



Westampton Township School District

Physical Education and Health
Curriculum Guide

Kindergarten – Eighth Grade

Approved by Westampton Township Board of Education: January 4, 2016



Westampton Township School District

Physical Education and Health Curriculum Guide

Kindergarten – Eighth Grade

Physical Education and Health Curriculum Writing Team

Scott Hellmann

Kristen Goduto

Tom Yoerke

Maria Yoerke

Amy Stuck

Barbara Gallagher

Jennifer Murray

Westampton Board of
Education

Mrs. Christina Daily
President

Mrs. Melanie Logan
Vice President

Mrs. Suzanne Applegate

Mr. Russell J. Hansel

Mrs. Linda Hynes

Dr. Vanessa Nichols

Mr. Mark Elberfeld

Mr. Justin Wright

Mr. Gil Ghein-Scott

District Administration

Mrs. Virginia Grossman
Superintendent of Schools

Mr. Thomas Faunka
*School Business
Administrator*

Dr. Rachel Feldman
*Principal, Holly Hills
Elementary School*

Mr. Matt Andris
*Principal, Westampton
Middle School*

Mrs. Jennifer Murray
*Supervisor of Curriculum
and Instruction*

Table of Contents

Introduction	5
District Mission Statement.....	6
Vision Statement.....	6
Curriculum and Instruction Vision Statement.....	6
Comprehensive Health and Physical Education Philosophy	6
Philosophy of Adapted Physical Education	7
Curriculum Guide	7
Alignment of Concepts and Domains – Kindergarten through Eighth Grade	8
Alignment of Physical Education Units – Kindergarten through Eighth Grade.....	10
Alignment of Health Units – Kindergarten through Eighth Grade	11
Physical Education Curriculum.....	12
Kindergarten through Second Grade.....	13
Third Grade through Fourth Grade.....	Error! Bookmark not defined.
Fifth Grade through Sixth Grade	51
Seventh Grade through Eighth Grade	105
Health Curriculum	171
Kindergarten through Second Grade.....	175
Third Grade through Fourth Grade.....	169
Fifth Grade	182
Sixth Grade	193
Seventh Grade.....	201
Eighth Grade	209
Support Documents.....	251
New Jersey Student Learning Standards.....	221
Board Policies Applicable to Curriculum	258
Curriculum Revision Commentary.....	263
Physical Education/Health Glossary of Instructional Terms	267
Modifications and Extensions: A Guide for Differentiated Instruction	269
Bibliography	276
Works Consulted.....	277

Introduction

District Mission Statement

The Westampton School District, in partnership with its Community, shall do whatever it takes to ensure that every child achieves or exceeds proficiency in the current New Jersey Student Learning Standards.

Be open! Be creative! Be accountable!

Vision Statement

To create a climate where the Community and District support the instructional process by incorporating an effective, comprehensive communication system that incorporates the whole child as its driving force involving parents, staff, and the Community by utilizing appropriate data to challenge the students and teachers to maximize each student's level of achievement.

Curriculum and Instruction Vision Statement

Westampton Township School District's Office of Curriculum and Instruction is committed to supporting, implementing, and supervising K – 8 curriculum that is rigorous, meaningful, differentiated, culturally responsive, and academically challenging to ensure that students receive high-quality instruction that promotes excellence and high expectations, prepares all students for the rigors of high school and postsecondary education and produces dynamic student achievement and lifelong learners.

Comprehensive Health and Physical Education Philosophy

Comprehensive Physical and Health education is vital to the development of all children in that physical, social, and emotional health support the pursuit of intellectual and cognitive health. In other words, the goal of education should be to educate the whole child, providing him/her with a well-rounded experience that will support both academic student achievement and physical wellness. Therefore, physical education programs and curricula must provide every student with multiple opportunities to participate in a variety of physical activities and experiences that support and develop a commitment to life long, fitness, health awareness, and well-being.

In the physical education and health program the activities should be sequential and age-appropriate, where teachers are aware of the dynamics of physical development of children. All students should feel safe and supported in the physical education and health program. Therefore, cooperative activities are encouraged, where everyone can participate and experience measures of success. Student participation effort should be valued and their learning is scaffolded to meet standards to support the development of self-esteem and positive self-concept, which often is associated with one's understanding of his/her physical fitness. Instruction should accommodate a wide range of learning styles, be modified for students with special needs, while also challenging students who demonstrate athletic giftedness.

It is also important to understand that health education and physical education are separate disciplines, though they complement one another. Therefore, it is beneficial to develop instruction objectives that integrate physical fitness, social interaction, psychomotor skills, and cognitive skills. It is also important that students are assessed and provided feedback so they can build the capacity to transfer the knowledge and

skills acquired in the physical education and health classrooms into personal habits that produce lifelong health and wellness.

Philosophy of Adapted Physical Education

Adapted Physical Education is the philosophy of providing an individualized physical education program to students with documented disabilities or injuries and illness that may exceed a four week period. Students who qualify for adapted physical education include people with disabilities as specified in the *Individuals with Disabilities Education Act* (IDEA), specifically those children with Individual Education Plans and/or 504 plans. The goal of APE is to teach these students in the least restrictive environment, with adaptations, or modifications, to the curriculum so that the curriculum is as appropriate for persons with disabilities as it is for persons without disabilities.

Adapted physical education ensures that all students are afforded the opportunity to fully participate in physical education activities by making modification in the areas including equipment, environment, instructions, cues, and rules, as well as in assessment.

Therefore, the curriculum must ensure that it is flexible and offers the appropriate modifications that support an APE program and/or plan, when necessary.

Curriculum Guide

The Physical Education and Health Curriculum is developed to reflect the mission and vision of the Westampton Township School District and is guided by the New Jersey Student Learning Standards. Its content, which includes instructional objectives, teaching strategies, learning activities, assessment, and resources, are tools should be utilized throughout the school year by teachers to ensure that all students receive a rigorous, standards-based instruction.

In the elementary comprehensive physical education and health program, the curriculum is organized in units, designed to introduce students to the basic skills and knowledge that is necessary to participate in a variety of physical activities. In health classes, they are taught basic skills that will help them to make decisions to promote a healthy lifestyle. In Grades K – 2, the curriculum is designed to promote the development of motor skills, the understanding of physical activity on one's mind and body, as well as the benefits of physical wellness and activity in the developing of positive interpersonal and social interaction. Each student is encouraged to achieve his/her own level of success and the primary modes of assessment are in effort and participate.

Grades 3- 4 units are designed similarly to Grades K – 2. However, students are prepared to begin applying the basic skills they have learned in the previous grades as they are introduced to modified game situations or health topic scenarios where the skills they have learned must be applied. The assessments remain effort and participation. However, the accountability for demonstrating and applying knowledge increases as students are required to demonstrate a greater capacity for understanding the unit's theme or focus.

The units of the middle school health and physical education program extends the skills and knowledge taught at the elementary level by scaffolding the students' knowledge, and challenging them to think more critically about the theme or unit. Students are also required to apply their learning in authentic situations, using performance tasks as the primary source of assessment.

By the end of eight grade, the goals of the comprehensive physical education and health program is that students are proficient in most physical activities, have developed motor skills and coordination, while also achieving a desired level of physical fitness. Students also have learned to demonstrate responsible behavior in a variety of settings and situations, while also developing the capacity to understand and respect difference. Through physical education and health, students acquire principles that will lead to a lifestyle of positive social interaction, physical and mental wellness, and self-realization.

This guide is ongoing and will continue to evolve as research changes and classroom practice determines new ways to teach students and increase student achievement. This document allows for ongoing dialogue and contributions by teachers and administrators to ensure that this guide provides the best education possible for all students.

Alignment of Concepts and Domains – Kindergarten through Eighth Grade

Concepts	K - 2	3 - 4	5 - 6	7 - 8
Physical Activity:	X	X	X	X
Benefits		X	X	X
Frequency	X	X	X	X
Enjoyment		X	X	X
Body Awareness:				
Self	X	X	X	X
General	X	X	X	X
Spatial	X	X	X	X
Objects	X	X	X	X
Mechanics			X	X
Movement Concepts:				
Importance of Movement	X	X	X	X
Locomotor	X	X	X	
NonLocomotor	X	X	X	X
Effort, Pathways, Levels	X	X	X	
Chasing, Fleeing, Dodging	X	X	X	X
Skill Development:				
Kicking	X	X	X	X
Punting	X	X	X	X
Throwing	X	X	X	X
Catching	X	X	X	X
Dribbling	X	X	X	X

Striking without implement			X	X
Striking with short handled implement			X	X
Striking with long handled implement			X	X
Concepts	K - 2	3 - 4	5 - 6	7 - 8
Rhythm:				
Command dances	X	X	X	X
Following rhythms	X	X	X	X
Repeating rhythms	X	X	X	X
Jumping in patterns	X	X		
Making rhythms and patterns	X	X		
Specialized Skills:				
Juggling			X	X
Rope jumping	X	X	X	X
Hula Hooping	X	X		
Tumbling	X	X		
Fitness:				
Muscular Endurance			X	X
Cardiovascular Endurance			X	X
Flexibility			X	X
Agility			X	X
Muscular Strength			X	X
Goal Setting			X	X
Cooperation:				
Teamwork, small/large group	X	X	X	X
Problem solving skills/strategy		X	X	X
Conflict resolution		X	X	X
Health Based:				
Nutrition	X	X	X	X
Heart Rate, active/resting/target			X	X
Skeletal system	X	X	X	X
Muscular system	X	X	X	X
Cardio-respiratory system	X	X	X	X
Safety:				
Playing safely	X	X	X	X
Injury prevention	X	X	X	X
Sports/Physical activity safety	X	X	X	X

Alignment of Physical Education Units – Kindergarten through Eighth Grade

Month	Grades K – 2	Grades 3 – 4	Grades 5 – 6	Grades 7 - 8
September	<ul style="list-style-type: none"> • Soccer • Tag Games 	<ul style="list-style-type: none"> • Soccer • Track & Field 	<ul style="list-style-type: none"> • Flag Football 	<ul style="list-style-type: none"> • Flag Football
October	<ul style="list-style-type: none"> • Cooperative Games • Tag Games 	<ul style="list-style-type: none"> • Cooperative Games • Tag Games • Track & Field 	<ul style="list-style-type: none"> • Flag Football • Juggling • Lacrosse • Rugby 	<ul style="list-style-type: none"> • Flag Football • Juggling • Lacrosse • Rugby
November	<ul style="list-style-type: none"> • Cooperative Games • Basketball Skills 	<ul style="list-style-type: none"> • Cooperative Games • Basketball Skills 	<ul style="list-style-type: none"> • Juggling • Lacrosse • Rugby 	<ul style="list-style-type: none"> • Juggling • Lacrosse • Rugby
December	<ul style="list-style-type: none"> • Basketball Skills • Dance 	<ul style="list-style-type: none"> • Basketball Skills • Dance 	<ul style="list-style-type: none"> • Dance • Fitness 	<ul style="list-style-type: none"> • Dance • Fitness
January	<ul style="list-style-type: none"> • Dance • Floor Hockey Skills 	<ul style="list-style-type: none"> • Dance • Floor Hockey Skills 	<ul style="list-style-type: none"> • Badminton • Basketball • Dance • Fitness • Soccer • Volleyball 	<ul style="list-style-type: none"> • Badminton • Basketball • Dance • Fitness • Soccer • Volleyball
February	<ul style="list-style-type: none"> • Floor Hockey Skills • Jump Rope 	<ul style="list-style-type: none"> • Floor Hockey Skills • Jump Rope 	<ul style="list-style-type: none"> • Badminton • Basketball • Soccer • Volleyball 	<ul style="list-style-type: none"> • Badminton • Basketball • Soccer • Volleyball
March	<ul style="list-style-type: none"> • Jump Rope • Rolling and Bowling Skills 	<ul style="list-style-type: none"> • Jump Rope • Rolling and Bowling Skills 	<ul style="list-style-type: none"> • Cooperative Activities • Field Hockey • Softball 	<ul style="list-style-type: none"> • Cooperative Activities • Field Hockey • Softball
April	<ul style="list-style-type: none"> • Fitness • Rolling and Bowling Skills 	<ul style="list-style-type: none"> • Fitness • Rolling and Bowling Skills • Track & Field 	<ul style="list-style-type: none"> • Cooperative Activities • Field Hockey • Softball 	<ul style="list-style-type: none"> • Cooperative Activities • Field Hockey • Softball
May	<ul style="list-style-type: none"> • Fitness • Hockey • Tossing and Catching 	<ul style="list-style-type: none"> • Fitness • Hockey • Baseball/Softball (Tossing and Catching) 	<ul style="list-style-type: none"> • Kickball • Pickleball 	<ul style="list-style-type: none"> • Kickball • Pickleball
June	<ul style="list-style-type: none"> • Hockey • Tossing and Catching 	<ul style="list-style-type: none"> • Hockey • Baseball/Softball (Tossing and Catching) 	<ul style="list-style-type: none"> • Kickball • Pickleball • Team Handball • Tennis 	<ul style="list-style-type: none"> • Kickball • Pickleball • Team Handball • Tennis

Alignment of Health Units – Kindergarten through Eighth Grade

GRADES	WELLNESS	INTEGRATED SKILLS	DRUGS AND ALCOHOL	HUMAN RELATIONSHIPS
K	<ul style="list-style-type: none"> • Disease • Growth and Development • Safety 	<ul style="list-style-type: none"> • Morning Meeting 		<ul style="list-style-type: none"> • Families
1	<ul style="list-style-type: none"> • Disease • Growth and Development • Personal Health • Safety 	<ul style="list-style-type: none"> • Morning Meeting 	<ul style="list-style-type: none"> • Medicine 	
2	<ul style="list-style-type: none"> • Feelings • Nutrition 	<ul style="list-style-type: none"> • Morning Meeting 	<ul style="list-style-type: none"> • Alcohol, Tobacco, and Illegal Drugs 	<ul style="list-style-type: none"> • Family Life
3	<ul style="list-style-type: none"> • Feelings • Human Body and Growth • Fighting Disease • Safety 	<ul style="list-style-type: none"> • Morning Meeting • Conflict Resolution 		<ul style="list-style-type: none"> • Family
4	<ul style="list-style-type: none"> • Stress • Nutrition • Safety 	<ul style="list-style-type: none"> • Morning Meeting • Goal Setting 	<ul style="list-style-type: none"> • Alcohol, Tobacco, and Other Drugs 	
5	<ul style="list-style-type: none"> • Healthy Foundation • Safety/First Aid • Personal Care • Puberty 	<ul style="list-style-type: none"> • Self-concept 		<ul style="list-style-type: none"> • Healthy Relationships
6	<ul style="list-style-type: none"> • Mental/Emotional Health • Nutrition and Physical Activity • Diseases and Disorders 			
7			<ul style="list-style-type: none"> • Alcohol • Drugs & Medicine • Media Influence • Resistance Skills • Tobacco 	
8	<ul style="list-style-type: none"> • Disease 			<ul style="list-style-type: none"> • Reproductive Health • Growth and Development • Violence and Abuse • Healthy Relationships

Physical Education Curriculum

Theme/Unit: Soccer	Suggested Sequence: 1 st Marking Period
<p>NJSLS: 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 2.5.2.A.2 - Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. 2.5.2.A.4 - Correct movement errors in response to feedback. 2.5.2.B.1 - Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities. 2.5.2.B.2 - Explain the difference between offense and defense. 2.5.2.B.3 - Determine how attitude impacts physical performance. 2.5.2.B.4 - Demonstrate strategies that enable team members to achieve goals. 2.5.2.C.1 - Explain what it means to demonstrate good sportsmanship. 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</p>	
<p>Big Ideas: Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does appropriate and effective movement affect wellness? • What is the minimum amount of physical activity I can do to stay physically fit? • How do you realize age appropriate fitness? • How do I develop an appropriate personal fitness program and find the motivation to commit to it? • Why do I have to show good sportsmanship and follow the rules when others do not? • To what extent does strategy influence performance in competitive games and activities? • How do I become more mentally prepared for competition and sports performance? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. • Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness • Physical fitness is the ability for your whole body to work together efficiently to be able to do the most work with the least amount of effort. • Achieving and maintaining fitness requires age appropriate intensity, duration, and frequency of exercise • Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program. • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong activity. • Implementing offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations. • Sport psychology techniques prepare athletes to compete at the optimum level.
<p>Knowledge, Skills, and Instructional Objectives: Demonstrate the proper way to control a soccer ball. Explain how to pass and shoot using the inside part of the foot. Demonstrate how to stop the ball using the heel and bottom of the foot.</p>	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> • Soccer balls 	<p>Suggested Vocabulary: Inside foot, outside foot, laces, heel, ball control</p>

<ul style="list-style-type: none"> • Soccer nets • Cones • Pinnies 	<p>Technology/Cross Curricular/21st Century Skills:</p> <p>Technology 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>Career Ready Practices CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively and with reason CRP12. Work productively in teams while using cultural global competence</p>
<p>Recommended Instructional Activities:</p> <p>Whole Group</p> <ul style="list-style-type: none"> • Grade level appropriate game <p>Small Group</p> <ul style="list-style-type: none"> • Lead-up games <p>Independent</p> <ul style="list-style-type: none"> • Sport specific drills 	
<p>Extension Strategies/Activities:</p> <p>Skype with students from another country about playing soccer</p>	<p>Modification Strategies/Activities:</p> <ul style="list-style-type: none"> • Follow instruction of IEP's and 504's and modify where necessary • Games are modified according to grade and skill level.
<p>Suggested Assessments:</p> <p>Performance Task:</p> <ul style="list-style-type: none"> • Participation • Effort • Sportsmanship/Behavior • Observation of skills 	

Theme/Unit: Tag Games		Suggested Sequence: 1st Marking Period
NJSLS: 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 2.5.2.A.2 - Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. 2.5.2.A.4 - Correct movement errors in response to feedback. 2.5.2.B.1 - Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities. 2.5.2.B.3 - Determine how attitude impacts physical performance. 2.5.2.C.1 - Explain what it means to demonstrate good sportsmanship. 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.		
Big Ideas: Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.		
Essential Questions: <ul style="list-style-type: none"> • How does appropriate and effective movement affect wellness? • Why do I have to understand the concepts of movement when I can already perform the movement? • To what extent does strategy influence performance in competitive games and activities? • Why do I have to show good sportsmanship and follow the rules when others do not? 	Enduring Understandings: <ul style="list-style-type: none"> • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong activity. • Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. • Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations • In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules, and safety guidelines. 	
Knowledge, Skills, and Instructional Objectives: Students will need to know: <ul style="list-style-type: none"> • Spatial awareness • Simple locomotor skills Students will learn: <ul style="list-style-type: none"> • Basic locomotor movements Students will be able to: <ul style="list-style-type: none"> • Demonstrate basic motor skills. 		
Instructional Materials/Resources: <ul style="list-style-type: none"> • Radio • Music • Gator skin balls 	Suggested Vocabulary: Pinky tag, skip, hop, jump, gallop, walk, slide Technology/Cross Curricular/21st Century Skills: Technology 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems	

individually and collaborate to create and communicate knowledge.
 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole group:

- Grade level appropriate game

Small group:

- Lead up games

Independent:

- Perform basic locomotor movement

Extension Strategies/Activities:

Strategy and sportsmanship are topics covered throughout the year.

Skype with students from other cultures about tag/playground games

Modification Strategies/Activities:

- Follow instruction of IEP's and 504's and modify where necessary
- Games are modified according to grade and skill level.
- Learn only a short locomotive pattern at one time
- Walk through demonstration
- Allow more time

Suggested Assessments:

Performance Task:

- Participation
- Effort
- Sportsmanship/Behavior
- Observation of skills

Theme/Unit: Basketball	Suggested Sequence: 2 nd Marking Period
<p>NJSLS: 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 2.5.2.A.2 - Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. 2.5.2.A.4 - Correct movement errors in response to feedback. 2.5.2.B.1 - Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities. 2.5.2.B.2 - Explain the difference between offense and defense. 2.5.2.B.3 - Determine how attitude impacts physical performance. 2.5.2.B.4 - Demonstrate strategies that enable team members to achieve goals. 2.5.2.C.1 - Explain what it means to demonstrate good sportsmanship. 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe Environment.</p>	
<p>Big Ideas: Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does appropriate and effective movement affect wellness? • What is the minimum amount of physical activity I can do to stay physically fit? • How do you realize age appropriate fitness? • How do I develop an appropriate personal fitness program and find the motivation to commit to it? • Why do I have to show good sportsmanship and follow the rules when others do not? • To what extent does strategy influence performance in competitive games and activities? • How do I become more mentally prepared for competition and sports performance? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. • Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. • Physical fitness is the ability for your whole body to work together efficiently to be able to do the most work with the least amount of effort. • Achieving and maintaining fitness requires age appropriate intensity, duration, and frequency of exercise • Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program. • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong activity. • Implementing offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations. • Sport psychology techniques prepare athletes to compete at the optimum level.
<p>Knowledge, Skills, and Instructional Objectives: Students will need to know:</p> <ul style="list-style-type: none"> • Spatial and body awareness <p>Students will learn:</p>	

- Dribbling
- Passing
- Shooting
- Modified game rules

Students will be able to:

- Demonstrate that they understand the rules for basketball within their game play
- Use proper safety precautions when using basketball equipment during class
- Demonstrate good sportsmanship in game play

Execute the specific techniques to the best of their ability

Instructional Materials/Resources:

- Basketballs
- Pinnies
- Cones

Suggested Vocabulary:

Dribble, chest pass, bounce pass, shoot, rim, backboard

Technology/Cross Curricular/21st Century Skills: Technology

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole Group

- Grade level appropriate game

Small Group

- Lead-up games

Independent

- Sport specific drills

Extension Strategies/Activities:

Strategy and sportsmanship are topics covered throughout the year.

Skype with students from another culture about basketball play in their schools

Modification Strategies/Activities:

- Follow instruction of IEP's and 504's and modify where necessary
- Games are modified according to grade and skill level.
- Expansion of rules from K-4
- Use various size balls (size, weight, texture, color)
- Allow travelling
- Allow two hand dribble

- | | |
|--|---|
| | <ul style="list-style-type: none">• Disregard three second lane violation• Use larger/lower goal• Slow the pace, especially when first learning• If student uses wheelchair, allow him to hold ball on his lap while pushing wheelchair• Use beeper ball, radio under basket for individual with visual impairment• Oral prompts |
|--|---|

Suggested Assessments:

Performance Task:

- Participation
- Effort
- Sportsmanship/Behavior
- Observation of skills

Theme/Unit: Cooperative Activities		Suggested Sequence: 2nd Marking Period
NJSLS: 2.2.2.A.1 - Express needs, wants, and feelings in health- and safety-related situations. 2.2.2.B.1 - Explain what a decision is and why it is advantageous to think before acting. 2.2.2.B.2 - Relate decision-making by self and others to one’s health.		
Big Ideas: The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family, and community health decisions		
Essential Questions: <ul style="list-style-type: none"> • How do I learn to stand for and communicate my beliefs to others without alienating them? • Why do I show good sportsmanship and follow the rules when others do not? 	Enduring Understandings: <ul style="list-style-type: none"> • Effective communication skills enhance a person’s ability to express and defend their beliefs. 	
Knowledge, Skills, and Instructional Objectives: Students will need to know: <ul style="list-style-type: none"> • How to be an active listener • Communication skills Students will learn: <ul style="list-style-type: none"> • Listening skills • Teamwork • Leadership/follower Students will be able to: <ul style="list-style-type: none"> • Set realistic goals • Complete several cooperative activity tasks • Express ideas and thoughts related to the task • Allow others to voice opinions and ideas • Demonstrate sportsmanship 		
Instructional Materials/Resources: A variety of cooperative activity pieces of equipment such as jump ropes, poly spots, mats, scooters, etc.	Suggested Vocabulary: Communication, talk, listen, teamwork	
	Technology/Cross Curricular/21st Century Skills: Technology 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. Career Ready Practices CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively and with	

	reason CRP12. Work productively in teams while using cultural global competence
Recommended Instructional Activities: Whole group: <ul style="list-style-type: none"> • Discuss how to be an active listener • Demonstrate tasks/activities Small group: <ul style="list-style-type: none"> • Participate in cooperative activity circuit Independent: <ul style="list-style-type: none"> • Complete group assessment 	
Extension Strategies/Activities: Strategy and sportsmanship are topics covered throughout the year.	Modification Strategies/Activities: <ul style="list-style-type: none"> • Follow instruction of IEP's and 504's and modify where necessary • Games and activities are modified according to grade and skill level. • Expansion of rules from K-4
Suggested Assessments: <ul style="list-style-type: none"> • Participation • Effort • Sportsmanship/Behavior • Observation of skills 	

Theme/Unit: Fitness	Suggested Sequence: 2 nd Marking Period
<p>NJSLS: 2.6.2.A.1 - Explain the role of regular physical activity in relation to personal health. 2.6.2.A.2 - Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness. 2.6.2.A.3 - Develop a fitness goal and monitor progress towards achievement of the goal. 2.2.2.B.4 – Select a personal health goal and explain why setting a goal is important</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life. Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> How does appropriate and effective movement affect wellness? What is the minimum amount of physical activity I can do to stay physically fit? How do you realize age appropriate fitness? How do I develop an appropriate personal fitness program and find the motivation to commit to it? In order to achieve lifetime wellness, what should I plan for and what should I just let happen? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. Physical fitness is the ability for your whole body to work together efficiently to be able to do the most work with the least amount of effort. Achieving and maintaining fitness requires age appropriate intensity, duration, and frequency of exercise Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program. Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.

Knowledge, Skills, and Instructional Objectives:

Students will need to know:

- Spatial and body awareness

Students will learn:

- Exercise and Technique
- Stretching/Warm-up
- Basic motor skills

Students will be able to:

- Understand the importance of stretching before doing physical activity
- Demonstrate proper use of fitness equipment

Recall positive short term and long term results related to participating in fitness activities

Instructional Materials/Resources:

- Fitness and exercise equipment

Suggested Vocabulary:

Heartbeat, muscle strength, muscle endurance, flexibility, cardiovascular, balance

Technology/Cross Curricular/21st Century Skills:

Technology

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole Group

- Grade level appropriate game

Small Group

- Lead-up games

Independent

- Sport specific drills

Extension Strategies/Activities:

Strategy and sportsmanship are topics covered throughout the year

Modification Strategies/Activities:

- Follow instruction of IEP's and 504's and modify where necessary
- Games are modified according to grade and skill level.
- Expansion of rules from K-4

- | | |
|--|--|
| | <ul style="list-style-type: none">• Modify exercises• Use thermabands/resistance bands while working up to handling light dumbbells or weights and handling their own body weight if possible• Allow for shorter practice sessions• Constant instructor feedback on proper form of exercise• Frequent rest periods or short breaks• Students can perform just upper body movements where applicable• Students can perform just lower body movements where applicable |
|--|--|

Suggested Assessments:

Performance Task:

- Participation
- Effort
- Sportsmanship/Behavior
- Observation of skills

Theme/Unit: Dance		Suggested Sequence: 3 rd Marking Period	
<p>NJSLS: 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolate settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 2.5.2.A.2 - Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. 2.5.2.A.3 - Respond in movement to changes in tempo, beat, rhythm, or musical style. 2.5.2.A.4 - Correct movement errors in response to feedback.</p>			
<p>Big Ideas: Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.</p>			
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does appropriate and effective movement affect wellness? • Why do I have to understand the concepts of movement when I can already perform the movement? • Why do I have to show good sportsmanship and follow the rules when others do not? • How can I become more mentally prepared for competition and sports performance? 		<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong activity. • Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. • In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules, and safety guidelines. • Sport psychology techniques prepare athletes to complete the optimum level. 	
<p>Knowledge, Skills, and Instructional Objectives: Students will need to know:</p> <ul style="list-style-type: none"> ○ Spatial awareness ○ Simple locomotor skills <p>Students will learn:</p> <ul style="list-style-type: none"> ○ Basic dance steps ○ Rhythm/beat/tempo <p>Students will be able to:</p> <ul style="list-style-type: none"> ○ Perform dance steps to music 			
<p>Instructional Materials/Resources: Radio, Music</p>		<p>Suggested Vocabulary: Rhythm, Beat, Tempo</p>	
		<p>Technology/Cross Curricular/21st Century Skills: Technology 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All</p>	

	<p>students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>Career Ready Practices CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively and with reason CRP12. Work productively in teams while using cultural global competence</p>
--	--

<p>Recommended Instructional Activities:</p> <p>Whole group:</p> <ul style="list-style-type: none"> ○ perform dance <p>Small group:</p> <ul style="list-style-type: none"> ○ Use learned steps to perform dance in front of classmates <p>Independent:</p> <ul style="list-style-type: none"> ○ Perform dance 	
--	--

<p>Extension Strategies/Activities: Strategy and sportsmanship are topics covered throughout the year.</p>	<p>Modification Strategies/Activities</p> <ul style="list-style-type: none"> • Follow instruction of IEP's and 504's and modify where necessary • Games are modified according to grade and skill level. • Expansion of rules from K-4 • Slow the pace of sequential progression • Slow tempo • Learn only a short locomotive pattern at one time • Walk through demonstration • Allow more time
--	---

<p>Suggested Assessments:</p> <p>Performance Task:</p> <ul style="list-style-type: none"> • Participation • Effort • Sportsmanship/Behavior • Observation of skills 	
---	--

Theme/Unit: Jump Rope	Suggested Sequence: Third Marking Period
<p>NJSLS: 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 2.5.2.A.2 - Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. 2.5.2.A.4 - Correct movement errors in response to feedback. 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. 2.2.2.D.1 - Determine the benefits for oneself and others of participating in a class or school service activity.</p>	
<p>Big Ideas: Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does effective and appropriate movement affect wellness? • Why do I have to understand concepts of movement when I can already perform the movement? • Why do I have to show good sportsmanship and follow rules when others do not? • How can I become more mentally prepared for competition and sports performance? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. • Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. • In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines. • Sport psychology techniques prepare athletes to compete at the optimum level.
<p>Knowledge, Skills, and Instructional Objectives: Students will need to know:</p> <ul style="list-style-type: none"> • Spatial and body awareness <p>Students will learn:</p> <ul style="list-style-type: none"> • Basic jump rope skills 	

Students will be able to:

- Perform basic jump rope skills.
- Describe how jump roping is incorporated into fitness.

Instructional Materials/Resources:

- Single jump ropes
- Group jump ropes

Suggested Vocabulary:

Front jump, back jump, double bounce, short rope, long rope

Technology/Cross Curricular/21st Century Skills: Technology

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole Group

- Practice routine

Small Group

- Work together using group jump ropes

Independent

Practice jump rope skills

Extension Strategies/Activities:

Strategy and sportsmanship are topics covered throughout the year.

Modification Strategies/Activities:

- Follow instruction of IEP's and 504's and modify where necessary
- Games are modified according to grade and skill level.
- Expansion of rules from K-4
- Modify exercises
- Allow for shorter practice sessions
- Constant instructor feedback on proper form of exercise
- Frequent rest periods or short breaks
- Students can perform just upper body movements where applicable

- | | |
|--|---|
| | <ul style="list-style-type: none">• Students can perform just lower body movements where applicable |
|--|---|

Suggested Assessments:

Performance Task:

- Participation
- Effort
- Sportsmanship/Behavior
- Observation of skills

Theme/Unit: Hockey	Suggested Sequence: 4 th Marking Period
<p>NJSLS: 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 2.5.2.A.2 - Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. 2.5.2.A.4 - Correct movement errors in response to feedback. 2.5.2.B.1 - Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities. 2.5.2.B.2 - Explain the difference between offense and defense. 2.5.2.B.3 - Determine how attitude impacts physical performance. 2.5.2.B.4 - Demonstrate strategies that enable team members to achieve goals. 2.5.2.C.1 - Explain what it means to demonstrate good sportsmanship. 2.5.2.C.2 - Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.</p>	
<p>Big Ideas: Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does appropriate and effective movement affect wellness? • What is the minimum amount of physical activity I can do to stay physically fit? • How do you realize age appropriate fitness? • How do I develop an appropriate personal fitness program and find the motivation to commit to it? • Why do I have to show good sportsmanship and follow the rules when others do not? • To what extent does strategy influence performance in competitive games and activities? • How do I become more mentally prepared for competition and sports performance? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. • Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. • Physical fitness is the ability for your whole body to work together efficiently to be able to do the most work with the least amount of effort. • Achieving and maintaining fitness requires age appropriate intensity, duration, and frequency of exercise • Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program. • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong activity. • Implementing offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations. • Sport psychology techniques prepare athletes to compete at the optimum level.
<p>Knowledge, Skills, and Instructional Objectives: Students will need to know:</p> <ul style="list-style-type: none"> • Spatial and body awareness <p>Students will learn:</p> <ul style="list-style-type: none"> • Safety with equipment 	

- Stick handling
- Passing/shooting

Students will be able to:

- Demonstrate that they understand the rules for floor hockey within their game play
- Use proper safety precautions when using floor hockey equipment during class
- Demonstrate good sportsmanship in game play
- Execute the specific techniques to the best of their ability

Instructional Materials/Resources:

- Hockey sticks
- Hockey balls
- Hockey nets
- Cones
- Pinnies

Suggested Vocabulary:

Puck, stick, heel, toe, blade, forehand, backhand

Technology/Cross Curricular/21st Century Skills:
Technology

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole Group

- Grade level appropriate game

Small Group

- Lead-up games

Independent

Sport specific drills

Extension Strategies/Activities:

Strategy and sportsmanship are topics covered throughout the year.

Modification Strategies/Activities:

- Follow instruction of IEP's and 504's and modify where necessary
- Games are modified according to grade and skill level.
- Expansion of rules from K-4

Suggested Assessments:

Performance Task:

- Participation
- Effort

- Sportsmanship/Behavior
- Observation of skills

Theme/Unit: Rolling	Suggested Sequence: 4th Marking Period
<p>NJSLS: 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 2.5.2.A.4 - Correct movement errors in response to feedback. 2.5.2.B.1 - Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities. 2.5.2.B.3 - Determine how attitude impacts physical performance. 2.5.2.B.4 - Demonstrate strategies that enable team members to achieve goals. 2.5.2.C.1 - Explain what it means to demonstrate good sportsmanship. 2.5.2.C.2 – Demonstrate appropriate behavior and safety rules and explain how they contribute to moving safely during basic activities</p>	
<p>Big Ideas: Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does appropriate and effective movement affect wellness? • What is the minimum amount of physical activity I can do to stay physically fit? • How do you realize age appropriate fitness? • How do I develop an appropriate personal fitness program and find the motivation to commit to it? • Why do I have to show good sportsmanship and follow the rules when others do not? • To what extent does strategy influence performance in competitive games and activities? • How do I become more mentally prepared for competition and sports performance? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. • Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. • Physical fitness is the ability for your whole body to work together efficiently to be able to do the most work with the least amount of effort. • Achieving and maintaining fitness requires age appropriate intensity, duration, and frequency of exercise • Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program. • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong

	<p>activity.</p> <ul style="list-style-type: none"> • Implementing offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations. • Sport psychology techniques prepare athletes to compete at the optimum level.
<p>Knowledge, Skills, and Instructional Objectives: Students will need to know:</p> <ul style="list-style-type: none"> • Spatial and body awareness <p>Students will learn:</p> <ul style="list-style-type: none"> • Rolling • Rolling for accuracy <p>Students will be able to:</p> <ul style="list-style-type: none"> • Use proper safety precautions when rolling equipment during class • Demonstrate good sportsmanship in game play • Execute the specific techniques to the best of their ability • Distinguish between rolling and the underhand toss /overhand throw. 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> • Hula hoops • Gator skin balls • Foam balls • Cones • Poly spots • Bowling pins • Bowling balls 	<p>Suggested Vocabulary: Underhand, pins, hoop house, bowling ball</p> <p>Technology/Cross Curricular/21st Century Skills: Technology 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>Career Ready Practices CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively and with reason CRP12. Work productively in teams while using cultural global competence</p>
<p>Recommended Instructional Activities:</p> <p>Whole Group</p> <ul style="list-style-type: none"> • Grade level appropriate game <p>Small Group</p> <ul style="list-style-type: none"> • Lead-up games <p>Independent Sport specific drills</p>	

<p>Extension Strategies/Activities: Strategy and sportsmanship are topics covered throughout the year.</p>	<p>Modification Strategies/Activities:</p> <ul style="list-style-type: none"> • Follow instruction of IEP's and 504's and modify where necessary • Games are modified according to grade and skill level. • Expansion of rules from K-4 • If individual is in wheelchair, allow them to push ball off ramp, off lap, or from tee • Use beeper balls • Provide a peer to assist
<p>Suggested Assessments: Performance Task:</p> <ul style="list-style-type: none"> • Participation • Effort • Sportsmanship/Behavior • Observation of skills 	

<p>Theme/Unit: Tossing and Catching</p>	<p>Suggested Sequence: 4th Marking Period</p>
<p>NJSLS: 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 2.5.2.A.4 - Correct movement errors in response to feedback. 2.5.2.B.1 - Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities. 2.5.2.B.3 - Determine how attitude impacts physical performance. 2.5.2.B.4 - Demonstrate strategies that enable team members to achieve goals. 2.5.2.C.1 - Explain what it means to demonstrate good sportsmanship. 2.5.2.C.2 - Demonstrate appropriate behavior and safety rules and explain how they contribute to moving safely during basic activities.</p>	
<p>Big Ideas: Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does appropriate and effective movement affect wellness? • What is the minimum amount of physical activity 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of

<p>I can do to stay physically fit?</p> <ul style="list-style-type: none"> • How do you realize age appropriate fitness? • How do I develop an appropriate personal fitness program and find the motivation to commit to it? • Why do I have to show good sportsmanship and follow the rules when others do not? • To what extent does strategy influence performance in competitive games and activities? • How do I become more mentally prepared for competition and sports performance? 	<p>skills in a variety of sports and activities.</p> <ul style="list-style-type: none"> • Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. • Physical fitness is the ability for your whole body to work together efficiently to be able to do the most work with the least amount of effort. • Achieving and maintaining fitness requires age appropriate intensity, duration, and frequency of exercise • Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program. • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong activity. • Implementing offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations. • Sport psychology techniques prepare athletes to compete at the optimum level.
--	---

Knowledge, Skills, and Instructional Objectives:

Students will learn:

- Throwing
- Catching

Students will be able to:

- Use proper safety precautions when tossing/throwing and catching equipment during class
- Demonstrate good sportsmanship in game play
- Execute the specific techniques to the best of their ability

Distinguish between the underhand toss and overhand throw.

<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> • Bean bags • Hula hoops • Gator skin balls • Foam balls • Cones • Scooters • Poly spots 	<p>Suggested Vocabulary: Underhand toss, overhand throw, catch, target</p> <p>Technology/Cross Curricular/21st Century Skills:</p> <p>Technology 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>Career Ready Practices CRP1. Act as a responsible and contributing citizen and employee</p>
---	--

CRP4. Communicate clearly and effectively and with reason
 CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole Group

- Grade level appropriate game

Small Group

- Lead-up games

Independent

- Sport specific drills

Extension Strategies/Activities:

Strategy and sportsmanship are topics covered throughout the year.

Modification Strategies/Activities:

- Follow instruction of IEP's and 504's and modify where necessary
- Games are modified according to grade and skill level.
- Expansion of rules from K-4
- Use Velcro balls and mitts
- If individual is in wheelchair, allow them to push ball off ramp, off lap, or from tee
- Use beeper balls
- Provide a peer to assist

Suggested Assessments:

Performance Task:

- Participation
- Effort
- Sportsmanship/Behavior
- Observation of skills

Westampton Township School District

Curriculum Guide

Grade 3 - 4 Content Area: Physical Education

Theme/Unit: Soccer	Suggested Sequence: 1 st Marking Period
<p>NJSLS:</p> <p>2.5.4.A.1 - Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.4.A.2 - Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>2.5.4.A.4 - Correct movement errors in response to feedback and explain how the change improves performance.</p> <p>2.5.4.B.1 - Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</p> <p>2.5.4.B.2 - Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</p> <p>2.5.4.C.1 - Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.</p> <p>2.5.4.C.2 - Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</p>	
<p>Big Ideas:</p> <p>Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none">• How does appropriate and effective movement affect wellness?• What is the minimum amount of physical activity I can do to stay physically fit?• How do you realize age appropriate fitness?• How do I develop an appropriate personal fitness program and find the motivation to commit to it?• Why do I have to show good sportsmanship and follow the rules when others do not?• To what extent does strategy influence performance in competitive games and activities?• How do I become more mentally prepared for competition and sports performance?	<p>Enduring Understandings:</p> <ul style="list-style-type: none">• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.• Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.• Physical fitness is the ability for your whole body to work together efficiently to be able to do the most work with the least amount of effort.• Achieving and maintaining fitness requires age appropriate intensity, duration, and frequency of exercise• Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong activity.• Implementing offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations.• Sport psychology techniques prepare athletes to compete at the optimum level.

Westampton Township School District

Curriculum Guide

Grade 3 - 4 Content Area: Physical Education

Knowledge, Skills, and Instructional Objectives:

Students will need to know:

- Spatial and body awareness

Students will learn:

- Continuation of basic skills/rules
- Positions
- strategy

Students will be able to:

- Understand the importance of following the proper rules of soccer for safety
- Demonstrate proper use of soccer equipment
- Demonstrate good sportsmanship and positive interaction with peers
- Display evidence of understanding of game rules through game play

Instructional Materials/Resources:

- Soccer balls
- Soccer nets
- Cones
- Pinnies

Suggested Vocabulary:

Inside foot, outside foot, heel, laces, ball control

Technology/Cross Curricular/21st Century Skills:
Technology

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole Group

- Grade level appropriate game

Small Group

- Lead-up games

Independent

- Sport specific drills

Extension Strategies/Activities:

Strategy and sportsmanship are topics covered throughout the year

Modification Strategies/Activities:

- Follow instruction of IEP's and 504's and modify where necessary
- Games are modified according to grade and skill level.

Westampton Township School District

Curriculum Guide

Grade 3 - 4 Content Area: Physical Education

- | | |
|--|---|
| | <ul style="list-style-type: none">• Expansion of rules from K-4• Use walking instead of running• Have well defined boundaries• Reduce playing area• Play six-a-side soccer• If student uses wheelchair, allow him to hold ball on his lap while pushing his wheelchair• Use a deflated ball, Nerf ball, beeper ball, brightly colored ball• Use a target that makes noise when hit |
|--|---|

Suggested Assessments:

Performance Task:

- Participation
- Effort
- Sportsmanship/Behavior
- Observation of skills

Westampton Township School District

Curriculum Guide

Grade 3 - 4 Content Area: Physical Education

Theme/Unit: Tag Games		Suggested Sequence: 1 st Marking Period
NJSLS: 2.5.4.A.1 - Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 2.5.4.A.2 - Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space. 2.5.4.A.4 - Correct movement errors in response to feedback and explain how the change improves performance. 2.5.4.C.1 - Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer. 2.5.4.C.2 - Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.		
Big Ideas: Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.		
Essential Questions: <ul style="list-style-type: none"> • How does appropriate and effective movement affect wellness? • Why do I have to understand the concepts of movement when I can already perform the movement? • To what extent does strategy influence performance in competitive games and activities? • Why do I have to show good sportsmanship and follow the rules when others do not? 	Enduring Understandings: <ul style="list-style-type: none"> • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong activity. • Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. • Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations • In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules, and safety guidelines. 	
Knowledge, Skills, and Instructional Objectives: Students will need to know: <ul style="list-style-type: none"> • Spatial awareness • Simple locomotor skills Students will learn: <ul style="list-style-type: none"> • Basic locomotor movements Students will be able to: <ul style="list-style-type: none"> • Demonstrate basic motor skills. 		
Instructional Materials/Resources: <ul style="list-style-type: none"> • Radio • Music • Gator skin balls 	Suggested Vocabulary: Rhythm, Beat, Tempo Technology/Cross Curricular/21st Century Skills: Technology 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design,	

Westampton Township School District

Curriculum Guide

Grade 3 - 4 Content Area: Physical Education

and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole group:

- Grade level appropriate game

Small group:

- Lead up games

Independent:

- Perform basic locomotor movements

Extension Strategies/Activities:

Strategy and sportsmanship are topics covered throughout the year.

