest.com www.mrgym.com www.theteacherscorner.net www.lessonplanspage.com www.eduref.org www.lessonplanz.com www.montvillepe.com <u>Dynamic PE for Elementary School Children</u> - Robert Pangrazi <u>Beyond Activities: Learning Experiences to Support the National PE Standards</u> - Kogut <u>Never Play Leapfrog with a Unicorn</u> – Mehrhof, Ermler, Worrell, and Brewer <u>Ready-to-Go PE Activities for Grades K-2</u> Landy and Landy</p>	

Stage 1: Desired Results

Topic: Dance and Rhythmics

Core Content Curriculum Number & Strands: Motor Skill Development (2.5)

Enduring Understandings

Moving to music is a lifelong physical activity.

Essential Questions

1. How do beat and tempo affect movement?
2. How can beat and tempo affect performance?

(K)nowledge and (S)kills: (Focus of Instruction)

Students will be able to:

Identify basic rhythmic elements of beat, tempo, and intensity. *(also Vis. and Perf. Arts - 1.3, 1.4)(K)*

Move to an imposed/created rhythm using locomotor and non-locomotor movements. *(also Vis. and Perf. Arts - 1.3, 1.4)(S)*

Demonstrate patterned dances. *(also Vis. and Perf. Arts - 1.3, 1.4)(S)*

Move small hand apparatus to an imposed rhythm. *(also Vis. and Perf. Arts - 1.3, 1.4)(S)*

Demonstrate creative movement in response to music, poetry, or stories. *(also Vis. and Perf. Arts- 1.3,1.4) (S)*

Respond to visual and verbal cues during activity. (S)

Correct movement errors in response to feedback. (S)

Apply variables (proper body mechanics, range of motion, directions, pathways, levels, effort, personal and general space, visual and verbal cues). (K/S)

Learning Expectations/Objectives

Integration of 21st Century Theme(s)

21st Century Interdisciplinary Themes

Engage in creative and critical thinking. (9.1.A)

Promote leadership and responsibility. (9.1.C)

Utilize interpersonal communication (9.1.D)

Learning and Innovation Skills

Problem solving skills and collaboration. (9.1.A,C)

Information, Media and Technology Skills

As applicable

Life and Career Skills

Demonstrate values such as honesty, trustworthiness, responsibility, respect, caring...(2.2A,C,D)

Integration of Digital Tools

Pedometers, flip cameras, stop watches, and cd players will be used as applicable.

Stage 2: Evidence of Understanding

North Warren Cluster Benchmarks: (Do or Say)

Students will be able to move rhythmically.

Assessment Methods:

Formative: (On-going) Teacher observation, progress reports, performance tasks, peer observation/assessment, partner checklist, observational checklist, skill challenges

Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards

Other Evidence:

Student Self-Assessment

Interdisciplinary

Stage 3: Learning Plan

Number of Days: 10

In this unit consider how you will

- | | |
|----------|--|
| A | Help students explore the big ideas and essential questions through the following activities: <ul style="list-style-type: none">• Use manipulatives to demonstrate changes in beat, tempo, and rhythm.• Dances: Bunny Hop, Hokey Pokey, Chicken Dance, Alley Cat, Mexican Hat Dance• Act as a leader and a follower. |
| B | Engage students to work independently and collaboratively in partnerships and small/large groups. |

Resources:

www.pecentral.com

www.pelink4u.com

www.pedigest.com

www.mrgym.com

www.theteacherscorner.net

www.lessonplanspage.com

www.eduref.org

www.lessonplanz.com

www.montvillepe.com

Dynamic PE for Elementary School Children - Robert Pangrazi

Beyond Activities: Learning Experiences to

Support the National PE Standards - Kogut

Never Play Leapfrog with a Unicorn – Mehrhof, Ermler, Worrell, and Brewer

Ready-to-Go PE Activities for Grades K-2 Landy and Landy

Stage 1: Desired Results	
Topic: Fitness	
Core Content Curriculum Number & Strands : Fitness and Physical Activity (2.6A)	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> Regular physical activity promotes fitness. Developing fitness is a lifelong skill. 	<ol style="list-style-type: none"> Why is physical fitness important? How can fitness be developed?
(K)nowledge and (S)kills: (Focus of Instruction) Students will be able to: Identify at least one activity for each health-related fitness component: cardiovascular endurance, muscular strength/endurance, and flexibility. (K) Identify at least one activity for each skill-related fitness component: agility, speed, power, coordination, and balance. (K) Monitor body responses to physical activity. (S) Engage in moderate to vigorous physical activity. (S) Develop a fitness goal. (K/S) Explain the importance of regular physical activity. (K)	
Learning Expectations/Objectives	
Integration of 21 st Century Theme(s)	Integration of Digital Tools
21st Century Interdisciplinary Themes Engage in creative and critical thinking. (9.1.A) Promote leadership and responsibility. (9.1.C) Utilize interpersonal communication (9.1.D) Learning and Innovation Skills Problem solving skills and collaboration. (9.1.A,C) Information, Media and Technology Skills As applicable Life and Career Skills Demonstrate values such as honesty, trustworthiness, responsibility, respect, caring...(2.2A,C,D)	Pedometers, flip cameras, stop watches, and cd players will be used as applicable.
Stage 2: Evidence of Understanding	
North Warren Cluster Benchmarks: (Do or Say) <ul style="list-style-type: none"> Students will be able to explain what fitness is and activities that promote it. 	
Assessment Methods: Formative: (On-going) Teacher observation, progress reports, performance tasks, peer observation/assessment, partner checklist, observational checklist, skill challenges, timed fitness activities Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards	
Other Evidence: Student Self-Assessment Interdisciplinary	
Stage 3: Learning Plan	
Number of Days: 180	
<i>In this unit consider how you will</i>	
A	Help students explore the big ideas and essential questions through the following activities: <ul style="list-style-type: none"> Fitness stations

	<ul style="list-style-type: none">• Large group games with the focus on fitness• Practice for future fitness tests• Obstacle course• Challenge course
B	Engage students to work independently and collaboratively in partnerships and small/large groups.
<p>www.pecentral.com www.pelink4u.com www.pedigest.com www.mrgym.com www.lessonplanspage.com www.eduref.org www.lessonplanz.com www.theteacherscorner.net www.montvillepe.com <u>Fitness for Life – Corbin, Masurier, & Lambdin</u> <u>Dynamic PE for Elementary School Children, Robert Pangrazi</u> <u>Physical Best Activity Guide – Elementary Level, NASPE</u></p>	

Stage 1: Desired Results	
Topic: Large Group Games	
<i>Core Content Curriculum Number & Strands: Movement Skills and Concepts (2.5A), Strategy (2.5B), Sportsmanship, Rules and Safety (2.5C), Fitness (2.6A)</i>	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> Competitive and cooperative strategies in should be used at different times in games, sports, and other movement activities. There is a difference between offense and defense. Game strategies enable team members to achieve goals. Good sportsmanship involves cooperation, communication and positive interactions with teammates and opponents. 	<ol style="list-style-type: none"> What does teamwork look like and sound like? How can we maximize safety and enjoyment when playing with others?
<p>(K)nowledge and (S)kills: (Focus of Instruction) Students will be able to:</p> <p><u>Movement Skills and Concepts (2.5 A)</u> Use various locomotor skills (S) Use various manipulative skills (S)</p> <p><u>Strategies (2.5B)</u> Dodging, faking, chasing, fleeing (K/S) Cooperating (S) Communicating with teammates (S) Teamwork (S)</p> <p><u>Sportsmanship, rules, and safety (2.5C)</u> Demonstrate appropriate sports-like behavior as a player and as an observer. (K/S) Demonstrate an understanding of the various roles in the game. (K/S) Demonstrate an understanding of the game rules. (K/S) Use equipment responsibly. (K/S)</p> <p><u>Fitness (2.6A)</u> Engage in moderate to vigorous physical activity. (S)</p>	
Learning Expectations/Objectives	
<p style="text-align: center;">Integration of 21st Century Theme(s)</p> <p>21st Century Interdisciplinary Themes Engage in creative and critical thinking. (9.1.A) Promote leadership and responsibility. (9.1.C) Utilize interpersonal communication (9.1.D)</p> <p>Learning and Innovation Skills Problem solving skills and collaboration. (9.1.A,C)</p> <p>Information, Media and Technology Skills As applicable</p> <p>Life and Career Skills Demonstrate values such as honesty, trustworthiness, responsibility, respect, caring...(2.2A,C,D)</p>	<p style="text-align: center;">Integration of Digital Tools</p> <p>Pedometers, flip cameras, stop watches, and cd players will be used as applicable.</p>
Stage 2: Evidence of Understanding	
<p>North Warren Cluster Benchmarks: (Do or Say)</p> <ul style="list-style-type: none"> Students will be able to safely engage in large group games, follow the rules, and demonstrate sportsmanship. 	

Assessment Methods:

Formative: (On-going) Teacher observation, peer observation/assessment, partner checklist

Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards

Other Evidence:

Student Self-Assessment

Interdisciplinary

Stage 3: Learning Plan

Number of Days: 180

In this unit consider how you will

- | | |
|----------|--|
| A | Help students explore the big ideas and essential questions through the following activities: <ul style="list-style-type: none">• Human knot• Clean Your Room• Midnight• Hula Hoop Tag• Blob• Builders and Bulldozers |
|----------|--|

Resources:

www.pecentral.com

www.pelink4u.com

www.pedigest.com

www.mrgym.com

www.theteacherscorner.net

www.lessonplanspage.com

www.eduref.org

www.lessonplanz.com

www.montvillepe.com

Dynamic PE for Elementary School Children - Robert Pangrazi

Beyond Activities: Learning Experiences to Support the National PE Standards - Kogut

Never Play Leapfrog with a Unicorn – Mehrhof, Ermler, Worrell, and Brewer

Ready-to-Go PE Activities for Grades K-2 Landy and Landy

Physical Best Activity Guide – Elementary Level, NASPE

Physical Education Fireworks - Doss

HEALTH/PHYSICAL EDUCATION

Physical Education

North Warren Cluster

Grade 3 – 6

Stage 1: Desired Results

Topic: Dance/Rhythmics

Core Content Curriculum Number & Strands: Movement Skills and Concepts (2.5A)

Enduring Understandings

- Movement sequences can be performed individually and with others, in response to various tempos, rhythms, and musical styles.
- Movement sequences can be planned, created and performed individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).

Essential Questions

1. How do rhythmics affect movement?
2. How can rhythmic factors affect performance?

(K)nowledge and (S)kills: (Focus of Instruction)

Students will be able to:

Apply movement concepts to dance and rhythm activities. (*Vis. and Perf. Arts - 1.3, 1.4*) (K/S)

Demonstrate the ability to move in response to tempo, beat, and rhythm. (*Vis. and Perf. Arts -1.3, 1.4*) (K/S)

Appreciate the dances of other cultures. (*Vis. and Perf. Arts – 1.3, 1.4*) (K/S)

Explore how movement opportunities provide for self-expression and creativity. (*Vis. & Perf.Arts-1.3,1.4*) (K/S)

Learning Expectations/Objectives

Integration of 21st Century Theme(s)

21st Century Interdisciplinary Themes

Engage in creative and critical thinking. (9.1.A)

Promote leadership and responsibility. (9.1.C)

Utilize interpersonal communication (9.1.D)

Learning and Innovation Skills

Problem solving skills and collaboration. (9.1.A,C)

Information, Media and Technology Skills

As applicable

Life and Career Skills

Demonstrate values such as honesty, trustworthiness, responsibility, respect, caring...(2.2A,C,D)

Integration of Digital Tools

Pedometers, flip cameras, stop watches, and cd players will be used as applicable.

Stage 2: Evidence of Understanding

North Warren Cluster Benchmarks: (Do or Say)

- Students will be able to participate in choreographed movement experiences (teacher taught and student created).

Assessment Methods:

Formative: (On-going) Teacher observation, progress reports, performance tasks, peer observation/assessment, partner checklist, observational checklist, skill challenges

Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards

Other Evidence:

Student Self-Assessment

Interdisciplinary

Stage 3: Learning Plan

Number of Days: 8

In this unit consider how you will

- | | |
|----------|---|
| A | Help students explore the big ideas and essential questions through the following activities: <ul style="list-style-type: none">• Use manipulatives to demonstrate changes in beat, tempo, and rhythm.• Dances: YMCA, Cha Cha Slide, Macarena, Electric Slide, Line dances |
| B | Engage students to work independently and collaboratively in partnerships and small/large groups. |

Resources:

www.pcentral.com

www.pelink4u.com

www.pedigest.com

www.mrgym.com

www.theteacherscorner.net

www.lessonplanspage.com

www.eduref.org

www.lessonplanz.com

www.montvillepe.com

Dynamic PE for Elementary School Children - Robert Pangrazi

Beyond Activities: Learning Experiences to Support the National PE Standards - Kogut

Never Play Leapfrog with a Unicorn – Mehrhof, Ermler, Worrell, and Brewer

Ready-to-Go PE Activities for Grades K-2 Landy and Landy

Stage 1: Desired Results

Topic: Fitness

Core Content Curriculum Number & Strands : Motor Skill Development (2.5)

Enduring Understandings

- Fitness is beneficial to physical, emotional, mental and social health.
- The FITT principle and its application improve personal fitness.

Essential Questions

1. How does fitness influence life?
2. How can fitness be developed?

(K)nowledge and (S)kills: (Focus of Instruction)

Students will be able to:

1. Explain the differences between health-related fitness and skill-related fitness. (K)
2. Describe how body systems adapt to regular physical activity. (K)
3. Describe factors that influence fitness (heredity, training, diet, age, gender, technological advances, and anabolic steroid use). (K)
4. Use the principles of frequency, intensity, and time (FIT) to develop and implement a personal fitness program. Use available technology to monitor progress. (K/S)
5. Explain the physical, social, and emotional benefits of regular physical activity. (K)
6. Safely engage in moderate to vigorous physical activity for a specified amount of time at or above target heart rate while monitoring physiological responses. (S)

Learning Expectations/Objectives

Integration of 21st Century Theme(s)

21st Century Interdisciplinary Themes

Engage in creative and critical thinking. (9.1.A)

Promote leadership and responsibility. (9.1.C)

Utilize interpersonal communication (9.1.D)

Learning and Innovation Skills

Problem solving skills and collaboration. (9.1.A,C)

Information, Media and Technology Skills

As applicable

Life and Career Skills

Demonstrate values such as honesty, trustworthiness, responsibility, respect, caring...(2.2A,C,D)

Integration of Digital Tools

Pedometers, flip cameras, stop watches, and cd players will be used as applicable.