Modification Strategies/Activities:

- Follow instruction of IEP's and 504's and modify where necessary
- Games are modified according to grade and skill level.
- Learn only a short locomotive pattern at one time
- Walk through demonstration
- Allow more time

Suggested Assessments:

Performance Task:

- Participation
- Effort
- Sportsmanship/Behavior
- Observation of skills

Westampton Township School District

Curriculum Guide

Grade 3 - 4 Content Area: Physical Education

Theme/Unit: Basketball skills	Suggested Sequence: 2 nd Marking Period
<p>NJSLS:</p> <p>2.5.4.A.1 - Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.4.A.2 - Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>2.5.4.A.4 - Correct movement errors in response to feedback and explain how the change improves performance.</p> <p>2.5.4.B.1 - Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</p> <p>2.5.4.B.2 - Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</p> <p>2.5.4.C.1 - Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer</p> <p>2.5.4.C.2 - Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</p>	
<p>Big Ideas:</p> <p>Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none">• How does appropriate and effective movement affect wellness?• What is the minimum amount of physical activity I can do to stay physically fit?• How do you realize age appropriate fitness?• How do I develop an appropriate personal fitness program and find the motivation to commit to it?• Why do I have to show good sportsmanship and follow the rules when others do not?• To what extent does strategy influence performance in competitive games and activities?• How do I become more mentally prepared for competition and sports performance?	<p>Enduring Understandings:</p> <ul style="list-style-type: none">• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.• Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.• Physical fitness is the ability for your whole body to work together efficiently to be able to do the most work with the least amount of effort.• Achieving and maintaining fitness requires age appropriate intensity, duration, and frequency of exercise• Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong activity.• Implementing offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations.• Sport psychology techniques prepare athletes to compete at the optimum level.
<p>Knowledge, Skills, and Instructional Objectives:</p> <p>Students will need to know:</p> <ul style="list-style-type: none">• Spatial and body awareness <p>Students will learn:</p>	

Westampton Township School District

Curriculum Guide

Grade 3 - 4 Content Area: Physical Education

- Dribbling
- Passing
- Shooting
- Modified game rules

Students will be able to:

- Demonstrate that they understand the rules for basketball within their game play
- Use proper safety precautions when using basketball equipment during class
- Demonstrate good sportsmanship in game play
- Execute the specific techniques to the best of their ability

Instructional Materials/Resources:

- Basketballs
- Pinnies
- cones

Suggested Vocabulary:

Dribble, chest pass, bounce pass, shoot, rim, backboard

Technology/Cross Curricular/21st Century Skills:
Technology

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole Group

- Grade level appropriate game

Small Group

- Lead-up games

Independent

- Sport specific drills

Extension Strategies/Activities:

Strategy and sportsmanship are topics covered throughout the year.

Modification Strategies/Activities:

- Follow instruction of IEP's and 504's and modify where necessary
- Games are modified according to grade and skill level.
- Expansion of rules from K-4
- Use various size balls (size, weight, texture, color)
- Allow travelling; two hand dribble

Westampton Township School District

Curriculum Guide

Grade 3 - 4 Content Area: Physical Education

	<ul style="list-style-type: none"> • Disregard three second lane violation • Use larger/lower goal • Slow the pace, especially when first learning • If student uses wheelchair, allow him to hold ball on his lap while pushing wheelchair • Use beeper ball, radio under basket for individual with visual impairment • Oral prompts
<p>Suggested Assessments: Performance Task:</p> <ul style="list-style-type: none"> • Participation & Effort • Sportsmanship/Behavior • Observation of skills 	

<p>Theme/Unit: Cooperative Activities</p>	<p>Suggested Sequence: 2nd Marking Period</p>
<p>NJSLS: 2.2.4.A.1 - Demonstrate effective interpersonal communication in health- and safety-related situations. 2.2.4.A.2 - Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</p>	
<p>Big Ideas: The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family, and community health decisions.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I learn to stand for and communicate my beliefs to others without alienating them? • Why do I show good sportsmanship and follow the rules when others do not? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Effective communication skills enhance a person's ability to express and defend their beliefs.
<p>Knowledge, Skills, and Instructional Objectives: Students will need to know:</p> <ul style="list-style-type: none"> • How to be an active listener • Communication skills <p>Students will learn:</p> <ul style="list-style-type: none"> • Listening skills • Teamwork • Leadership/follower <p>Students will be able to:</p> <ul style="list-style-type: none"> • Set realistic goals • Complete several cooperative activity tasks • Express ideas and thoughts related to the task • Allow others to voice opinions and ideas • Demonstrate sportsmanship 	
<p>Instructional Materials/Resources: A variety of cooperative activity pieces of equipment such as jump ropes, poly spots, mats, scooters, etc.</p>	<p>Suggested Vocabulary: Communicate, leader, teamwork</p> <p>Technology/Cross Curricular/21st Century Skills: Technology 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize</p>

Westampton Township School District

Curriculum Guide

Grade 3 - 4 Content Area: Physical Education

information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole group:

- Discuss how to be an active listener
- Demonstrate tasks/activities

Small group:

- Participate in cooperative activity circuit

Independent:

- Complete group assessment

Extension Strategies/Activities:

Strategy and sportsmanship are topics covered throughout the year.

Modification Strategies/Activities:

- Follow instruction of IEP's and 504's and modify where necessary
- Games and activities are modified according to grade and skill level.
- Expansion of rules from K-4

Suggested Assessments:

Performance Task:

- Participation
- Effort
- Sportsmanship/Behavior
- Observation of skills

Westampton Township School District

Curriculum Guide

Grade 3 - 4 Content Area: Physical Education

Theme/Unit: Fitness		Suggested Sequence: 2 nd Marking Period
NJSLS: 2.6.4.A.1 - Determine the physical, social, emotional, and intellectual benefits of regular physical activity. 2.6.4.A.2 - Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness . 2.6.4.A.3 - Develop a health-related fitness goal and track progress using health/fitness indicators. 2.6.4.A.4 - Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology. 2.2.4.B.4 – Develop a personal health goal and track progress.		
Big Ideas: Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle		
Essential Questions: <ul style="list-style-type: none">• How does appropriate and effective movement affect wellness?• What is the minimum amount of physical activity I can do to stay physically fit?• How do you realize age appropriate fitness?• How do I develop an appropriate personal fitness program and find the motivation to commit to it?• Where do I go to access information about good health and fitness services?	Enduring Understandings: <ul style="list-style-type: none">• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.• Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.• Physical fitness is the ability for your whole body to work together efficiently to be able to	

Westampton Township School District

Curriculum Guide

Grade 3 - 4 Content Area: Physical Education

- In order to achieve lifetime wellness, what should I plan for and what should I just let happen?

do the most work with the least amount of effort.

- Achieving and maintaining fitness requires age appropriate intensity, duration, and frequency of exercise
- Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.
- There are numerous health and fitness programs available that provide a variety of services. Not all are created equal.
- Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.

Knowledge, Skills, and Instructional Objectives:

Students will need to know:

- Spatial and body awareness

Students will learn:

- Exercise and Technique
- Stretching/Warm-up
- Basic motor skills

Students will be able to:

- Understand the importance of stretching before doing physical activity
- Demonstrate proper use of fitness equipment
- Recall positive short term and long term results related to participating in fitness activities

Instructional Materials/Resources:

- Fitness and exercise equipment

Suggested Vocabulary:

Muscle strength, muscle endurance, flexibility, cardiovascular, balance, heart rate

Technology/Cross Curricular/21st Century Skills:
Technology

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Westampton Township School District

Curriculum Guide

Grade 3 - 4 Content Area: Physical Education

Recommended Instructional Activities:

Whole Group

- Grade level appropriate game

Small Group

- Lead-up games

Independent

- Sport specific drills

Extension Strategies/Activities:

Strategy and sportsmanship are topics covered throughout the year

Modification Strategies/Activities:

- Follow instruction of IEP's and 504's and modify where necessary
- Games are modified according to grade and skill level.
- Expansion of rules from K-4
- Modify exercises
- Use thermabands/resistance bands while working up to handling light dumbbells or weights and handling their own body weight if possible
- Allow for shorter practice sessions
- Constant instructor feedback on proper form of exercise
- Frequent rest periods or short breaks
- Students can perform just upper body movements where applicable
- Students can perform just lower body movements where applicable

Suggested Assessments:

Performance Task:

- Participation
- Effort
- Sportsmanship/Behavior
- Observation of skills

Theme/Unit:

Dance

Suggested Sequence:

3rd Marking Period

NJSLS:

- 2.5.4.A.1 - Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.4.A.2 - Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
- 2.5.4.A.3 - Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- 2.5.4.A.4 - Correct movement errors in response to feedback and explain how the change improves performance.

Big Ideas:

Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

Westampton Township School District

Curriculum Guide

Grade 3 - 4 Content Area: Physical Education

<p>Essential Questions:</p> <ul style="list-style-type: none">• How does appropriate and effective movement affect wellness?• Why do I have to understand the concepts of movement when I can already perform the movement?• Why do I have to show good sportsmanship and follow the rules when others do not?• How can I become more mentally prepared for competition and sports performance?	<p>Enduring Understandings:</p> <ul style="list-style-type: none">• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong activity.• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.• In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules, and safety guidelines• Sport psychology techniques prepare athletes to compete at the optimum level.
<p>Knowledge, Skills, and Instructional Objectives:</p> <p>Students will need to know:</p> <ul style="list-style-type: none">• Spatial awareness• Simple locomotor skills <p>Students will learn:</p> <ul style="list-style-type: none">• Basic dance steps• Rhythm/beat/tempo <p>Students will be able to:</p> <ul style="list-style-type: none">• Perform dance steps to music	
<p>Instructional Materials/Resources:</p> <p>Radio, Music</p>	<p>Suggested Vocabulary:</p> <p>Rhythm, Beat, Tempo, Grapevine, Four-step turn</p> <p>Technology/Cross Curricular/21st Century Skills:</p> <p>Technology</p> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>Career Ready Practices</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP12. Work productively in teams while using cultural global competence</p>

Westampton Township School District

Curriculum Guide

Grade 3 - 4 Content Area: Physical Education

Recommended Instructional Activities:

Whole group:

- perform dance

Small group:

- Use learned steps to perform dance in front of classmates

Independent:

- Perform dance

Extension Strategies/Activities:

Strategy and sportsmanship are topics covered throughout the year.

Modification Strategies/Activities:

- Follow instruction of IEP's and 504's and modify where necessary
- Games are modified according to grade and skill level.
- Expansion of rules from K-4
- Slow the pace of sequential progression
- Slow tempo
- Learn only a short locomotive pattern at one time
- Walk through demonstration
- Allow more time

Suggested Assessments:

Performance Task:

- Participation
- Effort
- Sportsmanship/Behavior
- Observation of skills

Westampton Township School District

Curriculum Guide

Grade 3 - 4 Content Area: Physical Education

Theme/Unit: Jump Rope		Suggested Sequence: 3rd Marking Period
NJSLS: 2.5.4.A.1 - Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 2.5.4.A.2 - Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space. 2.5.4.A.3 - Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 2.5.4.A.4 - Correct movement errors in response to feedback and explain how the change improves performance. 2.5.4.C.2 - Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. 2.2.4.D.1 - Explain the impact of participation in different kinds of service projects on community wellness.		
Big Ideas: Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.		
Essential Questions: <ul style="list-style-type: none"> • How does appropriate and effective movement affect wellness? • Why do I have to understand the concepts of movement when I can already perform the movement? • Why do I have to show good sportsmanship and follow the rules when others do not? 	Enduring Understandings: <ul style="list-style-type: none"> • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong activity. • Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. • In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules, and safety guidelines. 	
Knowledge, Skills, and Instructional Objectives: Students will need to know: <ul style="list-style-type: none"> • Spatial awareness • Simple locomotor skills Students will learn: <ul style="list-style-type: none"> • Basic, intermediate, advanced jump rope skills Students will be able to: <ul style="list-style-type: none"> • Practice and Jump rope skills in a group routine done to music. • Prepare a jump rope routine in groups. 		
Instructional Materials/Resources: <ul style="list-style-type: none"> • Radio • Music • Single jump ropes • Long jump ropes 	Suggested Vocabulary: Short rope, long rope, heart rate, front jump, back jump, double bounce	
	Technology/Cross Curricular/21st Century Skills: Technology 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.	

Westampton Township School District

Curriculum Guide

Grade 3 - 4 Content Area: Physical Education

	<p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>Career Ready Practices CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively and with reason CRP12. Work productively in teams while using cultural global competence</p>
<p>Recommended Instructional Activities:</p> <p>Whole group:</p> <ul style="list-style-type: none">• perform routine <p>Small group:</p> <ul style="list-style-type: none">• practice jump rope skill in routine <p>Independent:</p> <ul style="list-style-type: none">• Perform jump rope skills	
<p>Extension Strategies/Activities:</p> <p>Strategy and sportsmanship are topics covered throughout the year.</p>	<p>Modification Strategies/Activities:</p> <ul style="list-style-type: none">• Follow instruction of IEP's and 504's and modify where necessary• Games are modified according to grade and skill level.• Expansion of skills from K-2• Slow the pace of sequential progression• Slow tempo• Learn only a short locomotive pattern at one time• Walk through demonstration• Allow more time
<p>Suggested Assessments:</p> <ul style="list-style-type: none">• Participation• Effort• Sportsmanship/Behavior• Observation of skills	

Westampton Township School District

Curriculum Guide

Grade 3 - 4 Content Area: Physical Education

Theme/Unit: Hockey	Suggested Sequence: 4 th Marking Period
<p>NJSLS:</p> <p>2.5.4.A.1 - Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.4.A.2 - Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>2.5.4.A.4 - Correct movement errors in response to feedback and explain how the change improves performance.</p> <p>2.5.4.B.1 - Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</p> <p>2.5.4.B.2 - Acknowledge the contributions of team members and choose appropriate ways to motivate and</p> <p>2.5.4.C.1 - Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer</p> <p>2.5.4.C.2 - Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</p>	
<p>Big Ideas:</p> <p>Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none">• How does appropriate and effective movement affect wellness?• What is the minimum amount of physical activity I can do to stay physically fit?• How do you realize age appropriate fitness?• How do I develop an appropriate personal fitness program and find the motivation to commit to it?• Why do I have to show good sportsmanship and follow the rules when others do not?• To what extent does strategy influence performance in competitive games and activities?• How do I become more mentally prepared for competition and sports performance?	<p>Enduring Understandings:</p> <ul style="list-style-type: none">• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.• Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.• Physical fitness is the ability for your whole body to work together efficiently to be able to do the most work with the least amount of effort.• Achieving and maintaining fitness requires age appropriate intensity, duration, and frequency of exercise• Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong activity.
<p>Knowledge, Skills, and Instructional Objectives:</p> <p>Students will need to know:</p> <ul style="list-style-type: none">• Spatial and body awareness <p>Students will learn:</p> <ul style="list-style-type: none">• Continuation of basic skills• Modified game rules <p>Students will be able to:</p> <ul style="list-style-type: none">• Demonstrate that they understand the rules for floor hockey within their game play• Use proper safety precautions when using floor hockey equipment during class• Demonstrate good sportsmanship in game play• Execute the specific techniques to the best of their ability	

Westampton Township School District

Curriculum Guide

Grade 3 - 4 Content Area: Physical Education

<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none">• Hockey sticks• Hockey balls• Hockey nets• Cones• Pinnies	<p>Suggested Vocabulary: Puck, stick, forehand, backhand, toe, heel, wrist shot</p> <p>Technology/Cross Curricular/21st Century Skills:</p> <p>Technology 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>Career Ready Practices CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively and with reason CRP12. Work productively in teams while using cultural global competence</p>
<p>Recommended Instructional Activities:</p> <p><u>Whole Group</u></p> <ul style="list-style-type: none">• Grade level appropriate game <p><u>Small Group</u></p> <ul style="list-style-type: none">• Lead-up games <p><u>Independent</u></p> <ul style="list-style-type: none">• Sport specific drills	
<p>Extension Strategies/Activities: Strategy and sportsmanship are topics covered throughout the year.</p>	<p>Modification Strategies/Activities:</p> <ul style="list-style-type: none">• Follow instruction of IEP's and 504's and modify where necessary• Games are modified according to grade and skill level.• Expansion of rules from K-4
<p>Suggested Assessments: Performance Task:</p> <ul style="list-style-type: none">• Participation• Effort• Sportsmanship/Behavior• Observation of skills	

Westampton Township School District

Curriculum Guide

Grade 3 - 4 Content Area: Physical Education

Theme/Unit: Baseball/Softball		Suggested Sequence: 4 th Marking Period
<p>NJSLS:</p> <p>2.5.4.A.1 - Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.4.A.2 - Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>2.5.4.A.4 - Correct movement errors in response to feedback and explain how the change improves performance.</p> <p>2.5.4.B.1 - Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</p> <p>2.5.4.B.2 - Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</p> <p>2.5.4.C.1 - Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer</p> <p>2.5.4.C.2 - Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</p>		
<p>Big Ideas:</p> <p>Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.</p>		
<p>Essential Questions:</p> <ul style="list-style-type: none">• How does appropriate and effective movement affect wellness?• What is the minimum amount of physical activity I can do to stay physically fit?• How do you realize age appropriate fitness?• How do I develop an appropriate personal fitness program and find the motivation to commit to it?• Why do I have to show good sportsmanship and follow the rules when others do not?• To what extent does strategy influence performance in competitive games and activities?• How do I become more mentally prepared for competition and sports performance?	<p>Enduring Understandings:</p> <ul style="list-style-type: none">• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.• Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.• Physical fitness is the ability for your whole body to work together efficiently to be able to do the most work with the least amount of effort.• Achieving and maintaining fitness requires age appropriate intensity, duration, and frequency of exercise• Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.	

Westampton Township School District

Curriculum Guide

Grade 3 - 4 Content Area: Physical Education

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong activity.
- Implementing offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations
- Sport psychology techniques prepare athletes to compete at the optimum level.

Knowledge, Skills, and Instructional Objectives:

Students will need to know:

Students will learn:

- Continuation of basic skills/rules
- pitching

Students will be able to:

- Demonstrate that they understand the rules for softball within their game play
- Use proper safety precautions when using softball equipment during class
- Demonstrate good sportsmanship in game play
- Execute the specific techniques to the best of their ability

Instructional Materials/Resources:

- Softball
- Bases
- Bats
- Gloves

Suggested Vocabulary:

Baseball, softball, glove, bat, bases

Technology/Cross Curricular/21st Century Skills:
Technology

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole Group

- Grade level appropriate game

Small Group

- Lead-up games

Independent

Westampton Township School District

Curriculum Guide

Grade 3 - 4 Content Area: Physical Education

- Sport specific drills

Extension Strategies/Activities:

Strategy and sportsmanship are topics covered throughout the year

Modification Strategies/Activities:

- Follow instruction of IEP's and 504's and modify where necessary
- Games are modified according to grade and skill level.
- Expansion of rules from K-4
- Use Velcro balls and mitts
- Use larger or smaller bats
- Reduce the base distances
- Use incrediballs
- Shorten the pitching distance
- If individual is in wheelchair, allow them to push ball off ramp, off lap, or from tee
- Use beeper balls
- Provide a peer to assist
- Players without disabilities play regular depth defense
- Students without disabilities count to ten before tagging out person with disability

Suggested Assessments:

Performance Task:

- Participation
- Effort
- Sportsmanship/Behavior
- Observation of skills

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

Unit: Flag Football	Suggested Sequence: September - October
NJSLS: 2.5.6.A.1 - Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 2.5.6.A.2 - Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. 2.5.6.A.4 - Use self-evaluation and external feedback to detect and correct errors in one's movement performance . 2.5.6.B.1 - Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. 2.5.6.B.2 - Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. 2.5.8.B.1 - Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. 2.5.6.C.1 - Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. 2.5.6.C.2 - Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. 2.6.6.A.1 - Analyze the social, emotional, and health benefits of selected physical experiences. 2.6.6.A.2 - Determine to what extent various activities improve skill-related fitness versus health-related fitness. 2.6.6.A.3 - Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program. 2.6.6.A.4 - Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness. 2.6.6.A.5 - Relate physical activity, healthy eating, and body composition to personal fitness and health. 2.6.6.A.6 - Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness. 2.6.6.A.7 - Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.	
Big Ideas: <ul style="list-style-type: none">• Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life• Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.	
Essential Questions: Standard 2.5 <ul style="list-style-type: none">• How does effective and appropriate movement affect wellness?• Why do I have to understand concepts of movement when I can already perform the movement?• To what extent does strategy influence performance in competitive games and activities?• Why do I have to show good sportsmanship and follow the rules when others do not?• How can I become more mentally prepared for competition and sports performance? Standard 2.6 <ul style="list-style-type: none">• What is the minimum amount of exercise I can do	Enduring Understandings: Standard 2.5 <ul style="list-style-type: none">• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.• Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.• In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

<p>to stay physically fit?</p> <ul style="list-style-type: none">• How do I develop an appropriate personal fitness program and find the motivation to commit to it?• How do you realize age-appropriate fitness?	<p>commitment to sportsmanship, rules and safety guidelines</p> <ul style="list-style-type: none">• Sport psychology techniques prepare athletes to compete at the optimum level. <p>Standard 2.6</p> <ul style="list-style-type: none">• Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.• Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.• Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.• Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise.• Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.
<p>Knowledge, Skills, and Instructional Objectives:</p> <p>Students will need to know:</p> <ul style="list-style-type: none">• Spatial awareness.• Simple locomotor skills. <p>Students will learn:</p> <ul style="list-style-type: none">• How to throw a football using an overhand throw.• The proper technique and finger placement to catch a football.• The different responsibilities when one is on offense and defense.• The various positions and boundary lines on a football field.• How to use skills to create game strategies.• Correct form to punt and kick a football. <p>Students will be able to:</p> <ul style="list-style-type: none">• Adapt movement skills in relation to objects, other participants, and boundaries.• Describe and demonstrate the application of appropriate rules and sportsmanship behavior as a participant in the sport• Identify methods of communication with team members in order to motivate all students to do their best.• Identify offensive and defensive strategies that work in each individual game played. <p>Communicate with team members while playing.</p>	
<p>Instructional Materials/Resources:</p> <p>Cones, flag belts, footballs, tees</p>	<p>Suggested Vocabulary:</p> <p>Block, Flat Pass, Handoff, Lateral Pass, Line of Scrimmage, Offside, Shovel Pass, Punt, Quarterback, Center, Receivers, Snap</p> <p>Technology/ 21st Century Skills:</p> <p>Technology</p> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they</p>

relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

TV/VCR – To watch one quarter of football for extension strategy

Recommended Instructional Activities:

Whole group:

- Grade level appropriate game.
- Demonstrate basic rules such as offense, defense, penalties, and first downs.
- Ensure that students understand rules before setting up game play.
- Have students reflect and share with class strengths and weaknesses of their team and what they can do to improve game play to be more effective.

Small group:

- Pair up experienced players with non-experienced players to teach various skills
- Encourage students to offer constructive criticism, support and feedback to teammates.

Independent:

- Give students specific practice goals to practice independently outside of class
- Keep track of students executing practice goals in following classes

Extension Strategies/Activities:

- Students watch one quarter of a football game on television and record attempted passes, completed passes, number of penalties, number of rushes, and points scored for each team.
- Use formulas to figure out the percentage of completed and incomplete passes.
- Use formulas to figure out the percentage of plays where the quarterback passed or handed-off for each team.

Modification Strategies/Activities:

- Follow instructions of IEP's and 504's and modify where necessary.
- You may allow students extra time and rest time, or substitute an activity, if necessary.
- Modify rules
- Shorten boundaries
- Allow more trials or "downs" for scoring
- Use various size or type of footballs
- Use more flags
- Use longer flags

Cross-curricular Connections/Standards:

Language Arts Literacy

W.5.1, W.5.2, W.5.4, W.5.6, W.5.10; W.6.1, W.6.2, W.6.4, W.6.6, W.6.10

Technology

8.1.A Use digital tools to access and synthesis information and communicate knowledge

Suggested Assessments:

Performance Task

You have just accepted the position of Director of New Games with the Fun and Games Corporation. This company's primary mission is to create and distribute games and activities that promote physical activity for all. As Director it is your job to create, field test and then revise the games based on the feedback. Your first client is Brand New High School. They are looking for a new game to introduce to their high school students that is inclusive and cost effective.

The following is a list of their requirements for the game:

1. There must be a clear description of how to play the game.
2. A diagram of the playing area should be given.
3. A listing of all required equipment.

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

4. The game must have a minimum of three rules.
5. The game must address rules of etiquette.
6. The game must be inclusive so that any person, regardless of physical abilities, has the opportunity to actively participate in the game.

Product Performance

1. Critique - at least three written critiques of the game from actual participants. Each critique should address numbers 1-6 above.
2. Written Memo - After receiving the feedback from your clients provide your company Chief Executive Officer (CEO) with a written memo describing how you felt about the initial design of your game and what you see as changes you may have to make in each of the areas after watching it being played and receiving the critiques from the participants.

Other Assessments:

- Written Test
- Teacher observation of classroom participation, effort, sportsmanship/behavior, and skill.

Unit:

Juggling, Jump Rope, and Balance

Suggested Sequence:

October - November

NJSLS:

- 2.5.6.A.1 - Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.6.A.3 - Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
- 2.5.6.A.4 - Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

Big Ideas:

- Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life
- Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

Essential Questions:

Standard 2.5

- How does effective and appropriate movement affect wellness?
- Why do I have to understand concepts of movement when I can already perform the movement?
- To what extent does strategy influence performance in competitive games and activities?
- Why do I have to show good sportsmanship and follow the rules when others do not?
- How can I become more mentally prepared for competition and sports performance?

Standard 2.6

- What is the minimum amount of exercise I can do to stay physically fit?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
- How do you realize age-appropriate fitness?

Enduring Understandings:

Standard 2.5

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.
- In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines
- Sport psychology techniques prepare athletes to compete at the optimum level.

Standard 2.6

- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.

- Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.
- Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise.
- Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.

Knowledge, Skills, and Instructional Objectives:

Students will need to know:

- Spatial awareness

Students will learn:

- Circle juggle
- Cascade juggle
- Balance activities

Students will be able to:

- Combine movement skills in order to participate in physical activity, recreational pursuits, and life time sports activity.
- Adapt movement skills and concepts in relation to objects while performing manipulative movement skills.
- Describe and demonstrate the application of appropriate rules, techniques, and strategies.

Instructional Materials/Resources:

Juggling scarves, balls, rings, clubs, yardsticks, balancing plates, stilts, jump ropes

Suggested Vocabulary:

Circle juggle, cascade juggle, hand-eye coordination

Technology/ 21st Century Skills:

Technology

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking –

Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole group:

- Describe the different types of juggling
- Demonstrate juggling/balance techniques

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

Small group:

- Practice various juggling/balance activities in stations
- Assess partners juggling skills and help them for improvement
- Use direction cards to assist assessment

Independent:

- Complete juggling/balance tasks in front of teacher
- Assist others when needed

Extension Strategies/Activities:

- Students can be put into small groups to create posters that illustrate how to perform each type of juggling.
- Posters can have pictures and words to describe each movement.
- Posters can be hung on Gym walls for younger grades to use as a guide during the unit.

Modification Strategies/Activities:

- Follow instructions of IEP's and 504's and modify where necessary.
- You may allow students extra time and rest time, or substitute an activity, if necessary.
- Activities are modified according to grade level

Cross-curricular Connections/Standards:

Language Arts Literacy

W.5.1, W.5.2, W.5.4, W.5.6, W.5.10; W.6.1, W.6.2, W.6.4, W.6.6, W.6.10

Technology

8.1.A Use digital tools to access and synthesis information and communicate knowledge

Suggested Assessments:

Performance Task

The Ringling Brothers Circus is in town and your school has been chosen to design and perform a center stage quality Juggling and Balancing Extravaganza. Small groups of students must work together to create a performance to perform during their class. Performances should include at least one performance with each of the juggling and balancing equipment. Create a poster that advertises your group's name and specialties. After your performance, your group should reflect upon your routine with a brief newspaper review.

Product/Performance

1. Original Routine – Students will perform their juggling and balancing routines. Students will be graded using a grade level appropriate rubric.
2. Poster – The poster will be scored based on its creativity and information presented

Other Assessments:

- Teacher observation of classroom participation, effort, sportsmanship/behavior, and skill.
- Completion of grade level tasks

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

Unit: Lacrosse	Suggested Sequence: October - November
<p>NJSLS:</p> <p>2.5.6.A.1 - Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.6.A.2 - Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</p> <p>2.5.6.A.4 - Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>2.5.6.B.1- Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</p> <p>2.5.6.B.2 - Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement of settings.</p> <p>2.5.6.B.3 - Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</p> <p>2.5.6.C.1 - Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</p> <p>2.5.6.C.2 - Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</p> <p>2.6.6.A.1 - Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>2.6.6.A.2 - Determine to what extent various activities improve skill-related fitness versus health-related fitness.</p> <p>2.6.6.A.3 - Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.</p> <p>2.6.6.A.4 - Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.</p> <p>2.6.6.A.5 - Relate physical activity, healthy eating, and body composition to personal fitness and health.</p> <p>2.6.6.A.6 - Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.</p> <p>2.6.6.A.7- Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none">• Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life• Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.	
<p>Essential Questions:</p> <p>Standard 2.5</p> <ul style="list-style-type: none">• How does effective and appropriate movement affect wellness?• Why do I have to understand concepts of movement when I can already perform the movement?• To what extent does strategy influence performance in competitive games and activities?• Why do I have to show good sportsmanship and follow the rules when others do not?• How can I become more mentally prepared for competition and sports performance?	<p>Enduring Understandings:</p> <p>Standard 2.5</p> <ul style="list-style-type: none">• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.• Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.• In order for all participants and spectators to experience the maximum benefit from games and

<p>Standard 2.6</p> <ul style="list-style-type: none"> • What is the minimum amount of exercise I can do to stay physically fit? • How do I develop an appropriate personal fitness program and find the motivation to commit to it? • How do you realize age-appropriate fitness? 	<p>sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines</p> <ul style="list-style-type: none"> • Sport psychology techniques prepare athletes to compete at the optimum level. <p>Standard 2.6</p> <ul style="list-style-type: none"> • Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. • Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort. • Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness. • Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise. • Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.
<p>Knowledge, Skills, and Instructional Objectives:</p> <p>Students will need to know:</p> <ul style="list-style-type: none"> • Spatial awareness • Basic Locomotor Skills <p>Students will learn:</p> <ul style="list-style-type: none"> • Correct form for cradling • Specific responsibilities of the offense and defense • The various positions and boundaries of the field • Individual and team game strategies • How to shoot the lacrosse ball at a target <p>Students will be able to:</p> <ul style="list-style-type: none"> • Work together with a partner of passing and catching techniques. • Practice throwing and catching own ball in a stationary position. • Learn the principles of cradling and proper stick handling. • Practice “toss and catch” then “toss, catch and cradle” to improve eye-hand coordination. • Demonstrate and apply the appropriate rules and sportsmanship behaviors while practicing and/ or playing. • Develop strategies and techniques of “the drag pick-up” • Learn how to use and adapt specific movement skills into game play. • Demonstrate the appropriate rules, strategies, safety measures, and sportsmanship behaviors at all times 	
<p>Instructional Materials/Resources:</p> <p>Lacrosse sticks, targets, lacrosse balls, goggles</p>	<p>Suggested Vocabulary:</p> <p>Cradle, Check, Attack, Goalie, Wing, Home, Draw, Penalty, Dodging</p> <p>Technology/ 21st Century Skills:</p> <p>Technology</p> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will</p>

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole group:

- Grade level appropriate game.
- Demonstrate basic rules such as offense, defense, penalties, and goals.
- Ensure that students understand rules before setting up game play.
- Have students reflect and share with class strengths and weaknesses of their team and what they can do to improve game play to be more effective.

Small group:

- Pair up experienced players with non-experienced players to teach various skills
- Encourage students to offer constructive criticism, support and feedback to teammates.

Independent:

- Give students specific practice goals to practice independently outside of class
- Keep track of students executing practice goals in following classes

Extension Strategies/Activities:

- Watch part of lacrosse game during class and record points scored, shots taken for each team, number of passes caught, and number of passes missed.
- Use formula to figure out the percentage of shots made and missed.
- Use formula to figure out the percentage of passes made and missed.
- Create separate pie charts showing results.

Modification Strategies/Activities:

- Follow instructions of IEP's and 504's and modify where necessary.
- You may allow students extra time and rest time, or substitute an activity, if necessary.
- Modify rules
- Shorten boundaries
- Use modified sticks and balls with Velcro to aid in catching
- Use larger goals
- Use beeper or radio at goal for visually impaired students
- Use soft and larger balls
- Use brightly colored balls
- Allow walking instead of running
- Allow students in wheelchairs to carry ball & stick in their laps with moving

Cross-curricular Connections/Standards:

Language Arts Literacy

W.5.1, W.5.2, W.5.4, W.5.6, W.5.10; W.6.1, W.6.2, W.6.4, W.6.6, W.6.10

Technology

8.1.A Use digital tools to access and synthesis information and communicate knowledge

Suggested Assessments:

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

Performance Task

You have just accepted the position of Director of New Games with the Fun and Games Corporation. This company's primary mission is to create and distribute games and activities that promote physical activity for all. As Director it is your job to create, field test and then revise the games based on the feedback. Your first client is Brand New High School. They are looking for a new game to introduce to their high school students that is inclusive and cost effective. The following is a list of their requirements for the game.

1. There must be a clear description of how to play the game.
2. A diagram of the playing area should be given.
3. A listing of all required equipment.
4. The game must have a minimum of three rules.
5. The game must address rules of etiquette.
6. The game must be inclusive so that any person, regardless of physical abilities, has the opportunity to actively participate in the game.

Product Performance

1. Critique - at least three written critiques of the game from actual participants. Each critique should address numbers 1-6 above.
2. Written Memo - After receiving the feedback from your clients provide your company Chief Executive Officer (CEO) with a written memo describing how you felt about the initial design of your game and what you see as changes you may have to make in each of the areas after watching it being played and receiving the critiques from the participants

Other Assessments:

- Written Test
- Teacher observation of classroom participation, effort, sportsmanship/behavior, and skill.

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

Unit: Rugby	Suggested Sequence: October - November
<p>NJSLS:</p> <p>2.5.6.A.1 - Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.6.A.2 - Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</p> <p>2.5.6.A.4 - Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>2.5.6.B.1 - Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</p> <p>2.5.6.B.2 - Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement .</p> <p>2.5.6.B.3 - Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</p> <p>2.5.6.C.1 - Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</p> <p>2.5.6.C.2 - Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</p> <p>2.6.6.A.1 - Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>2.6.6.A.2 - Determine to what extent various activities improve skill-related fitness versus health-related fitness.</p> <p>2.6.6.A.3 - Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program .</p> <p>2.6.6.A.4 - Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.</p> <p>2.6.6.A.5 - Relate physical activity, healthy eating, and body composition to personal fitness and health.</p> <p>2.6.6.A.6 - Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.</p> <p>2.6.6.A.7 - Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none">• Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life• Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.	
<p>Essential Questions: Standard 2.5</p> <ul style="list-style-type: none">• How does effective and appropriate movement affect wellness?• Why do I have to understand concepts of movement when I can already perform the movement?• To what extent does strategy influence performance in competitive games and activities?• Why do I have to show good sportsmanship and follow the rules when others do not?• How can I become more mentally prepared for competition and sports performance?	<p>Enduring Understandings: Standard 2.5</p> <ul style="list-style-type: none">• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.• Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.• In order for all participants and spectators to experience the maximum benefit from games and

<p>Standard 2.6</p> <ul style="list-style-type: none"> • What is the minimum amount of exercise I can do to stay physically fit? • How do I develop an appropriate personal fitness program and find the motivation to commit to it? • How do you realize age-appropriate fitness? 	<p>sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines</p> <ul style="list-style-type: none"> • Sport psychology techniques prepare athletes to compete at the optimum level. <p>Standard 2.6</p> <ul style="list-style-type: none"> • Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. • Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort. • Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness. • Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise. • Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.
<p>Knowledge, Skills, and Instructional Objectives:</p> <p>Students will need to know:</p> <ul style="list-style-type: none"> • Spatial awareness <p>Students will learn:</p> <ul style="list-style-type: none"> • Cradling • Offense/defense • Positions and boundaries • Game strategies • Shooting at target • Skills and improve cardiovascular health. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Learn new skills and improve cardiovascular health. • Work together with a partner of passing and catching techniques. • Practice throwing and catching own ball in a stationary position. • Learn the principles of cradling and proper stick handling. • Practice “toss and catch” then “toss, catch and cradle” to improve eye-hand coordination. • Demonstrate and apply the appropriate rules and sportsmanship behaviors while practicing and/ or playing. • Develop strategies and techniques of “the drag pick-up” • Learn how to use and adapt specific movement skills into game play. • Demonstrate the appropriate rules, strategies, safety measures, and sportsmanship behaviors at all times 	
<p>Instructional Materials/Resources:</p> <p>Cones, flag belts, footballs, tees</p>	<p>Suggested Vocabulary:</p> <p>Re-start, turnover, offense, defense, punt, touchdown, scrum</p> <p>Technology/ 21st Century Skills:</p> <p>Technology</p> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and</p>

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole group:

- Grade level appropriate game

Small group:

- Lead-up games

Interdependent:

- Sport specific drills

Extension Strategies/Activities:

- Students will watch a Rugby game during class.
- Students will create strategies for a team to help improve their game.
- During half time, have students share ideas.
- After games, have teams type a short reflection about how the strategies helped their play.

Modification Strategies/Activities:

- Use walking instead of running
- Have well defined boundaries
- Reduce playing area
- If student uses wheelchair, allow him to hold ball on his lap while pushing his wheelchair
- Use a deflated ball, Nerf ball, beeper ball, brightly colored ball

Cross-curricular Connections/Standards:

Language Arts Literacy

W.5.1, W.5.2, W.5.4, W.5.6, W.5.10; W.6.1, W.6.2, W.6.4, W.6.6, W.6.10

Technology

8.1.A Use digital tools to access and synthesis information and communicate knowledge

Suggested Assessments:

Performance Task

You are a member of a National Rugby Team. As a group, you must decide on a Country you wish to represent. After choosing a Country, your team must research and find the national colors to wear during the Rugby tournament. Be prepared to provide some brief information about your chosen country (place on a map, language, etc.)

Product/Performance

- Research – students will find the national colors to wear during the Rugby tournament. Students will be graded on whether they are wearing the correct team colors or not.

Other Assessments:

Teacher observation of classroom participation, effort, sportsmanship/behavior, and skill

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

Unit: Dance	Suggested Sequence: December - January
<p>NJSLS:</p> <p>2.5.6.A.1 - Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.6.A.3 - Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).</p> <p>2.5.6.A.4 - Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>2.6.6.A.1 - Analyze the social emotional, and health benefits of selected physical experiences.</p> <p>2.6.6.A.2 - Determine to what extent various activities improve skill-related fitness versus health-related fitness.</p> <p>2.6.6.A.3 - Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.</p> <p>2.6.6.A.4 - Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.</p> <p>2.6.6.A.5 - Relate physical activity, healthy eating, and body composition to personal fitness and health.</p> <p>2.6.6.A.6 - Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.</p> <p>2.6.6.A.7 - Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none">• Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life• Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.	
<p>Essential Questions:</p> <p>Standard 2.5</p> <ul style="list-style-type: none">• How does effective and appropriate movement affect wellness?• Why do I have to understand concepts of movement when I can already perform the movement?• To what extent does strategy influence performance in competitive games and activities?• Why do I have to show good sportsmanship and follow the rules when others do not?• How can I become more mentally prepared for competition and sports performance? <p>Standard 2.6</p> <ul style="list-style-type: none">• What is the minimum amount of exercise I can do to stay physically fit?• How do I develop an appropriate personal fitness program and find the motivation to commit to it?• How do you realize age-appropriate fitness?	<p>Enduring Understandings:</p> <p>Standard 2.5</p> <ul style="list-style-type: none">• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.• Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.• In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines• Sport psychology techniques prepare athletes to compete at the optimum level. <p>Standard 2.6</p> <ul style="list-style-type: none">• Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.• Physical fitness is the ability of your whole body to

	<p>work together efficiently to be able to do the most work with least amount of effort.</p> <ul style="list-style-type: none"> • Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness. • Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise. • Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program. 									
<p>Knowledge, Skills, and Instructional Objectives: Students will need to know:</p> <ul style="list-style-type: none"> • Simple locomotor skills. <p>Students will learn:</p> <ul style="list-style-type: none"> • How basic dance steps are part of all complex dance routines. • That beat, rhythm, and tempo are essential to performing a dance routine. • That dance routines are a result of well-developed plans of movement sequences and basic steps (choreography). <p>Students will be able to:</p> <ul style="list-style-type: none"> • Apply a variety of basic and rhythmic movements to perform a complex physical activity (dance routine) • Create a dance routine using a variety of movements and skills. 										
<p>Instructional Materials/Resources: Hard copies of dances Radio/CD player Music Television Dance Video</p>	<p>Suggested Vocabulary:</p> <table border="0"> <tr> <td>beat</td> <td>grapevine</td> <td>heel touch</td> </tr> <tr> <td>step touch</td> <td>step touch</td> <td>tempo</td> </tr> <tr> <td>tempo</td> <td></td> <td></td> </tr> </table> <p>Technology/ 21st Century Skills: Technology 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>Career Ready Practices CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively and with reason CRP12. Work productively in teams while using cultural global competence</p>	beat	grapevine	heel touch	step touch	step touch	tempo	tempo		
beat	grapevine	heel touch								
step touch	step touch	tempo								
tempo										

Recommended Instructional Activities:

Whole group:

- Have students explain the meaning of beat, tempo.
- Have students form lines (rows) and stand approximately an arm's length apart.
- Demonstrate the following basic steps for students: step-touch, grapevine, heel touch, toe touch.
- Ensure that students are able to perform the steps before introducing music.
- Provide 8 counts as students practice the steps.
- Encourage students to put together a routine as they demonstrate mastery of the basic steps.
- Play a video of a class dancing to the song to model the steps and movement together.
- Have students reflect and share with the class their assessment of their progress.

Small group:

- Place students in groups of 3 – 4 to perform dance steps with one another.
- Encourage students to offer one another feedback and support.

Independent:

- Walk around and help students who are having difficulty performing the steps or keeping the rhythm.
- Give students specific practice goals to practice independently.

Extension Strategies/Activities:

Introduce more complex movements to students who may have dance experience or who demonstrate proficiency in the planned movements.

Modification Strategies/Activities:

- Follow instructions of IEP's and 504's and modify where necessary.
- You may allow students extra time and rest time, or substitute an activity, if necessary.
- Slow the pace of sequential progression
- Slow tempo
- Learn only a short locomotive pattern at one time
- Walk through demonstration
- Allow more time

Cross-curricular Connections

Visual and Performing Arts 1.3 A Dance

Language Arts Literacy

W.5.1, W.5.2, W.5.4, W.5.6, W.5.10; W.6.1, W.6.2, W.6.4, W.6.6, W.6.10

Suggested Assessment:

Performance Task

Imagine there is a local dance competition where the winners will have the opportunity to perform with (famous music artist) during his/her Unites States tour. The competition requires that you create a dance routine using the following song: (name of the song, which is selected by the teacher). As a group, your task is to create a dance routine to prepare for this competition. The dance must contain a specific amount of steps and must maintain the beat of the song. Your group must also write a procedure explaining how to perform the dance with specific steps, the direction of movement, and beat total at the end of each line. Variation: After performing, your group should reflect upon your routine write a brief letter to the music artist assessing your group's performance and convincing him/her that your group should win the competition.