Stage 2: Evidence of Understanding

North Warren Cluster Benchmarks: (Do or Say)

- Students will create a fitness plan using appropriate training principles.

Assessment Methods:

Formative: (On-going) Teacher observation, progress reports, performance tasks, peer observation/assessment, partner checklist, observational checklist, skill challenges, fitness logs

Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards

Other Evidence:

Student Self-Assessment

Interdisciplinary

Stage 3: Learning Plan

Number of Days: 180

In this unit consider how you will

A Help students explore the big ideas and essential questions through the following activities:

1. Fitness stations
2. Large group games with the focus on fitness
3. Practice for fitness tests
4. Obstacle course
5. Challenge course

B Engage students to work independently and collaboratively in partnerships and small/large groups.

Resources:

www.pecentral.com

www.pelink4u.com

www.pedigest.com

www.mrgym.com

www.theteacherscorner.net

www.lessonplanspage.com

www.eduref.org

www.lessonplanz.com

www.montvillepe.com

Dynamic PE for Elementary School Children - Robert Pangrazi

Beyond Activities: Learning Experiences to Support the National PE Standards - Kogut

Ready-to-Go PE Activities for Grades K-2 Landy and Landy

Dynamic PE for Elementary School Children, Robert Pangrazi

Physical Best Activity Guide – Elementary Level, NASPE

Fitness for Life – Corbin, Masurier, & Lambdin

Stage 1: Desired Results	
Topic: Large Group Games	
Core Content Curriculum Number & Strands: Motor Skill Development (2.5)	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> Playing large group games develops skills that are used in many sports and physical activities. 	<ol style="list-style-type: none"> How can playing large group games affect performance in other sports and physical activities?
<p>(K)nowledge and (S)kills: (Focus of Instruction) Students will be able to:</p> <p><u>Movement Skills and Concepts (2.5 A)</u> Use various locomotor skills (S) Use various manipulative skills (S)</p> <p><u>Strategies (2.5B)</u> Dodging, faking, chasing, fleeing (K/S) Cooperating (S) Communicating with teammates (S) Teamwork (S)</p> <p><u>Sportsmanship, rules, and safety (2.5C)</u> Demonstrate appropriate sports-like behavior as a player and as an observer. (K/S) Demonstrate an understanding of the various roles in the game. (K/S) Demonstrate an understanding of the game rules. (K/S) Use equipment responsibly.</p> <p><u>Fitness (2.6)</u> Engage in moderate to vigorous physical activity.</p>	
Learning Expectations/Objectives	
<p style="text-align: center;">Integration of 21st Century Theme(s)</p> <p>21st Century Interdisciplinary Themes Engage in creative and critical thinking. (9.1.A) Promote leadership and responsibility. (9.1.C) Utilize interpersonal communication (9.1.D)</p> <p>Learning and Innovation Skills Problem solving skills and collaboration. (9.1.A,C)</p> <p>Information, Media and Technology Skills As applicable</p> <p>Life and Career Skills Demonstrate values such as honesty, trustworthiness, responsibility, respect, caring...(2.2A,C,D)</p>	<p style="text-align: center;">Integration of Digital Tools</p> <p>Pedometers, flip cameras, stop watches, and cd players will be used as applicable.</p>
Stage 2: Evidence of Understanding	
North Warren Cluster Benchmarks: (Do or Say)	
<ul style="list-style-type: none"> Students will be able to use movement skills and concepts, sportsmanship and game strategies to safely engage in large group games. 	
Assessment Methods:	
<p>Formative: (On-going) Teacher observation, progress reports, peer observation/assessment, partner checklist, observational checklist</p> <p>Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards</p>	

Other Evidence:

Student Self-Assessment

Interdisciplinary

Stage 3: Learning Plan**Number of Days: 180***In this unit consider how you will***A** Help students explore the big ideas and essential questions through the following activities:

- Cooperative challenges
- Tag games
- Capture the flag-type games
- Fielding games

B Engage students to work collaboratively in partnerships and small/large groups.**Resources:**www.pecentral.comwww.pelink4u.comwww.pedigest.comwww.mrgym.comwww.theteacherscorner.netwww.lessonplanspage.comwww.eduref.orgwww.lessonplanz.comwww.montvillepe.comDynamic PE for Elementary School Children - Robert PangraziBeyond Activities: Learning Experiences to Support the National PE Standards - KogutNever Play Leapfrog with a Unicorn – Mehrhof, Ermler, Worrell, and Brewer

Stage 1: Desired Results

Topic: Basketball

Core Content Curriculum Number & Strands : Movement Skills and Concepts (2.5A), Strategy (2.5B), Sportsmanship, Rules and Safety (2.5C)

Enduring Understandings

- Understanding and demonstrating specific sports skills, strategies and rules promotes successful game play.

Essential Questions

1. How can the successful performance of skills improve game play?
2. Why is the use of strategies important for success in game play?
3. How do behavior, game rules, and safety affect game play?

(K)nowledge and (S)kills: (Focus of Instruction)

Students will be able to:

Grades 3-4

Movement Skills and Concepts (2.5 A)

Ball handling/dribbling, passing, shooting, rebounding (S)

Apply variables (proper body mechanics, principles of forced motion, base of support and center of gravity, energy, flow, effort, range of motion, personal and general space, and visual and verbal cues). (K/S)

Strategies (2.5 B)

Passing and receiving (S)

Moving to get open (K/S)

Faking and dodging (K/S)

Defending space (K/S)

Communicating with teammates (S)

Sportsmanship, rules, and safety (2.5C)

Demonstrate appropriate sports-like behavior as a player and as an observer. (K/S)

Demonstrate an understanding of the responsibilities of various positions. (K/S)

Demonstrate an understanding of basketball rules. (K/S)

Use equipment responsibly. (S)

Grades 5-6

Movement Skills and Concepts (2.5A)

Ball handling/dribbling, passing, shooting, rebounding (S)

Modify movements in response to variables (proper body mechanics, principles of forced motion, base of support and center of gravity, energy, flow, effort, range of motion, personal and general space, and visual and verbal cues). (K/S)

Strategies (2.5B)

Passing and receiving (S)

Using offensive and defensive strategies (K/S)

Moving to get open (K/S)

Communicating with teammates (S)

Faking and dodging (S)

Defending space (S)

Sportsmanship, rules, and safety (2.5C)

Develop strategies to improve behavior, participation, and enjoyment of basketball as both a player and an observer. (K/S)

Explain how rules enhance participation and safety in basketball. (K/S)

Learning Expectations/Objectives	
<p style="text-align: center;">Integration of 21st Century Theme(s)</p> <p>21st Century Interdisciplinary Themes Engage in creative and critical thinking. (9.1.A) Promote leadership and responsibility. (9.1.C) Utilize interpersonal communication (9.1.D) Learning and Innovation Skills Problem solving skills and collaboration. (9.1.A,C) Information, Media and Technology Skills As applicable Life and Career Skills Demonstrate values such as honesty, trustworthiness, responsibility, respect, caring...(2.2A,C,D)</p>	<p style="text-align: center;">Integration of Digital Tools</p> <p>Pedometers, flip cameras, stop watches, and cd players will be used as applicable.</p>
Stage 2: Evidence of Understanding	
<p>North Warren Cluster Benchmarks: (Do or Say)</p> <ul style="list-style-type: none"> • Grades 3-4: Students will be able to use basketball skills and strategies correctly to engage in basketball lead-up games. • Grades 5-6: Students will be able to use basketball skills and strategies correctly to engage in basketball games. 	
<p>Assessment Methods:</p> <p>Formative: (On-going) Teacher observation, progress reports, performance tasks, peer observation/assessment, partner checklist, observational checklist, skill challenges</p> <p>Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards</p>	
<p>Other Evidence: Student Self-Assessment Interdisciplinary</p>	
Stage 3: Learning Plan	
<p>Number of Days: 8</p>	
<p><i>In this unit consider how you will</i></p>	
A	<p>Help students explore the big ideas and essential questions through the following activities:</p> <ol style="list-style-type: none"> 1. Dribble from one end of the marked area to the other end trying to avoid being touched by students who are standing in hoops scattered throughout general space. If touched, students dribble in their self-space for a count of ten before moving on towards the end line. 2. Dribble while traveling through space and, at the signal, stop traveling but continue dribbling. At the next signal, they begin moving again. 3. Challenge students to dribble while moving to the right and left, making sure to dribble with the opposite hand they are moving. 4. Stations: form shooting, defensive shuffles, passing, line jumps, control dribble between cones, lay-ups, speed dribbles 5. Shooting games 6. Dribble Tag 7. Small-sided basketball game
B	Engage students to work independently and collaboratively in partnerships and small/large groups.
C	<p><u>Interdisciplinary Activities</u> <i>Math (CCSS.Math.Content.NBT)</i> Scoring, time periods, counting down Counting is used in many activities (Ex: How many times did you perform a skill? Is that more or</p>

less times than your partner's number?)
Fractions – Set up the playing area.
Geometry – Angle of rebounds
Language Arts (CCSS.ELA.Literacy.L)
Listening
Peer teaching
Reading station cards
Record-keeping
World Language (7.1)
Count in Spanish

Resources:

www.pecentral.com

www.pelink4u.com

www.pedigest.com

www.mrgym.com

www.montvillepe.com

www.basketball-drills-and-plays.com

www.coachesclipboard.net

www.y-coach.com

Girl Sports Fit and Fun - Girl Scouts

PE Teacher's Skill by Skill Activity Program – Turner and Turner

Stage 1: Desired Results

Topic: Flag Football

Core Content Curriculum Number & Strands: Movement Skills and Concepts (2.5A), Strategy (2.5B), Sportsmanship, Rules and Safety (2.5C)

Enduring Understandings

- Understanding and demonstrating specific sports skills, strategies and rules promotes successful game play.

Essential Questions

1. How can the successful performance of skills improve game play?
2. Why is the use of strategies important for success in game play?
3. How do behavior, game rules, and safety affect game play?

(K)nowledge and (S)kills: (Focus of Instruction)

Students will be able to:

Grades 3-4

Movement Skills and Concepts (2.5A)

Pass, receive, use running pass patterns, hand off, carry ball, place-kick, punt (S)

Apply variables (proper body mechanics, principles of forced motion, base of support and center of gravity, energy, flow, effort, range of motion, personal and general space, and visual and verbal cues). (K/S)

Strategies (2.5B)

Pass and receive (S)

Move to get open (S)

Fake and dodge (K/S)

Defend space (K/S)

Communicate with teammates (S)

Sportsmanship, rules, and safety (2.5C)

Demonstrate appropriate sports-like behavior as a player and as an observer. (K/S)

Demonstrate an understanding of the responsibilities of various positions. (K/S)

Demonstrate an understanding of football rules. (K/S)

Use equipment responsibly. (K/S)

Grades 5-6

Movement Skills and Concepts (2.5A)

Pass, receive, run pass patterns, hand offs, carry ball, place-kick, punt (S)

Modify movements in response to variables (proper body mechanics, principles of forced motion, base of support and center of gravity, energy, flow, effort, range of motion, personal and general space, and visual and verbal cues). (K/S)

Strategies (2.5B)

Passing and receiving (S)

Using offensive and defensive strategies (K/S)

Moving to get open (K/S)

Communicating with teammates (S)

Faking and dodging (S)

Defending space (S)

Sportsmanship, rules, and safety (2.5C)

Develop strategies to improve behavior, participation, and enjoyment of flag football as both a player and an observer. (K/S)

Explain how rules enhance participation and safety in flag football. (K/S)

Learning Expectations/Objectives	
<p style="text-align: center;">Integration of 21st Century Theme(s)</p> <p>21st Century Interdisciplinary Themes Engage in creative and critical thinking. (9.1.A) Promote leadership and responsibility. (9.1.C) Utilize interpersonal communication (9.1.D) Learning and Innovation Skills Problem solving skills and collaboration. (9.1.A,C) Information, Media and Technology Skills As applicable Life and Career Skills Demonstrate values such as honesty, trustworthiness, responsibility, respect, caring...(2.2A,C,D)</p>	<p style="text-align: center;">Integration of Digital Tools</p> <p>Pedometers, flip cameras, stop watches, and cd players will be used as applicable.</p>
Stage 2: Evidence of Understanding	
<p>North Warren Cluster Benchmarks: (Do or Say) Help students explore the big ideas and essential questions through the following activities:</p> <ul style="list-style-type: none"> • Grades 3-4: Students will be able to use flag football skills and strategies correctly to engage in football lead-up games. • Grades 5-6: Students will be able to use flag football skills and strategies correctly to engage in flag football games. 	
<p>Assessment Methods:</p> <p>Formative: (On-going) Teacher observation, progress reports, performance tasks, peer observation/assessment, partner checklist, observational checklist, skill challenges</p> <p>Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards</p>	
<p>Other Evidence: Student Self-Assessment Interdisciplinary</p>	
Stage 3: Learning Plan	
<p>Number of Days: 8</p>	
<p>In this unit consider how you will</p>	
A	<p>Help students explore the big ideas and essential questions through the following activities:</p> <ol style="list-style-type: none"> 1. Partner drills for skill practice 2. Practice pass patterns with a center, QB, receiver, and defender. Play a game: one point for a pass breakup, two points for an interception. 3. Punt and Catch – Score one point for every dropped punt that travels 20 yards or more. 4. Small-sided flag football game
B	<p>Engage students to work independently and collaboratively in partnerships and small/large groups.</p>
C	<p><u>Interdisciplinary Activities</u> <i>Math (CCSS.Math.Content.NBT)</i> Scoring, time periods, counting down Counting is used in many activities (Ex: How many times did you perform a skill? Is that more or less times than your partner's number?) Fractions – Set up the playing area. Geometry – Angle of rebounds <i>Language Arts (CCSS.ELA.Literacy.L)</i> Listening Peer teaching</p>

	Reading station cards Record-keeping <i>World Language (7.1)</i> Count in Spanish
--	--

Resources:

www.pecentral.com

www.pelink4u.com

www.pedigest.com

www.mrgym.com

www.montvillepe.com

www.basketball-drills-and-plays.com

www.coachesclipboard.net

www.y-coach.com

Girl Sports Fit and Fun - Girl Scouts

PE Teacher's Skill by Skill Activity Program – Turner and Turner

Stage 1: Desired Results

Topic: Floor hockey

Core Content Curriculum Number & Strands : Movement Skills and Concepts (2.5A), Strategy (2.5B), Sportsmanship, Rules and Safety (2.5C)

Enduring Understandings

Understanding and demonstrating specific sports skills, strategies and rules promotes successful game play.