Product/Performance

1. Original Dance - Students will perform their original dance in class. Students will be graded using a rubric with the following categories: Performance of dance steps, maintenance of rhythm, effort, and creativity.
2. Dance Procedural Writing - The written dance procedure will be scored based upon its ability to clearly instruct the reader how to perform the dance routine.
3. Artist Letter – The persuasive essay will be scored using the language arts wholistic scoring rubric, or a teacher-generated rubric.

Other Assessments:

- Teacher observation of classroom participation, effort, sportsmanship/behavior, and skill.

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

Unit: Fitness		Suggested Sequence: December - January	
NJSLS: 2.6.6.A.1 - Analyze the social emotional, and health benefits of selected physical experiences. 2.6.6.A.2 - Determine to what extent various activities improve skill-related fitness versus health-related fitness. 2.6.6.A.3 - Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program . 2.6.6.A.4 - Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness. 2.6.6.A.5 - Relate physical activity, healthy eating, and body composition to personal fitness and health. 2.6.6.A.6 - Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness. 2.6.6.A.7 - Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.			
Big Ideas: <ul style="list-style-type: none">• Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life• Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.			
Essential Questions: Standard 2.6 <ul style="list-style-type: none">• What is the minimum amount of exercise I can do to stay physically fit?• How do I develop an appropriate personal fitness program and find the motivation to commit to it?• How do you realize age-appropriate fitness?		Enduring Understandings: Standard 2.6 <ul style="list-style-type: none">• Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.• Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.• Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.• Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise.• Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.	
Knowledge, Skills, and Instructional Objectives: Students will need to know: <ul style="list-style-type: none">• Simple locomotor skills• Safety rules Students will learn: <ul style="list-style-type: none">• Health related fitness components• Muscle groups• How to complete a fitness log• Correct stretching, warm-up, cool-down, exercise techniques Students will be able to: <ul style="list-style-type: none">• Perform correct exercises, stretches• Perform Yoga, Pilates, and Kickboxing sequences• Explain the components of fitness• Match exercises to muscle groups			

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

- Describe the benefits of a continued workout
- Compare and contrast the health related fitness components.
- Increase muscular strength, muscular endurance, flexibility, and cardiovascular
- Monitor progress using fitness logs.

Instructional Materials/Resources:

Radio, music, resistance bands, mats, dumbbells, fitness log, medicine balls, station cue cards, towels

Suggested Vocabulary:

Various muscles, set, repetition, endurance, strength, cardiovascular, flexibility, target heart rate, max heart rate, frequency, intensity, time, jab, cross, hook, upper cut, front kick, back kick, side kick, various yoga pose and pilates terms.

Technology/ 21st Century Skills:

Technology

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole group:

- Discuss components of fitness
- Demonstrate stretches and exercises

Small group:

- Participate in circuit training

Independent:

- Complete fitness log

Extension Strategies/Activities:

Vary weights, repetitions, or sets

Create a fitness routine for an individual specific to their needs. (Weight loss, Muscle strength, Muscle endurance, Cardio)

Research alternative methods of exercise (Yoga, Pilates, Kickboxing)

Modification Strategies/Activities:

- Modify exercises
- Use thermabands/resistance bands while working up to handling light dumbbells or weights and handling their own body weight if possible
- Allow for shorter practice sessions
- Constant instructor feedback on proper form of exercise
- Frequent rest periods or short breaks
- Students can perform just upper body movements where applicable
- Students can perform just lower body movements where applicable

Cross-curricular Connections/Standards:

Language Arts Literacy

W.5.1, W.5.2, W.5.4, W.5.6, W.5.10; W.6.1, W.6.2, W.6.4, W.6.6, W.6.10

Suggested Assessments:

Performance Task

Develop own fitness plan (5 health-related components of fitness)

You have just received your results from the “Fitnessgram” physical fitness test. The Institute for Healthy Young Adults is interested in seeing if youth of today are able to plan healthy lifestyles for themselves. You have been selected to participate in their study. Using your personal “Fitnessgram” test results, you have been asked to develop a fitness plan that is intended to improve all health-related components of fitness that were not shown to be within your healthy fitness zone (HFZ) while also maintaining any health related components of fitness that may currently be within the healthy fitness level.

Your plan should:

- ✓ Be a one week plan that could be repeated until a change is needed.
- ✓ Include at end a list of 4 possible ways you could change your program based on the FITT components.
- ✓ Must be presented and explained to a review board from the Institute (your teacher and at least two peers)

Product/Performance

- Fitness plan – Students will create a fitness plan focusing on the five components of fitness. Plan will consist of activities appropriate for middle school students. Students can create a plan using exercise equipment, machines, or body weight. Plans must meet the five components of fitness, correct frequency, intensity, and time.

Other Assessments:

Teacher observation of classroom participation, effort, sportsmanship/behavior, and skill.

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

Unit: Badminton	Suggested Sequence: January-February
NJSLS: 2.5.6.A.1 - Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 2.5.6.A.2 - Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. 2.5.6.A.4 - Use self-evaluation and external feedback to detect and correct errors in one's movement performance. 2.5.6.B.1 - Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities . 2.5.6.B.2 - Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. 2.5.6.B.3 - Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. 2.5.6.C.1- Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. 2.5.6.C.2- Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety . 2.6.6.A.1 - Analyze the social, emotional, and health benefits of selected physical experiences. 2.6.6.A.2- Determine to what extent various activities improve skill-related fitness versus health-related fitness. 2.6.6.A.3- Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program. 2.6.6.A.4 - Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness. 2.6.6.A.5 - Relate physical activity, healthy eating, and body composition to personal fitness and health. 2.6.6.A.6 - Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness. 2.6.6.A.7- Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.	
Big Ideas: <ul style="list-style-type: none">• Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life• Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.	
Essential Questions: Standard 2.5 <ul style="list-style-type: none">• How does effective and appropriate movement affect wellness?• Why do I have to understand concepts of movement when I can already perform the movement?• To what extent does strategy influence performance in competitive games and activities?• Why do I have to show good sportsmanship and follow the rules when others do not?• How can I become more mentally prepared for competition and sports performance?	Enduring Understandings: Standard 2.5 <ul style="list-style-type: none">• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.• Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.• In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to

<p>Standard 2.6</p> <ul style="list-style-type: none"> • What is the minimum amount of exercise I can do to stay physically fit? • How do I develop an appropriate personal fitness program and find the motivation to commit to it? • How do you realize age-appropriate fitness? 	<p>sportsmanship, rules and safety guidelines</p> <ul style="list-style-type: none"> • Sport psychology techniques prepare athletes to compete at the optimum level. <p>Standard 2.6</p> <ul style="list-style-type: none"> • Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. • Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort. • Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness. • Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise. • Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.
<p>Knowledge, Skills, and Instructional Objectives:</p> <p>Students will need to know:</p> <ul style="list-style-type: none"> • Basic striking skills • Simple locomotor skills <p>Students will learn:</p> <ul style="list-style-type: none"> • Where to position themselves on the court during serve, return, and volley • Scoring rules • Basic skills to serve and strike • Correct hand position on the racket • Boundaries of the court <p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain rules of badminton • Develop skills of serving, striking. • Demonstrate proper technique • Demonstrate correct court position to return serve and volley • Improve skill level through practice and game play • Follow game rules, work as a team (doubles), incorporate strategies • Show sportsmanship behaviors as a participant in activity. 	
<p>Instructional Materials/Resources:</p> <p>Nets, standards, racquets, birdies</p>	<p>Suggested Vocabulary:</p> <p>backhand, forehand, serve, drop, midcourt, clear</p> <p>Technology/Cross Curricular/21st Century Skills:</p> <p>Technology</p> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed</p>

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole group:

- Demonstrate lobs, forehands, backhands, and footwork.
- Conduct a grade level appropriate game

Small group:

- Lead-up games
- Drills specific to skills learned

Interdependent:

- Sport specific drills

Extension Strategies/Activities:

Demonstrate hitting and overhead smash. Allow students to practice and then, incorporate into their game.

Advanced students participate in King of the Court.

Modification Strategies/Activities:

Students can practice strokes and serving without a net
Use bracing or wrists devices to assist with gripping

Students can play in a seated position

Throw back and forth across the net to help them understand the concepts of the game

Cross-curricular Connections/Standards:

Language Arts Literacy

W.5.1, W.5.2, W.5.4, W.5.6, W.5.10; W.6.1, W.6.2, W.6.4, W.6.6, W.6.10

Suggested Assessments:

Performance Task

You are a recent Olympic Gold Medalist in Badminton. You now organize a National Badminton Clinic. As a group, you must organize activities, drills, and small games for a two day clinic. Create a brochure to advertise your Badminton camp. Your athletes are middle school students that have never played badminton. Your clinic must cover basic rules and skills for beginners, your favorite drills, and small games. At the end of the clinic, your participants will complete comment cards on the effectiveness of your clinic.

Product/Performance

- Brochure – Students can create a three panel brochure describing their clinic. Brochures will be graded using a rubric.
- Comment cards – Class will complete comment cards explaining the effectiveness of the clinic.

Other Assessments:

- Teacher observation of classroom participation, effort, sportsmanship/behavior, and skill

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

Unit: Basketball	Suggested Sequence: January – February
<p>NJSLS:</p> <p>2.5.6.A.1 - Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.6.A.2 - Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</p> <p>2.5.6.A.4 - Use self-evaluation and external feedback to detect and correct errors in one’s movement performance.</p> <p>2.5.6.B.1 - Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</p> <p>2.5.6.B.2- Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.</p> <p>2.5.6.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</p> <p>2.5.6.C.1 - Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</p> <p>2.5.6.C.2- Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</p> <p>2.6.6.A.1 - Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>2.6.6.A.2 - Determine to what extent various activities improve skill-related fitness versus health-related fitness.</p> <p>2.6.6.A.3 - Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program .</p> <p>2.6.6.A.4 - Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.</p> <p>2.6.6.A.5 - Relate physical activity, healthy eating, and body composition to personal fitness and health.</p> <p>2.6.6.A.6 - Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.</p> <p>2.6.6.A.7 - Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.</p>	
<p>Big Ideas</p> <ul style="list-style-type: none">• Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life• Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.	
<p>Essential Questions:</p> <p>Standard 2.5</p> <ul style="list-style-type: none">• How does effective and appropriate movement affect wellness?• Why do I have to understand concepts of movement when I can already perform the movement?• To what extent does strategy influence performance in competitive games and activities?• Why do I have to show good sportsmanship and follow the rules when others do not?• How can I become more mentally prepared for competition and sports performance? <p>Standard 2.6</p> <ul style="list-style-type: none">• What is the minimum amount of exercise I can	<p>Enduring Understandings:</p> <p>Standard 2.5</p> <ul style="list-style-type: none">• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.• Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.• In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

<p>do to stay physically fit?</p> <ul style="list-style-type: none"> • How do I develop an appropriate personal fitness program and find the motivation to commit to it? • How do you realize age-appropriate fitness? 	<ul style="list-style-type: none"> • Sport psychology techniques prepare athletes to compete at the optimum level. <p>Standard 2.6</p> <ul style="list-style-type: none"> • Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. • Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort. • Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness. • Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise. • Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.
<p>Knowledge, Skills, and Instructional Objectives:</p> <p>Students will need to know:</p> <ul style="list-style-type: none"> • Spatial awareness <p>Students will learn:</p> <ul style="list-style-type: none"> • Court position • Skills to dribble, pass, shoot, defend • Rules • Types of defense/offense <p>Students will be able to:</p> <ul style="list-style-type: none"> • Use cues to dribble, pass, shoot, and defend • Participate in modified game • Develop offensive and defensive strategies • Implement strategies in game • Explain the types of defense 	
<p>Instructional Materials/Resources:</p> <p>Basketballs, basketball nets, mesh shirts, cones</p>	<p>Suggested Vocabulary:</p> <p>Zone defense, bounce pass, chest pass, “swing” the ball</p> <p>Technology /21st Century Skills:</p> <p>Technology</p> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>Career Ready Practices</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with</p>

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

reason

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole group:

- Have students form lay-up lines, and complete lay-up drills
- Grade level appropriate game

Small group:

- Develop foul-shot and 3-point contests
- Have students play one v. one, three v. three, and other lead up games.

Independent:

- Sport specific drills: dribbling, lay-ups, jump shooting form

Extension Strategies/Activities:

- Students will pick teams and participate in a three v. three tournament.
- Introduce different types of zone defenses.
- Watch part of basketball game on television and record points scored, shots taken (2 pt. or 3 pt.), fouls made, and rebounds for each team.

Modification Strategies/Activities:

- Use various size balls (size, weight, texture, color)
- Allow travelling, two hand dribble
- Disregard three second lane violation
- Use larger/lower goal
- Slow the pace, especially when first learning
- If student uses wheelchair, allow him to hold ball on his lap while pushing wheelchair
- Use beeper ball, radio under basket for individual with visual impairment
- Oral prompts
- Adjust the free throw line, 3 point arch, etc. to allow students to shoot at closer range.

Cross-curricular Connections/Standards:

Mathematics – (Statistics and Probability) 6.SP.1, 6.SP.4

Suggested Assessments:

Performance Task

1. The Harlem Globetrotters are making a visit to your school to demonstrate their talents. As part of their show, they have asked several students to participate. Students must compete for the available positions. Use your learned skills and create a dribbling, shooting, defending routine to perform for the Globetrotters. You may create your routine as an individual or a small group. The Globetrotters will judge on skill, creativity, and showmanship.
2. You work for the National Basketball Association. Your job is to create an event for “All Star Weekend” The event is to showcase the talents of professional basketball players. Create an obstacle course for your “All Stars” to perform. Tasks should challenge the players but not be impossible (Fans want to see players be successful!) Your obstacle course should test speed, dribbling, shooting, defending, and rebounding.

Product/Performance

- Original routine – students perform created routine in class. Students will be graded on a rubric with the following categories: performance of skill, creativity, and effort.
- Obstacle Course – students will create a mini obstacle course to challenge classmates.

Other Assessments:

Teacher observation of classroom participation, effort, sportsmanship/behavior, and skill.

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

Unit: Volleyball	Suggested Sequence: January - February
<p>NJSLS:</p> <p>2.5.6.A.1 - Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.6.A.2 - Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</p> <p>2.5.6.A.4 - Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>2.5.6.B.1 - Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</p> <p>2.5.6.B.2 - Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement .</p> <p>2.5.6.B.3 - Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</p> <p>2.5.6.C.1 - Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</p> <p>2.5.6.C.2 - Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</p> <p>2.6.6.A.1 - Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>2.6.6.A.2 - Determine to what extent various activities improve skill-related fitness versus health-related fitness.</p> <p>2.6.6.A.3 - Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program .</p> <p>2.6.6.A.4 - Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.</p> <p>2.6.6.A.5 - Relate physical activity, healthy eating, and body composition to personal fitness and health.</p> <p>2.6.6.A.6 - Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.</p> <p>2.6.6.A.7 - Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none">• Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life• Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.	
<p>Essential Questions:</p> <p>Standard 2.5</p> <ul style="list-style-type: none">• How does effective and appropriate movement affect wellness?• Why do I have to understand concepts of movement when I can already perform the movement?• To what extent does strategy influence performance in competitive games and activities?• Why do I have to show good sportsmanship and follow the rules when others do not?• How can I become more mentally prepared for competition and sports performance?	<p>Enduring Understandings:</p> <p>Standard 2.5</p> <ul style="list-style-type: none">• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.• Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.• In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and

<p>Standard 2.6</p> <ul style="list-style-type: none"> • What is the minimum amount of exercise I can do to stay physically fit? • How do I develop an appropriate personal fitness program and find the motivation to commit to it? • How do you realize age-appropriate fitness? 	<p>commitment to sportsmanship, rules and safety guidelines</p> <ul style="list-style-type: none"> • Sport psychology techniques prepare athletes to compete at the optimum level. <p>Standard 2.6</p> <ul style="list-style-type: none"> • Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. • Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort. • Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness. • Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise. • Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program. 												
<p>Knowledge, Skills, and Instructional Objectives:</p> <p>Students will need to know:</p> <ul style="list-style-type: none"> • Spatial awareness • Simple locomotor skills <p>Students will learn:</p> <ul style="list-style-type: none"> • Court position • How and when to rotate • Forearm pass (bump), set, overhand/underhand serve <p>Students will be able to:</p> <ul style="list-style-type: none"> • Introduce and practice in drill formation the following skills: Overhand serve, Underhand serve, Bump, Set, Spike • Combine a variety of movement skills and manipulative skills into game play • Execute force and projection of ball using accurate placement on opponents' court. • Develop score keeping techniques to be used in every game. • Review rotation, what it means and why it is used in a game. • Formulate bumps (when to use it) and set-ups (patterns) in game play in order for team to be successful. (and the spike). • Demonstrate the application of appropriate rules, strategies, and sportsmanship behaviors as a player and a participant. 													
<p>Instructional Materials/Resources:</p> <p>Volleyball nets, standards, volleyballs, beach balls, written unit tests</p>	<p>Suggested Vocabulary:</p> <table border="0"> <tr> <td>Overhand serve</td> <td>Underhand serve</td> <td>Bump</td> </tr> <tr> <td>Set</td> <td>Spike</td> <td>Rotate</td> </tr> <tr> <td>Fault</td> <td>Forearm pass</td> <td>Serve</td> </tr> <tr> <td>Volley</td> <td></td> <td></td> </tr> </table> <p>Technology/ 21st Century Skills:</p> <p>Technology</p> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering,</p>	Overhand serve	Underhand serve	Bump	Set	Spike	Rotate	Fault	Forearm pass	Serve	Volley		
Overhand serve	Underhand serve	Bump											
Set	Spike	Rotate											
Fault	Forearm pass	Serve											
Volley													

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole group:

- Demonstrate basic rules
- Ensure that students understand rules before setting up game play
- Have students reflect and share with class strengths and weaknesses of their team and what they can do to improve game play to be more effective.

Small group:

- Pair up experienced players with non-experienced players to teach various skills
- Encourage students to offer constructive criticism, support and feedback to classmates
- Develop game winning strategies to execute with your classmates
- Work with a partner to practice bump, set, serve hitting back and forth to each other

Independent:

- Sport specific drills
- Give students specific practice goals to practice independently outside of class
- Keep track of students executing practice goals in following classes

Extension Strategies/Activities:

- Group students together that have more experience with volleyball. They are given more complex rules to provide more of a challenge
- Group students with more experience together with students with less experience to offer peer to peer instruction rather than teacher-student instruction. This will enable the teacher to spend more time with students more in need of help while experienced players act as “teacher’s assistant.”

Modification Strategies/Activities:

- User larger, lighter, softer, bright colored balls
- Allow players to catch ball instead of volleying
- Allow student to self-toss and set ball
- Lower the net
- Reduce the playing court
- Stand closer to net on serve
- Allow ball to bounce first
- Hold ball and have student hit it

Cross-curricular Connections/Standards:

Language Arts Literacy

W.5.1, W.5.2, W.5.4, W.5.6, W.5.10; W.6.1, W.6.2, W.6.4, W.6.6, W.6.10

Suggested Assessments:

Performance Task

One day in Physical education class your teacher mentions that the past few games your class has played have not worked out well for the entire class and asks for your help. Your goal is to take the volleyball unit and re-design it to ensure that it meets the needs of all the students in your class. Your group should know all the basic rules of the game, the number of players involved, how a winner is decided and what equipment is needed. Next, decide

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

what modifications you need to make to the game so that every student has meaningful and successful participation in the game. Once your group has made all the modifications you will present your modified game (written and orally) to the rest of the class and get their feedback. After you have gotten feedback, as a group, again make any necessary changes to the game. Once you are happy with your new game you will have the class play it. Your group will provide directions to the game and actively monitor play. After the game is over, each group member will write a reflection on the changes that were made to the game and if the changes worked for the class. The reflection discusses how thoughtful the group was in making appropriate changes to the game and if the changes ended up making everyone who played feel that they made a meaningful contribution to the game while having fun playing.

After volleyball is over, each member of the group will reflect on the changes they made to the unit and explain if they think the changes worked better than before they made the revisions. Students participating must also reflect on if they think the changes that were made were meaningful and made them feel as if they had a contribution to the game while having fun at the same time.

Product/Performance

1. Group reflection – The group that created the revised volleyball unit will reflect on their own work and determine if they found it effective
2. Class reflection – the entire class will reflect on the revised volleyball unit to determine if they felt like they had more of a contribution to the revised unit and were still able to have fun playing the game.

Other Assessments

Written Test

Participation

Sportsmanship

Behavior

Observation of skills

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

Unit: Soccer	Suggested Sequence: January - February
NJSLS: 2.5.6.A.1 - Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 2.5.6.A.2 - Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. 2.5.6.A.4 - Use self-evaluation and external feedback to detect and correct errors in one's movement performance. 2.5.6.B.1 - Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. 2.5.6.B.2 - Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement . 2.5.6.B.3 - Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. 2.5.6.C.1 - Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. 2.5.6.C.2 - Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. 2.6.6.A.1 - Analyze the social, emotional, and health benefits of selected physical experiences. 2.6.6.A.2 - Determine to what extent various activities improve skill-related fitness versus health-related fitness. 2.6.6.A.3 - Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program . 2.6.6.A.4 - Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness. 2.6.6.A.5 - Relate physical activity, healthy eating, and body composition to personal fitness and health. 2.6.6.A.6 - Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness. 2.6.6.A.7 - Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health	
Big Ideas: <ul style="list-style-type: none">• Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life• Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.	
Essential Questions: Standard 2.5 <ul style="list-style-type: none">• How does effective and appropriate movement affect wellness?• Why do I have to understand concepts of movement when I can already perform the movement?• To what extent does strategy influence performance in competitive games and activities?• Why do I have to show good sportsmanship and follow the rules when others do not?• How can I become more mentally prepared for competition and sports performance?	Enduring Understandings: Standard 2.5 <ul style="list-style-type: none">• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.• Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.• In order for all participants and spectators to experience the maximum benefit from games and

<p>Standard 2.6</p> <ul style="list-style-type: none"> • What is the minimum amount of exercise I can do to stay physically fit? • How do I develop an appropriate personal fitness program and find the motivation to commit to it? • How do you realize age-appropriate fitness? 	<p>sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines</p> <ul style="list-style-type: none"> • Sport psychology techniques prepare athletes to compete at the optimum level. <p>Standard 2.6</p> <ul style="list-style-type: none"> • Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. • Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort. • Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness. • Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise. • Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.
<p>Knowledge, Skills, and Instructional Objectives:</p> <p>Students will need to know:</p> <ul style="list-style-type: none"> • Spatial awareness • Simple locomotor skills <p>Students will learn:</p> <ul style="list-style-type: none"> • Court position • Skills to dribble, pass, shoot, defend • Basic rules of the game plus incorporating modified PE class rules • Types of defense/offense • Strategies for indoor soccer <p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain and execute the rules for soccer and PE class. • Demonstrate how a player has to stay in a zone to play • Develop skills of passing, trapping, tackling, and shooting. • Learn positioning for indoor soccer and specific rules as they relate to both offense and defense. • Improve skill level through practice. • Follow game rules, work as a team, incorporate strategies learned and faster high level thinking skills. • Show sportsmanship behaviors as a participant in activity. • Have students participate in zone soccer games 	
<p>Instructional Materials/Resources:</p> <p>Soccer balls, soccer nets, mesh shirts, cones, written tests</p>	<p>Suggested Vocabulary:</p> <p>Give and go play to space offense Defense</p> <p>Technology/ 21st Century Skills:</p> <p>Technology</p> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an</p>

understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole group:

- Grade level appropriate game
- Demonstrate basic rules such as offense, defense, zones, various penalties
- Ensure that students understand rules before setting up game play
- Have students reflect and share with class strengths and weaknesses of their team and what they can do to improve game play to be more effective.

Small group:

- Lead-up games
- Pair up experienced players with non-experienced players to teach various skills
- Encourage students to offer constructive criticism, support and feedback to teammates.

Interdependent:

- Sport specific drills
- Give students specific practice goals to practice independently outside of class
- Keep track of students executing practice goals in following classes

Extension Strategies/Activities:

- Group students together that have more experience with soccer. They are given more complex rules to provide more of a challenge
- Group students with more experience together with students with less experience to offer peer to peer instruction rather than teacher-student instruction.

Modification Strategies/Activities:

- Use walking instead of running
- Have well defined boundaries
- Reduce playing area
- Play six-a-side soccer
- If student uses wheelchair, allow him to hold ball on his lap while pushing his wheelchair
- Use a deflated ball, Nerf ball, beeper ball, brightly colored ball
- Use a target that makes noise when hit

Cross-curricular Connections/Standards:

Language Arts Literacy

W.5.1, W.5.2, W.5.4, W.5.6, W.5.10; W.6.1, W.6.2, W.6.4, W.6.6, W.6.10

Suggested Assessments:

Performance Task

One day in Physical education class your teacher mentions that the past few games your class has played have not worked out well for the entire class and asks for your help. Your goal is to take the soccer unit and re-design it to ensure that it meets the needs of all the students in your class. Your group should know all the basic rules of the game, the number of players involved, how a winner is decided and what equipment is needed. Next, decide what modifications you need to make to the game so that every student has meaningful and successful participation in the game. Once your group has made all the modifications you will present your modified game

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

(written and orally) to the rest of the class and get their feedback. After you have gotten feedback, as a group, again make any necessary changes to the game. Once you are happy with your new game you will have the class play it. Your group will provide directions to the game and actively monitor play. After the game is over, each group member will write a reflection on the changes that were made to the game and if the changes worked for the class. The reflection discusses how thoughtful the group was in making appropriate changes to the game and if the changes ended up making everyone who played feel that they made a meaningful contribution to the game while having fun playing.

After soccer is over, each member of the group will reflect on the changes they made to the unit and explain if they think the changes worked better than before they made the revisions. Students participating must also reflect on if they think the changes that were made were meaningful and made them feel as if they had a contribution to the game while having fun at the same time.

Product/Performance

3. Group reflection – The group that created the revised soccer unit will reflect on their own work and determine if they found it effective
4. Class reflection – the entire class will reflect on the revised soccer unit to determine if they felt like they had more of a contribution to the revised unit and were still able to have fun playing the game.

Other Assessments:

Written Test

Participation

Sportsmanship

Behavior

Observation of skills

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

Unit: Cooperative Activities		Suggested Sequence: March - April
NJSLS: 2.5.6.A.1 - Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 2.5.6.A.2 - Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. 2.5.6.A.4 - Use self-evaluation and external feedback to detect and correct errors in one's movement performance . 2.5.6.B.1 - Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. 2.5.6.B.2 - Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. 2.5.6.B.3 - Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.		
Big Ideas: <ul style="list-style-type: none">• Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life		
Essential Questions: Standard 2.5 <ul style="list-style-type: none">• How does effective and appropriate movement affect wellness?• Why do I have to understand concepts of movement when I can already perform the movement?• To what extent does strategy influence performance in competitive games and activities?• Why do I have to show good sportsmanship and follow the rules when others do not?• How can I become more mentally prepared for competition and sports performance?	Enduring Understandings: Standard 2.5 <ul style="list-style-type: none">• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.• Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.• In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines• Sport psychology techniques prepare athletes to compete at the optimum level.	
Knowledge, Skills, and Instructional Objectives: Students will need to know: <ul style="list-style-type: none">• How to be an active listener• Communication skills Students will learn: <ul style="list-style-type: none">• Effective communication skills• Brainstorming techniques• Cooperative strategies Students will be able to:		

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

- Set realistic goals
- Complete several cooperative activity tasks
- Express ideas and thoughts related to task
- Allow others to voice opinions and ideas
- Demonstrate sportsmanship

Instructional Materials/Resources:

Jump ropes, cones, poly spots, mats, ladder rungs, platforms, Buddy Walkers, Marble Transfer equipment, Fisherman's equipment, Atom Transfer, Activity Tarps, Popcorn Activity

Suggested Vocabulary:

Cooperation, praise, decision making, communication, compromise, positive, leadership, problem solving, challenge

Technology /21st Century Skills:

Technology

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole group:

- Discuss how to be an active listener
- Demonstrate tasks/activities

Small group:

- Participate in cooperative activity circuit

Interdependent:

- Complete group assessment

Extension Strategies/Activities:

- Increase the difficulty of the activity by removing certain equipment and/or support.
- Change leaders and rules to modify activity.
- Write a story describing a situation that requires communication and teamwork.

Modification Strategies/Activities:

- Give students cues to aid in the completion of activity.
- Students can ask and receive support from other groups who may have completed the activity.
- Provide more equipment, time to complete the activity.

Cross-curricular Connections/Standards:

Language Arts Literacy

W.5.1, W.5.2, W.5.4, W.5.6, W.5.10; W.6.1, W.6.2, W.6.4, W.6.6, W.6.10

Suggested Assessments:

Performance Task

- Your group is to create a challenge for the class. Choose equipment that is needed. Create rules for the challenge. Decide on a name for the challenge. Present challenge to the class.

Product/Performance

1. Descriptive paragraph – Students will write a descriptive paragraph explaining the rules for their challenge.
2. Challenge Debriefing sheet – Group will create a student check sheet for peer review at the end of the challenge.

Other Assessments:

Teacher observation of classroom participation, effort, sportsmanship/behavior, and skill

Unit:
Field Hockey

Suggested Sequence:
March - April

NJSLS:

- 2.5.6.A.1 - Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.6.A.2 - Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
- 2.5.6.A.4- Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
- 2.5.6.B.1 - Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
- 2.5.6.B.2 - Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement .
- 2.5.6.B.3 - Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
- 2.5.6.C.1 - Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
- 2.5.6.C.2- Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
- 2.6.6.A.1 - Analyze the social, emotional, and health benefits of selected physical experiences.
- 2.6.6.A.2 - Determine to what extent various activities improve skill-related fitness versus health-related fitness.
- 2.6.6.A.3 - Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
- 2.6.6.A.4 - Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
- 2.6.6.A.5 - Relate physical activity, healthy eating, and body composition to personal fitness and health.
- 2.6.6.A.6 - Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
- 2.6.6.A.7 - Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

Big Ideas:

- Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life
- Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

Essential Questions:

Standard 2.5

- How does effective and appropriate movement affect wellness?
- Why do I have to understand concepts of movement when I can already perform the movement?
- To what extent does strategy influence performance in competitive games and activities?
- Why do I have to show good sportsmanship and follow the rules when others do not?
- How can I become more mentally prepared for competition and sports performance?

Standard 2.6

- What is the minimum amount of exercise I can do to stay physically fit?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
- How do you realize age-appropriate fitness?

Enduring Understandings:

Standard 2.5

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.
- In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines
- Sport psychology techniques prepare athletes to compete at the optimum level.

Standard 2.6

- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.
- Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness .
- Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise.
- Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.

Knowledge, Skills, and Instructional Objectives:

Students will need to know:

- Basic striking skills
- Simple locomotor skills

Students will learn:

- Positions
- Rules
- Skills to drive, pass

Students will be able to:

- Explain rules
- Develop skills to drive, pass.
- Demonstrate positions.
- Improve skill level through practice.
- Follow game rules, work as a team, incorporate strategies
- Show sportsmanship behaviors as a participant in activity.

Instructional Materials/Resources:

Sticks, balls, nets, mesh shirts, cones

Suggested Vocabulary:

Penalty corner, long hit, striking circle, free hit, dribble, obstruction, foul, nonstick side, push

	<p>pass, drive</p> <p>Technology/ 21st Century Skills:</p> <p>Technology 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>Career Ready Practices CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively and with reason CRP12. Work productively in teams while using cultural global competence</p>
<p>Recommended Instructional Activities:</p> <p>Whole group:</p> <ul style="list-style-type: none"> • Grade level appropriate game <p>Small group:</p> <ul style="list-style-type: none"> • Lead-up games <p>Independent:</p> <ul style="list-style-type: none"> • Sport specific drills 	
<p>Extension Strategies/Activities:</p> <p>Students who have mastered skills may learn more advanced skills. Students may provide assistance to classmates. Research the origin of field hockey.</p>	<p>Modification Strategies/Activities:</p> <ul style="list-style-type: none"> • Vary size of goal/target • Shorter distance to goal from shot • Larger puck or indoor ball • Curved stick if necessary • Vary grip if necessary • Longer practice time • Smaller count size for game situations
<p>Cross-curricular Connections/Standards:</p> <p>Language Arts Literacy W.5.1, W.5.2, W.5.4, W.5.6, W.5.10; W.6.1, W.6.2, W.6.4, W.6.6, W.6.10</p>	
<p>Suggested Assessments:</p> <p>Performance Task</p> <ul style="list-style-type: none"> • You are a coach for a middle school field hockey team. Tryouts for your team will begin in a week. Decide what type of skills you want your players to learn before the start of the season. Choose drills for the players trying out to perform. Create four practice sessions to cover the skills you are looking for in an athlete. Explain to the athletes what you expect over the next few sessions. 	

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

Product/Performance

1. Tryout sessions – Create a chart to illustrate the skills/drills that would be used during the tryout. Each session is two hours in length.
2. Rubric – Create a rubric to score the athletes that are participating in tryouts.

Other Assessments:

Teacher observation of classroom participation, effort, sportsmanship/behavior, and skill

Unit: Kickball	Suggested Sequence: May - June
<p>NJSLS:</p> <p>2.5.6.A.1 - Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.6.A.2 - Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</p> <p>2.5.6.A.4 - Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>2.5.6.B.1 - Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</p> <p>2.5.6.B.2 - Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.</p> <p>2.5.8.B.1 - Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</p> <p>2.5.8.B.2 - Assess the effectiveness of specific mental strategies applied to improve performance.</p> <p>2.5.6.B.3 - Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</p> <p>2.5.6.C.1 - Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</p> <p>2.5.6.C.2 - Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</p> <p>2.6.6.A.1 - Analyze the social, emotional, and health benefits of selected physical experiences.</p>	

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

- 2.6.6.A.2 - Determine to what extent various activities improve skill-related fitness versus health-related fitness.
- 2.6.6.A.3 - Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
- 2.6.6.A.4 - Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
- 2.6.6.A.5 - Relate physical activity, healthy eating, and body composition to personal fitness and health.
- 2.6.6.A.6 - Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
- 2.6.6.A.7 - Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

Big Ideas:

- Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life
- Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

Essential Questions:

Standard 2.5

- How does effective and appropriate movement affect wellness?
- Why do I have to understand concepts of movement when I can already perform the movement?
- To what extent does strategy influence performance in competitive games and activities?
- Why do I have to show good sportsmanship and follow the rules when others do not?
- How can I become more mentally prepared for competition and sports performance?

Standard 2.6

- What is the minimum amount of exercise I can do to stay physically fit?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
- How do you realize age-appropriate fitness?

Enduring Understandings:

Standard 2.5

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.
- In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines
- Sport psychology techniques prepare athletes to compete at the optimum level.

Standard 2.6

- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.
- Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.
- Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise.
- Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.

Knowledge, Skills, and Instructional Objectives:

Students will need to know:

- Basic striking skills
- Simple locomotor skills

Students will learn:

- The different positions on the field
- The specific offensive and defensive rules
- Skills to kick, throw, catch
- When to tag a runner and when to tag the base
- Offensive and defensive strategies

Students will be able to:

- Explain rules
- Develop skills of kicking, throwing, catching.
- Learn positioning for fielders.
- Explain what the defense needs to do to get an out
- Improve skill level through practice.
- Follow game rules, work as a team, incorporate strategies
- Show sportsmanship behaviors as a participant in activity.

Instructional Materials/Resources:

Field, bases, kickballs

Suggested Vocabulary:

Names of Positions, Single, Double, Triple, Homerun, Foul, Pop-up, Outfield, Infield

Technology/ 21st Century Skills:

Technology

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole group:

- Grade level appropriate game
 1. Long Base
 2. Crazy Kickball
 3. California Kickball

Small group:

- Lead-up games

Interdependent:

- Sport specific drills

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

Extension Strategies/Activities: <ul style="list-style-type: none">• How does Kickball relate to baseball/softball? Create a chart that shows how strategies are alike and different when you are playing either sport.• Describe other sports that share the same strategies.	Modification Strategies/Activities: <ul style="list-style-type: none">• Follow instructions of IEP's and 504's and modify where necessary.• You may allow students extra time and rest time, or substitute an activity, if necessary.• Activities are modified according to grade level
Cross-curricular Connections/Standards: Language Arts Literacy W.5.1, W.5.2, W.5.4, W.5.6, W.5.10; W.6.1, W.6.2, W.6.4, W.6.6, W.6.10 Technology 8.1.A Use digital tools to access and synthesis information and communicate knowledge	
Suggested Assessments: Performance Task One day in Physical education class your teacher mentions that the past few Kickball games your class has played have not worked out well for the entire class and asks for your help. Your goal is to take an existing sport or activity and re-design it to ensure that it meets the needs of all the students in your class. Your group should know all the basic rules of the game, the number of players involved, how a winner is decided and what equipment is needed. Next, decide what modifications you need to make to the game so that every student has meaningful and successful participation in the game. Once your group has made all the modifications you will present your modified game (written and orally) to the rest of the class and get their feedback. After you have gotten feedback, as a group, again make any necessary changes to the game. Once you are happy with your new game you will have the class play it. Your group will provide directions to the game and actively monitor play. After the game is over, each group member will write a reflection on the changes that were made to the game and if the changes worked for the class. The reflection discusses how thoughtful the group was in making appropriate changes to the game and if the changes ended up making everyone who played feel that they made a meaningful contribution to the game while having fun playing. Product/Performance <ol style="list-style-type: none">1. Original Game – Students will write a description of their game and be graded using a rubric that categorizes the different changes made from the original game, as well as how the students understand the rules of the new game.2. Playing New Game – Other students in class should be able to understand the rules of the new original game and have success while participating.3. Reflection – Students should be able to assess themselves on things they could've done differently to make their game better, more difficult, or easier. Other Assessments: <ul style="list-style-type: none">• Written Test• Teacher observation of classroom participation, effort, sportsmanship/behavior, and skill.	

Unit: Pickleball	Suggested Sequence: May - June
NJSLS: 2.5.6.A.1 - Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 2.5.6.A.2 - Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.	

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

- 2.5.6.A.4 - Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
- 2.5.6.B.1- Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities .
- 2.5.6.B.2 - Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
- 2.5.6.B.3 - Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
- 2.5.6.C.1- Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
- 2.5.6.C.2 - Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
- 2.6.6.A.1 - Analyze the social, emotional, and health benefits of selected physical experiences.
- 2.6.6.A.2 - Determine to what extent various activities improve skill-related fitness versus health-related fitness.
- 2.6.6.A.3 - Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
- 2.6.6.A.4 - Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
- 2.6.6.A.5 - Relate physical activity, healthy eating, and body composition to personal fitness and health.
- 2.6.6.A.6 - Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
- 2.6.6.A.7 - Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

Big Ideas:

- Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life
- Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

Essential Questions:

Standard 2.5

- How does effective and appropriate movement affect wellness?
- Why do I have to understand concepts of movement when I can already perform the movement?
- To what extent does strategy influence performance in competitive games and activities?
- Why do I have to show good sportsmanship and follow the rules when others do not?
- How can I become more mentally prepared for competition and sports performance?

Standard 2.6

- What is the minimum amount of exercise I can do to stay physically fit?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
- How do you realize age-appropriate fitness?

Enduring Understandings:

Standard 2.5

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.
- In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines
- Sport psychology techniques prepare athletes to compete at the optimum level.

Standard 2.6

- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- Physical fitness is the ability of your whole body to work together efficiently to be able to do the most

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

	<p>work with least amount of effort.</p> <ul style="list-style-type: none">• Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.• Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise.• Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.
<p>Knowledge, Skills, and Instructional Objectives:</p> <p>Students will need to know:</p> <ul style="list-style-type: none">• Basic striking skills• Simple locomotor skills <p>Students will learn:</p> <ul style="list-style-type: none">• The nature and purpose of pickle-ball• The different rules• How to keep score• Skills to serve, return, volley and different techniques• How to hold a paddle• Boundaries on the court• Positions of players during doubles play <p>Students will be able to:</p> <ul style="list-style-type: none">• Explain rules• Develop skills of serving, striking.• Explain correct position on court• Improve skill level through practice.• Follow game rules, work as a team (doubles), incorporate strategies• Show sportsmanship behaviors as a participant in activity.	
<p>Instructional Materials/Resources:</p> <p>Tennis courts, pickle ball net, pickle ball paddle, pickle balls, cones, hula hoops</p>	<p>Suggested Vocabulary:</p> <p>Approach shot, Backcourt, Backhand, Baseline, Drive, Drop shot, Error, Fault, Foot Fault, Forehand, Lob, Serve, Smash, Volley</p> <p>Technology/ 21st Century Skills:</p> <p>Technology</p> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>Career Ready Practices</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP12. Work productively in teams while using cultural global competence</p>

Recommended Instructional Activities: Whole group: <ul style="list-style-type: none">• Grade level appropriate game.• Lead up games like hitting the pickle-ball to land in a specific area or to hit a target• Demonstrate basic skills such as serve, volley, backhand and forehand.• Ensure that students understand rules before setting up game play.• Have students reflect and share with class strengths and weaknesses of their team and what they can do to improve game play to be more effective. Small group: <ul style="list-style-type: none">• Pair up advanced players less skilled players to help teach various skills• Encourage students to offer constructive criticism, support and feedback to teammates. Independent: <ul style="list-style-type: none">• Give students specific practice goals to practice independently outside of class• Keep track of students executing practice goals in following classes	
Extension Strategies/Activities: <ul style="list-style-type: none">• Compare and contrast pickleball and tennis.• Create a Venn Diagram that shows how pickleball and tennis likes and differences in rules, skills, and strategies.	Modification Strategies/Activities: <ul style="list-style-type: none">• Follow instructions of IEP's and 504's and modify where necessary.• You may allow students extra time and rest time, or substitute an activity, if necessary.• For students with limited grip, use Velcro straps to secure the racket to the student's hands• Have students throw ball back and forth across the net to help them understand the concept of the game• Make boundaries smaller
Cross-curricular Connections/Standards: Language Arts Literacy W.5.1, W.5.2, W.5.4, W.5.6, W.5.10; W.6.1, W.6.2, W.6.4, W.6.6, W.6.10 Technology 8.1.A Use digital tools to access and synthesis information and communicate knowledge	
Suggested Assessments: Performance Task The National Pickle-Ball Association has chosen your class to design a new website for them. On the website will be information about the history of Pickle-ball, the basic rules, positioning of players, starting the game, the different equipment, and skills and techniques of play. Students should design diagrams and publish pictures and even videos of the various aspects of pickle-ball. Groups can then present their web designs to the class. Product/Performance <ol style="list-style-type: none">1. Website – Students will design their websites with working links, viewable pictures, and even a video if they choose. Grading will be based on grammar, creativity, and overall look of their design.2. Presentation – While presenting, students should be able to navigate through their webpage easily. Other Assessments: <ul style="list-style-type: none">• Written Test• Teacher observation of classroom participation, effort, sportsmanship/behavior, and skill.	

<p>Unit: Whiffle Ball</p>	<p>Suggested Sequence: March - April</p>
<p>NJSLS:</p> <p>2.5.6.A.1 - Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.6.A.2 - Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</p> <p>2.5.6.A.4 - Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>2.5.6.B.1 - Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</p> <p>2.5.6.B.2 - Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement .</p> <p>2.5.6.B.3 - Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</p> <p>2.5.6.C.1 - Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</p> <p>2.5.6.C.2 - Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</p> <p>2.6.6.A.1 - Analyze the social emotional, and health benefits of selected physical experiences.</p> <p>2.6.6.A.2 - Determine to what extent various activities improve skill-related fitness versus health-related fitness.</p> <p>2.6.6.A.3 - Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program .</p> <p>2.6.6.A.4 - Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.</p> <p>2.6.6.A.5 - Relate physical activity, healthy eating, and body composition to personal fitness and health.</p> <p>2.6.6.A.6 - Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.</p> <p>2.6.6.A.7 - Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> • Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life • Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle. 	
<p>Essential Questions: Standard 2.5</p> <ul style="list-style-type: none"> • How does effective and appropriate movement affect wellness? • Why do I have to understand concepts of movement when I can already perform the movement? • To what extent does strategy influence performance in competitive games and activities? • Why do I have to show good sportsmanship and follow the rules when others do not? • How can I become more mentally prepared for competition and sports performance? 	<p>Enduring Understandings: Standard 2.5</p> <ul style="list-style-type: none"> • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. • Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. • Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations. • In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and

Standard 2.6

- What is the minimum amount of exercise I can do to stay physically fit?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
- How do you realize age-appropriate fitness?

commitment to sportsmanship, rules and safety guidelines

- Sport psychology techniques prepare athletes to compete at the optimum level.