Essential Questions

1. How can the successful performance of skills improve game play?
2. Why is the use of strategies important for success in game play?
3. How do behavior, game rules, and safety affect game play?

(K)nowledge and (S)kills: (Focus of Instruction)

Students will be able to:

Grades 3-4

Movement Skills and Concepts (2.5A)

Dribble, pass, shoot, tackle, goaltend (S)

Apply variables (proper body mechanics, principles of forced motion, base of support and center of gravity, energy, flow, effort, range of motion, personal and general space, and visual and verbal cues). (K/S)

Strategies (2.5B)

Pass and receive (S)

Move to get open (K/S)

Fake and dodge (K/S)

Defend space (K/S)

Communicate with teammates (S)

Sportsmanship, rules, and safety (2.5C)

Demonstrate appropriate sports-like behavior as a player and as an observer. (K/S)

Demonstrate an understanding of the responsibilities of various positions. (K/S)

Demonstrate an understanding of hockey rules. (K/S)

Use equipment responsibly. (K/S)

Grades 5-6

Movement Skills and Concepts (2.5A)

Dribble, pass, shoot, tackle, goaltend (S)

Modify movements in response to variables (proper body mechanics, principles of forced motion, base of support and center of gravity, energy, flow, effort, range of motion, personal and general space, and visual and verbal cues). (K/S)

Strategies (2.5B)

Pass and receive (S)

Move to get open (K/S)

Fake and dodge (K/S)

Defend space (K/S)

Use offensive and defensive strategies (K/S)

Communicate with teammates (S)

Sportsmanship, rules, and safety (2.5C)

Develop strategies to improve behavior, participation, and enjoyment of hockey as both a player and an observer. (K/S)

Explain how rules enhance participation and safety in hockey. (K)

Learning Expectations/Objectives

Integration of 21st Century Theme(s)

21st Century Interdisciplinary Themes

Integration of Digital Tools

Pedometers, flip cameras, stop watches, and cd players

Engage in creative and critical thinking. (9.1.A) Promote leadership and responsibility. (9.1.C) Utilize interpersonal communication (9.1.D) <u>Learning and Innovation Skills</u> Problem solving skills and collaboration. (9.1.A,C) <u>Information, Media and Technology Skills</u> As applicable <u>Life and Career Skills</u> Demonstrate values such as honesty, trustworthiness, responsibility, respect, caring...(2.2A,C,D)	will be used as applicable.
--	-----------------------------

Stage 2: Evidence of Understanding

North Warren Cluster Benchmarks: (Do or Say)

Help students explore the big ideas and essential questions through the following activities:

- Grades 3-4: Students will be able to use flag football skills and strategies correctly to engage in football lead-up games.
- Grades 5-6: Students will be able to use flag football skills and strategies correctly to engage in flag football games.

Assessment Methods:

Formative: (On-going) Teacher observation, progress reports, performance tasks, peer observation/assessment, partner checklist, observational checklist, skill challenges

Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards

Other Evidence:

Student Self-Assessment

Interdisciplinary

Stage 3: Learning Plan

Number of Days: 8

In this unit consider how you will

A	Help students explore the big ideas and essential questions through the following activities: 1. Partner drills – passing, shooting, dribbling, defending, goaltending 2. Line drills – One line receives a pass, dribbles and shoots. The other line passes and rebounds the puck. 3. Obstacle course dribble – In groups of four, form a line in front of a zigzag course marked by cones. Each student must dribble through the cones and back as quickly as possible. 4. Keep Away – Place four students in a square with a player in the center. The center player tries to intercept passes across the square. 5. Shooting goals – Set up mini goals throughout the gym and divide the students into groups of three. Each student takes turns shooting from 20 feet away. 6. Dump and Chase – The puck is thrown in the opposition’s zone and chased by one or two offensive payers. This is an easy way to penetrate the opposing team’s zone without losing control of the puck. The key to success is the ability of the chasers to get to the puck before the defense. 7. Alley Floor Hockey – Divide the floor or playing area into five alleys with cones or floor tape. Each team places one player in each alley. The remaining players from each team are goalies. Teams observe all floor hockey rules with the addition of a loss of possession penalty for players who leave their alley. After 3 minutes of play or after a goal is scored, the five players from each team rotate out and exchange places with five goalies. 8. Small-sided floor hockey game
B	Engage students to work independently and collaboratively in partnerships and small/large groups.
C	<u>Interdisciplinary Activities</u>

Math (CCSS.Math.Content.NBT)

Scoring, time periods, counting down

Counting is used in many activities (Ex: How many times did you perform a skill? Is that more or less times than your partner's number?)

Fractions – Set up the playing area.

Geometry – Angle of rebounds

Language Arts (CCSS.ELA.Literacy.L)

Listening

Peer teaching

Reading station cards

Record-keeping

World Language (7.1)

Count in Spanish

Resources:

www.pecentral.com

www.pelink4u.com

www.pedigest.com

www.mrgym.com

www.montvillepe.com

www.basketball-drills-and-plays.com

www.coachesclipboard.net

www.y-coach.com

Girl Sports Fit and Fun - Girl Scouts

PE Teacher's Skill by Skill Activity Program – Turner and Turner

Stage 1: Desired Results

Topic: Soccer

Core Content Curriculum Number & Strands : Movement Skills and Concepts (2.5A), Strategy (2.5B), Sportsmanship, Rules and Safety (2.5C)

Enduring Understandings

- Understanding and demonstrating specific sports skills, strategies and rules promotes successful game play.

Essential Questions

- How can the successful performance of skills improve game play?
- Why is the use of strategies important for success in game play?
- How do behavior, game rules, and safety affect game play?

Knowledge and Skills: (Focus of Instruction)

Students will be able to:

Grades 3-4

Movement Skills and Concepts (2.5 A)

Dribble, trap, pass, shoot, tackle, throw-in, punt, goaltend (S)

Apply variables (proper body mechanics, principles of forced motion, base of support and center of gravity, energy, flow, effort, range of motion, personal and general space, and visual and verbal cues. (K/S)

Strategies (2.5 B)

Pass and receive (S)

Move to get open (S)

Fake and dodge (K/S)

Defend space (K/S)

Communicate with teammates (S)

Sportsmanship, rules, and safety (2.5C)

Demonstrate appropriate sports-like behavior as a player and as an observer. (K/S)

Demonstrate an understanding of the responsibilities of various positions. (K/S)

Demonstrate an understanding of soccer rules. (K/S)

Use equipment responsibly. (S)

Grades 5-6

Movement Skills and Concepts (2.5A)

Dribbling, trapping, passing, shooting, tackling, throw-ins, punting, goaltending (S)

Modify movements in response to variables (proper body mechanics, principles of forced motion, base of support and center of gravity, energy, flow, effort, range of motion, personal and general space, and visual and verbal cues). (K/S)

Strategies (2.5B)

Pass and receive (S)

Move to get open (S)

Fake and dodge (S)

Use offensive and defensive strategies (K/S)

Communicate with teammates (S)

Sportsmanship, rules, and safety (2.5C)

Develop strategies to improve behavior, participation, and enjoyment of as both a player and an observer. (K/S)

Explain how rules enhance participation and safety in soccer. (K/S)

Learning Expectations/Objectives

Integration of 21st Century Theme(s)

21st Century Interdisciplinary Themes

Integration of Digital Tools

Pedometers, flip cameras, stop watches, and cd players

Engage in creative and critical thinking. (9.1.A) Promote leadership and responsibility. (9.1.C) Utilize interpersonal communication (9.1.D) <i>Learning and Innovation Skills</i> Problem solving skills and collaboration. (9.1.A,C) <i>Information, Media and Technology Skills</i> As applicable <i>Life and Career Skills</i> Demonstrate values such as honesty, trustworthiness, responsibility, respect, caring...(2.2A,C,D)	will be used as applicable.
--	-----------------------------

Stage 2: Evidence of Understanding

North Warren Cluster Benchmarks: (Do or Say)
Help students explore the big ideas and essential questions through the following activities:

- Grades 3-4: Students will be able to use soccer skills and strategies correctly to engage in lead-up games.
- Grades 5-6: Students will be able to use soccer skills and strategies correctly to engage in soccer games.