Standard 2.6

- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort
- Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.
- Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise.
- Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.

Knowledge, Skills, and Instructional Objectives:

Students will need to know:

- Basic striking skills
- Simple locomotor skills

Students will learn:

- Positions
- The basic rules of softball incorporated with the modified rules for PE class
- Skills to hit, throw, catch
- When to tag a runner and when to tag the base
- Offensive and defensive strategies

Students will be able to:

- Explain rules and key vocabulary terms
- Develop skills of hitting, throwing, catching.
- Learn positioning for fielders.
- Explain what the defense needs to do to get an out
- Improve skill level through practice.
- Follow game rules, work as a team, incorporate strategies
- Show sportsmanship behaviors as a participant in activity.

Instructional Materials/Resources:

Whiffle balls, bats, bases, written unit tests

Suggested Vocabulary:

Batting average	count	double
play		
Error	force out	grand
slam		
Hit	strike	on deck
Single	double	triple
Bunt	walk	strike
out		

Technology/ 21st Century Skills:

Technology

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole group:

- Grade level appropriate game
- Demonstrate basic rules
- Ensure that students understand rules before setting up game play
- Have students reflect and share with class strengths and weaknesses of their team and what they can do to improve game play to be more effective.

Small group:

- Pair up experienced players with non-experienced players to teach various skills
- Encourage students to offer constructive criticism, support and feedback to teammates.

Independent:

- Give students specific practice goals to practice independently outside of class
- Keep track of students executing practice goals in following classes

Extension Strategies/Activities:

- Group students together that have more experience with softball. They are given more complex rules to provide more of a challenge
- Group students with more experience together with students with less experience to offer peer to peer instruction rather than teacher-student instruction.

Modification Strategies/Activities:

- Use Velcro balls and mitts
- Use larger or smaller bats
- Reduce the base distances
- Use incrediballs
- Shorten the pitching distance
- If individual is in wheelchair, allow them to push ball off ramp, off lap, or from tee
- Use beeper balls
- Provide a peer to assist
- Players without disabilities play regular depth defense
- Students without disabilities count to ten before tagging out person with disability

Cross-curricular Connections/Standards:

Language Arts Literacy

W.5.1, W.5.2, W.5.4, W.5.6, W.5.10; W.6.1, W.6.2, W.6.4, W.6.6, W.6.10

Suggested Assessments:

Performance Tasks

Your primary mission is to create and distribute games and activities that promote physical activity for all. As the group in charge, it is your job to create, field test and then revise the modified softball games based on the

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

feedback. Your first client is Westampton Middle School Physical Education Class. They are looking for a new game to introduce to their students that is inclusive and cost effective. The following is a list of their requirements for the game.

1. There must be a clear description of how to play the game.
2. A diagram of the playing area should be given.
3. A listing of all required equipment.
4. The game must have a minimum of three rules.
5. The game must address rules of etiquette.
6. The game must be inclusive so that any person regardless of physical abilities has the opportunity to actively participate in the game. Westampton Middle School also requires at least three written critiques of the game from actual participants. Each critique should address numbers 1-6 above.

Product/Performance

1. Written memo- describing how you felt about the design of the game
2. Any changes you may have to make in each of the areas after watching game play
3. Make change changes off of the critiques given to you by participating students and teach critique

Other Assessments

Written Test

Participation

Sportsmanship

Behavior

Observation of skills

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

Unit: Team Handball	Suggested Sequence: May - June
<p>NJSLS:</p> <p>2.5.6.A.1 - Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.6.A.2 - Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</p> <p>2.5.6.A.4 - Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>2.5.6.B.1 - Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</p> <p>2.5.6.B.2 - Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement .</p> <p>2.5.6.B.3 - Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</p> <p>2.5.6.C.1 - Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</p> <p>2.5.6.C.2 - Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</p> <p>2.6.6.A.1 - Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>2.6.6.A.2 - Determine to what extent various activities improve skill-related fitness versus health-related fitness.</p> <p>2.6.6.A.3 - Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program .</p> <p>2.6.6.A.4 - Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.</p> <p>2.6.6.A.5 - Relate physical activity, healthy eating, and body composition to personal fitness and health.</p> <p>2.6.6.A.6 - Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.</p> <p>2.6.6.A.7 - Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none">• Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life• Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.	
<p>Essential Questions:</p> <p>Standard 2.5</p> <ul style="list-style-type: none">• How does effective and appropriate movement affect wellness?• Why do I have to understand concepts of movement when I can already perform the movement?• To what extent does strategy influence performance in competitive games and activities?• Why do I have to show good sportsmanship and follow the rules when others do not?• How can I become more mentally prepared for competition and sports performance? <p>Standard 2.6</p> <ul style="list-style-type: none">• What is the minimum amount of exercise I can do to stay physically fit?	<p>Enduring Understandings:</p> <p>Standard 2.5</p> <ul style="list-style-type: none">• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.• Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.• In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

<ul style="list-style-type: none"> • How do I develop an appropriate personal fitness program and find the motivation to commit to it? • How do you realize age-appropriate fitness? 	<p>commitment to sportsmanship, rules and safety guidelines</p> <ul style="list-style-type: none"> • Sport psychology techniques prepare athletes to compete at the optimum level. <p>Standard 2.6</p> <ul style="list-style-type: none"> • Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. • Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort. • Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness. • Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise. • Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.
--	---

Knowledge, Skills, and Instructional Objectives:

Students will need to know:

- Basic striking skills
- Simple locomotor skills
- How to throw and catch

Students will learn:

- Skills to throw and catch effectively
- The basic rules of team handball incorporated with the modified rules for PE class
- Offensive and defensive strategies

Students will be able to:

- Explain rules
- Develop skills to pass, shoot, find open space
- Improve skill level through practice.
- Follow game rules, work as a team, incorporate strategies
- Show sportsmanship behaviors as a participant in activity.

Instructional Materials/Resources:

Balls, nets, cones, lined field, mesh shirts, written unit tests

Suggested Vocabulary:

Give and go	shoot	turnover
Interception	jumpball	goal

Technology/ 21st Century Skills:

Technology

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society,

and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole group:

- Demonstrate basic rules
- Ensure that students understand rules before setting up game play
- Have students reflect and share with class strengths and weaknesses of their team and what they can do to improve game play to be more effective.

Small group:

- Pair up experienced players with non-experienced players to teach various skills
- Encourage students to offer constructive criticism, support and feedback to teammates.
- Develop game winning strategies to execute with your teammates

Independent:

- Give students specific practice goals to practice independently outside of class
- Keep track of students executing practice goals in following classes

Extension Strategies/Activities:

- Group students together that have more experience with handball. They are given more complex rules to provide more of a challenge
- Group students with more experience together with students with less experience to offer peer to peer instruction rather than teacher-student instruction

Modification Strategies/Activities:

Activities are modified according to grade level
Follow instructions of IEP's and 504's and modify where necessary. You may also allow students rest time, if necessary.

Cross-curricular Connections/Standards:

Language Arts Literacy

W.5.1, W.5.2, W.5.4, W.5.6, W.5.10; W.6.1, W.6.2, W.6.4, W.6.6, W.6.10

Technology

8.1.A Use digital tools to access and synthesis information and communicate knowledge

Suggested Assessments:

Performance Task

Your primary mission is to create and distribute games and activities that promote physical activity for all.

As the group in charge, it is your job to create, field test and then revise the modified handball games based on the feedback. Your first client is Westampton Middle School Physical Education Class. They are looking for a new game to introduce to their students that is inclusive and cost effective. The following is a list of their requirements for the game.

1. There must be a clear description of how to play the game.
2. A diagram of the playing area should be given.
3. A listing of all required equipment.
4. The game must have a minimum of three rules.
5. The game must address rules of etiquette.
6. The game must be inclusive so that any person regardless of physical abilities has the opportunity to actively participate in the game. Westampton Middle School also requires at least three written critiques of the game

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

from actual participants. Each critique should address numbers 1-6 above.

Product/Performance

4. Written memo- describing how you felt about the design of the game
5. Any changes you may have to make in each of the areas after watching game play
6. Make change changes off of the critiques given to you by participating students and teach critique

Other Assessments

Written Test

Participation

Sportsmanship

Behavior

Observation of skills

Unit:
Tennis

Suggested Sequence:
May - June

NJSLS:

- 2.5.6.A.1 - Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.6.A.2 - Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
- 2.5.6.A.4 - Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
- 2.5.6.B.1 - Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
- 2.5.6.B.2 - Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement .
- 2.5.6.B.3 - Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
- 2.5.6.C.1 - Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
- 2.5.6.C.2 - Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
- 2.6.6.A.1 - Analyze the social, emotional, and health benefits of selected physical experiences.
- 2.6.6.A.2 - Determine to what extent various activities improve skill-related fitness versus health-related fitness.
- 2.6.6.A.3 - Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program .
- 2.6.6.A.4 - Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
- 2.6.6.A.5 - Relate physical activity, healthy eating, and body composition to personal fitness and health.
- 2.6.6.A.6 - Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
- 2.6.6.A.7 - Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health

Big Ideas:

- Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life

- Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

Essential Questions:

Standard 2.5

- How does effective and appropriate movement affect wellness?
- Why do I have to understand concepts of movement when I can already perform the movement?
- To what extent does strategy influence performance in competitive games and activities?
- Why do I have to show good sportsmanship and follow the rules when others do not?
- How can I become more mentally prepared for competition and sports performance?

Standard 2.6

- What is the minimum amount of exercise I can do to stay physically fit?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
- How do you realize age-appropriate fitness?

Enduring Understandings:

Standard 2.5

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.
- In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines
- Sport psychology techniques prepare athletes to compete at the optimum level.

Standard 2.6

- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.
- Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.
- Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise.
- Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.

Knowledge, Skills, and Instructional Objectives:

Students will need to know:

- Basic striking skills
- Simple locomotor skills

Students will learn:

- Positions
- Basic tennis rules and hitting terminology
- How to keep score
- Skills to serve, return, volley
- How to hold a racquet
- Boundaries for singles and doubles play

Students will be able to:

- Explain rules
- Develop skills of serving, striking.
- Explain correct position on court
- Improve skill level through practice.
- Follow game rules, work as a team (doubles), incorporate strategies
- Show sportsmanship behaviors as a participant in activity.

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

Instructional Materials/Resources: Tennis courts, racquets, tennis balls, written unit tests, cones	Suggested Vocabulary: Racquet serve forehand Backhand volley baseline Fault lob match Net overhead rally
	Technology/ 21st Century Skills: Technology 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. Career Ready Practices CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively and with reason CRP12. Work productively in teams while using cultural global competence
Recommended Instructional Activities: Whole group: <ul style="list-style-type: none">• Demonstrate basic rules• Ensure that students understand rules before setting up game play• Have students reflect and share with class strengths and weaknesses of their team and what they can do to improve game play to be more effective. Small group: <ul style="list-style-type: none">• Pair up experienced players with non-experienced players to teach various skills• Encourage students to offer constructive criticism, support and feedback to classmates• Develop game winning strategies to execute with your classmates• Work with a partner to practice basic forehand/backhand strokes hitting back and forth to each other Independent: <ul style="list-style-type: none">• Sport specific drills• Give students specific practice goals to practice independently outside of class• Keep track of students executing practice goals in following classes	
Extension Strategies/Activities: <ul style="list-style-type: none">• Group students together that have more experience with tennis. They are given more complex rules to provide more of a challenge• Group students with more experience together with students with less experience to offer peer to peer instruction rather than teacher-student instruction. This will enable the teacher to spend more time with students more in need of	Modification Strategies/Activities: <ul style="list-style-type: none">• Use larger, lighter balls• Use shorter, lighter racquets• Use larger head racquets• Slow down the ball• Lower the net or do not use a net• Use brightly colored balls• Hit ball off tee• Allow a drop serve

Westampton Township School District

Curriculum Guide

Grade 5-6 Content Area: Physical Education

help while experienced players act as
"teacher's assistant."

- Stand closer to net on serve
- Do not use service court
- Use a peer for assistance

Cross-curricular Connections/Standards:

Language Arts Literacy

W.5.1, W.5.2, W.5.4, W.5.6, W.5.10; W.6.1, W.6.2, W.6.4, W.6.6, W.6.10

Technology

8.1.A Use digital tools to access and synthesis information and communicate knowledge

Suggested Assessments:

Performance Task

Your primary mission is to create and distribute games and activities that promote physical activity for all.

As the group in charge, it is your job to create, field test and then revise tennis games based on the feedback.

Your first client is Westampton Middle School Physical Education Class. They are looking for a new game to introduce to their students that is inclusive and cost effective. The following is a list of their requirements for the game.

1. There must be a clear description of how to play the game.
2. A diagram of the playing area should be given.
3. A listing of all required equipment.
4. The game must have a minimum of three rules.
5. The game must address rules of etiquette.
6. The game must be inclusive so that any person regardless of physical abilities has the opportunity to actively participate in the game. Westampton Middle School also requires at least three written critiques of the game from actual participants. Each critique should address numbers 1-6 above.

Product/Performance

7. Written memo- describing how you felt about the design of the game
8. Any changes you may have to make in each of the areas after watching game play
9. Make change changes off of the critiques given to you by participating students and teach critique

Other Assessments

Written Test

Participation

Sportsmanship

Observation of skills

<p>Unit: Flag Football</p>	<p>Suggested Sequence: September - October</p>
<p>NJSLS:</p> <p>2.5.8.A.1 - Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.8.A.2 - Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p> <p>2.5.8.A.4 - Detect, analyze, and correct errors and apply to refine movement skills..</p> <p>2.5.8.B.1 - Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</p> <p>2.5.8.B.2 - Assess the effectiveness of specific mental strategies applied to improve performance.</p> <p>2.5.8.B.3 – Analyze individual and team effectiveness of specific mental strategies applied to improve performance</p> <p>2.5.8.C.1 - Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.</p> <p>2.5.8.C.2 - Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities .</p> <p>2.5.8.C.3 - Analyze the impact of different world cultures on present-day games, sports, and dance.</p> <p>2.6.8.A.1 - Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p> <p>2.6.8.A.2 - Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.</p> <p>2.6.8.A.3 - Analyze how medical and technological advances impact personal fitness.</p> <p>2.6.8.A.4 - Determine ways to achieve a healthy body composition through healthy eating, physical activity, and</p> <p>2.6.8.A.5 - Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</p> <p>2.6.8.A.6 - Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> • Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life • Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle. 	
<p>Essential Questions:</p> <p>Standard 2.5</p> <ul style="list-style-type: none"> • How does effective and appropriate movement affect wellness? • Why do I have to understand concepts of movement when I can already perform the movement? • To what extent does strategy influence performance in competitive games and activities? • Why do I have to show good sportsmanship and follow the rules when others do not? • How can I become more mentally prepared for competition and sports performance? <p>Standard 2.6</p> <ul style="list-style-type: none"> • What is the minimum amount of exercise I can do to stay physically fit? • How do I develop an appropriate personal fitness program and find the motivation to commit to it? • How do you realize age-appropriate fitness? 	<p>Enduring Understandings:</p> <p>Standard 2.5</p> <ul style="list-style-type: none"> • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. • Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. • Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations. • In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines • Sport psychology techniques prepare athletes to compete at the optimum level. <p>Standard 2.6</p>

- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness .
- Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.
- Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.
- Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise.
- Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.

Knowledge, Skills, and Instructional Objectives:

Students will need to know:

- Spatial awareness.
- Simple locomotor skills.

Students will learn:

- How to throw a football using an overhand throw.
- The proper technique and finger placement to catch a football.
- The different responsibilities when one is on offense and defense.
- The various positions and boundary lines on a football field.
- How to use skills to create game strategies.
- Correct form to punt and kick a football.

Students will be able to:

- Adapt movement skills in relation to objects, other participants, and boundaries.
- Describe and demonstrate the application of appropriate rules and sportsmanship behavior as a participant in the sport
- Identify methods of communication with team members in order to motivate all students to do their best.
- Identify offensive and defensive strategies that work in each individual game played.
Communicate with team members while playing.

Instructional Materials/Resources:

Cones, flag belts, footballs, tees

Suggested Vocabulary:

Block, Flat Pass, Handoff, Lateral Pass, Line of Scrimmage, Offside, Shovel Pass, Punt, Quarterback, Center, Receivers, Snap

Technology/ 21st Century Skills:

Technology

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee
 CRP4. Communicate clearly and effectively and with reason
 CRP12. Work productively in teams while using cultural global competence
 TV/VCR – To watch one quarter of football for extension strategy

Recommended Instructional Activities:

Whole group:

- Grade level appropriate game.
- Demonstrate basic rules such as offense, defense, penalties, and first downs.
- Ensure that students understand rules before setting up game play.
- Have students reflect and share with class strengths and weaknesses of their team and what they can do to improve game play to be more effective.

Small group:

- Pair up experienced players with non-experienced players to teach various skills
- Encourage students to offer constructive criticism, support and feedback to teammates.

Independent:

- Give students specific practice goals to practice independently outside of class
- Keep track of students executing practice goals in following classes

Extension Strategies/Activities:

- Students watch one quarter of a football game on television and record attempted passes, completed passes, number of penalties, number of rushes, and points scored for each team.
- Use formulas to figure out the percentage of completed and incomplete passes.
- Use formulas to figure out the percentage of plays where the quarterback passed or handed-off for each team.

Modification Strategies/Activities:

- Follow instructions of IEP's and 504's and modify where necessary.
- You may allow students extra time and rest time, or substitute an activity, if necessary.
- Modify rules
- Shorten boundaries
- Allow more trials or "downs" for scoring
- Use various size or type of footballs
- Use more flags
- Use longer flags

Cross-curricular Connections/Standards:

Language Arts Literacy

W.7.1, W.7.2, W.7.4, W.7.6, W.7.10; W.8.1, W.8.2, W.8.4, W.8.6, W.8.10

Suggested Assessments:

Performance Task

You have just accepted the position of Director of New Games with the Fun and Games Corporation. This company's primary mission is to create and distribute games and activities that promote physical activity for all. As Director it is your job to create, field test and then revise the games based on the feedback. Your first client is Brand New High School. They are looking for a new game to introduce to their high school students that is inclusive and cost effective.

The following is a list of their requirements for the game:

7. There must be a clear description of how to play the game.
8. A diagram of the playing area should be given.
9. A listing of all required equipment.
10. The game must have a minimum of three rules.
11. The game must address rules of etiquette.
12. The game must be inclusive so that any person, regardless of physical abilities, has the opportunity to actively participate in the game.

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

Product Performance

3. Critique - at least three written critiques of the game from actual participants. Each critique should address numbers 1-6 above.
4. Written Memo - After receiving the feedback from your clients provide your company Chief Executive Officer (CEO) with a written memo describing how you felt about the initial design of your game and what you see as changes you may have to make in each of the areas after watching it being played and receiving the critiques from the participants.

Other Assessments:

- Written Test
- Teacher observation of classroom participation, effort, sportsmanship/behavior, and skill.

Unit: Juggling, Jump Rope, and Balance		Suggested Sequence: October - November	
NJSLS: 2.5.8.A.1 - Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). 2.5.8.A.3 - Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance). 2.5.8.C.3 - Analyze the impact of different world cultures on present-day games, sports, and dance.			
Big Ideas: <ul style="list-style-type: none"> Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle. 			
Essential Questions: Standard 2.5 <ul style="list-style-type: none"> How does effective and appropriate movement affect wellness? Why do I have to understand concepts of movement when I can already perform the movement? To what extent does strategy influence performance in competitive games and activities? Why do I have to show good sportsmanship and follow the rules when others do not? How can I become more mentally prepared for competition and sports performance? Standard 2.6 <ul style="list-style-type: none"> What is the minimum amount of exercise I can do to stay physically fit? How do I develop an appropriate personal fitness program and find the motivation to commit to it? How do you realize age-appropriate fitness? 		Enduring Understandings: Standard 2.5 <ul style="list-style-type: none"> Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations. In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines Sport psychology techniques prepare athletes to compete at the optimum level. Standard 2.6 <ul style="list-style-type: none"> Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort. Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness. Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise. Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program. 	
Knowledge, Skills, and Instructional Objectives: Students will need to know: <ul style="list-style-type: none"> Spatial awareness Students will learn:			

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

- Circle juggle
- Cascade juggle
- Balance activities

Students will be able to:

- Combine movement skills in order to participate in physical activity, recreational pursuits, and life time sports activity.
- Adapt movement skills and concepts in relation to objects while performing manipulative movement skills.
- Describe and demonstrate the application of appropriate rules, techniques, and strategies.

Instructional Materials/Resources:

Juggling scarves, balls, rings, clubs, yardsticks, balancing plates, stilts, jump ropes

Suggested Vocabulary:

Circle juggle, cascade juggle, hand-eye coordination

Technology/21st Century Skills:

Technology

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking –

Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole group:

- Describe the different types of juggling
- Demonstrate juggling/balance techniques

Small group:

- Practice various juggling/balance activities in stations
- Assess partners juggling skills and help them for improvement
- Use direction cards to assist assessment

Independent:

- Complete juggling/balance tasks in front of teacher
- Assist others when needed

Extension Strategies/Activities:

- Students can be put into small groups to create posters that illustrate how to perform each type of juggling.
- Posters can have pictures and words to describe

Modification Strategies/Activities:

- Follow instructions of IEP's and 504's and modify where necessary.
- You may allow students extra time and rest time, or substitute an activity, if necessary.

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

- each movement.
- Posters can be hung on Gym walls for younger grades to use as a guide during the unit.

- Activities are modified according to grade level

Cross-curricular Connections/Standards:

Language Arts Literacy

W.7.1, W.7.2, W.7.4, W.7.6, W.7.10; W.8.1, W.8.2, W.8.4, W.8.6, W.8.10

Technology

8.1.A Use digital tools to access and synthesis information and communicate knowledge

Suggested Assessments:

Performance Task

The Ringling Brothers Circus is in town and your school has been chosen to design and perform a center stage quality Juggling and Balancing Extravaganza. Small groups of students must work together to create a performance to perform during their class. Performances should include at least one performance with each of the juggling and balancing equipment. Create a poster that advertises your group's name and specialties. After your performance, your group should reflect upon your routine with a brief newspaper review.

Product/Performance

3. Original Routine – Students will perform their juggling and balancing routines. Students will be graded using a grade level appropriate rubric.
4. Poster – The poster will be scored based on its creativity and information presented

Other Assessments:

- Teacher observation of classroom participation, effort, sportsmanship/behavior, and skill.
- Completion of grade level tasks

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

Unit: Lacrosse	Suggested Sequence: October - November
<p>NJSLS:</p> <p>2.5.8.A.1 - Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.8.A.2 - Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p> <p>2.5.8.A.4 - Detect, analyze, and correct errors and apply to refine movement skills..</p> <p>2.5.8.B.1 - Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</p> <p>2.5.8.B.2 - Assess the effectiveness of specific mental strategies applied to improve performance.</p> <p>2.5.8.C.1 - Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.</p> <p>2.5.8.C.2 - Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities .</p> <p>2.5.8.C.3 - Analyze the impact of different world cultures on present-day games, sports, and dance.</p> <p>2.6.8.A.1 - Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p> <p>2.6.8.A.2 - Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.</p> <p>2.6.8.A.3 - Analyze how medical and technological advances impact personal fitness.</p> <p>2.6.8.A.4 - Determine ways to achieve a healthy body composition through healthy eating, physical activity, and</p> <p>2.6.8.A.5 - Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</p> <p>2.6.8.A.6 - Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none">• Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life• Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.	
<p>Essential Questions:</p> <p>Standard 2.5</p> <ul style="list-style-type: none">• How does effective and appropriate movement affect wellness?• Why do I have to understand concepts of movement when I can already perform the movement?• To what extent does strategy influence performance in competitive games and activities?• Why do I have to show good sportsmanship and follow the rules when others do not?• How can I become more mentally prepared for competition and sports performance? <p>Standard 2.6</p> <ul style="list-style-type: none">• What is the minimum amount of exercise I can do to stay physically fit?• How do I develop an appropriate personal fitness program and find the motivation to commit to it?• How do you realize age-appropriate fitness?	<p>Enduring Understandings:</p> <p>Standard 2.5</p> <ul style="list-style-type: none">• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.• Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.• In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines• Sport psychology techniques prepare athletes to compete at the optimum level. <p>Standard 2.6</p> <ul style="list-style-type: none">• Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

	<ul style="list-style-type: none"> • Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort. • Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness. • Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise. • Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.
<p>Knowledge, Skills, and Instructional Objectives:</p> <p>Students will need to know:</p> <ul style="list-style-type: none"> • Spatial awareness • Basic Locomotor Skills <p>Students will learn:</p> <ul style="list-style-type: none"> • Correct form for cradling • Specific responsibilities of the offense and defense • The various positions and boundaries of the field • Individual and team game strategies • How to shoot the lacrosse ball at a target <p>Students will be able to:</p> <ul style="list-style-type: none"> • Work together with a partner of passing and catching techniques. • Practice throwing and catching own ball in a stationary position. • Learn the principles of cradling and proper stick handling. • Practice “toss and catch” then “toss, catch and cradle” to improve eye-hand coordination. • Demonstrate and apply the appropriate rules and sportsmanship behaviors while practicing and/ or playing. • Develop strategies and techniques of “the drag pick-up” • Learn how to use and adapt specific movement skills into game play. • Demonstrate the appropriate rules, strategies, safety measures, and sportsmanship behaviors at all times 	
<p>Instructional Materials/Resources:</p> <p>Lacrosse sticks, targets, lacrosse balls, goggles</p>	<p>Suggested Vocabulary:</p> <p>Cradle, Check, Attack, Goalie, Wing, Home, Draw, Penalty, Dodging</p> <p>Technology/ 21st Century Skills:</p> <p>Technology</p> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>Career Ready Practices</p> <p>CRP1. Act as a responsible and contributing citizen and</p>

employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Computers – For extension strategy

Recommended Instructional Activities:

Whole group:

- Grade level appropriate game.
- Demonstrate basic rules such as offense, defense, penalties, and goals.
- Ensure that students understand rules before setting up game play.
- Have students reflect and share with class strengths and weaknesses of their team and what they can do to improve game play to be more effective.

Small group:

- Pair up experienced players with non-experienced players to teach various skills
- Encourage students to offer constructive criticism, support and feedback to teammates.

Independent:

- Give students specific practice goals to practice independently outside of class
- Keep track of students executing practice goals in following classes

Extension Strategies/Activities:

- Watch part of lacrosse game during class and record points scored, shots taken for each team, number of passes caught, and number of passes missed.
- Use formula to figure out the percentage of shots made and missed.
- Use formula to figure out the percentage of passes made and missed.
- Create separate pie charts showing results.

Modification Strategies/Activities:

- Follow instructions of IEP's and 504's and modify where necessary.
- You may allow students extra time and rest time, or substitute an activity, if necessary.
- Modify rules
- Shorten boundaries
- Use modified sticks and balls with Velcro to aid in catching
- Use larger goals
- Use beeper or radio at goal for visually impaired students
- Use soft and larger balls
- Use brightly colored balls
- Allow walking instead of running
- Allow students in wheelchairs to carry ball & stick in their laps with moving

Cross-curricular Connections/Standards:

Mathematics

Statistics and Probability (7.SP.1)

Language Arts Literacy

W.7.1, W.7.2, W.7.4, W.7.6, W.7.10; W.8.1, W.8.2, W.8.4, W.8.6, W.8.10

Technology

8.1.A Use digital tools to access and synthesis information and communicate knowledge

Suggested Assessments:

Performance Task

You have just accepted the position of Director of New Games with the Fun and Games Corporation. This company's primary mission is to create and distribute games and activities that promote physical activity for all. As Director it is your job to create, field test and then revise the games based on the feedback. Your first client is Brand New High School. They are looking for a new game to introduce to their high school students that is inclusive and cost effective. The following is a list of their requirements for the game.

1. There must be a clear description of how to play the game.

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

2. A diagram of the playing area should be given.
3. A listing of all required equipment.
4. The game must have a minimum of three rules.
5. The game must address rules of etiquette.
6. The game must be inclusive so that any person, regardless of physical abilities, has the opportunity to actively participate in the game.

Product Performance

3. Critique - at least three written critiques of the game from actual participants. Each critique should address numbers 1-6 above.
4. Written Memo - After receiving the feedback from your clients provide your company Chief Executive Officer (CEO) with a written memo describing how you felt about the initial design of your game and what you see as changes you may have to make in each of the areas after watching it being played and receiving the critiques from the participants

Other Assessments:

- Written Test
- Teacher observation of classroom participation, effort, sportsmanship/behavior, and skill.

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

Unit: Rugby	Suggested Sequence: October - November
<p>NJSLS:</p> <p>2.5.8.A.1 - Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.8.A.2 - Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p> <p>2.5.8.A.4 - Detect, analyze, and correct errors and apply to refine movement skills..</p> <p>2.5.8.B.1 - Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</p> <p>2.5.8.B.2 - Assess the effectiveness of specific mental strategies applied to improve performance.</p> <p>2.5.8.C.1 - Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.</p> <p>2.5.8.C.2 - Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities .</p> <p>2.5.8.C.3 - Analyze the impact of different world cultures on present-day games, sports, and dance.</p> <p>2.6.8.A.1 - Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p> <p>2.6.8.A.2 - Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.</p> <p>2.6.8.A.3 - Analyze how medical and technological advances impact personal fitness.</p> <p>2.6.8.A.4 - Determine ways to achieve a healthy body composition through healthy eating, physical activity, and</p> <p>2.6.8.A.5 - Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</p> <p>2.6.8.A.6 - Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none">• Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life• Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.	
<p>Essential Questions:</p> <p>Standard 2.5</p> <ul style="list-style-type: none">• How does effective and appropriate movement affect wellness?• Why do I have to understand concepts of movement when I can already perform the movement?• To what extent does strategy influence performance in competitive games and activities?• Why do I have to show good sportsmanship and follow the rules when others do not?• How can I become more mentally prepared for competition and sports performance? <p>Standard 2.6</p> <ul style="list-style-type: none">• What is the minimum amount of exercise I can do to stay physically fit?• How do I develop an appropriate personal fitness program and find the motivation to commit to it?• How do you realize age-appropriate fitness?	<p>Enduring Understandings:</p> <p>Standard 2.5</p> <ul style="list-style-type: none">• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.• Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.• In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines• Sport psychology techniques prepare athletes to compete at the optimum level. <p>Standard 2.6</p> <ul style="list-style-type: none">• Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

	<ul style="list-style-type: none"> • Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort. • Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness. • Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise. • Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.
<p>Knowledge, Skills, and Instructional Objectives:</p> <p>Students will need to know:</p> <ul style="list-style-type: none"> • Spatial awareness <p>Students will learn:</p> <ul style="list-style-type: none"> • Cradling • Offense/defense • Positions and boundaries • Game strategies • Shooting at target • Skills and improve cardiovascular health. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Learn new skills and improve cardiovascular health. • Work together with a partner of passing and catching techniques. • Practice throwing and catching own ball in a stationary position. • Learn the principles of cradling and proper stick handling. • Practice “toss and catch” then “toss, catch and cradle” to improve eye-hand coordination. • Demonstrate and apply the appropriate rules and sportsmanship behaviors while practicing and/ or playing. • Develop strategies and techniques of “the drag pick-up” • Learn how to use and adapt specific movement skills into game play. • Demonstrate the appropriate rules, strategies, safety measures, and sportsmanship behaviors at all times 	
<p>Instructional Materials/Resources:</p> <p>Cones, flag belts, footballs, tees</p>	<p>Suggested Vocabulary:</p> <p>Re-start, turnover, offense, defense, punt, touchdown, scrum</p> <p>Technology/ 21st Century Skills:</p> <p>Technology</p> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>Career Ready Practices</p>

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

CRP1. Act as a responsible and contributing citizen and employee
CRP4. Communicate clearly and effectively and with reason
CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole group:

- Grade level appropriate game

Small group:

- Lead-up games

Interdependent:

- Sport specific drills

Extension Strategies/Activities:

- Students will watch a Rugby game during class.
- Students will create strategies for a team to help improve their game.
- During half time, have students share ideas.
- After games, have teams type a short reflection about how the strategies helped their play.

Modification Strategies/Activities:

- Use walking instead of running
- Have well defined boundaries
- Reduce playing area
- If student uses wheelchair, allow him to hold ball on his lap while pushing his wheelchair
- Use a deflated ball, Nerf ball, beeper ball, brightly colored ball

Cross-curricular Connections/Standards:

Language Arts Literacy

W.7.1, W.7.2, W.7.4, W.7.6, W.7.10; W.8.1, W.8.2, W.8.4, W.8.6, W.8.10

Technology

8.1.A Use digital tools to access and synthesis information and communicate knowledge

Suggested Assessments:

You are a member of a National Rugby Team. As a group, you must decide on a Country you wish to represent. After choosing a Country, your team must research and find the national colors to wear during the Rugby tournament. Be prepared to provide some brief information about your chosen country (place on a map, language, etc)

Product/Performance

- Research – students will find the national colors to wear during the Rugby tournament. Students will be graded on whether they are wearing the correct team colors or not.

Other Assessments:

Teacher observation of classroom participation, effort, sportsmanship/behavior, and skill

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

Unit: Dance	Suggested Sequence: December - January
NJSLS: 2.5.8.A.1 - Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). 2.5.8.A.3 - Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance). 2.5.8.C.3 - Analyze the impact of different world cultures on present-day games, sports, and dance. 2.6.8.A.1 - Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. 2.6.8.A.2 - Use health data to develop and implement a personal fitness plan and evaluate its effectiveness. 2.6.8.A.3 - Analyze how medical and technological advances impact personal fitness. 2.6.8.A.4 - Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors 2.6.8.A.5 - Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness. 2.6.8.A.6 - Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.	
Big Ideas: <ul style="list-style-type: none">• Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life• Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.	
Essential Questions: Standard 2.5 <ul style="list-style-type: none">• How does effective and appropriate movement affect wellness?• Why do I have to understand concepts of movement when I can already perform the movement?• To what extent does strategy influence performance in competitive games and activities?• Why do I have to show good sportsmanship and follow the rules when others do not?• How can I become more mentally prepared for competition and sports performance? Standard 2.6 <ul style="list-style-type: none">• What is the minimum amount of exercise I can do to stay physically fit?• How do I develop an appropriate personal fitness program and find the motivation to commit to it?• How do you realize age-appropriate fitness?	Enduring Understandings: Standard 2.5 <ul style="list-style-type: none">• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.• Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.• In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines• Sport psychology techniques prepare athletes to compete at the optimum level. Standard 2.6 <ul style="list-style-type: none">• Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.• Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort .• Developing and implementing a program that utilizes appropriate training principles is necessary

- for lifetime fitness .
- Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise.
- Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.

Knowledge, Skills, and Instructional Objectives:

Students will need to know:

- Simple locomotor skills.

Students will learn:

- How basic dance steps are part of all complex dance routines.
- That beat, rhythm, and tempo are essential to performing a dance routine.
- That dance routines are a result of well-developed plans of movement sequences and basic steps (choreography).

Students will be able to:

- Apply a variety of basic and rhythmic movements to perform a complex physical activity (dance routine)
- Create a dance routine using a variety of movements and skills.

Instructional Materials/Resources:

Hard copies of dances
Radio/CD player
Music
Television
Dance Video

Suggested Vocabulary:

beat	grapevine	heel touch
step touch	step touch	tempo
tempo		

Technology/ 21st Century Skills:

Technology

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole group:

- Have students explain the meaning of beat, tempo.
- Have students form lines (rows) and stand approximately an arm’s length apart.
- Demonstrate the following basic steps for students: step-touch, grapevine, heel touch, toe touch.

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

- Ensure that students are able to perform the steps before introducing music.
- Provide 8 counts as students practice the steps.
- Encourage students to put together a routine as they demonstrate mastery of the basic steps.
- Play a video of a class dancing to the song to model the steps and movement together.
- Have students reflect and share with the class their assessment of their progress.

Small group:

- Place students in groups of 3 – 4 to perform dance steps with one another.
- Encourage students to offer one another feedback and support.

Independent:

- Walk around and help students who are having difficulty performing the steps or keeping the rhythm.
- Give students specific practice goals to practice independently.

Extension Strategies/Activities:

Introduce more complex movements to students who may have dance experience or who demonstrate proficiency in the planned movements.

Modification Strategies/Activities:

- Follow instructions of IEP's and 504's and modify where necessary.
- You may allow students extra time and rest time, or substitute an activity, if necessary.
- Slow the pace of sequential progression
- Slow tempo
- Learn only a short locomotive pattern at one time
- Walk through demonstration
- Allow more time

Cross-curricular Connections

Visual and Performing Arts 1.3 A Dance

Language Arts Literacy

W.7.1, W.7.2, W.7.4, W.7.6, W.7.10; W.8.1, W.8.2, W.8.4, W.8.6, W.8.10

Suggested Assessment:

Performance Task

Imagine there is a local dance competition where the winners will have the opportunity to perform with (famous music artist) during his/her Unites States tour. The competition requires that you create a dance routine using the following song: (name of the song, which is selected by the teacher). As a group, your task is to create a dance routine to prepare for this competition. The dance must contain a specific amount of steps and must maintain the beat of the song. Your group must also write a procedure explaining how to perform the dance with specific steps, the direction of movement, and beat total at the end of each line. Variation: After performing, your group should reflect upon your routine write a brief letter to the music artist assessing your group's performance and convincing him/her that your group should win the competition.

Product/Performance

4. Original Dance - Students will perform their original dance in class. Students will be graded using a rubric with the following categories: Performance of dance steps, maintenance of rhythm, effort, and creativity.
5. Dance Procedural Writing - The written dance procedure will be scored based upon its ability to clearly instruct the reader how to perform the dance routine.
6. Artist Letter – The persuasive essay will be scored using the language arts wholistic scoring rubric, or a teacher-generated rubric.

Other Assessments:

- Teacher observation of classroom participation, effort, sportsmanship/behavior, and skill.

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

Unit: Fitness		Suggested Sequence: December - January	
NJSLS: 2.6.8.A.1 - Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. 2.6.8.A.2 - Use health data to develop and implement a personal fitness plan and evaluate its effectiveness. 2.6.8.A.3 - Analyze how medical and technological advances impact personal fitness. 2.6.8.A.4 - Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors. 2.6.8.A.5 - Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness. 2.6.8.A.6 - Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.			
Big Ideas: <ul style="list-style-type: none">• Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life• Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.			
Essential Questions: Standard 2.6 <ul style="list-style-type: none">• What is the minimum amount of exercise I can do to stay physically fit?• How do I develop an appropriate personal fitness program and find the motivation to commit to it?• How do you realize age-appropriate fitness?		Enduring Understandings: Standard 2.6 <ul style="list-style-type: none">• Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.• Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.• Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.• Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise.• Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.	
Knowledge, Skills, and Instructional Objectives: Students will need to know: <ul style="list-style-type: none">• Simple locomotor skills• Safety rules Students will learn: <ul style="list-style-type: none">• Health related fitness components• Muscle groups• How to complete a fitness log• Correct stretching, warm-up, cool-down, exercise techniques Students will be able to: <ul style="list-style-type: none">• Perform correct exercises, stretches• Perform Yoga, Pilates, and Kickboxing sequences• Explain the components of fitness• Match exercises to muscle groups• Describe the benefits of a continued workout• Compare and contrast the health related fitness components.			

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

- Increase muscular strength, muscular endurance, flexibility, and cardiovascular
- Monitor progress using fitness logs.

Instructional Materials/Resources:

Radio, music, resistance bands, mats, dumbbells, fitness log, medicine balls, station cue cards, towels

Suggested Vocabulary:

Various muscles, set, repetition, endurance, strength, cardiovascular, flexibility, target heart rate, max heart rate, frequency, intensity, time, jab, cross, hook, upper cut, front kick, back kick, side kick, various yoga pose and pilates terms.

Technology/ 21st Century Skills:

Technology

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole group:

- Discuss components of fitness
- Demonstrate stretches and exercises

Small group:

- Participate in circuit training

Independent:

- Complete fitness log

Extension Strategies/Activities:

Vary weights, repetitions, or sets

Create a fitness routine for an individual specific to their needs. (Weight loss, Muscle strength, Muscle endurance, Cardio)

Research alternative methods of exercise (Yoga, Pilates, Kickboxing)

Modification Strategies/Activities:

- Modify exercises
- Use thermabands/resistance bands while working up to handling light dumbbells or weights and handling their own body weight if possible
- Allow for shorter practice sessions
- Constant instructor feedback on proper form of exercise
- Frequent rest periods or short breaks
- Students can perform just upper body movements where applicable
- Students can perform just lower body movements where applicable

Cross-curricular Connections/Standards:

Language Arts Literacy

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

W.7.1, W.7.2, W.7.4, W.7.6, W.7.10; W.8.1, W.8.2, W.8.4, W.8.6, W.8.10

Suggested Assessments:

Performance Task

Develop own fitness plan (5 health-related components of fitness)

You have just received your results from the “Fitnessgram” physical fitness test. The Institute for Healthy Young Adults is interested in seeing if youth of today are able to plan healthy lifestyles for themselves. You have been selected to participate in their study. Using your personal “Fitnessgram” test results, you have been asked to develop a fitness plan that is intended to improve all health-related components of fitness that were not shown to be within your healthy fitness zone (HFZ) while also maintaining any health related components of fitness that may currently be within the healthy fitness level.

Your plan should:

- ✓ Be a one week plan that could be repeated until a change is needed.
- ✓ Include at end a list of 4 possible ways you could change your program based on the FITT components.
- ✓ Must be presented and explained to a review board from the Institute (your teacher and at least two peers)

Product/Performance

- Fitness plan – Students will create a fitness plan focusing on the five components of fitness. Plan will consist of activities appropriate for middle school students. Students can create a plan using exercise equipment, machines, or body weight. Plans must meet the five components of fitness, correct frequency, intensity, and time.

Other Assessments:

Teacher observation of classroom participation, effort, sportsmanship/behavior, and skill.

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

Unit: Badminton	Suggested Sequence: January-February
<p>NJSLS:</p> <p>2.5.8.A.1 - Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.8.A.2 - Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p> <p>2.5.8.A.4 - Detect, analyze, and correct errors and apply to refine movement skills..</p> <p>2.5.8.B.1 - Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</p> <p>2.5.8.B.2 - Assess the effectiveness of specific mental strategies applied to improve performance.</p> <p>2.5.8.C.1 - Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.</p> <p>2.5.8.C.2 - Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities .</p> <p>2.5.8.C.3 - Analyze the impact of different world cultures on present-day games, sports, and dance.</p> <p>2.6.8.A.1 - Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p> <p>2.6.8.A.2 - Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.</p> <p>2.6.8.A.3 - Analyze how medical and technological advances impact personal fitness.</p> <p>2.6.8.A.4 - Determine ways to achieve a healthy body composition through healthy eating, physical activity, and</p> <p>2.6.8.A.5 - Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</p> <p>2.6.8.A.6 - Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none">• Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life• Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.	
<p>Essential Questions:</p> <p>Standard 2.5</p> <ul style="list-style-type: none">• How does effective and appropriate movement affect wellness?• Why do I have to understand concepts of movement when I can already perform the movement?• To what extent does strategy influence performance in competitive games and activities?• Why do I have to show good sportsmanship and follow the rules when others do not?• How can I become more mentally prepared for competition and sports performance? <p>Standard 2.6</p> <ul style="list-style-type: none">• What is the minimum amount of exercise I can do to stay physically fit?• How do I develop an appropriate personal fitness program and find the motivation to commit to it?• How do you realize age-appropriate fitness?	<p>Enduring Understandings:</p> <p>Standard 2.5</p> <ul style="list-style-type: none">• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.• Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.• In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines• Sport psychology techniques prepare athletes to compete at the optimum level. <p>Standard 2.6</p> <ul style="list-style-type: none">• Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.• Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work

	<p>with least amount of effort.</p> <ul style="list-style-type: none"> • Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness. • Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise. • Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.
<p>Knowledge, Skills, and Instructional Objectives:</p> <p>Students will need to know:</p> <ul style="list-style-type: none"> • Basic striking skills • Simple locomotor skills <p>Students will learn:</p> <ul style="list-style-type: none"> • Where to position themselves on the court during serve, return, and volley • Scoring rules • Basic skills to serve and strike • Correct hand position on the racket • Boundaries of the court <p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain rules of badminton • Develop skills of serving, striking. • Demonstrate proper technique • Demonstrate correct court position to return serve and volley • Improve skill level through practice and game play • Follow game rules, work as a team (doubles), incorporate strategies • Show sportsmanship behaviors as a participant in activity. 	
<p>Instructional Materials/Resources:</p> <p>Nets, standards, racquets, birdies</p>	<p>Suggested Vocabulary:</p> <p>backhand, forehand, serve, drop, midcourt, clear</p> <p>Technology/ 21st Century Skills:</p> <p>Technology</p> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>Career Ready Practices</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason</p>

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole group:

- Demonstrate lobs, forehands, backhands, and footwork.
- Conduct a grade level appropriate game

Small group:

- Lead-up games
- Drills specific to skills learned

Interdependent:

- Sport specific drills

Extension Strategies/Activities:

Demonstrate hitting and overhead smash. Allow students to practice and then, incorporate into their game.

Advanced students participate in King of the Court.

Modification Strategies/Activities:

Students can practice strokes and serving without a net

Use bracing or wrists devices to assist with gripping

Students can play in a seated position

Throw back and forth across the net to help them

understand the concepts of the game

Cross-curricular Connections/Standards:

Language Arts Literacy

W.7.1, W.7.2, W.7.4, W.7.6, W.7.10; W.8.1, W.8.2, W.8.4, W.8.6, W.8.10

Technology

8.1.A Use digital tools to access and synthesis information and communicate knowledge

Suggested Assessments:

Performance Task

You are a recent Olympic Gold Medalist in Badminton. You now organize a National Badminton Clinic. As a group, you must organize activities, drills, and small games for a two day clinic. Create a brochure to advertise your Badminton camp. Your athletes are middle school students that have never played badminton. Your clinic must cover basic rules and skills for beginners, your favorite drills, and small games. At the end of the clinic, your participants will complete comment cards on the effectiveness of your clinic.

Product/Performance

- Brochure – Students can create a three panel brochure describing their clinic. Brochures will be graded using a rubric.
- Comment cards – Class will complete comment cards explaining the effectiveness of the clinic.

Other Assessments:

- Teacher observation of classroom participation, effort, sportsmanship/behavior, and skill

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

Unit: Soccer	Suggested Sequence: January - February
NJSLS: 2.5.8.A.1 - Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). 2.5.8.A.2 - Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. 2.5.8.A.4 - Detect, analyze, and correct errors and apply to refine movement skills.. 2.5.8.B.1 - Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. 2.5.8.B.2 - Assess the effectiveness of specific mental strategies applied to improve performance. 2.5.8.C.1 - Assess player behavior for evidence of sportsmanship in individual, small group, and team activities. 2.5.8.C.2 - Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities . 2.5.8.C.3 - Analyze the impact of different world cultures on present-day games, sports, and dance. 2.6.8.A.1 - Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. 2.6.8.A.2 - Use health data to develop and implement a personal fitness plan and evaluate its effectiveness. 2.6.8.A.3 - Analyze how medical and technological advances impact personal fitness. 2.6.8.A.4 - Determine ways to achieve a healthy body composition through healthy eating, physical activity, and 2.6.8.A.5 - Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness. 2.6.8.A.6 - Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.	
Big Ideas: <ul style="list-style-type: none">• Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life• Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.	
Essential Questions: Standard 2.5 <ul style="list-style-type: none">• How does effective and appropriate movement affect wellness?• Why do I have to understand concepts of movement when I can already perform the movement?• To what extent does strategy influence performance in competitive games and activities?	Enduring Understandings: Standard 2.5 <ul style="list-style-type: none">• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

<ul style="list-style-type: none"> • Why do I have to show good sportsmanship and follow the rules when others do not? • How can I become more mentally prepared for competition and sports performance? <p>Standard 2.6</p> <ul style="list-style-type: none"> • What is the minimum amount of exercise I can do to stay physically fit? • How do I develop an appropriate personal fitness program and find the motivation to commit to it? • How do you realize age-appropriate fitness? 	<p>activities.</p> <ul style="list-style-type: none"> • Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations. • In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines • Sport psychology techniques prepare athletes to compete at the optimum level. <p>Standard 2.6</p> <ul style="list-style-type: none"> • Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. • Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort. • Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness. • Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise. • Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.
---	--

Knowledge, Skills, and Instructional Objectives:

Students will need to know:

- Spatial awareness
- Simple locomotor skills

Students will learn:

- Court position
- Skills to dribble, pass, shoot, defend
- Basic rules of the game plus incorporating modified PE class rules
- Types of defense/offense
- Strategies for indoor soccer

Students will be able to:

- Explain and execute the rules for soccer and PE class.
- Demonstrate how a player has to stay in a zone to play
- Develop skills of passing, trapping, tackling, and shooting.
- Learn positioning for indoor soccer and specific rules as they relate to both offense and defense.
- Improve skill level through practice.
- Follow game rules, work as a team, incorporate strategies learned and faster high level thinking skills.
- Show sportsmanship behaviors as a participant in activity.
- Have students participate in zone soccer games

Instructional Materials/Resources:

Soccer balls, soccer nets, mesh shirts, cones, written tests

Suggested Vocabulary:

Give and go play to space offense
Defense

Technology/ 21st Century Skills:

Technology

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole group:

- Grade level appropriate game
- Demonstrate basic rules such as offense, defense, zones, various penalties
- Ensure that students understand rules before setting up game play
- Have students reflect and share with class strengths and weaknesses of their team and what they can do to improve game play to be more effective.

Small group:

- Lead-up games
- Pair up experienced players with non-experienced players to teach various skills
- Encourage students to offer constructive criticism, support and feedback to teammates.

Interdependent:

- Sport specific drills
- Give students specific practice goals to practice independently outside of class
- Keep track of students executing practice goals in following classe

Extension Strategies/Activities:

- Group students together that have more experience with soccer. They are given more complex rules to provide more of a challenge
- Group students with more experience together with students with less experience to offer peer to peer instruction rather than teacher-student instruction.

Modification Strategies/Activities:

- Use walking instead of running
- Have well defined boundaries
- Reduce playing area
- Play six-a-side soccer
- If student uses wheelchair, allow him to hold ball on his lap while pushing his wheelchair
- Use a deflated ball, Nerf ball, beeper ball, brightly colored ball
- Use a target that makes noise when hit

Cross-curricular Connections/Standards:

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

Language Arts Literacy

W.7.1, W.7.2, W.7.4, W.7.6, W.7.10; W.8.1, W.8.2, W.8.4, W.8.6, W.8.10

Technology

8.1.A Use digital tools to access and synthesis information and communicate knowledge

Suggested Assessments:

Performance Task

One day in Physical education class your teacher mentions that the past few games your class has played have not worked out well for the entire class and asks for your help. Your goal is to take the soccer unit and re-design it to ensure that it meets the needs of all the students in your class. Your group should know all the basic rules of the game, the number of players involved, how a winner is decided and what equipment is needed. Next, decide what modifications you need to make to the game so that every student has meaningful and successful participation in the game. Once your group has made all the modifications you will present your modified game (written and orally) to the rest of the class and get their feedback. After you have gotten feedback, as a group, again make any necessary changes to the game. Once you are happy with your new game you will have the class play it. Your group will provide directions to the game and actively monitor play. After the game is over, each group member will write a reflection on the changes that were made to the game and if the changes worked for the class. The reflection discusses how thoughtful the group was in making appropriate changes to the game and if the changes ended up making everyone who played feel that they made a meaningful contribution to the game while having fun playing. After soccer is over, each member of the group will reflect on the changes they made to the unit and explain if they think the changes worked better than before they made the revisions. Students participating must also reflect on if they think the changes that were made were meaningful and made them feel as if they had a contribution to the game while having fun at the same time.

Product/Performance

1. Group reflection – The group that created the revised soccer unit will reflect on their own work and determine if they found it effective
2. Class reflection – the entire class will reflect on the revised soccer unit to determine if they felt like they had more of a contribution to the revised unit and were still able to have fun playing the game.

Other Assessments:

Written Test, Participation, Sportsmanship, Behavior, Observation of Skills

Unit: Basketball	Suggested Sequence: January – February
<p>NJSLS:</p> <p>2.5.8.A.1 - Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.8.A.2 - Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p> <p>2.5.8.A.4 - Detect, analyze, and correct errors and apply to refine movement skills..</p> <p>2.5.8.B.1 - Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</p> <p>2.5.8.B.2 - Assess the effectiveness of specific mental strategies applied to improve performance.</p> <p>2.5.8.C.1 - Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.</p> <p>2.5.8.C.2 - Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities .</p> <p>2.5.8.C.3 - Analyze the impact of different world cultures on present-day games, sports, and dance.</p> <p>2.6.8.A.1 - Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p> <p>2.6.8.A.2 - Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.</p> <p>2.6.8.A.3 - Analyze how medical and technological advances impact personal fitness.</p> <p>2.6.8.A.4 - Determine ways to achieve a healthy body composition through healthy eating, physical activity, and</p> <p>2.6.8.A.5 - Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</p> <p>2.6.8.A.6 - Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.</p>	
<p>Big Ideas</p> <ul style="list-style-type: none"> • Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life • Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle. 	
<p>Essential Questions:</p> <p>Standard 2.5</p> <ul style="list-style-type: none"> • How does effective and appropriate movement affect wellness? • Why do I have to understand concepts of movement when I can already perform the movement? • To what extent does strategy influence performance in competitive games and activities? • Why do I have to show good sportsmanship and follow the rules when others do not? • How can I become more mentally prepared for competition and sports performance? <p>Standard 2.6</p> <ul style="list-style-type: none"> • What is the minimum amount of exercise I can do to stay physically fit? • How do I develop an appropriate personal fitness program and find the motivation to commit to it? • How do you realize age-appropriate fitness? 	<p>Enduring Understandings:</p> <p>Standard 2.5</p> <ul style="list-style-type: none"> • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. • Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. • Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations. • In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines • Sport psychology techniques prepare athletes to compete at the optimum level. <p>Standard 2.6</p> <ul style="list-style-type: none"> • Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. • Physical fitness is the ability of your whole body to

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

	<p>work together efficiently to be able to do the most work with least amount of effort.</p> <ul style="list-style-type: none">• Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.• Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise.• Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.
<p>Knowledge, Skills, and Instructional Objectives: Students will need to know:</p> <ul style="list-style-type: none">• Spatial awareness <p>Students will learn:</p> <ul style="list-style-type: none">• Court position• Skills to dribble, pass, shoot, defend• Rules• Types of defense/offense <p>Students will be able to:</p> <ul style="list-style-type: none">• Use cues to dribble, pass, shoot, and defend• Participate in modified game• Develop offensive and defensive strategies• Implement strategies in game• Explain the types of defense	
<p>Instructional Materials/Resources: Basketballs, basketball nets, mesh shirts, cones</p>	<p>Suggested Vocabulary: Zone defense, bounce pass, chest pass, “swing” the ball</p> <p>Technology/ 21st Century Skills: Technology 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>Career Ready Practices CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively and with reason CRP12. Work productively in teams while using cultural global competence</p>

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

Recommended Instructional Activities:

Whole group:

- Have students form lay-up lines, and complete lay-up drills
- Grade level appropriate game

Small group:

- Develop foul-shot and 3-point contests
- Have students play one v. one, three v. three, and other lead up games.

Independent:

- Sport specific drills: dribbling, lay-ups, jump shooting form

Extension Strategies/Activities:

- Students will pick teams and participate in a three v. three tournament.
- Introduce different types of zone defenses.
- Watch part of basketball game on television and record points scored, shots taken (2 pt or 3 pt), fouls made, and rebounds for each team.

Modification Strategies/Activities:

- Use various size balls (size, weight, texture, color)
- Allow travelling, two hand dribble
- Disregard three second lane violation
- Use larger/lower goal
- Slow the pace, especially when first learning
- If student uses wheelchair, allow him to hold ball on his lap while pushing wheelchair
- Use beeper ball, radio under basket for individual with visual impairment
- Oral prompts
- Adjust the free throw line, 3 point arch, etc. to allow students to shoot at closer range.

Cross-curricular Connections/Standards:

Mathematics – Statistics and Probability 7.SP.1, 8.SP.1

Suggested Assessments:

Performance Task

3. The Harlem Globetrotters are making a visit to your school to demonstrate their talents. As part of their show, they have asked several students to participate. Students must compete for the available positions. Use your learned skills and create a dribbling, shooting, defending routine to perform for the Globetrotters. You may create your routine as an individual or a small group. The Globetrotters will judge on skill, creativity, and showmanship.
4. You work for the National Basketball Association. Your job is to create an event for “All Star Weekend” The event is to showcase the talents of professional basketball players. Create an obstacle course for your “All Stars” to perform. Tasks should challenge the players but not be impossible (Fans want to see players be successful!) Your obstacle course should test speed, dribbling, shooting, defending, and rebounding.

Product/Performance

- Original routine – students perform created routine in class. Students will be graded on a rubric with the following categories: performance of skill, creativity, and effort.
- Obstacle Course – students will create a mini obstacle course to challenge classmates.

Other Assessments:

Teacher observation of classroom participation, effort, sportsmanship/behavior, and skill.

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

Unit: Volleyball	Suggested Sequence: January - February
<p>NJSLS:</p> <p>2.5.8.A.1 - Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.8.A.2 - Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p> <p>2.5.8.A.4 - Detect, analyze, and correct errors and apply to refine movement skills..</p> <p>2.5.8.B.1 - Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</p> <p>2.5.8.B.2 - Assess the effectiveness of specific mental strategies applied to improve performance.</p> <p>2.5.8.C.1 - Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.</p> <p>2.5.8.C.2 - Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities .</p> <p>2.5.8.C.3 - Analyze the impact of different world cultures on present-day games, sports, and dance.</p> <p>2.6.8.A.1 - Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p> <p>2.6.8.A.2 - Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.</p> <p>2.6.8.A.3 - Analyze how medical and technological advances impact personal fitness.</p> <p>2.6.8.A.4 - Determine ways to achieve a healthy body composition through healthy eating, physical activity, and</p> <p>2.6.8.A.5 - Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</p> <p>2.6.8.A.6 - Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none">• Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life• Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.	
<p>Essential Questions:</p> <p>Standard 2.5</p> <ul style="list-style-type: none">• How does effective and appropriate movement affect wellness?• Why do I have to understand concepts of movement when I can already perform the movement?• To what extent does strategy influence performance in competitive games and activities?• Why do I have to show good sportsmanship and follow the rules when others do not?• How can I become more mentally prepared for competition and sports performance? <p>Standard 2.6</p> <ul style="list-style-type: none">• What is the minimum amount of exercise I can do to stay physically fit?• How do I develop an appropriate personal fitness program and find the motivation to commit to it?• How do you realize age-appropriate fitness?	<p>Enduring Understandings:</p> <p>Standard 2.5</p> <ul style="list-style-type: none">• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.• Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.• In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines• Sport psychology techniques prepare athletes to compete at the optimum level. <p>Standard 2.6</p> <ul style="list-style-type: none">• Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

- Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.
- Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness .
- Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise.
- Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.

Knowledge, Skills, and Instructional Objectives:

Students will need to know:

- Spatial awareness
- Simple locomotor skills

Students will learn:

- Court position
- How and when to rotate
- Forearm pass (bump), set, overhand/underhand serve

Students will be able to:

- Introduce and practice in drill formation the following skills: Overhand serve, Underhand serve, Bump, Set, Spike
- Combine a variety of movement skills and manipulative skills into game play
- Execute force and projection of ball using accurate placement on opponents' court.
- Develop score keeping techniques to be used in every game.
- Review rotation, what it means and why it is used in a game.
- Formulate bumps (when to use it) and set-ups (patterns) in game play in order for team to be successful. (and the spike).
- Demonstrate the application of appropriate rules, strategies, and sportsmanship behaviors as a player and a participant.

Instructional Materials/Resources:

Volleyball nets, standards, volleyballs, beach balls, written unit tests

Suggested Vocabulary:

Overhand serve	Underhand serve	Bump
Set	Spike	Rotate
Fault	Forearm pass	Serve
Volley		

Technology/ 21st Century Skills:

Technology

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking –

Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee
CRP4. Communicate clearly and effectively and with reason
CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole group:

- Demonstrate basic rules
- Ensure that students understand rules before setting up game play
- Have students reflect and share with class strengths and weaknesses of their team and what they can do to improve game play to be more effective.

Small group:

- Pair up experienced players with non-experienced players to teach various skills
- Encourage students to offer constructive criticism, support and feedback to classmates
- Develop game winning strategies to execute with your classmates
- Work with a partner to practice bump, set, serve hitting back and forth to each other

Independent:

- Sport specific drills
- Give students specific practice goals to practice independently outside of class
- Keep track of students executing practice goals in following classes

Extension Strategies/Activities:

- Group students together that have more experience with volleyball. They are given more complex rules to provide more of a challenge
- Group students with more experience together with students with less experience to offer peer to peer instruction rather than teacher-student instruction. This will enable the teacher to spend more time with students more in need of help while experienced players act as "teacher's assistant."

Modification Strategies/Activities:

- User larger, lighter, softer, bright colored balls
- Allow players to catch ball instead of volleying
- Allow student to self-toss and set ball
- Lower the net
- Reduce the playing court
- Stand closer to net on serve
- Allow ball to bounce first
- Hold ball and have student hit it

Cross-curricular Connections/Standards:

Language Arts Literacy

W.7.1, W.7.2, W.7.4, W.7.6, W.7.10; W.8.1, W.8.2, W.8.4, W.8.6, W.8.10

Suggested Assessments:

Performance Task

One day in Physical education class your teacher mentions that the past few games your class has played have not worked out well for the entire class and asks for your help. Your goal is to take the volleyball unit and re-design it to ensure that it meets the needs of all the students in your class. Your group should know all the basic rules of the game, the number of players involved, how a winner is decided and what equipment is needed. Next, decide what modifications you need to make to the game so that every student has meaningful and successful participation in the game. Once your group has made all the modifications you will present your modified game (written and orally) to the rest of the class and get their feedback. After you have gotten feedback, as a group, again make any necessary changes to the game. Once you are happy with your new game you will have the class play it. Your group will provide directions to the game and actively monitor play. After the game is over, each group member will write a reflection on the changes that were made to the game and if the changes worked for the class. The reflection discusses how thoughtful the group was in making appropriate changes to the game and if the changes ended up making everyone who played feel that they made a meaningful contribution to the game while having fun playing.

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

After volleyball is over, each member of the group will reflect on the changes they made to the unit and explain if they think the changes worked better than before they made the revisions. Students participating must also reflect on if they think the changes that were made were meaningful and made them feel as if they had a contribution to the game while having fun at the same time.

Product/Performance

3. Group reflection – The group that created the revised volleyball unit will reflect on their own work and determine if they found it effective
4. Class reflection – the entire class will reflect on the revised volleyball unit to determine if they felt like they had more of a contribution to the revised unit and were still able to have fun playing the game.

Other Assessments

Written Test

Participation

Sportsmanship

Behavior

Observation of skills

Unit: Cooperative Activities	Suggested Sequence: March - April
NJSLS: 2.5.8.A.4 - Detect, analyze, and correct errors and apply to refine movement skills. 2.5.6.B.1 - Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. 2.5.6.B.2 - Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. 2.5.8.B.1 - Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. 2.5.8.B.2 - Assess the effectiveness of specific mental strategies applied to improve performance. 2.5.6.B.3 - Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. 2.5.8.C.1 - Assess player behavior for evidence of sportsmanship in individual, small group, and team activities. 2.5.8.C.2 - Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.	
Big Ideas: <ul style="list-style-type: none">• Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life	
Essential Questions: Standard 2.5 <ul style="list-style-type: none">• How does effective and appropriate movement affect wellness?• Why do I have to understand concepts of movement when I can already perform the movement?• To what extent does strategy influence performance in competitive games and activities?• Why do I have to show good sportsmanship and follow the rules when others do not?• How can I become more mentally prepared for competition and sports performance?	Enduring Understandings: Standard 2.5 <ul style="list-style-type: none">• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.• Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.• In order for all participants and spectators to

	<p>experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines</p> <ul style="list-style-type: none"> • Sport psychology techniques prepare athletes to compete at the optimum level.
<p>Knowledge, Skills, and Instructional Objectives: Students will need to know:</p> <ul style="list-style-type: none"> • How to be an active listener • Communication skills <p>Students will learn:</p> <ul style="list-style-type: none"> • Effective communication skills • Brainstorming techniques • Cooperative strategies <p>Students will be able to:</p> <ul style="list-style-type: none"> • Set realistic goals • Complete several cooperative activity tasks • Express ideas and thoughts related to task • Allow others to voice opinions and ideas • Demonstrate sportsmanship 	
<p>Instructional Materials/Resources: Jump ropes, cones, poly spots, mats, ladder rungs, platforms, Buddy Walkers, Marble Transfer equipment, Fisherman’s equipment, Atom Transfer, Activity Tarps, Popcorn Activity</p>	<p>Suggested Vocabulary: Cooperation, praise, decision making, communication, compromise, positive, leadership, problem solving, challenge</p> <p>Technology/ 21st Century Skills: Technology 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>Career Ready Practices CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively and with reason CRP12. Work productively in teams while using cultural global competence</p>

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

Recommended Instructional Activities:

Whole group:

- Discuss how to be an active listener
- Demonstrate tasks/activities

Small group:

- Participate in cooperative activity circuit

Interdependent:

- Complete group assessment

Extension Strategies/Activities:

Increase the difficulty of the activity by removing certain equipment and/or support.

Change leaders and rules to modify activity.

Write a story describing a situation that requires communication and teamwork.

Modification Strategies/Activities:

- Give students cues to aid in the completion of activity.
- Students can ask and receive support from other groups who may have completed the activity.
- Provide more equipment, time to complete the activity.

Cross-curricular Connections/Standards:

Language Arts Literacy

W.7.1, W.7.2, W.7.4, W.7.6, W.7.10; W.8.1, W.8.2, W.8.4, W.8.6, W.8.10

Suggested Assessments:

Performance Task

- Your group is to create a challenge for the class. Choose equipment that is needed. Create rules for the challenge. Decide on a name for the challenge. Present challenge to the class.

Product/Performance

1. Descriptive paragraph – Students will write a descriptive paragraph explaining the rules for their challenge.
2. Challenge Debriefing sheet – Group will create a student check sheet for peer review at the end of the challenge.

Other Assessments:

Teacher observation of classroom participation, effort, sportsmanship/behavior, and skill

Unit:
Whiffle Ball

Suggested Sequence:
March - April

NJSLS:

- 2.5.8.A.1 - Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.8.A.2 - Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
- 2.5.8.A.4 - Detect, analyze, and correct errors and apply to refine movement skills..
- 2.5.8.B.1 - Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
- 2.5.8.B.2 - Assess the effectiveness of specific mental strategies applied to improve performance.
- 2.5.8.C.1 - Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.
- 2.5.8.C.2 - Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities .
- 2.5.8.C.3 - Analyze the impact of different world cultures on present-day games, sports, and dance.
- 2.6.8.A.1 - Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

- 2.6.8.A.2 - Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
- 2.6.8.A.3 - Analyze how medical and technological advances impact personal fitness.
- 2.6.8.A.4 - Determine ways to achieve a healthy body composition through healthy eating, physical activity, and
- 2.6.8.A.5 - Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
- 2.6.8.A.6 - Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.

Big Ideas:

- Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life
- Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

Essential Questions:

Standard 2.5

- How does effective and appropriate movement affect wellness?
- Why do I have to understand concepts of movement when I can already perform the movement?
- To what extent does strategy influence performance in competitive games and activities?
- Why do I have to show good sportsmanship and follow the rules when others do not?
- How can I become more mentally prepared for competition and sports performance?

Standard 2.6

- What is the minimum amount of exercise I can do to stay physically fit?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
- How do you realize age-appropriate fitness?

Enduring Understandings:

Standard 2.5

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.
- In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines
- Sport psychology techniques prepare athletes to compete at the optimum level.

Standard 2.6

- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.
- Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.
- Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise.
- Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.

Knowledge, Skills, and Instructional Objectives:

Students will need to know:

- Basic striking skills
- Simple locomotor skills

Students will learn:

- Positions

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

- The basic rules of softball incorporated with the modified rules for PE class
- Skills to hit, throw, catch
- When to tag a runner and when to tag the base
- Offensive and defensive strategies

Students will be able to:

- Explain rules and key vocabulary terms
- Develop skills of hitting, throwing, catching.
- Learn positioning for fielders.
- Explain what the defense needs to do to get an out
- Improve skill level through practice.
- Follow game rules, work as a team, incorporate strategies
- Show sportsmanship behaviors as a participant in activity.

Instructional Materials/Resources:

Whiffle balls, bats, bases, written unit tests

Suggested Vocabulary:

Batting average	count	double play
Error	force out	grand slam
Hit	strike	on deck
Single	double	triple
Bunt out	walk	strike

Technology/ 21st Century Skills:

Technology

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking –

Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole group:

- Grade level appropriate game
- Demonstrate basic rules

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

- Ensure that students understand rules before setting up game play
- Have students reflect and share with class strengths and weaknesses of their team and what they can do to improve game play to be more effective.

Small group:

- Pair up experienced players with non-experienced players to teach various skills
- Encourage students to offer constructive criticism, support and feedback to teammates.

Independent:

- Give students specific practice goals to practice independently outside of class
- Keep track of students executing practice goals in following classes

Extension Strategies/Activities:

- Group students together that have more experience with softball. They are given more complex rules to provide more of a challenge
- Group students with more experience together with students with less experience to offer peer to peer instruction rather than teacher-student instruction.

Modification Strategies/Activities:

- Use Velcro balls and mitts
- Use larger or smaller bats
- Reduce the base distances
- Use incrediballs
- Shorten the pitching distance
- If individual is in wheelchair, allow them to push ball off ramp, off lap, or from tee
- Use beeper balls
- Provide a peer to assist
- Players without disabilities play regular depth defense
- Students without disabilities count to ten before tagging out person with disability

Cross-curricular Connections/Standards:

Language Arts Literacy

W.7.1, W.7.2, W.7.4, W.7.6, W.7.10; W.8.1, W.8.2, W.8.4, W.8.6, W.8.10

Suggested Assessments:

Performance Tasks

Your primary mission is to create and distribute games and activities that promote physical activity for all. As the group in charge, it is your job to create, field test and then revise the modified softball games based on the feedback. Your first client is Westampton Middle School Physical Education Class. They are looking for a new game to introduce to their students that is inclusive and cost effective. The following is a list of their requirements for the game.

7. There must be a clear description of how to play the game.
8. A diagram of the playing area should be given.
9. A listing of all required equipment.
10. The game must have a minimum of three rules.
11. The game must address rules of etiquette.
12. The game must be inclusive so that any person regardless of physical abilities has the opportunity to actively participate in the game. Westampton Middle School also requires at least three written critiques of the game from actual participants. Each critique should address numbers 1-6 above.

Product/Performance

10. Written memo- describing how you felt about the design of the game
11. Any changes you may have to make in each of the areas after watching game play
12. Make change changes off of the critiques given to you by participating students and teach critique

Other Assessments

Written Test, Sportsmanship, Participation, Behavior, Observation of Skills

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

Unit: Field Hockey	Suggested Sequence: March - April
<p>NJSLS:</p> <p>2.5.8.A.1 - Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.8.A.2 - Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p> <p>2.5.8.A.4 - Detect, analyze, and correct errors and apply to refine movement skills..</p> <p>2.5.8.B.1 - Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</p> <p>2.5.8.B.2 - Assess the effectiveness of specific mental strategies applied to improve performance.</p> <p>2.5.8.C.1 - Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.</p> <p>2.5.8.C.2 - Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities .</p> <p>2.5.8.C.3 - Analyze the impact of different world cultures on present-day games, sports, and dance.</p> <p>2.6.8.A.1 - Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p> <p>2.6.8.A.2 - Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.</p> <p>2.6.8.A.3 - Analyze how medical and technological advances impact personal fitness.</p> <p>2.6.8.A.4 - Determine ways to achieve a healthy body composition through healthy eating, physical activity, and</p> <p>2.6.8.A.5 - Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</p> <p>2.6.8.A.6 - Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none">• Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life• Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.	
<p>Essential Questions:</p> <p>Standard 2.5</p> <ul style="list-style-type: none">• How does effective and appropriate movement affect wellness?• Why do I have to understand concepts of movement when I can already perform the movement?• To what extent does strategy influence performance in competitive games and activities?• Why do I have to show good sportsmanship and follow the rules when others do not?• How can I become more mentally prepared for competition and sports performance? <p>Standard 2.6</p> <ul style="list-style-type: none">• What is the minimum amount of exercise I can do to stay physically fit?• How do I develop an appropriate personal fitness program and find the motivation to commit to it?• How do you realize age-appropriate fitness?	<p>Enduring Understandings:</p> <p>Standard 2.5</p> <ul style="list-style-type: none">• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.• Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.• In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines• Sport psychology techniques prepare athletes to compete at the optimum level. <p>Standard 2.6</p> <ul style="list-style-type: none">• Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.• Physical fitness is the ability of your whole body to

work together efficiently to be able to do the most work with least amount of effort.

- Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.
- Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise.
- Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.

Knowledge, Skills, and Instructional Objectives:

Students will need to know:

- Basic striking skills
- Simple locomotor skills

Students will learn:

- Positions
- Rules
- Skills to drive, pass

Students will be able to:

- Explain rules
- Develop skills to drive, pass.
- Demonstrate positions.
- Improve skill level through practice.
- Follow game rules, work as a team, incorporate strategies
- Show sportsmanship behaviors as a participant in activity.

Instructional Materials/Resources:

Sticks, balls, nets, mesh shirts, cones

Suggested Vocabulary:

Penalty corner, long hit, striking circle, free hit, dribble, obstruction, foul, nonstick side, push pass, drive

Technology/ 21st Century Skills:

Technology

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking –

Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

cultural global competence

Recommended Instructional Activities:

Whole group:

- Grade level appropriate game

Small group:

- Lead-up games

Independent:

- Sport specific drills

Extension Strategies/Activities:

Students who have mastered skills may learn more advanced skills.

Students may provide assistance to classmates.

Research the origin of field hockey.

Modification Strategies/Activities:

- Vary size of goal/target
- Shorter distance to goal from shot
- Larger puck or indoor ball
- Curved stick if necessary
- Vary grip if necessary
- Longer practice time
- Smaller count size for game situations

Cross-curricular Connections/Standards:

Language Arts Literacy

W.7.1, W.7.2, W.7.4, W.7.6, W.7.10; W.8.1, W.8.2, W.8.4, W.8.6, W.8.10

Suggested Assessments:

Performance Task

- You are a coach for a middle school field hockey team. Tryouts for your team will begin in a week. Decide what type of skills you want your players to learn before the start of the season. Choose drills for the players trying out to perform. Create four practice sessions to cover the skills you are looking for in an athlete. Explain to the athletes what you expect over the next few sessions.

Product/Performance

1. Tryout sessions – Create a chart to illustrate the skills/drills that would be used during the tryout. Each session is two hours in length.
2. Rubric – Create a rubric to score the athletes that are participating in tryouts.

Other Assessments:

Teacher observation of classroom participation, effort, sportsmanship/behavior, and skill

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

Unit: Kickball	Suggested Sequence: May - June
NJSLS: 2.5.8.A.1 - Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). 2.5.8.A.2 - Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. 2.5.8.A.4 - Detect, analyze, and correct errors and apply to refine movement skills.. 2.5.8.B.1 - Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. 2.5.8.B.2 - Assess the effectiveness of specific mental strategies applied to improve performance. 2.5.8.C.1 - Assess player behavior for evidence of sportsmanship in individual, small group, and team activities. 2.5.8.C.2 - Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities . 2.5.8.C.3 - Analyze the impact of different world cultures on present-day games, sports, and dance. 2.6.8.A.1 - Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. 2.6.8.A.2 - Use health data to develop and implement a personal fitness plan and evaluate its effectiveness. 2.6.8.A.3 - Analyze how medical and technological advances impact personal fitness. 2.6.8.A.4 - Determine ways to achieve a healthy body composition through healthy eating, physical activity, and 2.6.8.A.5 - Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness. 2.6.8.A.6 - Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.	
Big Ideas: <ul style="list-style-type: none">• Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life• Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.	
Essential Questions: Standard 2.5 <ul style="list-style-type: none">• How does effective and appropriate movement affect wellness?• Why do I have to understand concepts of movement when I can already perform the movement?• To what extent does strategy influence performance in competitive games and activities?• Why do I have to show good sportsmanship and follow the rules when others do not?• How can I become more mentally prepared for competition and sports performance? Standard 2.6 <ul style="list-style-type: none">• What is the minimum amount of exercise I can do	Enduring Understandings: Standard 2.5 <ul style="list-style-type: none">• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.• Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.• In order for all participants and spectators to experience the maximum benefit from games and

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

<p>to stay physically fit?</p> <ul style="list-style-type: none">• How do I develop an appropriate personal fitness program and find the motivation to commit to it?• How do you realize age-appropriate fitness?	<p>sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines</p> <ul style="list-style-type: none">• Sport psychology techniques prepare athletes to compete at the optimum level. <p>Standard 2.6</p> <ul style="list-style-type: none">• Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.• Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort .• Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness .• Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise.• Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.
<p>Knowledge, Skills, and Instructional Objectives:</p> <p>Students will need to know:</p> <ul style="list-style-type: none">• Basic striking skills• Simple locomotor skills <p>Students will learn:</p> <ul style="list-style-type: none">• The different positions on the field• The specific offensive and defensive rules• Skills to kick, throw, catch• When to tag a runner and when to tag the base• Offensive and defensive strategies <p>Students will be able to:</p> <ul style="list-style-type: none">• Explain rules• Develop skills of kicking, throwing, and catching.• Learn positioning for fielders.• Explain what the defense needs to do to get an out• Improve skill level through practice.• Follow game rules, work as a team, incorporate strategies• Show sportsmanship behaviors as a participant in activity.	
<p>Instructional Materials/Resources:</p> <p>Field, bases, kickballs</p>	<p>Suggested Vocabulary:</p> <p>Names of Positions, Single, Double, Triple, Homerun, Foul, Pop-up, Outfield, Infield</p> <p>Technology/ 21st Century Skills:</p> <p>Technology</p> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of</p>

technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole group:

- Grade level appropriate game
 4. Long Base
 5. Crazy Kickball
 6. California Kickball

Small group:

- Lead-up games

Interdependent:

- Sport specific drills

Extension Strategies/Activities:

- How does Kickball relate to baseball/softball? Create a chart that shows how strategies are alike and different when you are playing either sport.
- Describe other sports that share the same strategies.

Modification Strategies/Activities:

- Follow instructions of IEP's and 504's and modify where necessary.
- You may allow students extra time and rest time, or substitute an activity, if necessary.
- Activities are modified according to grade level

Cross-curricular Connections/Standards:

Language Arts Literacy

W.7.1, W.7.2, W.7.4, W.7.6, W.7.10; W.8.1, W.8.2, W.8.4, W.8.6, W.8.10

Technology

8.1.A Use digital tools to access and synthesis information and communicate knowledge

Suggested Assessments:

Performance Task

One day in Physical education class your teacher mentions that the past few Kickball games your class has played have not worked out well for the entire class and asks for your help. Your goal is to take an existing sport or activity and re-design it to ensure that it meets the needs of all the students in your class. Your group should know all the basic rules of the game, the number of players involved, how a winner is decided and what equipment is needed. Next, decide what modifications you need to make to the game so that every student has meaningful and successful participation in the game. Once your group has made all the modifications you will present your modified game (written and orally) to the rest of the class and get their feedback. After you have gotten feedback, as a group, again make any necessary changes to the game. Once you are happy with your new game you will have the class play it. Your group will provide directions to the game and actively monitor play. After the game is over, each group member will write a reflection on the changes that were made to the game and if the changes worked for the class. The reflection discusses how thoughtful the group was in making appropriate changes to the game and if the changes ended up making everyone who played feel that they made a meaningful contribution to the game while having fun playing.

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

Product/Performance

4. Original Game – Students will write a description of their game and be graded using a rubric that categorizes the different changes made from the original game, as well as how the students understand the rules of the new game.
5. Playing New Game – Other students in class should be able to understand the rules of the new original game and have success while participating.
6. Reflection – Students should be able to assess themselves on things they could've done differently to make their game better, more difficult, or easier.

Other Assessments:

- Written Test
- Teacher observation of classroom participation, effort, sportsmanship/behavior, and skill.

<p>Unit: Pickleball</p>	<p>Suggested Sequence: May - June</p>
<p>NJSLS:</p> <p>2.5.8.A.1 - Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.8.A.2 - Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p> <p>2.5.8.A.4 - Detect, analyze, and correct errors and apply to refine movement skills..</p> <p>2.5.8.B.1 - Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</p> <p>2.5.8.B.2 - Assess the effectiveness of specific mental strategies applied to improve performance.</p> <p>2.5.8.C.1 - Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.</p> <p>2.5.8.C.2 - Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities .</p> <p>2.5.8.C.3 - Analyze the impact of different world cultures on present-day games, sports, and dance.</p> <p>2.6.8.A.1 - Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p> <p>2.6.8.A.2 - Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.</p> <p>2.6.8.A.3 - Analyze how medical and technological advances impact personal fitness.</p> <p>2.6.8.A.4 - Determine ways to achieve a healthy body composition through healthy eating, physical activity, and</p> <p>2.6.8.A.5 - Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</p> <p>2.6.8.A.6 - Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> • Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life • Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle. 	
<p>Essential Questions:</p> <p>Standard 2.5</p> <ul style="list-style-type: none"> • How does effective and appropriate movement affect wellness? • Why do I have to understand concepts of movement when I can already perform the movement? • To what extent does strategy influence performance in competitive games and activities? • Why do I have to show good sportsmanship and follow the rules when others do not? • How can I become more mentally prepared for competition and sports performance? <p>Standard 2.6</p> <ul style="list-style-type: none"> • What is the minimum amount of exercise I can do to stay physically fit? • How do I develop an appropriate personal fitness program and find the motivation to commit to it? • How do you realize age-appropriate fitness? 	<p>Enduring Understandings:</p> <p>Standard 2.5</p> <ul style="list-style-type: none"> • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. • Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. • Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations. • In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines • Sport psychology techniques prepare athletes to compete at the optimum level. <p>Standard 2.6</p> <ul style="list-style-type: none"> • Understanding fitness concepts and skills and

	<p>integrating them into your everyday routine supports wellness</p> <ul style="list-style-type: none"> Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort. Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise. Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.
<p>Knowledge, Skills, and Instructional Objectives:</p> <p>Students will need to know:</p> <ul style="list-style-type: none"> Basic striking skills Simple locomotor skills <p>Students will learn:</p> <ul style="list-style-type: none"> The nature and purpose of pickle-ball The different rules How to keep score Skills to serve, return, volley and different techniques How to hold a paddle Boundaries on the court Positions of players during doubles play <p>Students will be able to:</p> <ul style="list-style-type: none"> Explain rules Develop skills of serving, striking. Explain correct position on court Improve skill level through practice. Follow game rules, work as a team (doubles), incorporate strategies Show sportsmanship behaviors as a participant in activity. 	
<p>Instructional Materials/Resources:</p> <p>Tennis courts, pickle ball net, pickle ball paddle, pickle balls, cones, hula hoops</p>	<p>Suggested Vocabulary:</p> <p>Approach shot, Backcourt, Backhand, Baseline, Drive, Drop shot, Error, Fault, Foot Fault, Forehand, Lob, Serve, Smash, Volley</p> <p>Technology/ 21st Century Skills:</p> <p>Technology</p> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole group:

- Grade level appropriate game.
- Lead up games like hitting the pickle-ball to land in a specific area or to hit a target
- Demonstrate basic skills such as serve, volley, backhand and forehand.
- Ensure that students understand rules before setting up game play.
- Have students reflect and share with class strengths and weaknesses of their team and what they can do to improve game play to be more effective.

Small group:

- Pair up advanced players less skilled players to help teach various skills
- Encourage students to offer constructive criticism, support and feedback to teammates.

Independent:

- Give students specific practice goals to practice independently outside of class
- Keep track of students executing practice goals in following classes

Extension Strategies/Activities:

- Compare and contrast pickleball and tennis.
- Create a Venn Diagram that shows how pickleball and tennis likes and differences in rules, skills, and strategies.

Modification Strategies/Activities:

- Follow instructions of IEP's and 504's and modify where necessary.
- You may allow students extra time and rest time, or substitute an activity, if necessary.
- For students with limited grip, use Velcro straps to secure the racket to the student's hands
- Have students throw ball back and forth across the net to help them understand the concept of the game
- Make boundaries smaller

Cross-curricular Connections/Standards:

Language Arts Literacy

W.7.1, W.7.2, W.7.4, W.7.6, W.7.10; W.8.1, W.8.2, W.8.4, W.8.6, W.8.10

Technology

8.1.A Use digital tools to access and synthesis information and communicate knowledge

Suggested Assessments:

Performance Task

The National Pickle-Ball Association has chosen your class to design a new website for them. On the website will be information about the history of Pickle-ball, the basic rules, positioning of players, starting the game, the different equipment, and skills and techniques of play. Students should design diagrams and publish pictures and even videos of the various aspects of pickle-ball. Groups can then present their web designs to the class.

Product/Performance

3. Website – Students will design their websites with working links, viewable pictures, and even a video if they choose. Grading will be based on grammar, creativity, and overall look of their design.
4. Presentation – While presenting, students should be able to navigate through their webpage easily.

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

Other Assessments:

- Written Test
- Teacher observation of classroom participation, effort, sportsmanship/behavior, and skill.

Unit: Team Handball	Suggested Sequence: May - June
<p>NJSLS:</p> <p>2.5.8.A.1 - Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.8.A.2 - Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p> <p>2.5.8.A.4 - Detect, analyze, and correct errors and apply to refine movement skills..</p> <p>2.5.8.B.1 - Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</p> <p>2.5.8.B.2 - Assess the effectiveness of specific mental strategies applied to improve performance.</p> <p>2.5.8.C.1 - Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.</p> <p>2.5.8.C.2 - Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities .</p> <p>2.5.8.C.3 - Analyze the impact of different world cultures on present-day games, sports, and dance.</p> <p>2.6.8.A.1 - Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p> <p>2.6.8.A.2 - Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.</p> <p>2.6.8.A.3 - Analyze how medical and technological advances impact personal fitness.</p> <p>2.6.8.A.4 - Determine ways to achieve a healthy body composition through healthy eating, physical activity, and</p> <p>2.6.8.A.5 - Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</p> <p>2.6.8.A.6 - Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none">• Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life• Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.	
<p>Essential Questions: Standard 2.5</p> <ul style="list-style-type: none">• How does effective and appropriate movement affect wellness?• Why do I have to understand concepts of movement when I can already perform the movement?• To what extent does strategy influence performance in competitive games and activities?	<p>Enduring Understandings: Standard 2.5</p> <ul style="list-style-type: none">• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

- Why do I have to show good sportsmanship and follow the rules when others do not?
- How can I become more mentally prepared for competition and sports performance?