Assessment Methods:

Formative: (On-going) Teacher observation, progress reports, performance tasks, peer observation/assessment, partner checklist, observational checklist, skill challenges

Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards

Other Evidence:
Student Self-Assessment
Interdisciplinary

Stage 3: Learning Plan

Number of Days: 8

In this unit consider how you will

A	Help students explore the big ideas and essential questions through the following activities: <ol style="list-style-type: none"> 1. Have students shoot at various targets. 2. Kick the ball to a moving target using a leading pass. After three kicks students switch positions. 3. Zigzag Dribble – Set up cones in a zigzag formation. 4. Alley Soccer – Set up four or five alleys. Players must play within their assigned alleys. 5. Wall Kick and Trap 6. Kicking Golf 7. Practice throw-ins with a partner 8. Shuttle Dribble Relay 9. Partner drills 10. Sideline Soccer 11. Soccer stations: dribbling, passing, trapping, shooting 12. Small sided soccer game
B	Engage students to work independently and collaboratively in partnerships and small/large groups.
C	<u>Interdisciplinary Activities</u> <i>Math (CCSS.Math.Content.NBT)</i> Scoring, time periods, counting down Counting is used in many activities (Ex: How many times did you perform a skill? Is that more or less times than your partner’s number?) Fractions – Set up the playing area.

	Geometry – Angle of rebounds <i>Language Arts (CCSS.ELA.Literacy.L)</i> Listening Peer teaching Reading station cards Record-keeping <i>World Language (7.1)</i> Count in Spanish
--	--

Resources:

www.pecentral.com

www.pelink4u.com

www.pedigest.com

www.mrgym.com

www.montvillepe.com

www.basketball-drills-and-plays.com

www.coachesclipboard.net

www.y-coach.com

Girl Sports Fit and Fun - Girl Scouts

PE Teacher's Skill by Skill Activity Program – Turner and Turner

Stage 1: Desired Results

Topic: Softball/Wiffle ball

Core Content Curriculum Number & Strands : Movement Skills and Concepts (2.5A), Strategy (2.5B), Sportsmanship, Rules and Safety (2.5C)

Enduring Understandings

- Understanding and demonstrating specific sports skills, strategies and rules promotes successful game play.

Essential Questions

- How can the successful performance of skills improve game play?
- Why is the use of strategies important for success in game play?
- How do behavior, game rules, and safety affect game play?

(K)nowledge and (S)kills: (Focus of Instruction)

Students will be able to:

Grades 3-4

Movement Skills and Concepts (2.5A)

Catch, throw, field, bat, run bases (S)

Apply variables (proper body mechanics, principles of forced motion, base of support and center of gravity, energy, flow, effort, range of motion, personal and general space, and visual and verbal cues). (K/S)

Strategies (2.5B)

Understand specific fielding positions. (K)

Understand batting order. (K)

Understand backing up plays/throws. (K)

Understand cut-offs. (K)

Know where to make the play before the ball is pitched. (K)

Demonstrate knowledge of base-running skills. (S)

Communicate with teammates. (S)

Sportsmanship, rules, and safety (2.5C)

Demonstrate appropriate sports-like behavior as a player and as an observer. (K/S)

Demonstrate an understanding of the responsibilities of various positions. (K/S)

Demonstrate an understanding of softball rules. (K/S)

Use equipment responsibly. (K/S)

Grades 5-6

Movement Skills and Concepts (2.5A)

Catch, throw, field, bat, run bases (S)

Modify movements in response to variables (proper body mechanics, principles of forced motion, base of support and center of gravity, energy, flow, effort, range of motion, personal and general space, and visual and verbal cues). (K/S)

Strategies (2.5B)

Understand the roles of the batting order. (K)

Understand the pitch count. (K)

Understand fouls, forced outs, tagged outs, and tagging up. (K)

Communicate with teammates. (S)

Sportsmanship, rules, and safety (2.5C)

Develop strategies to improve behavior, participation, and enjoyment of softball as both a player and an observer. (K/S)

Explain how rules enhance participation and safety in softball. (K)

Learning Expectations/Objectives	
<p style="text-align: center;">Integration of 21st Century Theme(s)</p> <p>21st Century Interdisciplinary Themes Engage in creative and critical thinking. (9.1.A) Promote leadership and responsibility. (9.1.C) Utilize interpersonal communication (9.1.D) Learning and Innovation Skills Problem solving skills and collaboration. (9.1.A,C) Information, Media and Technology Skills As applicable Life and Career Skills Demonstrate values such as honesty, trustworthiness, responsibility, respect, caring...(2.2A,C,D)</p>	<p style="text-align: center;">Integration of Digital Tools</p> <p>Pedometers, flip cameras, stop watches, and cd players will be used as applicable.</p>
Stage 2: Evidence of Understanding	
<p>North Warren Cluster Benchmarks: (Do or Say) Help students explore the big ideas and essential questions through the following activities:</p> <ul style="list-style-type: none"> • Grades 3-4: Students will be able to use softball skills and strategies correctly to engage in lead-up games. • Grades 5-6: Students will be able to use softball skills and strategies correctly to engage in softball games. 	
<p>Assessment Methods:</p> <p>Formative: (On-going) Teacher observation, progress reports, performance tasks, peer observation/assessment, partner checklist, observational checklist, skill challenges</p> <p>Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards</p>	
<p>Other Evidence: Student Self-Assessment Interdisciplinary</p>	
Stage 3: Learning Plan	
<p>Number of Days: 4</p>	
<p>In this unit consider how you will</p>	
A	<p>Help students explore the big ideas and essential questions through the following activities:</p> <ol style="list-style-type: none"> 1. Partner throw and catch 2. Throwing relay – Four or five players in a line practicing cut-off technique. 3. Modified games: no strikeouts, teacher pitches, soft toss instead of pitch, a tee is used instead of a pitcher, start the inning with runners on base to create defensive and offensive strategies..... 4. Discuss the impact of the sport of baseball on American culture and history. (6.1) 5. Pickle
B	<p>Engage students to work independently and collaboratively in partnerships and small/large groups.</p>
C	<p><u>Interdisciplinary Activities</u> <i>Math (CCSS.Math.Content.NBT)</i> Scoring Counting is used in many activities (Ex: How many times did you perform a skill? Is that more or less times than your partner’s number?) Fractions – Set up the playing area. Geometry – Angle of rebounds <i>Language Arts (CCSS.ELA.Literacy.L)</i> Listening</p>

	Peer teaching Reading station cards Record-keeping <i>World Language (7.1)</i> Count in Spanish
--	---

Resources:

www.pecentral.com

www.pelink4u.com

www.pedigest.com

www.mrgym.com

www.montvillepe.com

www.basketball-drills-and-plays.com

www.coachesclipboard.net

www.y-coach.com

Girl Sports Fit and Fun - Girl Scouts

PE Teacher's Skill by Skill Activity Program – Turner and Turner

Stage 1: Desired Results

Topic: Track and Field

Core Content Curriculum Number & Strands : Movement Skills and Concepts (2.5A), Strategy (2.5B), Sportsmanship, Rules and Safety (2.5C)

Enduring Understandings

- Understanding and demonstrating specific sports skills, strategies and rules promotes successful game play.