Standard 2.6

- What is the minimum amount of exercise I can do to stay physically fit?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
- How do you realize age-appropriate fitness?

variety of sports and activities.

- Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.
- In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines
- Sport psychology techniques prepare athletes to compete at the optimum level.

Standard 2.6

- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.
- Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.
- Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise.
- Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.

Knowledge, Skills, and Instructional Objectives:

Students will need to know:

- Basic striking skills
- Simple locomotor skills
- How to throw and catch

Students will learn:

- Skills to throw and catch effectively
- The basic rules of team handball incorporated with the modified rules for PE class
- Offensive and defensive strategies

Students will be able to:

- Explain rules
- Develop skills to pass, shoot, find open space
- Improve skill level through practice.
- Follow game rules, work as a team, incorporate strategies
- Show sportsmanship behaviors as a participant in activity.

Instructional Materials/Resources:

Balls, nets, cones, lined field, mesh shirts, written unit tests

Suggested Vocabulary:

Give and go	shoot	turnover
Interception	jumpball	goal

Technology/ 21st Century Skills:

Technology

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering,

Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole group:

- Demonstrate basic rules
- Ensure that students understand rules before setting up game play
- Have students reflect and share with class strengths and weaknesses of their team and what they can do to improve game play to be more effective.

Small group:

- Pair up experienced players with non-experienced players to teach various skills
- Encourage students to offer constructive criticism, support and feedback to teammates.
- Develop game winning strategies to execute with your teammates

Independent:

- Give students specific practice goals to practice independently outside of class
- Keep track of students executing practice goals in following classes

Extension Strategies/Activities:

- Group students together that have more experience with handball. They are given more complex rules to provide more of a challenge
- Group students with more experience together with students with less experience to offer peer to peer instruction rather than teacher-student instruction

Modification Strategies/Activities:

Activities are modified according to grade level
Follow instructions of IEP's and 504's and modify where necessary. You may also allow students rest time, if necessary.

Cross-curricular Connections/Standards:

Language Arts Literacy

W.7.1, W.7.2, W.7.4, W.7.6, W.7.10; W.8.1, W.8.2, W.8.4, W.8.6, W.8.10

Suggested Assessments:

Performance Task

Your primary mission is to create and distribute games and activities that promote physical activity for all.

As the group in charge, it is your job to create, field test and then revise the modified handball games based on the feedback. Your first client is Westampton Middle School Physical Education Class. They are looking for a new game to introduce to their students that is inclusive and cost effective. The following is a list of their requirements for the game.

1. There must be a clear description of how to play the game.
2. A diagram of the playing area should be given.
3. A listing of all required equipment.

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

4. The game must have a minimum of three rules.
5. The game must address rules of etiquette.
6. The game must be inclusive so that any person regardless of physical abilities has the opportunity to actively participate in the game. Westampton Middle School also requires at least three written critiques of the game from actual participants. Each critique should address numbers 1-6 above.

Product/Performance

13. Written memo- describing how you felt about the design of the game
14. Any changes you may have to make in each of the areas after watching game play
15. Make change changes off of the critiques given to you by participating students and teach critique

Other Assessments

Written Test

Participation

Sportsmanship

Behavior

Observation of skills

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

Unit: Tennis	Suggested Sequence: May - June
<p>NJSLS:</p> <p>2.5.8.A.1 - Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.8.A.2 - Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p> <p>2.5.8.A.4 - Detect, analyze, and correct errors and apply to refine movement skills..</p> <p>2.5.8.B.1 - Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</p> <p>2.5.8.B.2 - Assess the effectiveness of specific mental strategies applied to improve performance.</p> <p>2.5.8.C.1 - Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.</p> <p>2.5.8.C.2 - Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities .</p> <p>2.5.8.C.3 - Analyze the impact of different world cultures on present-day games, sports, and dance.</p> <p>2.6.8.A.1 - Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p> <p>2.6.8.A.2 - Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.</p> <p>2.6.8.A.3 - Analyze how medical and technological advances impact personal fitness.</p> <p>2.6.8.A.4 - Determine ways to achieve a healthy body composition through healthy eating, physical activity, and</p> <p>2.6.8.A.5 - Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</p> <p>2.6.8.A.6 - Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none">• Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life• Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.	
<p>Essential Questions:</p> <p>Standard 2.5</p> <ul style="list-style-type: none">• How does effective and appropriate movement affect wellness?• Why do I have to understand concepts of movement when I can already perform the movement?• To what extent does strategy influence performance in competitive games and activities?• Why do I have to show good sportsmanship and follow the rules when others do not?• How can I become more mentally prepared for competition and sports performance? <p>Standard 2.6</p> <ul style="list-style-type: none">• What is the minimum amount of exercise I can do to stay physically fit?• How do I develop an appropriate personal fitness program and find the motivation to commit to it?• How do you realize age-appropriate fitness?	<p>Enduring Understandings:</p> <p>Standard 2.5</p> <ul style="list-style-type: none">• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.• Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.• In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines• Sport psychology techniques prepare athletes to compete at the optimum level. <p>Standard 2.6</p> <ul style="list-style-type: none">• Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

- Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.
- Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.
- Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise.
- Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.

Knowledge, Skills, and Instructional Objectives:

Students will need to know:

- Basic striking skills
- Simple locomotor skills

Students will learn:

- Positions
- Basic tennis rules and hitting terminology
- How to keep score
- Skills to serve, return, volley
- How to hold a racquet
- Boundaries for singles and doubles play

Students will be able to:

- Explain rules
- Develop skills of serving, striking.
- Explain correct position on court
- Improve skill level through practice.
- Follow game rules, work as a team (doubles), incorporate strategies
- Show sportsmanship behaviors as a participant in activity.

Instructional Materials/Resources:

Tennis courts, racquets, tennis balls, written unit tests, cones

Suggested Vocabulary:

Racquet	serve	forehand
Backhand	volley	baseline
Fault	lob	match
Net	overhead	rally

Technology/ 21st Century Skills:

Technology

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee
 CRP4. Communicate clearly and effectively and with reason
 CRP12. Work productively in teams while using cultural global competence

Recommended Instructional Activities:

Whole group:

- Demonstrate basic rules
- Ensure that students understand rules before setting up game play
- Have students reflect and share with class strengths and weaknesses of their team and what they can do to improve game play to be more effective.

Small group:

- Pair up experienced players with non-experienced players to teach various skills
- Encourage students to offer constructive criticism, support and feedback to classmates
- Develop game winning strategies to execute with your classmates
- Work with a partner to practice basic forehand/backhand strokes hitting back and forth to each other

Independent:

- Sport specific drills
- Give students specific practice goals to practice independently outside of class
- Keep track of students executing practice goals in following classes

Extension Strategies/Activities:

- Group students together that have more experience with tennis. They are given more complex rules to provide more of a challenge
- Group students with more experience together with students with less experience to offer peer to peer instruction rather than teacher-student instruction. This will enable the teacher to spend more time with students more in need of help while experienced players act as “teacher’s assistant.”

Modification Strategies/Activities:

- Use larger, lighter balls
- Use shorter, lighter racquets
- Use larger head racquets
- Slow down the ball
- Lower the net or do not use a net
- Use brightly colored balls
- Hit ball off tee
- Allow a drop serve
- Stand closer to net on serve
- Do not use service court
- Use a peer for assistance

Cross-curricular Connections/Standards:

Language Arts Literacy

W.7.1, W.7.2, W.7.4, W.7.6, W.7.10; W.8.1, W.8.2, W.8.4, W.8.6, W.8.10

Suggested Assessments:

Performance Task

Your primary mission is to create and distribute games and activities that promote physical activity for all. As the group in charge, it is your job to create, field test and then revise tennis games based on the feedback. Your first client is Westampton Middle School Physical Education Class. They are looking for a new game to introduce to their students that is inclusive and cost effective. The following is a list of their requirements for the game.

1. There must be a clear description of how to play the game.
2. A diagram of the playing area should be given.
3. A listing of all required equipment.
4. The game must have a minimum of three rules.
5. The game must address rules of etiquette.
6. The game must be inclusive so that any person regardless of physical abilities has the opportunity to actively participate in the game. Westampton Middle School also requires at least three written critiques of the game from actual participants. Each critique should address numbers 1-6 above.

Westampton Township School District

Curriculum Guide

Grade 7-8 Content Area: Physical Education

Product/Performance

16. Written memo- describing how you felt about the design of the game
17. Any changes you may have to make in each of the areas after watching game play
18. Make change changes off of the critiques given to you by participating students and teach critique

Other Assessments

Written Test

Participation

Sportsmanship

Behavior

Observation of skills

Health Curriculum

Theme/Unit: Morning Meeting/Responsive Classroom		Suggested Sequence: September-June
<p>NJSLS:</p> <p>2.1.4.E.2 Distinguish amongst violence, harassment, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflict.</p> <p>2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations.</p> <p>2.2.4.A.1 Determine effective interpersonal communication in health and safety related situations.</p> <p>2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</p> <p>2.2.4.B.3 Determine how family, peers, technology, culture and the media influence thoughts, feelings, decisions, and behaviors.</p> <p>2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health.</p> <p>2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.</p> <p>2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.</p> <p>2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.</p> <p>2.5.4.C.2 Apply specific rules and procedures during physical activity, and explain how they contribute to a safe active environment.</p>		
<p>Big Ideas:</p> <ul style="list-style-type: none"> • The use of critical thinking, decision making, problem solving, leadership, and communication skills are essential to making informed personal, family, and community health decisions • Understanding the various aspects of human relationships assist in making good choices about healthy living • Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life • All students will demonstrate critical life skills in order to be functional members of society 		
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can you learn to like yourself and others? • How can I learn to stand for and communicate my beliefs to others without alienating them? • How are character and health related? What aspects of our character can be changed? • To what extent do outside influences shape values? • How do we learn to understand and respect diversity in relationships? • How does effective and appropriate movement affect wellness? • To what extent does strategy influence performance in competitive games and activities? • Why do I have to show good sportsmanship and follow the rules when others do not? • How do I decide or make good choices? • Why do I need to be accountable? • How do I best communicate? • How do family, school, community, and workplace influence an individual's character and ethics? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Developing self-esteem, resiliency, tolerance, and coping skills to support social and emotional health. • Effective communication skills enhance a person's ability to express and defend their beliefs. • Character can be developed and supported through individual and group activities, the influence of positive role models, and involvement in community service. • Character is who you are when no one is looking. • Tolerance and appreciation of individual differences are necessary in order to establish healthy relationships. • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. • Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations. • In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules, and safety guidelines. • Choices we make as individuals affect self, family, 	

Westampton Township School District

Curriculum Guide

Grade K -4 Content Area: Health

community, and the world.

- Personal attitudes, behaviors, knowledge, and skills promote self awareness, personal responsibility, and self-direction.
- Effective communication skills are needed to convey meaning and understanding to others.
- One's character and ethics are constantly being challenged and are ever-changing and evolving.

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- Listen actively
- Formulate appropriate questions or comments directed toward their classmates
- Work effectively as a member of a team
- Create a classroom community that works together to solve problems
- Take on the role of a leader and of a follower
- Complete cooperative tasks or activities
- Express ideas or concerns related to the tasks or activities
- Allow others to voice their opinions or concerns
- Demonstrate sportsmanship
- Understand and respect diversity
- Develop tolerance and appreciation of individual differences
- Develop conflict resolutions strategies
- Interact with peers in an age appropriate manner
- Communicate effectively
- Develop self-esteem

Instructional Materials/Resources:

- Rug or other group gathering area
- Chart paper/dry erase board
- Various materials specific to group activity, i.e. small soft ball
- The Morning Meeting Book, 99 Activities and Greetings, Morning Meeting Messages K – 6, additional resources and literature from *Responsive Classroom*

Suggested Vocabulary:

Greeting, sharing, group activity, news and announcements

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

- Introduce various greetings to students and have them practice the greetings
- Introduce classroom news and events and involve students in the planning of their day
- Introduce and model appropriate ways to listen to classmates and to ask questions or provide comments

Westampton Township School District

Curriculum Guide

Grade K -4 Content Area: Health

- Model how to share information or items for the sharing component of Morning Meeting
- Model appropriate behaviors for group activity participation

Extension Strategies/Activities:

- Increase challenge level of group activities
- Increase length of group activities
- Increase challenge of News and Announcements
 - Problem of the day
 - Critical thinking questions
 - Connection questions
 - Integrated curriculum
 - Length of message

Modification Strategies/Activities:

- Decrease the challenge level or length of group activities
- Repeat or rephrase directions for activities
- Model group activities before requiring student participation
- Have students respond or participate in group activities with a partner
- Shorten the length of the News and Announcements
- Teach students to use sign language to sign responses (in reference to students have difficulty responding during activities)
- Allow students to use props or white boards to share items or responses

Cross-curricular Connections/Standards:

Incorporate skills and concepts from other content areas through the use of the news and announcements portion of Morning Meeting.

- Science, Social Studies, or Mathematics skills or concepts
- Vocabulary
- Phonetic awareness
- Grammar, punctuation, capitalization
- World languages

Incorporate skills and concepts from guidance curriculum, including 21st Century Life and Careers

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Guidance

PSA2 Interpersonal Skills

PSB1 Self Knowledge Application

Suggested Assessments:

Performance Task:

- Effective and age-appropriate participation in the Morning Meeting routines and activities

Other Assessment Evidence:

- Teacher observations of student growth in the areas of social, emotional, and physical growth
- Teacher observations of student completion of News/Announcement activities
- Teacher observations of student participation in Morning Meeting routines and activities

Westampton Township School District

Curriculum Guide

Grade K -2 Content Area: Health

Unit: Disease and Health Conditions		Suggested Sequence: 3 lessons
NJSLS: 2.1.2.C.1 - Summarize symptoms of common diseases and health conditions. 2.1.2.C.2 - Summarize strategies to prevent the spread of common diseases and health conditions. 2.1.2.C.3 - Determine how personal feelings can affect one's wellness. 2.2.2.E.1 - Determine where to access home, school, and community health professionals.		
Big Ideas: Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.		
Essential Questions: <ul style="list-style-type: none">To what extent can we keep ourselves disease free?Where do I go to access information about good health and fitness services?	Enduring Understandings: <ul style="list-style-type: none">Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.There are numerous health and fitness programs available that provide a variety of services. Not all are created equal.	
Knowledge, Skills, and Instructional Objectives: Students will be able to: <ul style="list-style-type: none">Define illness.Develop awareness of signs of illness.Identify germs as a cause of disease.List ways to limit the spread of germs.Identify colds as a common childhood illness.Demonstrate awareness of the signs of a cold.Explain what vaccines are.Recognize the importance of vaccines in preventing disease.Identify what an allergy is.Recognize common allergens and allergy symptoms.Identify ways to stay healthy.		
Instructional Materials/Resources: charts, drawing materials, video, games, worksheets	Suggested Vocabulary: ill, disease, vaccines, allergy	
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	

Westampton Township School District

Curriculum Guide

Grade K -2 Content Area: Health

Recommended Instructional Activities:

Role playing
Read, watch, discuss
Write/Draw
Instructional games
Group work
Q&A

Extension Strategies/Activities:

Create a book about ways to prevent the spread of germs for younger students

Modification Strategies/Activities:

- Notes provided by teacher
- Follow instruction of IEP's and 504's

Cross-curricular Connections/Standards:

CRP1. Act as a responsible and contributing citizen and employee
CRP4. Communicate clearly and effectively and with reason
CRP12. Work productively in teams while using cultural global competence

Suggested Assessments:

Participation
Behavior
Activity
Written/drawn/oral response
Test

Westampton Township School District

Curriculum Guide

Grade K -2 Content Area: Health

Unit: Personal Growth and Development		Suggested Sequence: 3 lessons
NJSLS: 2.1.2.A.1 - Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.A.2 - Use correct terminology to identify body parts, and explain how body parts work together to support wellness.		
Big Ideas: Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle.		
Essential Questions: <ul style="list-style-type: none"> • What causes optimal growth and development? • What are the consequences (especially unforeseen) of our choices in terms of wellness 	Enduring Understandings: <ul style="list-style-type: none"> • An individual’s health at different life stages is dependent on heredity, environmental factors and life style choices. • Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors 	
Knowledge, Skills, and Instructional Objectives: Students will be able to: <ul style="list-style-type: none"> • Identify parts of the eye and the ear. • Describe the purpose of each organ. • Describe the purpose of the skeleton. • Identify the structures of the spine and the skull. • Identify the parts of the digestive system. • Describe how the digestive system helps the body use food. • Identify the heart and the blood vessels. • Describe the purpose of the circulatory system. • Identify the parts of the respiratory system. • Describe how the respiratory system functions. • Identify the parts and functions of the muscular system. • Identify the parts and functions of the nervous system. • Explain the difference between living and nonliving things. • Classify things as living or nonliving. • Identify the five senses. • Identify the body parts that gather information from each sense. • Describe ways in which people use their senses. • Recognize that living things grow. • Describe ways in which people grow. 		
Instructional Materials/Resources: charts, drawing materials, video, games, worksheets	Suggested Vocabulary: iris, pupil, eardrum, middle ear, inner ear, outer ear, skeleton, arm bones, hip bones, leg bones, skull, spine, mouth, teeth, stomach, tongue, heart, blood vessels, nose, mouth, lungs, face muscles, neck muscles, arm muscles, stomach muscles, leg muscles, brain, nerves, living, nonliving, senses, growing Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and	

Westampton Township School District

Curriculum Guide

Grade K -2 Content Area: Health

	<p>Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
<p>Recommended Instructional Activities: Role playing Read, watch, discuss Write/Draw Instructional games Group work Q&A</p>	
<p>Extension Strategies/Activities: Illustrate and label a picture book about parts of the body</p>	<p>Modification Strategies/Activities:</p> <ul style="list-style-type: none">• Notes provided by teacher• Follow instruction of IEP's and 504's
<p>Cross-curricular Connections/Standards: CRP3. Attend to personal health and financial well-being Guidance: Personal/Social Development Standard A</p>	
<p>Suggested Assessments:</p> <ul style="list-style-type: none">• Participation• Behavior• Activity• Written/drawn/oral response• Test	

Westampton Township School District

Curriculum Guide

Grade K -2 Content Area: Health

Unit: Medicines		Suggested Sequence: 3 lessons
NJSLS: 2.3.2.A.1 - Explain what medicines are and when some types of medicines are used. 2.3.2.A.2 - Explain why medicines should be administered as directed.		
Big Ideas: Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.		
Essential Questions: <ul style="list-style-type: none">How do I determine whether or not a medication will be effective?	Enduring Understandings: <ul style="list-style-type: none">Medicines must be used correctly in order to be safe and have the maximum benefit.	
Knowledge, Skills, and Instructional Objectives: Students will be able to: <ul style="list-style-type: none">Explain what medicines are.Recognize when medicines are given.Explain why children should never take medicines without adult supervision.Identify people who can help children with medicine.		
Instructional Materials/Resources: <ul style="list-style-type: none">Instructional VideoWorksheetsempty medicine bottlesdrawing materialsScenario cards	Suggested Vocabulary: Medicines, instructions, drug	
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Recommended Instructional Activities: Role playing Read, watch, discuss Write/draw Q&A Group work		
Extension Strategies/Activities: Create a poster reminding other students to only take medicine with adult supervision	Modification Strategies/Activities: <ul style="list-style-type: none">Notes provided by teacherFollow instruction of IEP's and 504's	
Cross-curricular Connections/Standards: CRP3. Attend to personal health and financial well-being Guidance: Safety and Survival Skills PSC18		

Westampton Township School District

Curriculum Guide

Grade K -2 Content Area: Health

Suggested Assessments:

Participation

Behavior

Activity

Written/drawn/oral response

Test

Westampton Township School District

Curriculum Guide

Grade K -2 Content Area: Health

Unit: Safety		Suggested Sequence: 3 lessons
NJSLS: 2.1.2.D.1 - Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention). 2.1.2.D.2 - Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches 2.1.2.D.3 - Identify procedures associated with pedestrian, bicycle, and traffic safety.		
Big Ideas: Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.		
Essential Questions: <ul style="list-style-type: none">• What is the difference between healthy and unhealthy risks?• Why do we sometimes take risks that can cause harm to ourselves or others?	Enduring Understandings: <ul style="list-style-type: none">• Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.	
Knowledge, Skills, and Instructional Objectives: Students will be able to: <ul style="list-style-type: none">• Explain safe techniques for crossing the street.• Recognize the importance of wearing safety belts.• Explain safe practices for riding in a car.• Identify common household hazards.• Explain techniques for recognizing and responding to an emergency.• Identify common fire hazards.• Explain how to react in a fire emergency.• Identify common safety problems at school.• Explain safe techniques for using playground equipment.• Explain what it means to take responsibility for safety.• Explain safe techniques for riding a bus.• Describe what a stranger is.• Explain techniques for avoiding danger when dealing with strangers.		
Instructional Materials/Resources: charts, drawing materials, video, worksheets	Suggested Vocabulary: crosswalk, traffic, safety belts, emergency, playground equipment, responsibility stranger, danger	
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	

Westampton Township School District

Curriculum Guide

Grade K -2 Content Area: Health

Recommended Instructional Activities:

Role playing
Read, watch, discuss
Drawing
Instructional games
Written assignment
Q&A

Extension Strategies/Activities:

Create and act out a skit to teach students about stranger dangers

Modification Strategies/Activities:

- Notes provided by teacher
- Follow instruction of IEP's and 504's

Cross-curricular Connections/Standards:

Guidance: Personal Safety Skills Standard C
Fire Prevention Week Activities
CRP3. Attend to personal health and financial well-being

Suggested Assessments:

Participation
Behavior
Activity
Written/drawn/oral response
Test

Westampton Township School District

Curriculum Guide

Grade K -2 Content Area: Health

Theme/Unit: Alcohol, Tobacco, and other Drugs		Suggested Sequence: 3 lessons
NJSLS: 2.3.2.B.1 Identify ways that drugs can be abused. 2.3.2.B.2 Explain effects of tobacco use on personal hygiene, health, and safety. 2.3.2.B.3 Explain why tobacco smoke is harmful to nonsmokers. 2.3.2.B.4 Identify products that contain alcohol. 2.3.2.B.5 List substances that should never be inhaled and explain why. 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting. 2.2.2.B.2 Relate decision-making by self and others to one's health. 2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.		
Big Ideas: Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.		
Essential Questions: <ul style="list-style-type: none">• Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?• How do I make the "right" decisions in the face of peer, media and other pressures?• Why might educated people make poor health decisions?• How do I overcome negative influences when making decisions about my personal health?	Enduring Understandings: <ul style="list-style-type: none">• Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.• Decision-making can be affected by a variety of influences that may not be in a person's best interest.	
Knowledge, Skills, and Instructional Objectives: <ul style="list-style-type: none">• Identify drugs as substances that change how the body works.• Distinguish between medicines and other drugs.• Describe the effects of caffeine on the body.• Identify foods and drinks that contain caffeine.• Recognize that tobacco products contain nicotine.• Explain how tobacco use and exposure to tobacco smoke harm the body.• Identify the harmful effects of alcohol on the body.• Recognize that drinking and driving is dangerous and illegal.		
Instructional Materials/Resources: <ul style="list-style-type: none">• Instructional Video• Worksheets• Vocabulary cards• Scenario cards	Suggested Vocabulary: Caffeine, tobacco, nicotine, tobacco smoke, habit, drugs, medicines, addiction, marijuana, alcohol,	
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve	

Westampton Township School District

Curriculum Guide

Grade K -2 Content Area: Health

problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

- Identify vocabulary words using worksheets.
- Participate in groups, placing cards into the proper categories of different drugs.

Extension Strategies/Activities:

Create and act out an anti-drug commercial

Modification Strategies/Activities:

- Notes provided by teacher
- Follow instruction of IEP's and 504's

Cross-curricular Connections/Standards:

Guidance: Personal Safety Skills PSC18
CRP3. Attend to personal health and financial well-being

Suggested Assessments:

- Class participation
- Quizzes
- Review games
- Study guide
- Written test
- Group projects

Westampton Township School District

Curriculum Guide

Grade K-2 Content Area: Health

Unit: Dependence/Addiction and Treatment		Suggested Sequence: 3 lessons
NJSLS: 2.3.2.C.1 - Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs. 2.3.2.C.2 - Explain that people who abuse alcohol, tobacco, and other drugs can get help.		
Big Ideas: Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.		
Essential Questions: <ul style="list-style-type: none"> Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects? How do I make the right decisions in the face of peer, media and other pressures? 	Enduring Understandings: <ul style="list-style-type: none"> Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body. 	
Knowledge, Skills, and Instructional Objectives: Students will be able to: <ul style="list-style-type: none"> Recognize the need to practice refusing drugs. Name other strategies for avoiding drugs. Identify ways to make refusals. Use refusal skills to refuse alcohol and tobacco. 		
Instructional Materials/Resources: video, worksheets, instructional video, scenario cards	Suggested Vocabulary: Refuse Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Recommended Instructional Activities: Present scenarios for the students to act out in groups using refusal skills		
Extension Strategies/Activities: Create and act out a skit to say no to drugs	Modification Strategies/Activities: <ul style="list-style-type: none"> Notes provided by teacher Follow instruction of IEP's and 504's 	
Cross-curricular Connections/Standards: Guidance: Personal Safety Skills PSC18 CRP3. Attend to personal health and financial well-being		

Westampton Township School District

Curriculum Guide

Grade K-2 Content Area: Health

Suggested Assessments:

Participation

Behavior

Activity

Written/drawn/oral response

Test

Westampton Township School District

Curriculum Guide

Grade K-2 Content Area: Health

Unit: Human Relationships: Family		Suggested Sequence: 3 lessons
NJSLS: 2.4.2.A.1 - Compare and contrast different kinds of families locally and globally. 2.4.2.A.2 - Distinguish the roles and responsibilities of different family members. 2.4.2.A.3 - Determine the factors that contribute to healthy relationships		
Big Ideas: Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.		
Essential Questions: <ul style="list-style-type: none">• How do we learn to understand and respect diversity in relationships?• How do we know when a relationship is not worth saving?	Enduring Understandings: <ul style="list-style-type: none">• Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.• Reliable personal and professional resources are available to assist with relationship problems.• Technological advances continue to provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience.	
Knowledge, Skills, and Instructional Objectives: Students will be able to: <ul style="list-style-type: none">• Determine what it means to be responsible.• Recognize that people have different kinds of families.• Identify ways family's help people grow.• Recognize that every family member is responsible for helping other family members.• Identify ways to help at home.• Identify ways to get along with family members.• Recognize ways of showing love for family members.• Recognize that family members teach one another.• Recognize that each family has its own rules and customs.		
Instructional Materials/Resources: charts, drawing materials, video, worksheets	Suggested Vocabulary: growing, senses, safety, responsible, family, chores, love, conflict, resolve	
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	

Westampton Township School District

Curriculum Guide

Grade K-2 Content Area: Health

Recommended Instructional Activities:

- Role playing
- Read, watch, discuss
- Write/draw
- Q&A
- Group work

Extension Strategies/Activities:

Illustrate a family tree

Modification Strategies/Activities:

- Notes provided by teacher
- Follow instruction of IEP's and 504's

Cross-curricular Connections/Standards:

CRP1. Act as a responsible and contributing citizen and employee
CRP4. Communicate clearly and effectively and with reason
CRP12. Work productively in teams while using cultural global competence
Guidance: Self Knowledge PSA1.12

Suggested Assessments:

- Participation
- Behavior
- Activity
- Written/drawn/oral response. Test

Unit:
Social and Emotional Health

Suggested Sequence:
3 days

NJSLS:

- 2.1.2.E.1 - Identify basic social and emotional needs of all people.
- 2.1.2.E.2 - Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- 2.1.2.E.3 - Explain healthy ways of coping with common stressful situations experienced by children.
- 2.2.2.C.1 - Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
- 2.2.2.C.2 - Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.

Big Ideas:

Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

Essential Questions:

- How can you learn to like yourself and others?

Enduring Understandings:

- Developing self esteem, resiliency, tolerance and coping skills support social and emotional health.

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- Recognize that each person is unique.
- Identify qualities that make people special.
- Recognize that everyone experiences many different feelings.
- Practice ways to deal with angry feelings.
- Recognize that everyone feels worried or afraid at times.
- Recognize the need to communicate feelings of worry or fear to someone who can help.
- Identify ways to manage stress.
- Apply stress management skills to a person situation.
- Differentiate between mistakes and deliberate wrong actions.
- Recognize the importance of learning from mistakes and apologizing when harm, even unintentional, is caused.

Westampton Township School District

Curriculum Guide

Grade K-2 Content Area: Health

- Explain what it means to show respect and to be polite.
- Identify ways to show respect in actions, words, and touch.
- Recognize the importance of having friends.
- Identify ways to make new friends.

Instructional Materials/Resources:

drawing materials, video, worksheets

Suggested Vocabulary:

special, different, feelings, worried, afraid, stress, apologize, respect, polite, friend

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking –

Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

Role playing
Read, watch, discuss
Drawing
Instructional games
Written assignment
Q&A

Extension Strategies/Activities:

Create a poster about someone else's unique qualities

Modification Strategies/Activities:

- Notes provided by teacher
- Follow instruction of IEP's and 504's

Cross-curricular Connections/Standards:

CRP1. Act as a responsible and contributing citizen and employee
CRP4. Communicate clearly and effectively and with reason
CRP12. Work productively in teams while using cultural global competence

Guidance: Personal/Social Development PSA1, PSA2

Suggested Assessments:

Participation
Behavior
Activity
Written/drawn/oral response
Test

Westampton Township School District

Curriculum Guide

Grade K-2 Content Area: Health

Unit: Nutrition		Suggested Sequence: 3 lessons
NJSLS: 2.1.2.B.1 - Explain why some foods are healthier to eat than others. 2.1.2.B.2 - Explain how foods in the food pyramid differ in nutritional content and value. 2.1.2.B.3 - Summarize information about food found on product labels.		
Big Ideas: Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.		
Essential Questions: <ul style="list-style-type: none">• What makes food healthy?• How do you determine appropriate portion sizes?	Enduring Understandings: <ul style="list-style-type: none">• There are many short and long term health benefits and risks associated with nutritional choices.	
Knowledge, Skills, and Instructional Objectives: Students will be able to: <ul style="list-style-type: none">• Define energy.• Identify ways the body uses energy from food.• Identify the food groups on the Food Guide Pyramid.• Compare recommended servings for the food groups.• Recognize that the body needs water as well as food to stay healthy.• Identify ways to get the necessary amount of water each day.• Identify healthful choices for lunch.• Identify foods high in fat, salt, and sugar as those to be eaten sparingly.• Identify food shopping as a time to make healthful choices.• Explain how to check the ingredients list for nutritional content.		
Instructional Materials/Resources: charts, drawing materials, video, worksheets	Suggested Vocabulary: Balanced diet, carbohydrates, fats, fiber, MyPlate, ingredients, minerals, nutrition, proteins, serving, vitamins, water	
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Recommended Instructional Activities: Role playing Read, watch, discuss Drawing Instructional games Written assignment		

Westampton Township School District

Curriculum Guide

Grade K-2 Content Area: Health

Q&A

Extension Strategies/Activities:

Create a menu for lunch that includes healthy choices based off of the recommended nutritional guidelines

Modification Strategies/Activities:

- Follow instruction of IEP's and 504's

Cross-curricular Connections/Standards:

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Suggested Assessments:

Participation

Behavior

Activity

Written/drawn/oral response

Test

Westampton Township School District

Curriculum Guide

Grade 3-4 Content Area: Health

Unit: Diseases and Health Conditions		Suggested Sequence: 3 lessons
NJSLS: 2.1.4.C.1 - Explain how most diseases and health conditions are preventable. 2.1.4.C.2 - Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions. 2.1.4.C.3 - Explain how mental health impacts one's wellness. 2.2.4.E.1- Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies. 2.2.4.E.2 - Explain when and how to seek help when experiencing a health problem.		
Big Ideas: Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.		
Essential Questions: <ul style="list-style-type: none"> • To what extent can we keep ourselves disease free? • Where do I go to access information about good health and fitness services? 	Enduring Understandings: <ul style="list-style-type: none"> • Current and emerging diagnostic, prevention, and treatment strategies can help people live healthier and longer than ever before. • There are numerous health and fitness programs available that provide a variety of services. Not all are created equal.. 	
Knowledge, Skills, and Instructional Objectives: Students will be able to: <ul style="list-style-type: none"> • Define symptom and disease, and list some common symptoms of disease. • Explain what a disability is, and discuss how to treat a person with a disability. • Define infectious disease. • Compare and contrast bacteria and viruses. • List some infectious diseases and their symptoms. • Explain two ways a person can become immune to a disease. • Define noninfectious diseases, and list three examples. • Compare and contrast allergies and asthma. • Explain what happens to sugar in a person with diabetes. • Explain how a healthful lifestyle reduces a person's chances of getting certain diseases.. 		
Instructional Materials/Resources: <ul style="list-style-type: none"> • Instructional Video • Worksheets • Pencils • Vocabulary cards • Tooth brush • Dental floss • Anti-bacterial soap • Glitter • Lotion • Sunscreen 	Suggested Vocabulary: abstinence, allergy, asthma, diabetes, disease, fever, immune, infectious disease, medicine, noninfectious diseases, pathogens, symptom, vaccine, virus,	
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	

Westampton Township School District

Curriculum Guide

Grade 3-4 Content Area: Health

Recommended Instructional Activities:

- Identify vocabulary words using worksheets.
- Participate in groups, placing cards into the proper categories of infectious and noninfectious diseases.
- Observe the proper use of items used for the care of teeth.
- Demonstrate the proper way to wash hands.
- Create a chart that explains the proper way to wash your hands.
- Search for information located on both OTC and prescription medicine bottles.

Extension Strategies/Activities:

Create a video for younger students that explains how to wash hands

Modification Strategies/Activities:

- Notes provided by teacher
- Follow instruction of IEP's and 504's

Cross-curricular Connections/Standards:

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Science NGSS 3LS3 Heredity, 3LS4 Biological Evolution

Suggested Assessments:

- Class participation
- Quizzes
- Review games
- Study guide
- Written test
- Group projects
- Chart
- Hand washing performance

Westampton Township School District

Curriculum Guide

Grade 3-4 Content Area: Health

Unit: Human Relations: Family		Suggested Sequence: 3 lessons
NJSLS: 2.4.4.A.1 - Explain how families typically share common values, provide love and emotional support, and set boundaries and limits. 2.4.4.A.2 - Explain why healthy relationships are fostered in some families and not in others.		
Big Ideas: Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.		
Essential Questions: <ul style="list-style-type: none">• How do we learn to understand and respect diversity in relationships?• How do we know when a relationship is not worth saving?	Enduring Understandings: <ul style="list-style-type: none">• Tolerance, appreciation and understanding of individual relationships.• Reliable personal and professional resources are available to assist with relationship problems.• Technological advances continue to provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience.	
Knowledge, Skills, and Instructional Objectives: Students will be able to: <ul style="list-style-type: none">• Describe different kinds of families and the basic needs that families of all kinds attempt to meet.• Describe ways family members can work and play together.• Discuss the roles that people have in families.• Describe some of the big changes that can affect the members of a family.• Identify ways that family members can help each other when big changes happen.• Describe the roles that extended family members may play in families.• Describe three things that children learn from their families.• Identify ways that values are taught.• Identify ways to show cooperation and respect to other family members.• Use communication skills to get along with family members.		
Instructional Materials/Resources: <ul style="list-style-type: none">• Instructional Video• Worksheets• Pencils• Vocabulary cards• Construction paper• Crayons/Colored pencils	Suggested Vocabulary: Family, values, divorce, sibling, nuclear family, single-parent family, blended family, extended family, traditions, cooperate, generations	
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	

Westampton Township School District

Curriculum Guide

Grade 3-4 Content Area: Health

Recommended Instructional Activities:

- Draw self-portraits by looking in mirrors.
- Participate in “feelings charades.” Students will pick a feeling card out of a box and act out that feeling, while the other members have to guess what that feeling is.
- List scenarios that cause stress and find ways to avoid that stress.
- List the many possible chores at home and explain why they can either do or not do these chores.
- Survey the class with ways that they communicate with family and friends. Make a bar graph with the results.
- Draw family trees and use as many generations as possible.
- Make collages using magazines and newspapers to find pictures of families.

Extension Strategies/Activities:

Create a family totem pole, having each family member represented in ways that show their strongest trait.

Modification Strategies/Activities:

- Notes provided by teacher
- Follow instruction of IEP’s and 504’s

Cross-curricular Connections/Standards:

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Science: NGSS 3LS3 Heredity

Suggested Assessments:

- Class participation
- Quizzes
- Review games
- Study guide
- Written test
- Group projects

Westampton Township School District

Curriculum Guide

Grade 3-4 Content Area: Health

Unit: Safety		Suggested Sequence: 3 lessons
NJSLS: 2.1.4.D.1 - Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention). 2.1.4.D.2 - Summarize the various forms of abuse and ways to get help. 2.1.4.D.3 - Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation. 2.1.4.D.4 - Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.		
Big Ideas: Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.		
Essential Questions: <ul style="list-style-type: none">• What is the difference between healthy and unhealthy risks?• Why do we sometimes take risks that can cause harm to ourselves or others?	Enduring Understandings: <ul style="list-style-type: none">• Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.	
Knowledge, Skills, and Instructional Objectives: Students will be able to: <ul style="list-style-type: none">• Recognize an emergency situation and know how to respond.• Practice first aid for minor injuries.• Describe how to prevent home injuries from electricity, falls, fire, and poison.• Explain camping measures.• Describe appropriate safety gear for sports and outdoor activities.• Recognize safety hazards present in cold weather and thunderstorms.• Apply decision-making steps to staying safe.• Explain how to prevent injuries and practice safety when bicycling, skating, skateboarding, and riding in a motor vehicle.• Describe how to respond to a water emergency.		
Instructional Materials/Resources: <ul style="list-style-type: none">• Instructional Video• Worksheets• Pencils• Vocabulary cards• Scenario cards• Safety equipment	Suggested Vocabulary: Air bag, emergency, first aid, hazards, injury prevention, lifeguard, lightning, safety gear, safety measures, weapon, wound	
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	

Westampton Township School District

Curriculum Guide

Grade 3-4 Content Area: Health

Recommended Instructional Activities:

- Identify vocabulary words using worksheets.
- Demonstrate minor first aid procedures.
- Write a letter to a friend describing an imaginary emergency in which the student assisted an injured person until help arrived.
- Create a display using pictures of poisonous household items, and placing them on construction paper under the title "Poisons in the Home."
- Choose a piece of sports safety equipment from home and explain how it keeps them safe..

Extension Strategies/Activities:

Choose a piece of sports safety equipment from professional sports and explain how it keeps the player safe

Modification Strategies/Activities:

- Notes provided by teacher
- Follow instruction of IEP's and 504's

Cross-curricular Connections/Standards:

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Guidance: PSC1 Acquire Personal Safety Skills

Suggested Assessments:

- Class participation
- Quizzes
- Review games
- Study guide
- Written test
- Group projects

Westampton Township School District

Curriculum Guide

Grade 3-4 Content Area: Health

Unit: Alcohol, Tobacco, and Other Drugs		Suggested Sequence: 3 lessons
NJSLS: 2.3.4.B.1 - Explain why it is illegal to use or possess certain drugs/substances and the possible consequences. 2.3.4.B.2 - Compare the short- and long-term physical effects of all types of tobacco use. 2.3.4.B.3 - Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers. . 2.3.4.B.4 - Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse. 2.3.4.B.5 - Identify the short- and long- term physical effects of inhaling certain substances. 2.2.4.B.1 - Use the decision-making process when addressing health-related issues. 2.2.4.B.2 - Differentiate between situations when a health-related decision should be made independently or with the help of others. 2.2.4.B.3 - Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.		
Big Ideas: Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.		
Essential Questions: <ul style="list-style-type: none"> Why do people choose to use alcohol, tobacco, and other drugs when they are aware of the detrimental effects? How do I make the "right" decisions in the face of peer, media, and other pressures? Why might educated people make poor health decisions? How do I overcome negative influences when making decisions about my personal health? 	Enduring Understandings: <ul style="list-style-type: none"> Research has clearly established that alcohol, tobacco, and other drugs have a variety of harmful effects on the human body. Decision-making can be affected by a variety of influences that may not be in a person's best interest 	
Knowledge, Skills, and Instructional Objectives: Students will be able to: <ul style="list-style-type: none"> Describe tobacco products and the harm they cause to the body. Explain why some young people begin smoking and why stopping is difficult. Describe alcohol and the harm it causes to body systems and behavior. Identify some effects of problem drinking. Describe laws regarding alcohol and tobacco purchase and use by minors. Recognize that some common substances, such as caffeine and OTV medicines, can be addictive. Describe the harmful effects of caffeine and inhalants. Recognize the dangerous effects of marijuana and cocaine. Recognize that cocaine use can lead to instant addiction. 		
Instructional Materials/Resources: <ul style="list-style-type: none"> Textbook Instructional Video Worksheets Pencils Vocabulary cards Scenario cards 	Suggested Vocabulary: Alcohol, alcoholic, alcoholism, blood alcohol level, environmental tobacco smoke (ETS), intoxicated, nicotine, peer pressure, tar, tobacco, cirrhosis	
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering,	

Westampton Township School District

Curriculum Guide

Grade 3-4 Content Area: Health

	<p>Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> Identify vocabulary words using worksheets. Participate in groups, placing cards into the proper categories of different drugs. Present scenarios for the students to act out in groups using refusal skills. 	
<p>Extension Strategies/Activities: Create a video for younger students that teaches them to say “no” to drugs</p>	<p>Modification Strategies/Activities:</p> <ul style="list-style-type: none"> Notes provided by teacher Follow instruction of IEP’s and 504’s
<p>Cross-curricular Connections/Standards: CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively and with reason CRP12. Work productively in teams while using cultural global competence</p> <p>Guidance: PSC18 Learn about the emotional and physical damages of substance use and abuse</p>	
<p>Suggested Assessments:</p> <ul style="list-style-type: none"> Class participation Quizzes Review games Study guide Written test Group projects 	

<p>Unit: Nutrition</p>	<p>Suggested Sequence: 3 lessons</p>
<p>NJSLS: 2.1.4.B.1 - Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. 2.1.4.B.2 - Differentiate between healthy and unhealthy eating practices. 2.1.4.B.3 - Create a healthy meal based on nutritional content, value, calories, and cost. 2.1.4.B.4 - Interpret food product labels based on nutritional content.</p>	
<p>Big Ideas: Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> What makes a food healthy? How do you determine appropriate portion sizes? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> There are many short and long term health benefits and risks associated with nutritional choices.

Westampton Township School District

Curriculum Guide

Grade 3-4 Content Area: Health

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- Identify the five major food groups
- Show different types of food that belong to each food group.
- Explain how fat and water are associated with the five major food groups.
- Describe how “myplate” is used as the new guidelines for proper dietary nutrition.
- Describe the importance of a balanced diet.
- Use “myplate” to make decisions when choosing a healthful snack.
- Identify the types of information found on food labels.
- Explain how food labels can be used to compare the nutritional value of foods.

Instructional Materials/Resources:

- Blank Charts
- Instructional Video
- Worksheets
- MyPlate
- Food Labels
- Scenario cards

Suggested Vocabulary:

Balanced diet, carbohydrates, fats, fiber, Food Guide Pyramid, ingredients, minerals, nutrition, proteins, serving, vitamins, water

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

- Design a plate using healthful foods to create a balanced diet.
- Create a nutritional journal.
- Identify vocabulary words using worksheets.
- Discuss the importance of the five food groups and what different types of food belong to those groups.
- Use food pyramid to create a menu of three meals for one day. Each meal must have one food from each food group.

Extension Strategies/Activities:

Use food pyramid to create a menu of three meals for one day. Each meal must have one food from each food group.