Essential Questions

- How can the successful performance of skills improve game play?
- Why is the use of strategies important for success in game play?
- How do behavior, game rules, and safety affect game play?

(K)nowledge and (S)kills: (Focus of Instruction)

Students will be able to:

Movement Skills and Concepts (2.5 A)

Track: Use proper form. (S)

Practice various starting and finishing techniques. (S)

Smoothly transfer baton. (S)

Field: Prepare, aim, execute, and follow through. (K/S)

Sportsmanship, rules, and safety (2.5 C)

Demonstrate appropriate sports-like behavior as a player and as an observer. (K/S)

Demonstrate an understanding of track and field rules. (K)

Use equipment responsibly. (S)

Learning Expectations/Objectives

Integration of 21st Century Theme(s)

21st Century Interdisciplinary Themes

Engage in creative and critical thinking. (9.1.A)

Promote leadership and responsibility. (9.1.C)

Utilize interpersonal communication (9.1.D)

Learning and Innovation Skills

Problem solving skills and collaboration. (9.1.A,C)

Information, Media and Technology Skills

As applicable

Life and Career Skills

Demonstrate values such as honesty, trustworthiness, responsibility, respect, caring...(2.2A,C,D)

Integration of Digital Tools

Pedometers, flip cameras, stop watches, and cd players will be used as applicable.

Stage 2: Evidence of Understanding

North Warren Cluster Benchmarks: (Do or Say)

Help students explore the big ideas and essential questions through the following activities:

- Students will be able to use track and field skills and strategies correctly.

Assessment Methods:

Formative: (On-going) Teacher observation, progress reports, performance tasks, peer observation/assessment, partner checklist, observational checklist, skill challenges

Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards

Other Evidence:

Student Self-Assessment

Interdisciplinary

Stage 3: Learning Plan**Number of Days: 8****In this unit consider how you will**

- | | |
|----------|--|
| A | Help students explore the big ideas and essential questions through the following activities:
Relays
Form drills
Run long and short distances
Stations
Partner drills
Skill practice
Shuttle run
Throw for distance |
| B | Engage students to work independently and collaboratively in partnerships and small/large groups. |
| C | <u>Interdisciplinary Activities</u>
<i>Math (CCSS.Math.Content.NBT)</i>
Time comparisons
Distance measurements
Fractions
<i>Language Arts (CCSS.ELA.Literacy.L)</i>
Listening
Peer teaching
Reading station cards
Record-keeping
<i>World Language (7.1)</i>
Count in Spanish |

Resources:www.pecentral.comwww.pelink4u.comwww.pedigest.comwww.mrgym.comwww.montvillepe.comwww.coachesclipboard.netwww.y-coach.comGirl Sports Fit and Fun - Girl ScoutsPE Teacher's Skill by Skill Activity Program – Turner and Turner

Stage 1: Desired Results

Topic: Volleyball

Core Content Curriculum Number & Strands : Movement Skills and Concepts (2.5A), Strategy (2.5B), Sportsmanship, Rules and Safety (2.5C)

Enduring Understandings

Essential Questions

- Understanding and demonstrating specific sports skills, strategies and rules promotes successful game play.

1. How can the successful performance of skills improve game play?
2. Why is the use of strategies important for success in game play?
3. How do behavior, game rules, and safety affect game play?

(K)nowledge and (S)kills: (Focus of Instruction)

Students will be able to:

Grades 3-4

Movement Skills and Concepts (2.5A)

Serve, pass (S)

Apply variables (proper body mechanics, principles of forced motion, base of support and center of gravity, energy, flow, effort, range of motion, personal and general space, and visual and verbal cues). (K/S)

Strategies (2.5B)

Hit the ball to open space. (S)

Defend space/stay in position. (K/S)

Communicate with teammates. (S)

Understand the position and responsibility of the server. (K)

Sportsmanship, rules, and safety (2.5C)

Demonstrate appropriate sports-like behavior as a player and as an observer. (S)

Demonstrate an understanding of the responsibilities of various positions. (K)

Demonstrate an understanding of volleyball rules (K/S)

Use equipment responsibly. (S)

Demonstrate an understanding of proper sports etiquette. (K/S)

Grades 5-6

Movement Skills and Concepts (2.5A)

Serve, pass (S)

Modify movements in response to variables (proper body mechanics, principles of forced motion, base of support and center of gravity, energy, flow, effort, range of motion, personal and general space, and visual and verbal cues). (K/S)

Strategies (2.5B)

Hit the ball to corners. (S)

Demonstrate spatial awareness on the court. (K/S)

Communicate with teammates. (S)

Sportsmanship, rules, and safety (2.5C)

Develop strategies to improve behavior, participation, and enjoyment of as both a player and an observer. (K/S)

Explain how rules enhance participation and safety in volleyball. (K/S)

Demonstrate an understanding of proper sports etiquette. (K/S)

Learning Expectations/Objectives

Integration of 21st Century Theme(s)

21st Century Interdisciplinary Themes

Engage in creative and critical thinking. (9.1.A)

Integration of Digital Tools

Pedometers, flip cameras, stop watches, and cd players will be used as applicable.

<p>Promote leadership and responsibility. (9.1.C) Utilize interpersonal communication (9.1.D) Learning and Innovation Skills Problem solving skills and collaboration. (9.1.A,C) Information, Media and Technology Skills As applicable Life and Career Skills Demonstrate values such as honesty, trustworthiness, responsibility, respect, caring...(2.2A,C,D)</p>	
Stage 2: Evidence of Understanding	
<p>North Warren Cluster Benchmarks: (Do or Say) Help students explore the big ideas and essential questions through the following activities:</p> <ul style="list-style-type: none"> • Grades 3-4: Students will be able to use volleyball skills and strategies correctly to engage in lead-up games. • Grades 5-6: Students will be able to use volleyball skills and strategies correctly to engage in volleyball games. 	
<p>Assessment Methods:</p> <p>Formative: (On-going) Teacher observation, progress reports, performance tasks, peer observation/assessment, partner checklist, observational checklist, skill challenges</p> <p>Summative: (Culminating) Projects, performance tasks, benchmark assessments, report cards</p>	
<p>Other Evidence: Student Self-Assessment Interdisciplinary</p>	
Stage 3: Learning Plan	
Number of Days: 8	
In this unit consider how you will	
A	<p>Help students explore the big ideas and essential questions through the following activities:</p> <ol style="list-style-type: none"> 1. Circle drill – Practice bump and sets. 2. Partner drill – One partner tosses to the other who practices bumps and sets. 3. Serving drill – Use multiple balls and have students line up across the end line and serve the balls back and forth. 4. Stations – Divide the class into five teams and arrange different skill drills throughout the gym. 5. Modified games: bumps only, first hit bumps, two serves per server, three hits required, lower the net, play on a bounce.... 6. Lead-up games: <ul style="list-style-type: none"> Bounce Ball - Play without a net. Players can only play the ball after one bounce. Newcomb – Players throw and catch the ball over the net. Modified serve - Players in the front row are allowed to assist the ball over the net. Four-way Volleyball - Two nets dividing four courts and four teams. Keep It Up – Squads arranged in circles try to keep the ball in the air the longest.
B	Engage students to work independently and collaboratively in partnerships and small/large groups.
C	<p><u>Interdisciplinary Activities</u> <i>Math (CCSS.Math.Content.NBT)</i> Scoring</p>