Modification Strategies/Activities:

- Notes provided by teacher
- Follow instruction of IEP’s and 504’s

Cross-curricular Connections/Standards:

CRP1. Act as a responsible and contributing citizen and employee
CRP4. Communicate clearly and effectively and with reason
CRP12. Work productively in teams while using cultural global competence
NGSS 3LS2 Ecosystems

Suggested Assessments:

- Class participation
- Quizzes
- Review games
- Study guide

Westampton Township School District

Curriculum Guide

Grade 3-4 Content Area: Health

- Written test
- Group projects

Theme/Unit:
Medicines

Suggested Sequence:
3 lessons

NJSLS:

2.3.4.A.1 - Distinguish between over-the-counter and prescription medicines.

2.3.4.A.2 - Determine possible side effects of common types of medicines.

Big Ideas:

Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.

Essential Questions:

- How do I determine whether or not a medication will be effective?

Enduring Understandings:

- Medicines must be used correctly in order to be safe and have the maximum benefit.

Knowledge, Skills, and Instructional Objectives:

- Explain the difference between over the counter and prescription medicines.
- How to read labels to use medicines correctly.
- Explain how medicines can have different side effects.

Instructional Materials/Resources:

- Instructional Video
- Worksheets
- empty medicine bottles
- drawing materials
- Scenario cards

Suggested Vocabulary:

Medicine, drug, side effects, over the counter, prescription, pharmacist, dose

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking –

Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

Role playing

Read, watch, discuss

Write/draw

Q&A

Group work

Extension Strategies/Activities:

Create a storybook for younger students that explains the dangers of taking medicines without adult supervision

Modification Strategies/Activities:

- Notes provided by teacher
- Follow instruction of IEP's and 504's

Westampton Township School District

Curriculum Guide

Grade 3-4 Content Area: Health

--	--

Cross-curricular Connections/Standards:

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Guidance: PSC18

Suggested Assessments:

Performance Task:

- Class participation
- Quizzes
- Review games
- Study guide
- Written test
- Group projects

Westampton Township School District

Curriculum Guide

Grade 3-4 Content Area: Health

Theme/Unit: Dependency/Addiction and Treatment		Suggested Sequence: 3 lessons
NJSLS: 2.3.4.C.1 - Identify signs that a person might have an alcohol, tobacco, and/or drug use problem. 2.3.4.C.2 - Differentiate between drug use, abuse, and misuse. 2.3.4.C.3 - Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.		
Big Ideas: Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.		
Essential Questions: <ul style="list-style-type: none"> Why does one person become an addict and another does not? 		Enduring Understandings: <ul style="list-style-type: none"> There are common indicators, stages and influencing factors of chemical dependency.
Knowledge, Skills, and Instructional Objectives: Demonstrate strategies for refusing the use of alcohol tobacco, and other drugs. Name sources of help for alcohol, tobacco, or drugs Recognize truths behind misleading tobacco and alcohol advertising.		
Instructional Materials/Resources: <ul style="list-style-type: none"> Instructional Video Worksheets Vocabulary cards Scenario cards 		Suggested Vocabulary: Refuse, peer pressure Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
Recommended Instructional Activities: <ul style="list-style-type: none"> Present scenarios for the students to act out in groups using refusal skills 		
Extension Strategies/Activities: Create advertisements to deter children from drugs		Modification Strategies/Activities: <ul style="list-style-type: none"> Notes provided by teacher Follow instruction of IEP's and 504's
Cross-curricular Connections/Standards: CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively and with reason CRP12. Work productively in teams while using cultural global competence Guidance PSC18		
Suggested Assessments:		

Westampton Township School District

Curriculum Guide

Grade 3-4 Content Area: Health

Performance Task:

- Class participation
- Quizzes
- Review games
- Study guide
- Written test
- Group projects

Theme/Unit: Decision Making and Goal Setting		Suggested Sequence: 3 lessons
NJSLS: 2.2.4.B.1 - Use the decision-making process when addressing health-related issues. 2.2.4.B.2 - Differentiate between situations when a health-related decision should be made independently or with the help of others. 2.2.4.B.3 - Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors 2.2.4.B.4 - Develop a personal health goal and track progress.		
Big Ideas: The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.		
Essential Questions: <ul style="list-style-type: none">• Why might educated people make poor health decisions?• How do I overcome negative influences when making decisions about my personal health?• In order to achieve lifetime wellness, what should I plan for and what should I just let happen	Enduring Understandings: <ul style="list-style-type: none">• Decision-making can be affected by a variety of influences that may not be in a person's best interest.• Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.	
Knowledge, Skills, and Instructional Objectives: SWBAT Develop the ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.		
Instructional Materials/Resources: Scenario cards	Suggested Vocabulary: Decision, problem solving, resources	

Westampton Township School District

Curriculum Guide

Grade 3-4 Content Area: Health

<p>Videos</p>	<p>Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
<p>Recommended Instructional Activities: Discuss various scenarios and the steps to making decisions based on the scenarios Watch and discuss videos that involve decision making</p>	
<p>Extension Strategies/Activities: Create a storybook for younger students describing the steps for making a decision</p>	<p>Modification Strategies/Activities:</p> <ul style="list-style-type: none">• Notes provided by teacher• Follow instruction of IEP's and 504's
<p>Cross-curricular Connections/Standards: 21st Century Life and Careers CRP1 Act as a responsible and contributing citizen and employee CRP3 Attend to personal health and financial well-being CRP8 Utilize critical thinking to make sense of problems and persevere in solving them CRP12 Work productively in teams while using cultural global competence Guidance: PSB1 Self Knowledge Application</p>	
<p>Suggested Assessments: Performance Task:</p> <ul style="list-style-type: none">• Class participation• Quizzes• Review games• Study guide• Written test• Group projects	

Westampton Township School District

Curriculum Guide

Grade 3-4 Content Area: Health

Theme/Unit: Advisory Period/Responsive Classroom		Suggested Sequence: September-June
<p>NJSLS:</p> <p>2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.</p> <p>2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations.</p> <p>2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.</p> <p>2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</p> <p>2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life states.</p> <p>2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities.</p> <p>2.2.8.C.2 Analyze to what extent various cultures have responded effectively to individuals with disabilities.</p> <p>2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.</p> <p>2.5.8.C.1 Assess behavior for evidence of sportsmanship in individual, small group, and team activities.</p> <p>2.5.8.C.2 Summarize types of procedures and rules that contribute to the safety of specific individual, small group, and team activities.</p>		
<p>Big Ideas:</p> <ul style="list-style-type: none"> • The use of critical thinking, decision making, problem solving, leadership, and communication skills are essential to making informed personal, family, and community health decisions • Understanding the various aspects of human relationships assist in making good choices about healthy living • Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life • All students will demonstrate critical life skills in order to be functional members of society 		
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can you learn to like yourself and others? • How can I learn to stand for and communicate my beliefs to others without alienating them? • How are character and health related? What aspects of our character can be changed? • To what extent do outside influences shape values? • How do we learn to understand and respect diversity in relationships? • How does effective and appropriate movement affect wellness? • To what extent does strategy influence performance in competitive games and activities? • Why do I have to show good sportsmanship and follow the rules when others do not? • How do I decide or make good choices? • Why do I need to be accountable? • How do I best communicate? • How do family, school, community, and workplace influence an individual's character and ethics? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Developing self-esteem, resiliency, tolerance, and coping skills to support social and emotional health. • Effective communication skills enhance a person's ability to express and defend their beliefs. • Character can be developed and supported through individual and group activities, the influence of positive role models, and involvement in community service. • Character is who you are when no one is looking. • Tolerance and appreciation of individual differences are necessary in order to establish healthy relationships. • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. • Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations. • In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules, and safety guidelines. • Choices we make as individuals affect self, family, community, and the world. 	

Westampton Township School District

Curriculum Guide

Grade 5-8 Content Area: Health

- Personal attitudes, behaviors, knowledge, and skills promote self-awareness, personal responsibility, and self-direction.
- Effective communication skills are needed to convey meaning and understanding to others.
- One's character and ethics are constantly being challenged and are ever-changing and evolving.

Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- Listen actively
- Formulate appropriate questions or comments directed toward their classmates
- Work effectively as a member of a team
- Create a classroom community that works together to solve problems
- Take on the role of a leader and of a follower
- Complete cooperative tasks or activities
- Express ideas or concerns related to the tasks or activities
- Allow others to voice their opinions or concerns
- Demonstrate sportsmanship
- Understand and respect diversity
- Develop tolerance and appreciation of individual differences
- Develop conflict resolutions strategies
- Interact with peers in an age appropriate manner
- Communicate effectively
- Develop self-esteem

Instructional Materials/Resources:

- Rug or other group gathering area
- Chart paper/dry erase board
- Various materials specific to group activity, i.e. small soft ball
- The Morning Meeting Book, 99 Activities and Greetings, Morning Meeting Messages K – 6, additional resources and literature from *Responsive Classroom*
- Kriete, Roxann. 2002. The Morning Meeting Book. Turners Fall, MA: Northeast Foundation for Children, Inc.
- Wong, Harry K. and Rosemary Wong. 1998. The First Days of School: How To Be An Effective Teacher. Mountain View, CA: Harry K. Wong Publications, Inc.

Suggested Vocabulary:

Greeting, group activity, news and announcements

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

- Introduce various greetings to students and have them practice the greetings
- Introduce classroom news and events and involve students in the closing of their day
- Introduce and model appropriate ways to listen to classmates and to ask questions or provide comments
- Model appropriate behaviors for group activity participation

Westampton Township School District

Curriculum Guide

Grade 5-8 Content Area: Health

Extension Strategies/Activities:

- Increase challenge level of group activities
- Increase length of group activities
- Increase challenge of News and Announcements
 - Problem of the day
 - Critical thinking questions
 - Connection questions
 - Integrated curriculum
 - Length of message

Modification Strategies/Activities:

- Decrease the challenge level or length of group activities
- Repeat or rephrase directions for activities
- Model group activities before requiring student participation
- Have students respond or participate in group activities with a partner
- Shorten the length of the News and Announcements
- Teach students to use sign language to sign responses (in reference to students have difficulty responding during activities)
- Allow students to use props or white boards to share items or responses

Cross-curricular Connections/Standards:

Incorporate skills and concepts from other content areas through the use of the news and announcements Advisory Period.

- Science, Social Studies, or Mathematics skills or concepts
- Vocabulary
- Grammar, punctuation, capitalization
- World languages

Incorporate skills and concepts from guidance curriculum, including 21st Century Life and Careers

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

Guidance

PSA2 Interpersonal Skills

PSB1 Self Knowledge Application

Suggested Assessments:

Performance Task:

- Effective and age-appropriate participation in the Advisory Period routines and activities

Other Assessment Evidence:

- Teacher observations of student growth in the areas of social, emotional, and physical growth
- Teacher observations of student completion of News/Announcement activities
- Teacher observations of student participation in Advisory routines and activities

Westampton Township School District

Curriculum Guide

Grade 5-8 Content Area: Health

Theme/Unit: Healthy Relationships	Suggested Sequence: Grade 5 – Topic Two
<p>NJSLS:</p> <p>2.1.6.E.2 - Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying</p> <p>2.1.8.E.2 – Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.</p> <p>2.2.6.C.3 – Develop ways to proactively include peers with disabilities at home, at school, and in community activities.</p> <p>2.4.6.A.1- Compare and contrast how families may change over time.</p> <p>2.4.6.A.2 - Analyze the characteristics of healthy friendships and other relationships.</p> <p>2.4.6.A.3 - Examine the types of relationships adolescents may experience.</p> <p>2.4.6.A.4 - Demonstrate successful resolution of a problem(s) among friends and in other relationships.</p> <p>2.4.8.A.1 - Predict how changes within a family can impact family members.</p> <p>2.4.8.A.2 - Explain how the family unit impacts character development.</p>	
<p>Big Ideas:</p> <p>Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.</p>	
<p>Essential Questions:</p> <p><u>Standard 2.1 - Strand E</u></p> <ul style="list-style-type: none">• What is the difference between healthy and unhealthy risks?• Why do we sometimes take risks that can cause harm to ourselves or others? <p><u>Standard 2.2 - Strand C</u></p> <ul style="list-style-type: none">• In order to achieve lifetime wellness, what should I plan for and what should I just let happen? <p><u>Standard 2.4 – Strand A</u></p> <ul style="list-style-type: none">• How do we learn to understand and respect diversity in relationships?• How do we know when a relationship is not worth saving?	<p>Enduring Understandings:</p> <p><u>Standard 2.1 - Strand E</u></p> <ul style="list-style-type: none">• Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. <p><u>Standard 2.2 - Strand C</u></p> <ul style="list-style-type: none">• Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals. <p><u>Standard 2.4 – Strand A</u></p> <ul style="list-style-type: none">• Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.• Reliable personal and professional resources are available to assist with relationship problems.• Technological advances continue to provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience.
<p>Knowledge, Skills, and Instructional Objectives:</p> <p>Students will learn:</p> <p><i>Skills for a Healthy Relationship</i></p> <ul style="list-style-type: none">• Building strong relationships is important to your overall health.• You can promote healthy relationships by showing respect for yourself and others in your life.• Your relationships with family members influence your total health. <p><i>Family Relationships</i></p> <ul style="list-style-type: none">• Family members support and care for one another, especially during difficult times.• Families may require outside assistance to deal with serious problems. <p>Students will be able to:</p>	

Westampton Township School District

Curriculum Guide

Grade 5-8 Content Area: Health

Instructional Materials/Resources: Glencoe Health Text Fast File Workbooks Glencoe Professional Health Series Copyright 2011	Suggested Vocabulary: Relationship, Friendship, Citizenship, Cooperation, Compromise, Values, Tolerance, Prejudice, Hazing, Stereotype, Aggressive, Passive, Assertive, Active Listening, Body Language, Family, Separation, Divorce, Custody, Abuse, Child Abuse, Crisis Center
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
Recommended Instructional Activities: Whole Group <ul style="list-style-type: none">• Foundations of a healthy relationship• Respecting yourself and others• Communicating effectively• Healthy family relationships• Strengthening family relationships• Help for families Interdependent: Class Notes/Handouts	
Extension Strategies/Activities:	Modification Strategies/Activities: Support IEPs and 504s Online Notes Printed Notes
Cross-curricular Connections/Standards: CRP1 Act as a responsible and contributing citizen and employee CRP3 Attend to personal health and financial well-being CRP8 Utilize critical thinking to make sense of problems and persevere in solving them CRP12 Work productively in teams while using cultural global competence Guidance: PSA1 Acquire Self Knowledge; PSA2 Acquire Interpersonal Skills	
Suggested Assessments: Performance Task: Create a skit showing a healthy relationship interaction	

Westampton Township School District

Curriculum Guide

Grade 5-8 Content Area: Health

Theme/Unit: Safety/First Aid (Unit 9)		Suggested Sequence: Grade 5 – Topic Three	
NJSLS: 2.1.6.D.1 – Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies. 2.1.6.D.2 – Explain what to do if abuse is suspected or occurs. 2.1.6.D.3 – Summarize the components of the traffic safety system and explain how people contribute to making the system effective 2.1.6.D.4 – Assess when to use basic first-aid procedures.			
Big Ideas: Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle.			
Essential Questions: <ul style="list-style-type: none">To what extent can we keep ourselves disease free?		Enduring Understandings: <ul style="list-style-type: none">Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.	
Knowledge, Skills, and Instructional Objectives: Students will learn: <i>Safety and Injury Prevention</i> <ul style="list-style-type: none">Learning basic safety precautions can help you avoid threatening or harmful situations.Reducing the potential for accidents can help you stay safe at home and at work.Common sense and caution can minimize the risk of accidental injuries during outdoor activities.Drivers, pedestrians, and others on the road need to follow rules to stay safe. <i>First Aid and Emergencies</i> <ul style="list-style-type: none">Knowing how to perform first aid can save a life in an emergency.Life-threatening medical emergencies include loss of breathing, shock, and choking.You can use first aid to deal with common emergencies such as muscle and bone injuries, impaired consciousness, animal bites, nosebleeds, and poisoning.Planning ahead and knowing what to expect can help you survive severe weather and natural disasters. Students will be able to:			

Westampton Township School District

Curriculum Guide

Grade 5-8 Content Area: Health

<p>Instructional Materials/Resources: Glencoe Health Text Fast File Workbooks Glencoe Professional Health Series Copyright 2011</p>	<p>Suggested Vocabulary: Personal Safety, Self-defense, Unintentional injuries, accident chain, Fire extinguisher, Smoke alarm, Vehicular safety, Defensive driving, Road rage</p> <p>Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
<p>Recommended Instructional Activities: Whole Group</p> <ul style="list-style-type: none">• Personal safety and protection• Safety at home and in your community• Outdoor safety• Safety on the road• Providing first aid• CPR and first aid for shock and choking• Responding to other common emergencies• Emergency preparedness <p>Interdependent: Class notes/handouts</p>	
<p>Extension Strategies/Activities:</p>	<p>Modification Strategies/Activities: Support IEPs and 504s Online Notes Printed Notes</p>
<p>Cross-curricular Connections/Standards: CRP1 Act as a responsible and contributing citizen and employee CRP3 Attend to personal health and financial well-being CRP8 Utilize critical thinking to make sense of problems and persevere in solving them CRP12 Work productively in teams while using cultural global competence Guidance PSC1 Acquire Personal Safety Skills</p>	
<p>Suggested Assessments: Performance Task: T chart – on one side of the chart, list common medical emergencies. On the other side, list strategies to deal with each type of emergency.</p> <p>T chart – Make a chart with two columns labeled “personal safety” and “internet safety”. As you read, fill in each column with information about types of risks and how to avoid them.</p> <p>Other Assessment Evidence: Quizzes</p>	

Westampton Township School District

Curriculum Guide

Grade 5-8 Content Area: Health

Handouts
Notes

Theme/Unit: Environmental Health (Unit 9)	Suggested Sequence: Grade 5 – Topic Four
NJSLS: 2.2.8.C.1 - Analyze strategies to enhance character development in individual, group, and team activities. 2.2.8.C.2 - Analyze to what extent various cultures have responded effectively to individuals with disabilities. 2.2.8.C.3 - Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community 2.2.6.D.1 - Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service . 2.2.6.D.2 - Develop a position about a health issue in order to inform peers. 2.2.8.D.1 - Plan and implement volunteer activities to benefit a local, state, national, or world health initiative. 2.2.8.D.2 - Defend a position on a health or social issue to activate community awareness and responsiveness.	
Big Ideas: The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.	
Essential Questions: Standard 2.2 – Strand C	Enduring Understandings: Standard 2.2 – Strand C

Westampton Township School District

Curriculum Guide

Grade 5-8 Content Area: Health

- | | |
|--|---|
| <ul style="list-style-type: none"> • In order to achieve lifetime wellness, what should I plan for and what should I just let happen? <p>Standard 2.2 – Strand D</p> <ul style="list-style-type: none"> • How are character and health related? What aspects of our character can be changed? • To what extent do outside influences shape values? | <ul style="list-style-type: none"> • Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals. <p>Standard 2.2 – Strand D</p> <ul style="list-style-type: none"> • Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service. • Character is who you are when no one is looking |
|--|---|

Knowledge, Skills, and Instructional Objectives:

Students will learn:

- Many people and organizations work together to promote individual and public health.
- Both outdoor and indoor air quality can affect your health.
- Human actions can either damage or protect land and weather.

Students will be able to:

Instructional Materials/Resources:

Glencoe Health Text
 Fast File Workbooks
 Glencoe Professional Health Series
 Copyright 2011

Suggested Vocabulary:

Primary Care Physician, Specialists, Medical History, Health Insurance, Public Health, Air Pollution, Greenhouse Effect, Global Warming, Carbon Monoxide, Asbestos, Radon, Noise Pollution, Decibel biodegradable, Landfill, Hazardous Wastes, Recycling

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

Whole Group

- Community and public health
- Air quality and health
- Protecting land and water

Interdependent:

- Class notes/handouts

Extension Strategies/Activities:

Present a research report:
 Select one of the agencies from the list given and learn more about its responsibilities. Prepare a research report summarizing your findings.

Modification Strategies/Activities:

Support IEPs and 504s
 Online Notes
 Printed Notes

Cross-curricular Connections/Standards:

CRP1 Act as a responsible and contributing citizen and employee

Westampton Township School District

Curriculum Guide

Grade 5-8 Content Area: Health

CRP3 Attend to personal health and financial well-being
CRP8 Utilize critical thinking to make sense of problems and persevere in solving them
CRP12 Work productively in teams while using cultural global competence
Science: NGSS 5ESS2 Earth Systems, 5ESS3 Earth and Human Activity
Guidance: PSB1 Self Knowledge Application

Suggested Assessments:

Performance Task:

Comparison Chart – make a 3 column chart. Label the columns “outdoor pollution”, “indoor pollution”, and “noise pollution”. As you read, use the chart to define each term, list the causes and effects, and identify solutions.

Other Assessment Evidence:

Quizzes

Westampton Township School District

Curriculum Guide

Grade 5-8 Content Area: Health

Theme/Unit: Personal Care (Unit 5)	Suggested Sequence: Grade 5 – Topic Five
NJSLS: 2.1.6.A.1 - Explain how health data can be used to assess and improve each dimension of personal wellness. 2.1.6.A.2 - Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage. 2.1.6.A.3 - Determine factors that influence the purchase of healthcare products and use of personal hygiene practices. 2.1.8.A.1 - Assess and apply health data to enhance each dimension of personal wellness. 2.1.8.A.2 - Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage . 2.1.8.A.3 - Relate advances in technology to maintaining and improving personal health. 2.1.8.A.4 - Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services 2.2.6.B.1 - Use effective decision-making strategies. 2.2.6.B.2 - Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others. 2.2.6.B.3 - Determine how conflicting interests may influence one’s decisions. 2.2.6.B.4 - Apply personal health data and information to support achievement of one’s short- and long-term health goals	
Big Ideas: Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle.	
Essential Questions: <u>Standard 2.1 – Strand A</u> <ul style="list-style-type: none"> What are the consequences (especially unforeseen) of our choices in terms of wellness? <u>Standard 2.2 – Strand B</u> <ul style="list-style-type: none"> Why might educated people make poor health decisions? How do I overcome negative influences when making decisions about my personal health? 	Enduring Understandings: <u>Standard 2.1 – Strand A</u> <ul style="list-style-type: none"> Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors. <u>Standard 2.2 – Strand B</u> <ul style="list-style-type: none"> Decision-making can be affected by a variety of influences that may not be in a person’s best interest.
Knowledge, Skills, and Instructional Objectives: Students will learn: <ul style="list-style-type: none"> Taking care of your skin, hair, and nails helps keep your whole body healthy. Your teeth and mouth need care to function well and keep you healthy. Eyes and ears are sensitive organs that need protective care. Students will be able to:	
Instructional Materials/Resources: Glencoe Health Text Fast File Workbooks Glencoe Professional Health Series Copyright 2011	Suggested Vocabulary: Epidermis, Dermis, Melanin, Pulp, Plaque, Sclera, Cornea, Retina, Auditory Ossicles, Labyrinth, Tinnitus Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact

Westampton Township School District

Curriculum Guide

Grade 5-8 Content Area: Health

of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

Whole Group

- Healthy skin, hair, and nails
- Healthy teeth and mouth
- Healthy eyes and ears

Interdependent:

- Class notes/handouts

Extension Strategies/Activities:

Create a class presentation explaining how eyeball shape creates vision problems and how lenses help correct these problems

Modification Strategies/Activities:

Support IEPs and 504s
Online Notes
Printed Notes

Cross-curricular Connections/Standards:

CRP1 Act as a responsible and contributing citizen and employee

CRP3 Attend to personal health and financial well-being

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them

CRP12 Work productively in teams while using cultural global competence

Guidance PSB1 Self Knowledge Application

Suggested Assessments:

Performance Task:

Table: Make a three column table. Label the columns "tissue", "structure" and "function". In the first column, list "skin", "hair", and "nails". In the second column, describe the important structural features of each. In the third column, write the function of each.

Outline: use the headings and subheadings in this lesson to make an outline of what you'll learn. Use this type of format to help organize your notes.

Other Assessment Evidence:

Quizzes

Handouts

Notes

Class Participation

Warm-up

Westampton Township School District

Curriculum Guide

Grade 5-8 Content Area: Health

Theme/Unit: Puberty		Suggested Sequence: Grade 5	
NJSLS: 2.4.6.B.1 - Compare growth patterns of males and females during adolescence. 2.4.8.B.1 - Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty			
Big Ideas: Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.			
Essential Questions: <ul style="list-style-type: none">• How do you know when the time is right for you to become sexually active• Why does the United States have such a high incidence of unintended pregnancies and sexually transmitted infections?		Enduring Understandings: <ul style="list-style-type: none">• External pressures and opportunities that present themselves may influence a person to become sexually active.• Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process.	
Knowledge, Skills, and Instructional Objectives: Students will learn: <ul style="list-style-type: none">• Adolescence begins with puberty as a person starts to mature physically, emotionally, and mentally.			
Students will be able to:			
Instructional Materials/Resources: Glencoe Health Text Fast File Workbooks Glencoe Professional Health Series Copyright 2011		Suggested Vocabulary: Hormones, Ovulation, Menstruation, Breast, Ovaries, Fallopian Tube, Uterus, Vagina, Penis, Scrotum, Testicles, Acne, Estrogen, Testosterone, Egg, Sperm	
		Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design,	

Westampton Township School District

Curriculum Guide

Grade 5-8 Content Area: Health

computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

Whole Group

- Male reproductive organs
- Signs of puberty
- Female reproductive organs
- Signs of puberty
- Ways to care for the reproductive system

Interdepend:

- Question and answer session

Extension Strategies/Activities:

“Just around the corner” educational video provided by the school nurse for males and females.

Modification Strategies/Activities:

Support IEPs and 504s
Online Notes
Printed Notes

Cross-curricular Connections/Standards:

CRP1 Act as a responsible and contributing citizen and employee

CRP3 Attend to personal health and financial well-being

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them

CRP12 Work productively in teams while using cultural global competence

Science – NGSS 5LS1 From Molecules to Organisms

Suggested Assessments:

Performance Task:

- Question and answers with teachers and school nurse

Other Assessment Evidence:

- Question and answers
- Diagrams of systems and organs

Westampton Township School District

Curriculum Guide

Grade 6 Content Area: Health

Theme/Unit: Mental/Emotional Health (Unit 2)	Suggested Sequence: Grade 6
<p>NJSLS:</p> <p>2.1.6.E.3 - Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation</p> <p>2.1.8.E.3 - Explain how culture influences the ways families and groups cope with crisis and change.</p> <p>2.1.8.E.4 - Compare and contrast stress management strategies that are used to address various types of stress-induced situations</p> <p>2.2.6.C.1 - Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others</p> <p>2.2.6.C.2 - Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> • Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle • The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions. 	
<p>Essential Questions:</p> <p>Standard 2.1 – Strand E</p> <ul style="list-style-type: none"> • What is the difference between healthy and unhealthy risks? • Why do we sometimes take risks that can cause harm to ourselves or others? <p>Standard 2.2 – Strand C</p> <ul style="list-style-type: none"> • In order to achieve lifetime wellness, what should I plan for and what should I just let happen? 	<p>Enduring Understandings:</p> <p>Standard 2.1 – Strand E</p> <ul style="list-style-type: none"> • Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. <p>Standard 2.2 – Strand C</p> <ul style="list-style-type: none"> • Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.
<p>Knowledge, Skills, and Instructional Objectives:</p> <p>Students will learn:</p> <p><i>Achieving Mental and Emotional Health</i></p> <ul style="list-style-type: none"> • Good mental and emotional health helps you develop healthy self-esteem. • Healthy identity is based on being a person of good character. • Managing your emotions allows you to express them in healthful ways. <p><i>Managing Stress and Coping with Loss</i></p> <ul style="list-style-type: none"> • Stress can affect you in both positive and negative ways. • You can manage stress by learning skills to reduce the amount and impact of stress in your life. • Understanding the grieving process helps you cope with loss and manage your feelings in healthy ways. <p><i>Mental and Emotional Problems</i></p> <ul style="list-style-type: none"> • Anxiety and depression are treatable mental health problems. • Understanding mental health disorders builds insight and empathy. • Professional treatment and support from friends and family can often help prevent suicide. • Mental health professionals and related agencies provide treatment and support for people with mental health problems. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand how changes to your mental/emotional health affect the other sides of your health triangle • Understand the characteristics of good mental/emotional health • Describe some ways you can demonstrate health self-esteem and good mental/emotional health • Know the six traits of good character • Explain why you think it is important to recognize and accept your strengths and weaknesses • Identify the three self-maintenance habits that can reduce your level of stress • Explain how receiving comfort and support help you through a loss 	
<p>Instructional Materials/Resources:</p> <p>Glencoe Health Text Fast File Workbooks</p>	<p>Suggested Vocabulary:</p> <p>Mental/Emotional Health, Self-Esteem, Self-Actualization, Personal Identity, Role Model,</p>

Westampton Township School District

Curriculum Guide

Grade 6 Content Area: Health

<p>Glencoe Professional Health Series Copyright 2011</p>	<p>Personality, Character, Emotions, Defense Mechanisms, Perception, Stressor, Psychosomatic Response, Chronic Stress, Coping, Stages of Grief, Mourning, Anxiety, Depression, Apathy, Anxiety Disorder, Stigma, Mood Disorder, Alienation, Suicide</p> <p>Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
<p>Recommended Instructional Activities: Whole Group</p> <ul style="list-style-type: none">• Developing your Self Esteem• Developing personal identity and Character• Expressing emotions in healthful ways• Managing stress and coping with loss• Managing stress• Coping with Loss and Grief• Dealing with Anxiety and Depression• Mental Disorders• Suicide prevention• Getting help	
<p>Extension Strategies/Activities: The Science of Phobias</p> <ul style="list-style-type: none">• Do research to learn about one type of phobia. Include information about the causes of the phobia and what could happen to a person with this type of phobia if he or she does not get treatment<ol style="list-style-type: none">1. What type of phobia will you research?2. What are some symptoms a person with this type of phobia might experience?3. What treatment options are available for this type of phobia? <p>What Affects Your Mood?</p> <ul style="list-style-type: none">• Keep a diary of your moods on one school day and one weekend day. About every two hours.• Chart your moods to find any patterns• Compare your moods on a school day to your moods on a weekend day.• Look for a relationship between the day's activities and your moods	<p>Modification Strategies/Activities: Support IEPs and 504s Online Notes Printed Notes</p>
<p>Cross-curricular Connections/Standards:</p>	

Westampton Township School District

Curriculum Guide

Grade 6 Content Area: Health

CRP1 Act as a responsible and contributing citizen and employee
CRP3 Attend to personal health and financial well-being
CRP8 Utilize critical thinking to make sense of problems and persevere in solving them
CRP12 Work productively in teams while using cultural global competence
Guidance: PSA1 Acquire Self Knowledge; PSB1 Self Knowledge Application

Suggested Assessments:

Performance Task:

Cluster Chart – Draw a circle and label it “Stress-Management Skills”. Use surrounding circles to define and describe this term. During the lesson, continue filling in the chart with more details.

Other Assessment Evidence:

Quizzes

Handouts

Notes

Class Participation

Red/ Green Card

Ticket Out – Students must write 3 new things they learned during the lesson

Theme/Unit: Nutrition/Physical Activity (Unit 4)	Suggested Sequence: Grade 6
NJSLS: 2.1.6.B.1 - Determine factors that influence food choices and eating patterns. 2.1.6.B.2 - Summarize the benefits and risks associated with nutritional choices, based on eating patterns 2.1.6.B.3 - Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost. 2.1.6.B.4 - Compare and contrast nutritional information on similar food products in order to make informed choices. 2.1.8.B.1 - Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance 2.1.8.B.2 - Identify and defend healthy ways for adolescents to lose, gain, or maintain weight. 2.1.8.B.3 - Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds 2.1.8.B.4 - Analyze the nutritional values of new products and supplements. 2.2.6.B.1 - Use effective decision-making strategies. 2.2.6.B.2 - Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others 2.2.6.B.3 - Determine how conflicting interests may influence one’s decisions. 2.2.6.B.4 - Apply personal health data and information to support achievement of one’s short- and long-term health goals.	
Big Ideas: <ul style="list-style-type: none">• Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle• The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.	
Essential Questions: Standard 2.1 – Strand B <ul style="list-style-type: none">• What causes optimal growth and development? Standard 2.2 – Strand B <ul style="list-style-type: none">• Why might educated people make poor health decisions?• How do I overcome negative influences when making decisions about my personal health?	Enduring Understandings: Standard 2.1 – Strand B <ul style="list-style-type: none">• An individual’s health at different life stages is dependent on heredity, environmental factors and lifestyle choices. Standard 2.2 – Strand B <ul style="list-style-type: none">• Decision-making can be affected by a variety of influences that may not be in a person’s best interest.

Knowledge, Skills, and Instructional Objectives:

Students will learn:

Nutrition for Health

- Learning to make healthful food choices will keep you healthy throughout your life.
- Each nutrient in your diet plays a unique and essential role in keeping you healthy.
- MyPyramid is a tool that can help you choose healthful foods for all your meals and snacks.
- By reading food labels and handling foods safely, you can avoid many food-related health problems.

Managing Weight and Eating Behaviors

- Maintaining a healthy weight helps you protect your health and prevent disease.
- Poor body image may lead to unhealthful and harmful eating behaviors.
- Nutritional needs will change throughout your life.

Physical Activity and Fitness

- Being physically active benefits your total health in a variety of ways.
- Different types of exercise can help you evaluate and improve the various elements of fitness.
- Planning your physical activity can help you achieve specific fitness goals.
- It is important to learn how to prevent injuries and respond to them when they occur.

Students will be able to:

- Explain how your eating habits affects your physical health
- Describe some of the ways your friends have influenced your eating habits
- Contrast carbohydrates, proteins, and fats from other types of nutrients
- Explain how the body uses carbohydrates
- Understand the different categories of fat
- Understand the importance of vitamins
- Identify the five basic food groups
- Make better food choices
- Creating healthful eating patterns
- Understand how to read a food label
- Explain food safety
- Understand how to maintain a healthy weight through a healthy diet and exercise

Instructional Materials/Resources:

Glencoe Health Text
Fast File Workbooks
Glencoe Professional Health Series
Copyright 2011

Suggested Vocabulary:

Nutrition, Nutrients, Calorie, Hunger, Appetite, Carbohydrates, Fiber, Proteins, Fats, Cholesterol, Vitamins, Minerals, Dietary Guidelines for Americans, MyPyramid, Food Additives, Metabolism, BMI, Overweight, Obese, Underweight, Body Image, Fad Diets, Eating Disorders, Anorexia Nervosa, Bulimia Nervosa, Binge Eating Disorder, Vegetarian, Supplements, Physical Fitness, Exercise, Sedentary, Cardiorespiratory Endurance, Muscular Strength, Muscular Endurance, Flexibility, Aerobic Exercise, Anaerobic Exercise, Workout, Warm-up, Cool-down, Resting Heart Rate, Frostbite, Hypothermia, Overexertion, Heat Exhaustion, Heatstroke, Muscle Cramps, Strains, Sprains

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Westampton Township School District

Curriculum Guide

Grade 6 Content Area: Health

Recommended Instructional Activities:

Whole Group

- The importance of nutrition
- Nutrients
- Healthy food guidelines
- Nutrition labels and food safety
- Maintaining a healthy weight
- Body Image and Eating Disorders
- Lifelong Nutrition
- Benefits of Physical Activity
- Improving your fitness
- Planning a personal activity plan
- Fitness safety and avoiding injuries

Extension Strategies/Activities:

Food Label Activity

- Have students bring in two different food labels (not drinks) to compare their nutritional value.

How Many Calories and Fat Calories Do You Consume in One Day?

- Track your food intake for one day
- Analyze your food choices
- Create a chart with the headings, Item, Number of Servings, Total Calories, Total Fat, Total Calories from Fat

Analyzing Weight Loss Claims

- Collect ads for various weight-loss products
- Analyze and discuss these products' advertising claims

Modification Strategies/Activities:

Support IEPs and 504s
Online Notes
Printed Notes

Cross-curricular Connections/Standards:

CRP1 Act as a responsible and contributing citizen and employee

CRP3 Attend to personal health and financial well-being

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them

CRP12 Work productively in teams while using cultural global competence

Science: NGSS MSLS1 From Molecules to Organisms, MSLS4 Biological Evolution

Suggested Assessments:

Performance Task:

Organizing Information by drawing two overlapping circles labeling them "Losing Weight" and "Gaining Weight". Fill in the overlapping areas with advice that is useful for everyone trying to maintain a healthy weight.

Organize Information by making a table with two rows and three columns. Label the rows 'Anorexia', 'Bulimia', and "Binge Eating". Label the columns "Symptoms" and "Health Risks". Fill in the chart with information about the eating disorders.

Other Assessment Evidence:

Quizzes

Handouts

Notes

Class Participation

Red/ Green Card

Ticket Out – Students must write 3 new things they learned during the lesson

Westampton Township School District

Curriculum Guide

Grade 6 Content Area: Health

Theme/Unit: Diseases/Disorders (Unit 8)	Suggested Sequence: Grade 6
<p>NJSLS:</p> <ul style="list-style-type: none">2.1.6.C.1 - Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents2.1.6.C.2 - Determine the impact of public health strategies in preventing diseases and health conditions.2.1.6.C.3 - Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them2.1.8.C.2 - Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions .2.1.8.C.3 - Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.2.2.6.B.1 - Use effective decision-making strategies2.2.6.B.2 - Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others2.2.6.B.3 - Determine how conflicting interests may influence one's decisions.2.2.6.B.4 - Apply personal health data and information to support achievement of one's short- and long-term health goals.2.2.6.E.1 - Determine the validity and reliability of different types of health resources.	

2.2.6.E.2 - Distinguish health issues that warrant support from trusted adults or health professionals.

Big Ideas:

- Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle.
- The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions

Essential Questions:

Standard 2.1 – Strand C

- What makes a food healthy?
- How do you determine appropriate portion sizes?

Standard 2.2 – Strand B

- Why might educated people make poor health decisions?
- How do I overcome negative influences when making decisions about my personal health?

Standard 2.2 – Strand E

- How can you inspire others to address health issues?

Enduring Understandings:

Standard 2.1 – Strand C

- There are many short and long term health benefits and risks associated with nutritional choices.

Standard 2.2 – Strand B

- Decision-making can be affected by a variety of influences that may not be in a person’s best interest..

Standard 2.2 – Strand E

- Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.

Knowledge, Skills, and Instructional Objectives:

Students will learn:

Communicable Diseases

- Learning about communicable diseases and how they spread can help you prevent them.
- You can lower your chances of catching a communicable disease by learning about the causes and symptoms of these diseases and how to avoid them.
- By learning about and practicing prevention strategies, you can help your body stay healthy.
- Today, infectious diseases have the potential to spread quickly throughout the world.

Noncommunicable Diseases and Disabilities

- Preventative behaviors can reduce your risk for cardiovascular disease and stroke.
- Cancer takes many different forms and can affect people of all ages.
- Practicing self-management strategies can help reduce the severity of allergies, asthma, diabetes, and arthritis.
- People with physical and mental challenges deserve to be treated with dignity and respect.

Students will be able to:

- Compare and contrast viruses and bacteria
- Analyze how the immune system reacts to the presence of a pathogen
- Describe how pathogens spread through indirect and direct contact
- Name and describe different communicable diseases
- Understand the inflammatory response
- Name prevention strategies to help your immune system like vaccines
- Name and describe Noncommunicable diseases and disabilities
- Understand the purpose of the Americans with Disabilities Act

Instructional Materials/Resources:

Glencoe Health Text
Fast File Workbooks
Glencoe Professional Health Series
Copyright 2011

Suggested Vocabulary:

Communicable Diseases, Infection, Virus, Bacteria, Toxin, Vector, Mucous Membrane, Pneumonia, Tuberculosis, Jaundice, Cirrhosis, Immune System, Inflammatory Response, Phagocytes, Antigens, Immunity, Lymphocytes, Antibody, Vaccine, Emerging Infections, Noncommunicable Disease, Cardiovascular Disease, Hypertension, Atherosclerosis, Angina Pectoris, Arrhythmias, Stroke, Cancer, Tumor, Benign, Malignant, Carcinogen, Biopsy, Remission, Allergy, Diabetes, Arthritis, Disability, Profound Deafness, Mental Retardation

Westampton Township School District

Curriculum Guide

Grade 6 Content Area: Health

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

Whole Group

- Understanding communicable diseases
- Common communicable diseases
- Fighting communicable diseases
- Emerging diseases and pandemics
- Cardiovascular disease
- Cancer
- Allergies, asthma, diabetes, and arthritis
- Physical and mental challenges

Extension Strategies/Activities:

Create a Germ

- Students create their own Germ using construction paper, markers, crayons, etc
- An information card is made with the Germ's name, its type, symptoms, and treatment.
- All symptoms must correlate with the type of germ designed.

Modification Strategies/Activities:

Support IEPs and 504s
Online Notes
Printed Notes

Cross-curricular Connections/Standards:

CRP1 Act as a responsible and contributing citizen and employee

CRP3 Attend to personal health and financial well-being

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them

CRP12 Work productively in teams while using cultural global competence

Science: NGSS MSLS4 Biological Evolution, MSLS3 Heredity

Suggested Assessments:

Performance Task:

T-Chart – Make a T-Chart and label the columns “How communicable diseases are caused” and “How communicable diseases are spread”. Fill in the chart with information about both topics.