	<p>Counting is used in many activities (Ex: How many times did you perform a skill? Is that more or less times than your partner's number?)</p> <p>Fractions – Set up the playing area.</p> <p>Geometry – Angle of rebounds</p> <p><i>Language Arts (CCSS.ELA.Literacy.L)</i></p> <p>Listening</p> <p>Peer teaching</p> <p>Reading station cards</p> <p>Record-keeping</p> <p><i>World Language (7.1)</i></p> <p>Count in Spanish</p>
--	---

Resources:

www.pecentral.com

www.pelink4u.com

www.pedigest.com

www.mrgym.com

www.montvillepe.com

www.y-coach.com

www.volleyball.lifetips.com

PE Teacher's Skill by Skill Activity Program – Turner and Turner

Girl Sports Fit and Fun – Girl Scouts

Overview of the 2009 New Jersey Core Curriculum Content Standards and Common Core State Standards

Visual and Performing Arts

<http://www.state.nj.us/education/cccs/standards/1/>

- 1.1 The Creative Process (Dance/Music/Theatre/ Visual Art)
- 1.2 History of the Arts and Culture
- 1.3 Performance (Dance/Music/Theatre/ Visual Art)
- 1.4 Aesthetic Responses & Critique Methodologies (Aesthetic Responses/Critique Methodologies)

Health and Physical Education

<http://www.state.nj.us/education/cccs/standards/2/>

- 2.1 Wellness (Personal Growth and Development/ Nutrition/ Diseases and Health Conditions/ Safety/ Social and Emotional Health)
- 2.2 Integrated Skills (Interpersonal Communication/ Decision-Making and Goal Setting/ Character Development/ Advocacy and Service/ Health Services and Information)
- 2.3 Drugs and Medicines (Medicines/ Alcohol, Tobacco, and other Drugs)
- 2.4 Human Relationships and Sexuality (Relationships/ Sexuality/ Pregnancy and Parenting)
- 2.5 Motor Skill Development (Movement Skills and Concepts/ Strategy/ Sportsmanship, Rules, and Safety)
- 2.6 Fitness (Fitness and Physical Activity)

CCSS-ELA

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

College and Career Readiness Anchor Standard for Reading

- Literature (Key Ideas and Details/ Craft and Structure/ Integration of Knowledge and Ideas/ Range of Reading and Level of Text Complexity)
- Informational Text (Key Ideas and Details/ Craft and Structure/ Integration of Knowledge and Ideas/ Range of Reading and Level of Text Complexity)
- Foundational Skills (k-5 only) (Key Ideas and Details/ Craft and Structure/ Integration of Knowledge and Ideas/ Range of Reading and Level of Text Complexity)

College and Career Readiness Anchor Standard for Writing (Text types and Purposes/ Production and Distribution of Writing/ Research to Build and Present Knowledge/ Range of Writing)

College and Career Readiness Anchor Standard for Speaking and Listening
(Comprehension and Collaboration/ Presentation of knowledge and Ideas)

College and Career Readiness Anchor Standard for Language (Conventions of Standard English/ Knowledge of Language/ Vocabulary Acquisition and Use)

CCSS-Mathematics

http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf

Counting and Cardinality (K)

Operations and Algebraic Thinking (K – 5)

Number and Operations in Base Ten (K – 5)

Number and Operations – Fractions (3 – 5)

Measurement and Data (K – 5)

Geometry (K – 12)

Ratios and Proportional Relationships (6 – 7)

The Number System (6 – 8)

Expressions and Equations (6 – 8)

Statistics and Probability (6 – 12)

Functions (8 – 12)

Number and Quantity (9-12)

Algebra (9-12)

Modeling (9-12)

Science

<http://www.state.nj.us/education/cccs/standards/5/>

- 5.1 Science Practices (Understand Scientific Explanations/ Generate Scientific Evidence Through Active Investigations/ Reflect on Scientific Knowledge/ Participate Productively in Science)
- 5.2 Physical Science (Properties of Matter/ Changes in Matter/ Forms of Energy/ Energy Transfer and Conservation/ Forces and Motion)
- 5.3 Life Science (Organization and Development/ Matter and Energy Transformations/ Interdependence/ Heredity and Reproduction/ Evolution and Diversity)
- 5.4 Earth Systems Science (Objects in the Universe/ History of Earth/ Properties of Earth Materials/ Tectonics/ Energy in Earth Systems/ Climate and Weather/ Biogeochemical Cycles)

Social Studies

<http://www.state.nj.us/education/cccs/standards/6/>

- 6.1 U.S. History: America in the World ((A) Civics, Government, and Human Rights; (B) Geography, People, and the Environment; (C) Economics, Innovation, and Technology; and (D) History, Culture, and Perspectives)
- 6.2 World History/Global Studies ((A) Civics, Government, and Human Rights; (B) Geography, People, and the Environment; (C) Economics, Innovation, and Technology; and (D) History, Culture, and Perspectives)
- 6.3 Active Citizenship in the 21st Century ((A) Civics, Government, and Human Rights; (B) Geography, People, and the Environment; (C) Economics, Innovation, and Technology; and (D) History, Culture, and Perspectives)

World Languages

<http://www.state.nj.us/education/cccs/standards/7/index.html>

- 7.1 World Languages (Interpretive Mode/ Interpersonal Mode/ Presentational Mode)

Technology

<http://www.state.nj.us/education/cccs/standards/8/index.html>

- 8.1 Educational Technology (Technology operations and Concepts/ Creativity and Innovation/ Communication and Collaboration/ Digital Citizenship/ Research and Information Literacy/ Critical Thinking, Problem Solving, and Decision Making)
- 8.2 Technology Education, Engineering and Design (Nature of Technology: Creativity and Innovation/ Design: Critical Thinking, Problem Solving, and Decision Making/ Technological Citizenship, Ethics and Society/ research and Information Fluency/ Communication and Collaboration/ Resources for a Technological World/ The Design World)

21st Century Life and Careers Standards

<http://www.state.nj.us/education/cccs/progressions/9/>

- 9.1 21st Century Life Skills (Critical Thinking & Problem Solving/ Creativity and Innovation/ Collaboration, Teamwork and Leadership/ Cross-Cultural Understanding and Interpersonal Communications/ Communication and Media Fluency/ Accountability, Productivity and Ethics)
- 9.2 Personal Financial Literacy (Income and Careers/ Money Management/ Credit and Debt Management/ Planning, Saving, and Investing/ Becoming a Critical Consumer/ Civic Financial Responsibility/ Risk Management and Insurance)
- 9.3 21st Career Awareness, Exploration & Preparation (Career Awareness/ Career Exploration/ Career Preparation)