Other Assessment Evidence:

Quizzes

Handouts

Notes

Class Participation

Red/ Green Card

Ticket Out – Students must write 3 new things they learned during the lesson

Westampton Township School District

Curriculum Guide

Grade 7 Content Area: Health

Theme/Unit: Medicines/Drugs (Unit 7)	Suggested Sequence: Grade 7
<p>NJSLS:</p> <p>2.3.6.A.1 - Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.</p> <p>2.3.6.A.2 - Compare information found on over-the-counter and prescription medicines.</p> <p>2.3.8.A.1 - Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.</p> <p>2.3.8.A.2 - Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.</p> <p>2.3.6.B.5 - Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.</p> <p>2.3.8.B.8 - Analyze health risks associated with injected drug use</p> <p>2.3.6.C.1 - Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.</p> <p>2.3.6.C.2 - Explain how wellness is affected during the stages of drug dependency/addiction.</p> <p>2.3.6.C.3 - Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.</p> <p>2.3.6.C.4 - Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.</p> <p>2.3.8.C.1 - Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.</p> <p>2.3.8.C.2 - Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others. 	
<p>Essential Questions:</p> <p>Standard 2.3 – Strand A</p> <ul style="list-style-type: none"> How do I determine whether or not a medication will be effective? <p>Standard 2.3 – Strand B</p> <ul style="list-style-type: none"> Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects? How do I make the “right” decisions in the face of peer, media and other pressures? <p>Standard 2.3 – Strand C</p> <ul style="list-style-type: none"> Why does one person become an addict and another does not? 	<p>Enduring Understandings:</p> <p>Standard 2.3 – Strand A</p> <ul style="list-style-type: none"> Medicines must be used correctly in order to be safe and have the maximum benefit. <p>Standard 2.3 – Strand B</p> <ul style="list-style-type: none"> Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body. <p>Standard 2.3 – Strand C</p> <ul style="list-style-type: none"> There are common indicators, stages and influencing factors of chemical dependency.
<p>Knowledge, Skills, and Instructional Objectives:</p> <p>Students will learn:</p> <ul style="list-style-type: none"> Medicines are divided into classes and have different effects on different people. Medicines are only safe if they are used for the intended purpose and according to the directions on the label. <p>Students will be able to:</p> <ul style="list-style-type: none"> Analyze why all medicines considered drugs, but not all drugs are medicines Explain how vaccines prevent disease Analyze why it is important to finish all of the antibiotics in a prescription Describe the effects of analgesics Compare and contrast prescription medicine and OTC medicine 	
<p>Instructional Materials/Resources: Glencoe Health Text</p>	<p>Suggested Vocabulary: Medicines, Drugs, Vaccines, Oral, Topical, Inhaled,</p>

Westampton Township School District

Curriculum Guide

Grade 7 Content Area: Health

<p>Fast File Workbooks Glencoe Professional Health Series Copyright 2011</p>	<p>Injected, Side Effects, Additive Interaction, Synergistic Effect, Antagonistic Interaction, Prescription Medicines, Over-the-Counter Medicines, Medicine Misuse, Medicine Abuse, Drug Overdose</p> <p>Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
<p>Recommended Instructional Activities: The Roles of Medicines Using Medicines Safely</p>	
<p>Extension Strategies/Activities: With a group, create a poster that shows the dangers of buying medicines online. Give tips about how to buy medicines online safely. Research information to include in the poster. Illustrate your points with pictures from old magazines or the Internet, or with your own drawings.</p>	<p>Modification Strategies/Activities: Support IEPs and 504s Online Notes Printed Notes</p>
<p>Cross-curricular Connections/Standards: CRP1 Act as a responsible and contributing citizen and employee CRP3 Attend to personal health and financial well-being CRP8 Utilize critical thinking to make sense of problems and persevere in solving them CRP12 Work productively in teams while using cultural global competence Science: NGSS MSLS4 Biological Evolution, MSPS1 Matter and its Interactions Guidance PSC18</p>	
<p>Suggested Assessments: Performance Task: Cluster Chart – Draw a circle and label it “Medicines” Create four surrounding circles labeled “Prevent Disease”, “Fight Pathogens,” “Relieve Pain,” and “Promote Health.” Fill in the chart with details about the kinds of medicines discussed in the lesson. T-Chart – Make a two column chart. Label one column “Prescriptions” and the other column “OTCs” Fill in the first column with information about prescription medicines and the second column with information about over-the-counter medicines.</p> <p>Other Assessment Evidence: Notes Handouts Quizzes Test</p>	

Westampton Township School District

Curriculum Guide

Grade 7 Content Area: Health

Theme/Unit: Tobacco (Unit 7)		Suggested Sequence: Grade 7
NJSLS: 2.2.8.B.1 - Predict social situations that may require the use of decision-making skills. 2.2.8.B.2 - Justify when individual or collaborative decision-making is appropriate. 2.2.8.B.3 - Analyze factors that support or hinder the achievement of personal health goals during different life stages 2.3.8.B.1 - Identify ways that drugs can be abused. 2.3.8.B.3 - Explain why tobacco smoke is harmful to nonsmokers. 2.3.8.B.4 - Identify products that contain alcohol.		
Big Ideas: <ul style="list-style-type: none">• The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.• Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.		
Essential Questions: <u>Standard 2.2 – Strand B</u> <ul style="list-style-type: none">• Why might educated people make poor health decisions?• How do I overcome negative influences when making decisions about my personal health? <u>Standard 2.3 – Strand B</u> <ul style="list-style-type: none">• Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?• How do I make the “right” decisions in the face of peer, media and other pressures?	Enduring Understandings: <u>Standard 2.2 – Strand B</u> <ul style="list-style-type: none">• Decision-making can be affected by a variety of influences that may not be in a person’s best interest. <u>Standard 2.3 – Strand B</u> <ul style="list-style-type: none">• Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.	
Knowledge, Skills, and Instructional Objectives: Students will learn: <ul style="list-style-type: none">• The chemicals in all tobacco products harm your body.• Avoiding tobacco use will bring lifelong health benefits.• Secondhand smoke is harmful, but there are ways you can reduce your exposure. Students will be able to:		

Westampton Township School District

Curriculum Guide

Grade 7 Content Area: Health

- Analyze why do people who use tobacco ignore the warnings on tobacco products
- Synthesize how the media influences teens to use and not use tobacco products
- Describe how secondhand smoke can affect young children
- Determine in which year did the fewest high school students report recent tobacco use

Instructional Materials/Resources:

Glencoe Health Text
Fast File Workbooks
Glencoe Professional Health Series
Copyright 2011

Suggested Vocabulary:

Nicotine, Addictive Drug, Stimulant, Carcinogen, Carbon Monoxide, Tar, Smokeless Tobacco, Leukoplakia, Nicotine Withdrawal, Nicotine Substitute, Environmental Tobacco Smoke, Mainstream Smoke, Sidestream Smoke

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

The Health Risks of Tobacco Use
Choosing to Live Tobacco-Free
Promoting a Smoke-Free Environment

Extension Strategies/Activities:

With a partner, create a public service announcement for radio that warns teens about the dangers of smokeless tobacco. Keep the length of the announcement to about 30 seconds. Record the PSA and share it with the class, or you may perform your PSA live

Modification Strategies/Activities:

Support IEPs and 504s
Online Notes
Printed Notes

Cross-curricular Connections/Standards:

CRP1 Act as a responsible and contributing citizen and employee
CRP3 Attend to personal health and financial well-being
CRP8 Utilize critical thinking to make sense of problems and persevere in solving them
CRP12 Work productively in teams while using cultural global competence
Guidance- PSC18

Suggested Assessments:

Performance Task:

Venn Diagram – Draw a Venn diagram that has two circles. Label one circle “Tobacco Smoke” and the other circle “Smokeless Tobacco.” Write the risks of each in the circles. Put the risks that are shared by both in the area where the circles overlap.

T-Chart – Make a two column chart. Label one column “Start” and the other column “Quit.” Fill in the first column with reasons teens start using tobacco. Fill in the second column with reasons tobacco users want to quit using tobacco

Outline – Use the headings of the lesson to make an outline of what you learn.

Westampton Township School District

Curriculum Guide

Grade 7 Content Area: Health

Other Assessment Evidence:

Notes

Handouts

Quizzes

Test

Theme/Unit: Alcohol (Unit 7)	Suggested Sequence: Grade 7
NJSLS: 2.2.8.B.1 - Predict social situations that may require the use of decision-making skills. 2.2.8.B.2 - Justify when individual or collaborative decision-making is appropriate. 2.2.8.B.3 - Analyze factors that support or hinder the achievement of personal health goals during different life stages. 2.3.6.B.4 - Identify products that contain alcohol. 2.3.6.B.5 - List substances that should never be inhaled and explain why. 2.3.8.B.1 - Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents. 2.3.8.B.5- Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory	
Big Ideas: <ul style="list-style-type: none">• The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.• Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.	
Essential Questions:	Enduring Understandings:

Westampton Township School District

Curriculum Guide

Grade 7 Content Area: Health

<p>Standard 2.2 – Strand B</p> <ul style="list-style-type: none">• Why might educated people make poor health decisions?• How do I overcome negative influences when making decisions about my personal health? <p>Standard 2.3 – Strand B</p> <ul style="list-style-type: none">• Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?• How do I make the “right” decisions in the face of peer, media and other pressures?	<p>Standard 2.2 – Strand B</p> <ul style="list-style-type: none">• Decision-making can be affected by a variety of influences that may not be in a person’s best interest. <p>Standard 2.3 – Strand B</p> <ul style="list-style-type: none">• Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.
<p>Knowledge, Skills, and Instructional Objectives:</p> <p>Students will learn:</p> <ul style="list-style-type: none">• Alcohol use can harm your body and your brain and cause you to make poor decisions.• Choosing not to use alcohol protects you from dangerous health consequences.• Problem drinking and alcoholism harm both the drinkers and the people around them. <p>Students will be able to:</p> <ul style="list-style-type: none">• Describe how alcohol affects the liver• Analyze how binge drinking can put teens at risks for sexual assault• Describe some examples of diseases from long term alcohol use• List four problems that a baby may have if the mother drinks during pregnancy• Explain what an alcoholic must do in order to recover	
<p>Instructional Materials/Resources:</p> <p>Glencoe Health Text Fast File Workbooks Glencoe Professional Health Series Copyright 2011</p>	<p>Suggested Vocabulary:</p> <p>Ethanol, Fermentation, Depressant, Intoxication, Binge Drinking, Alcohol Poisoning, Psychological Dependence, Physiological Dependence, Alcohol Abuse, Blood Alcohol Concentration, Alcoholic</p> <p>Technology:</p> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
<p>Recommended Instructional Activities:</p> <p>The Health Risks of Alcohol Use Choosing to Live Alcohol Free The Impact of Alcohol Abuse</p>	
<p>Extension Strategies/Activities:</p> <p>Work in small group to create a pamphlet to inform teens about binge drinking. Do additional research using library or Internet sources to find facts, examples, or statistics to include in your pamphlet. Plan, design,</p>	<p>Modification Strategies/Activities:</p> <p>Support IEPs and 504s Online Notes Printed Notes</p>

Westampton Township School District

Curriculum Guide

Grade 7 Content Area: Health

and create your pamphlet on separate sheets of paper.

Cross-curricular Connections/Standards:

CRP1 Act as a responsible and contributing citizen and employee

CRP3 Attend to personal health and financial well-being

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them

CRP12 Work productively in teams while using cultural global competence

Science – NGSS MSPS1 Matter and Its Interactions

Guidance PSC18

Suggested Assessments:

Performance Task

Cause and Effect Concept Map – Draw a box around the phrase “Teen Alcohol Use.” Write at least three consequences of alcohol use, each in its own box. Connect the consequences boxes to the Teen Alcohol Use box

Note Cards – Label one note card “Alcohol Abuse.” Then make a note card for each vocabulary term in the lesson. On each note card, write what you already know about each term.

Other Assessment Evidence:

Handouts

Notes

Quizzes

Test

Theme/Unit:
Illegal Drugs (Unit 7)

Suggested Sequence:
Grade 7

Westampton Township School District

Curriculum Guide

Grade 7 Content Area: Health

NJSLS:

- 2.2.8.B.1 - Predict social situations that may require the use of decision-making skills.
- 2.2.8.B.2 - Justify when individual or collaborative decision-making is appropriate.
- 2.2.8.B.3 - Analyze factors that support or hinder the achievement of personal health goals during different life stages.
- 2.3.6.A.1 - Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.
- 2.3.6.A.2 - Compare information found on over-the-counter and prescription medicines.
- 2.3.6.B.1 - Explain the system of drug classification and why it is useful in preventing substance abuse.
- 2.3.6.B.5 - Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
- 2.3.6.B.6 - Summarize the signs and symptoms of inhalant abuse.
- 2.3.8.B.1 - Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
- 2.3.8.B.2 - Predict the legal and financial consequences of the use, sale, and possession of illegal substances.
- 2.3.8.B.5 - Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.
- 2.3.8.B.7 - Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness

Big Ideas:

- The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.
- Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.

Essential Questions:

Standard 2.2 – Strand B

- Why might educated people make poor health decisions?
- How do I overcome negative influences when making decisions about my personal health?

Standard 2.3 – Strand A

- How do I determine whether or not a medication will be effective?

Standard 2.3 – Strand B

- Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?
- How do I make the “right” decisions in the face of peer, media and other pressures?

Enduring Understandings:

Standard 2.2 – Strand B

- Decision-making can be affected by a variety of influences that may not be in a person’s best interest.

Standard 2.3 – Strand B

- Medicines must be used correctly in order to be safe and have the maximum benefit.

Standard 2.3 – Strand B

- Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.

Knowledge, Skills, and Instructional Objectives:

Students will learn:

- Drug misuse and substance abuse are life-threatening behaviors.
- Three often-abused drugs that can have serious physical and mental side effects are marijuana, inhalants, and anabolic steroids.
- Psychoactive drugs affect the central nervous system and can be especially damaging to the developing brain and body of a teen.
- By deciding not to use drugs, you promote your own health and influence others to do the same.

Students will be able to:

- Explain why it is a crime to use prescription drugs
- Explain how tolerance affects a drug user
- Define what a gateway drug is
- Describe how marijuana affects brain chemistry
- Define what designer drugs are
- Explain how to protect yourself from date-rape drugs at parties

Westampton Township School District

Curriculum Guide

Grade 7 Content Area: Health

- Synthesize what you should do if you are at a party where people are taking psychoactive drugs
- Apply what you can say to someone who tries to pressure you by saying “everybody’s doing it?”
- Analyze why a person might deny that he or she has a problem with drugs.

Instructional Materials/Resources:

Glencoe Health Text
Fast File Workbooks
Glencoe Professional Health Series
Copyright 2011

Suggested Vocabulary:

Substance Abuse, Illegal Drugs, Illicit Drug Use, Marijuana, Paranoia, Steroids, Psychoactive Drugs, Designer Drugs, Hallucinogens, Stimulants, Depressants, Opiates, Drug-free School Zones

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

Health Risks of Drug Use
Marijuana, Inhalants, and Steroids
Psychoactive Drugs
Living Drug Free

Extension Strategies/Activities:

The lyrics of American rap music often mention club drugs. Usually, the lyrics connect the drug to a fun filled, exciting lifestyle. Many psychologists think the lyrics of popular music may influence the behavior of its listeners. The psychologists believe that this has caused an increase in club drug use. With a partner, write a rap song that focuses on the dangers of using a club drug such as Ecstasy. Explain the uses and the risks of the drug you will write about

Modification Strategies/Activities:

Support IEPs and 504s
Online Notes
Printed Notes

Cross-curricular Connections/Standards:

CRP1 Act as a responsible and contributing citizen and employee
CRP3 Attend to personal health and financial well-being
CRP8 Utilize critical thinking to make sense of problems and persevere in solving them
CRP12 Work productively in teams while using cultural global competence
Science – MSPS1 Matter and Its Interactions

Suggested Assessments:

Performance Task:

K-W-L Chart – Make a three column chart. In the first column, list what you **know** about the negative effects of illegal drugs. In the second column, list what you **want** to know about this topic. As you read, use the third column to summarize what you **learned**.

Westampton Township School District

Curriculum Guide

Grade 7 Content Area: Health

Chart – Create a chart with three columns. Label the columns “Marijuana”, “Inhalants”, and “Steroids.” List the health consequences of each.

Flash Cards – Write each vocabulary term on one side of an index card. Write the definition on the back side of each card.

Other Assessment Evidence:

Handouts

Notes

Quizzes

Test

Westampton Township School District

Curriculum Guide

Grade 8 Content Area: Health

Theme/Unit: Reproductive Health (Unit 5)		Suggested Sequence: Grade 8
NJSLS: 2.1.8.C.1 - Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer. 2.4.8.B.6 - Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.		
Big Ideas: <ul style="list-style-type: none"> • Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle. • Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living. 		
Essential Questions: <u>Standard 2.1 – Strand C</u> <ul style="list-style-type: none"> • What makes a food healthy? • How do you determine appropriate portion sizes? <u>Standard 2.4 – Strand B</u> <ul style="list-style-type: none"> • How do you know when the time is right for you to become sexually active • Why does the United States have such a high incidence of unintended pregnancies and sexually transmitted infections? • What determines a person’s sexual orientation? 	Enduring Understandings: <u>Standard 2.1 – Strand C</u> <ul style="list-style-type: none"> • There are many short and long term health benefits and risks associated with nutritional choices. <u>Standard 2.4 – Strand B</u> <ul style="list-style-type: none"> • External pressures and opportunities that present themselves may influence a person to become sexually active. • Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process. • There are many additional challenges that confront those who are not heterosexual. 	
Knowledge, Skills, and Instructional Objectives: Students will need to know: <ul style="list-style-type: none"> • How body systems function Students will learn: <ul style="list-style-type: none"> • Your body’s endocrine system sends and receives chemical messages that control many body functions • The male reproductive system is a series of organs involved in producing children • The female reproductive system matures at puberty and enables women to reproduce Students will be able to: <ul style="list-style-type: none"> • Understand the purpose of reproduction. • Label and define the anatomy of the male and female reproductive systems • Comprehend the process and steps involved in sperm production and release as well as ovulation • Identify the possible problems of the male and female reproductive systems • Understand how to perform a correct testicular and breast exam • Understand how to take care for the male and female reproductive systems 		
Instructional Materials/Resources: Glencoe Health Text Fast File Workbooks Glencoe Professional Health Series Copyright 2011	Suggested Vocabulary: Female - Egg, Vagina, Cervix, Uterus, Fallopian Tubes, Ovaries, Fimbria, Endometrium, Ovulation, Menstruation, Estrogen Male – Sperm, Penis, Testicle, Epididymis, Vas Deferens, Seminal Vesicles, Prostate Gland, Cowper’s Gland, Urethra, Rectum, Scrotum, Ejaculation, Testosterone	
	Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate	

Westampton Township School District

Curriculum Guide

Grade 8 Content Area: Health

knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

Whole Group:

- Discuss the menstruation cycle
- Describe the pathway of sperm out of the male body
- Label anatomy diagrams
- Understand the different health problems of the male and female reproductive systems and how to treat and prevent them
- Discuss the proper way to perform a breast and testicular exam

Interdependent:

- Complete notes/handouts

Extension Strategies/Activities:

Flow Chart – Sketch a path that sperm take through each of the male reproductive organs

T-Chart - Set up a T-Chart to organize information about the parts of the female reproductive system and their functions

Menstrual Cycle – Create a chart to show each phase of the menstrual cycle
Day 1-8, Days 9-13, Day 14, Days 15-28

Modification Strategies/Activities:

Support IEPs and 504s
Online Notes
Printed Notes

Cross-curricular Connections/Standards:

CRP1 Act as a responsible and contributing citizen and employee

CRP3 Attend to personal health and financial well-being

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them

CRP12 Work productively in teams while using cultural global competence

Science – NGSS MSLS1, MSLS3, MSLS4

Suggested Assessments:

Performance Task:

- Vocabulary Review
- Start naming different parts of the male and female anatomy. Have students hold up a pink card if it's a female part, a blue card if it's a male part or both if both females and males have the part. You can do this before teaching the lesson then again at the end as a review.

Other Assessment Evidence:

- Quizzes
- Handouts
- Notes
- Class Participation
- Red/ Green Card

Westampton Township School District

Curriculum Guide

Grade 8 Content Area: Health

- Ticket Out – Students must write 3 new things they learned during the lesson

Theme/Unit: Growth and Development (Unit 6)		Suggested Sequence: Grade 8
NJSLS: 2.4.6.C.1 - Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy 2.4.6.C.2 - Identify the signs and symptoms of pregnancy. 2.4.6.C.3 - Identify prenatal practices that support a healthy pregnancy. 2.4.6.C.4 - Predict challenges that may be faced by adolescent parents and their families. 2.4.8.C.1 - Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy 2.4.8.C.2 - Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth. 2.4.8.C.3 - Determine effective strategies and resources to assist with parenting. 2.4.8.C.4 - Predict short- and long-term impacts of teen pregnancy. 2.4.8.C.5 - Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth		
Big Ideas: <ul style="list-style-type: none">• Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.		
Essential Questions: <ul style="list-style-type: none">• How do you know when you are ready to have a child?	Enduring Understandings: <ul style="list-style-type: none">• Raising a child requires physical, economic, emotional, social and intellectual commitment.• Prenatal care has a direct impact on the delivery and long-term health of the child.	
Knowledge, Skills, and Instructional Objectives: <u>Students will learn:</u> The Beginning of the Life Cycle <ul style="list-style-type: none">• As a fetus develops during pregnancy, special care needs to be taken to ensure the fetus and mother remain healthy.• Certain traits, such as eye and hair color, come from both of your parents.• Infancy and childhood are times of great changes and growth. The Life Cycle Continues <ul style="list-style-type: none">• During adulthood, individuals may choose to get married and become parents.• Middle and late adulthood are times of contribution and reflection. <u>Students will be able to:</u> <ul style="list-style-type: none">• The pathway of a fertilized egg through the fallopian tube and uterus• Cell growth during pregnancy and inside the uterus• How chromosomes and cell division produce males, females, and twins		

Westampton Township School District

Curriculum Guide

Grade 8 Content Area: Health

- Know the physical changes of a woman during a pregnancy and birth
- Describe the process of fertilization and the pathway of a fertilized egg
- Understand the growth of a fertilized egg during pregnancy and inside the uterus
- Describe the three different stages of birth
- Describe how life starts through fertilization

Instructional Materials/Resources:

Glencoe Health Text
Fast File Workbooks
Glencoe Professional Health Series
Copyright 2011

Suggested Vocabulary:

Fertilization, Chromosomes, Identical Twins, Fraternal Twins, Embryo, Fetus, Placenta, Amniotic Sac, Umbilical Cord, Contraction, Dilate, Prenatal Care, Fetal Alcohol Syndrome, Chromosomes, Genes, DNA, Genetic Disorders, Cognition, Physical and Emotional Maturity, Commitment, Transitions

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

Whole Group:

- Discuss pathway of fertilized cell and implantation
- Differentiate between chromosome pairs making male or female baby
- Differentiate between how identical and fraternal twins are produced
- Identify the major changes in a fetus during each trimester of development
- Describe the steps to take to have a healthy pregnancy and the birth defects that can occur if those steps aren't taken
- Learn about the various complications that can occur during pregnancy
- Describe three stages of birth
- Discuss heredity and genetics
- Describe the stages of infancy and childhood, adolescence, and adulthood
- Understand why some people choose to get married and become parents and why that decision is best made during adulthood and not as a teen.

Interdependent:

- Complete notes/handouts

Extension Strategies/Activities:

The March of Dimes

- Write a newspaper article to educate others about an organization such as the March of Dimes, which works to promote the health of children.
- Conduct online or library research about the organization of your choice.
- Use the following questions to help guide you
1. In what year was the organization established?

Modification Strategies/Activities:

Support IEPs and 504s
Online Notes
Printed Notes

Westampton Township School District

Curriculum Guide

Grade 8 Content Area: Health

- Why was it established?
2. What are some ways that the organization works to promote the health of children?
 3. What are some volunteer opportunities offered by your organization?

Family Involvement Activity

Interview your Parents and Guardians

- Ask one or both of your parents the following questions and record their answers
 1. What are the biggest responsibilities involved in being a parent?
 2. Did you feel prepared to be a parent when you became one? Did anyone help you?
 3. What do you love most about being a parent?
 4. What has been your greatest challenge? How have you dealt with that challenge?
- What has been your greatest achievement or proudest moment so far?

Cross-curricular Connections/Standards:

CRP1 Act as a responsible and contributing citizen and employee

CRP3 Attend to personal health and financial well-being

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them

CRP12 Work productively in teams while using cultural global competence

Science – NGSS MSLS3

Suggested Assessments:

Performance Task:

Stages of Pregnancy – Class should be broken up into 6 groups. Each group will be assigned one of the stages in pregnancy. Half of the group will design a poster that illustrates the stage, and the other half will write out the description of the stage. The stages are fertilization, implantation, embryo, fetus, and full term pregnancy. Posers and information posters can be hung up in order.

Other Assessment Evidence:

Quizzes

Handouts

Notes

Class Participation

Red/ Green Card

Ticket Out – Students must write 3 new things they learned during the lesson

Westampton Township School District

Curriculum Guide

Grade 8 Content Area: Health

Theme/Unit: Disease (Unit 8)	Suggested Sequence: Grade 8
<p>NJSLS:</p> <ul style="list-style-type: none">2.1.8.C.1 - Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer2.2.8.B.1 - Predict social situations that may require the use of decision-making skills2.2.8.B.2 - Justify when individual or collaborative decision-making is appropriate.2.2.8.B.3 - Analyze factors that support or hinder the achievement of personal health goals during different life stages.2.2.8.E.1 - Analyze factors that support or hinder the achievement of personal health goals during different life stages.2.2.8.E.2 - Compare and contrast situations that require support from trusted adults or health professionals.2.3.6.B.7 - Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis2.3.8.B.6 - Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.2.4.6.B.2 - Relate tobacco use and the incidence of disease.2.4.6.B.3 - Compare the effect of laws, policies, and procedures on smokers and nonsmokers.2.4.6.B.4 - Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.2.4.8.B.2 - Determine the benefits of sexual abstinence and develop strategies to resist pressures to become	

Westampton Township School District

Curriculum Guide

Grade 8 Content Area: Health

sexually active.

2.4.8.B.3 - Compare and contrast methods of contraception used by adolescents and factors that may influence their use.

2.4.8.B.4 - Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy

Big Ideas:

- The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.
- Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.
- Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.

Essential Questions:

Standard 2.2 – Strand B

- Why might educated people make poor health decisions?
- How do I overcome negative influences when making decisions about my personal health?

Standard 2.2 – Strand E

- How can you inspire others to address health issues?

Standard 2.3 – Strand B

- Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?
- How do I make the “right” decisions in the face of peer, media and other pressures?

Standard 2.4 – Strand B

- How do you know when the time is right for you to become sexually active?
- Why does the United States have such a high incidence of unintended pregnancies and sexually transmitted infections?
- What determines a person’s sexual orientation?

Enduring Understandings:

Standard 2.2 – Strand B

- Decision-making can be affected by a variety of influences that may not be in a person’s best interest

Standard 2.2 – Strand E

- Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.

Standard 2.3 – Strand B

- Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.

Standard 2.4 – Strand B

- External pressures and opportunities that present themselves may influence a person to become sexually active.
- Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process.
- There are many additional challenges that confront those who are not heterosexual

Knowledge, Skills, and Instructional Objectives:

Students will learn:

Sexually Transmitted Diseases and HIV/AIDS

- Sexually transmitted diseases are highly communicable infections that are contracted through sexual contact.
- All STDs are preventable and most can be treated, but some are incurable.
- HIV is the virus that causes AIDS, and disease that weakens the body’s immune system and may have fatal consequences
- HIV/AIDS is preventable and treatable, but it is incurable.

Students will be able to:

- Understand the importance of abstinence as the only protection from STDs and HIV/AIDS.
- Discuss healthy behaviors for avoiding STDs.
- Develop possible responses to pressure lines they might encounter in sexual situations.
- Rehearse refusal skills to sexual pressure.
- Compare and contrast some common STDs.
- Definitions of AIDS and HIV.
- Explain how HIV weakens the immune system and progresses into AIDS.
- Discuss how HIV is and isn’t spread.
- Discuss AIDS research and education.

Westampton Township School District

Curriculum Guide

Grade 8 Content Area: Health

<p>Instructional Materials/Resources: Glencoe Health Text Fast File Workbooks Glencoe Professional Health Series Copyright 2011</p>	<p>Suggested Vocabulary: Abstinence, Assertive, HIV, AIDS, Opportunistic Infections, Carrier, Asymptomatic</p> <p>Technology: 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
<p>Recommended Instructional Activities:</p> <p>Whole Group:</p> <ul style="list-style-type: none">• Discuss abstinence and its positive effects on those who choose to practice it.• Notes on what an STD are and list important facts about STDs in general.• Fill out STD Chart• Define HIV and AIDS.• Review how the Immune System responds to Germs.• Inform what HIV does to the body ones it enters a cell, and how it works inside the body.• Describe how HIV is and isn't spread.• List AIDS facts and the different ways to test and treat HIV and AIDS.• Discuss HIV and AIDS testing• Show various HIV and AIDS statistics and discuss student opinion about what they notice.• Watch movie – AIDS Update <p>Small Group:</p> <ul style="list-style-type: none">•	
<p>Extension Strategies/Activities: The Global Impact of HIV/AIDS</p> <ul style="list-style-type: none">• Write an action plan – Search online for charitable organizations that help children around the world with HIV. Write an action plan that describes what you can do provide support to the organization.• Answer the following questions:<ol style="list-style-type: none">1. Which organization will you help?2. Describe what the organization does to help children with HIV.3. Who can volunteers provide support to the organization?	<p>Modification Strategies/Activities: Support IEPs and 504s Online Notes Printed Notes</p>
<p>Cross-curricular Connections/Standards: CRP1 Act as a responsible and contributing citizen and employee CRP3 Attend to personal health and financial well-being CRP8 Utilize critical thinking to make sense of problems and persevere in solving them CRP12 Work productively in teams while using cultural global competence</p>	

Westampton Township School District

Curriculum Guide

Grade 8 Content Area: Health

Science: NGSS MSLS4, MSLS3, MSLS1, MSLS2

Suggested Assessments:

Other Assessment Evidence:

Quizzes

Handouts

Notes

Class Participation

Red/ Green Card

Ticket Out – Students must write 3 new things they learned during the lesson

Westampton Township School District

Curriculum Guide

Grade 8 Content Area: Health

Theme/Unit: Safe Relationships (Unit 3)	Suggested Sequence: Grade 8
<p>NJSLS:</p> <p>2.2.6.A.1 - Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.</p> <p>2.2.6.A.2 - Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.</p> <p>2.2.8.A.1 - Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.</p> <p>2.2.8.A.2 - Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.</p> <p>2.4.6.A.5 - Compare and contrast the role of dating and dating behaviors in adolescence.</p> <p>2.4.8.A.3 - Explain when the services of professionals are needed to intervene in relationships.</p> <p>2.4.8.A.4 - Differentiate between affection, love, commitment, and sexual attraction.</p> <p>2.4.8.A.5 - Determine when a relationship is unhealthy and explain effective strategies to end the relationship.</p> <p>2.4.8.A.6 - Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.</p> <p>2.4.8.B.5 - Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none">• The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.• Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.	
<p>Essential Questions:</p> <p><u>Standard 2.2 – Strand A</u></p> <ul style="list-style-type: none">• How do you know whether or not health information is accurate?• How do I learn to stand for and communicate my beliefs to others without alienating them? <p><u>Standard 2.4 – Strand A</u></p> <ul style="list-style-type: none">• How do we learn to understand and respect diversity in relationships?• How do we know when a relationship is not worth saving? <p><u>Standard 2.4 – Strand B</u></p> <ul style="list-style-type: none">• How do you know when the time is right for you to become sexually active?• Why does the United States have such a high incidence of unintended pregnancies and sexually transmitted infections?• What determines a person’s sexual orientation?	<p>Enduring Understandings:</p> <p><u>Standard 2.2 – Strand A</u></p> <ul style="list-style-type: none">• Making good health decisions requires the ability to access and evaluate reliable resources.• Effective communication skills enhance a person’s ability to express and defend their beliefs. <p><u>Standard 2.4 – Strand A</u></p> <ul style="list-style-type: none">• Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.• Reliable personal and professional resources are available to assist with relationship problems.• Technological advances continue to provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience. <p><u>Standard 2.4 – Strand B</u></p> <ul style="list-style-type: none">• Raising a child requires physical, economic, emotional, social and intellectual commitment.• Prenatal care has a direct impact on the delivery and long-term health of the child.
<p>Knowledge, Skills, and Instructional Objectives:</p> <p><u>Students will learn:</u></p> <p><i>Safe and Healthy Friendships</i></p> <ul style="list-style-type: none">• Mutual respect and honesty are important characteristics of healthy friendships.• Learning effective refusal skills will help you deal with negative peer pressure.• Setting dating limits and practicing abstinence will benefit all three sides of your health triangle. <p><i>Resolving Conflicts and Preventing Violence</i></p> <ul style="list-style-type: none">• Knowing why conflicts occur can help you prevent them.• Conflicts can be resolved through negotiation or mediation.• Teens need to know about forms of violence and ways to protect themselves.• Abuse can cause physical, mental, and emotional damage.	

Westampton Township School District

Curriculum Guide

Grade 8 Content Area: Health

Students will be able to:

- Understand different types of friendships/relationships
- Know the traits that make a good friend
- Know how to recognize a problem in a relationship
- Understand peer pressure and refusal skills
- Define abstinence and know how to avoid risk situations
- Know how sexual activity can affect your mental/emotional health
- Understand the causes of conflict and how to prevent them
- Name the different types of violence and how weapons, mental and emotional problems, alcohol, media, gangs are involved

Prevent and overcome different forms of abuse

Instructional Materials/Resources:

Glencoe Health Text
Fast File Workbooks
Glencoe Professional Health Series
Copyright 2011

Suggested Vocabulary:

Peer, Platonic Friendship, Clique, Peer Pressure, Harassment, Manipulation, Priorities, Intimacy, Infatuation, Self-Control, Abstinence, Conflict, Interpersonal Conflicts, Violence, Random Violence, Homicide, Sexual Assault, Rape, Emotional Abuse, Sexual Abuse, Stalking, Physical Abuse, Date Rape

Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

Whole Group:

- Define friendships and the various types of friendships (casual and close, platonic, online)
- List the traits needed to build strong friendships
- Name the ways to notice when a friendship has changed
- Decide what is positive peer pressure and negative peer pressure
- Describe refusal skills and the three-step process
- Difference between passive and aggressive responses
- Understand that knowing your priorities and setting limits when dating can make it more enjoyable
- Define abstinence and understand it's the only way to protect yourself from STDs, HIV/AIDS and pregnancy.
- Know how to avoid risk situations and considering the consequences of your actions
- Know how to use refusal skills and respond assertively to pressure lines
- Understand Conflicts and the positive and negative results they can have.
- Learn how to respond to conflict and go through the negotiation process or mediation.

Small Group:

- Pressure Lines Activity

Westampton Township School District

Curriculum Guide

Grade 8 Content Area: Health

Extension Strategies/Activities:

Pressure Lines Group Activity
(See Suggested Assessments)

Modification Strategies/Activities:

Support IEPs and 504s
Online Notes
Printed Notes

Cross-curricular Connections/Standards:

CRP1 Act as a responsible and contributing citizen and employee
CRP3 Attend to personal health and financial well-being
CRP8 Utilize critical thinking to make sense of problems and persevere in solving them
CRP12 Work productively in teams while using cultural global competence
PSB1 Self Knowledge Application, PSC1 Acquire Personal Safety Skills

Suggested Assessments:

Performance Task:

Pressure Lines and Refusal Skills – Students break into groups of four. Each group gets a paper with a different “Pressure Line”. Partner A wants to have sex, Partner B does not want to risk pregnancy or disease in any way and doesn’t want to have sex. Work with your group to come up with an assertive next line in the dialogue and then pass the sheet to the next group. Students should write clearly so others can read your handwriting. Groups continue to pass their papers around until the dialogue is complete. Then original groups will role-play their conversations.

Groups need to remember that Partner A is very aggressive with their responses to pressure their girl/boyfriend into having sex. Partner B is to remain assertive with their responses.

Example starter pressure lines:

1. I just want to make you feel good. What’s the risk of just one time?
2. Don’t you want to have my baby? Then we’ll always be together.
3. If you can’t meet my needs, I’ll find someone who will.
4. We’ve already had oral sex, so what’s the big deal?

Dialogues should go back and forth so the original group gets their paper back to write the last assertive line in the conversation.

Other Assessment Evidence:

Quizzes

Handouts

Notes

Class Participation

Red/ Green Card

Ticket Out – Students must write 3 new things they learned during the lesson

Support Documents

Comprehensive Health and Physical Education

(New Jersey Department of Education -
<https://www.state.nj.us/education/cccs/2014/chpe/standards.pdf>)

New Jersey Comprehensive Health and Physical Education in the 21st Century
New Jersey Comprehensive Health and Physical Education Student Learning Standards
Frequently Asked Questions: Health and Family Life Education

1. What are the requirements regarding health education in New Jersey schools?

All students are required to participate in health education classes which include a family life education component. The N.J.S.A.18A:35-7 and 8 requires that all students in grades 1-12 take at least 150 minutes of health, safety, and physical education per week each year. In high school, students must complete at least $3\frac{3}{4}$ credits in health and physical education for each year of attendance in order to receive a state-endorsed diploma. In order for students to meet the New Jersey Student Learning Standards (NJSLs), schools must provide instruction in both health education and physical education.

2. Must students take family life education classes?

Content in this area is outlined in Standard 2.4: Human Relationships and Sexuality and must be included in the district's health education curriculum. However, pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Students excused from instruction should be provided alternative instructional content and activities aligned with the New Jersey Comprehensive Health and Physical Education Student Learning Standards (SLS) and the local health education curriculum.

3. If a parent wants a child excused from family life education, what process should be used?

Local school districts must have policies in place to notify parents about their right to excuse a child from such instruction without penalty. However, no specific procedures are specified in N.J.S.A.18A:35-4.7. All parents/guardians should be notified of the excusal process. State law does not require active consent; however, every effort should be made to notify parents in advance of their right to have their child excused. Schools may use formal letters, information in parent-student handbooks, school Web sites and other means to inform parents of this process.

The law requires the parent/guardian to present a written, signed statement to the principal explaining how instruction in health, safety, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious education beliefs. Once the letter has been received by the school administration, a discussion should take place with the parent/guardian to clarify any misconceptions about the school's program. The student can then be excused without penalty from the content of the course found in conflict; however, the student must still complete mutually agreed upon instructional activities that support achievement of the Comprehensive Health and Physical Education Student Learning Standards. For example, in lieu of a human sexuality class, a student could be placed in a physical education class, take a foods and nutrition course, or complete an independent project to fulfill the requirements.

4. Must the school provide a copy of the health education curriculum upon request?

The school must make available a copy of the curriculum for review upon request. Typically, review copies of the curriculum and all related instructional materials are made available by the health/physical education teacher, school nurse, or curriculum office and may also be available at parents night or a school open house. Many schools hold special events to inform parents of the content and expectations of the health curriculum.

5. Can schools contract with outside organizations to provide health and family life education during school hours?

While schools may contract with outside organizations to provide specialized instruction during school hours, an appropriately certified school employee must be present during the delivery of instruction. The school has a responsibility to ensure that such instruction is medically accurate, unbiased, not promoting a particular religion, and aligned to the NJSLS in Comprehensive Health and Physical Education and the district's health education curriculum. Local school districts should carefully review the organization and instructors' credentials, check references, and if possible, attend a presentation(s) made for a similar audience before engaging an outside provider.

6. Are schools required to provide professional development to teachers to ensure that they possess current information regarding instruction in health and family life education?

New Jersey teachers are required to complete 100 hours of professional development within a five-year cycle. There is no specific requirement regarding teacher training in health or family life education. A professional development plan (PDP, formerly PIP) should be negotiated and agreed upon between the teacher and his/her supervisor. Professional development must align with the New Jersey Professional Development Standards for Teachers, and have the goal of improving teacher content knowledge and pedagogy in health education. Because health information is constantly changing, it is important that educators take responsibility for staying current in their field.

7. Who provides professional development for family life education?

New Jersey has a database of registered providers of professional development in health education and family life education that may be accessed on the New Jersey Department of Education Web site at <http://www.nj.gov/education/njpep/>.

8. How can a school ensure that a program is gender sensitive?

The N.J.A.C. 6A:7-1.7(b) requires that schools provide curriculum and instruction that is free of bias and offers the opportunity for positive interaction among students, regardless of race, color, religion, sex, national origin, age, disability, political affiliation or belief. Broad community representation on a curriculum advisory committee can help to ensure that the program reflects community culture and norms.

9. How can schools garner community support for health and family life education?

N.J.A.C. 6A:8-3.1 requires that school districts encourage community involvement in the development and review of all curricula that include health education programs. A Curriculum Advisory Committee that represents the community and periodically reviews curricula in all content areas is likely to maintain committee member interest and build community support. Committee members may consist of parents, family members, teachers, administrators, community and religious leaders, and students. Members should represent diverse community values and beliefs in order to ensure that information regarding instructional programs is shared across the community. Curriculum Advisory Committees that focus on a single content area or school issue often find it difficult to maintain the support and interest of school staff and the broader community, since members are likely to have temporary or personalized agendas.

10. Are New Jersey's schools required to provide abstinence-only programs?

No. New Jersey schools are not required to provide abstinence-only programs. However, N.J.S.A. 18A:35-4.19 et seq., known as the "stress abstinence law," requires schools to stress abstinence as the one completely reliable method of prevention when discussing contraception. It also requires schools to address the failure rates of various contraceptive methods (Adult failure rate data is the only information currently available.). The NJSLS require instruction regarding multiple methods of contraception; therefore, a school that chooses an abstinence-only curriculum as its only instructional program is not in compliance with the standards that specifically require students to understand abstinence, as well as contraception and disease prevention. In addition, the standards require students to carefully compare and contrast risk reduction and risk elimination methods and strategies to address internal and external pressures to remain abstinent.

11. What does stress abstinence mean?

N.J.S.A. 18A:35-4.19 et seq., the AIDS Prevention Act of 1999, is commonly referred to as the stress abstinence law. The law requires school-based programs and materials to emphasize that abstinence from sexual activity is the one completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy. The law requires local boards of education to include in their curriculum the reasons, skills, and strategies for remaining or becoming abstinent. It also requires that any instruction on methods of contraception, including the use of condoms, contain information on their failure rates in actual use. The law also requires that materials stress the importance of avoiding intravenous (needle injection) drug use as a method of HIV prevention.

12. Where can teachers and curriculum developers find state and local data to support program development?

The New Jersey Department of Education and other state agencies provide data and reports concerning selected student behaviors related to health and health outcomes such as pregnancy, live births, infant mortality, HIV and STD infection, and admissions to addiction treatment. The links to access reports and data are listed below:

[New Jersey Student Health Survey](#)

[New Jersey Middle School Substance Use Survey](#)

[New Jersey County Chartbook](#)

[Pregnancy Risk Assessment Monitoring System](#)

[Black Infants Better Survival Statistics](#)

[New Jersey Sexually Transmitted Disease Program](#)

[New Jersey HIV/AIDS Services](#)

[New Jersey Center for Health Statistics](#)

13. What criteria should be used to select a proposed family life education program?

The program must be aligned with the most recent version (2014) of the NJSLS for Comprehensive Health and Physical Education. The program and related instructional materials should be current, medically accurate and supported by extensive research with similar student populations, if available. The materials should also be developmentally appropriate, gender and culturally sensitive, and bias-free. This includes bias/proclivity towards a particular religious or political viewpoint. Other questions to consider in choosing a program and instructional materials are as follows: Does the program have accompanying instructional materials or will other materials be necessary to address the standards? Does the program address skills and behavior change or just content? How much training will teachers need to use the program? Does the program address the needs of students in the school community, based on public health data and community norms? Does the program stress abstinence, yet provide a

balanced approach to instruction? What is the cost per pupil? Are the materials available in languages other than English?

14. How can schools be sensitive to religious and cultural beliefs about family and sexuality?

While the Comprehensive Health and Physical Education Standards provide a framework for local school districts, it is the responsibility of the district to align its curriculum with the standards while still addressing the diverse needs of its students. New Jersey community demographics are constantly changing, and it would be unreasonable to expect a single teacher to be fully aware of the various cultural norms of each represented group. Therefore, the task of building cultural and religious sensitivity must be an ongoing effort, conducted by the local school district with the assistance of local cultural and religious organizations. The New Jersey Department of Health and Senior Services has established a network to assist in the identification of organizations with specific expertise in this area. The New Jersey Statewide Network for Cultural Competence can be accessed at <http://www.state.nj.us/njsncc/index.shtml>.

15. How can teachers and curriculum developers ensure that materials are developmentally appropriate?

The Comprehensive Health and Physical Education Standards are organized into small grade level bands (K-2, 3-4, 5-6, 7-8, and 9-12) so that teachers can easily identify what should be taught across grade levels. Schools need to provide time for teachers to discuss when and how the cumulative progress indicators will be addressed. Teachers also need to be sensitive to the social, emotional, and physical developmental levels of students in their classrooms and adjust instruction accordingly. Instruction cannot always be individualized to meet every student's immediate needs. There is no doubt, however, that in any classroom, there will be students at various developmental stages who will use the information presented in different timeframes in accordance with their developmental levels of readiness.

16. What factors should schools consider when engaging a speaker/presenter for students and/or parents?

Knowledgeable speakers/presenters may benefit a particular course and/or overall instructional program by virtue of their expertise on a given topic(s) that may enhance awareness and learning. Some questions to consider when choosing a guest speaker/presenter for students or parents include the following:

- Is the speaker's message and delivery method grade-level appropriate?
- Is there an opportunity to observe the speaker and review his/her presentation materials to ensure they are aligned with the district curriculum and are developmentally appropriate?
- Is the speaker's information medically accurate?
- Is the presentation (including method and materials) inclusive of all students' needs?
- Does the speaker and the message model positive behavior?
- Is there certainty that the speaker does not use fear-based motivational techniques?
- Is the philosophy of the agency/message aligned with the local curriculum and the NJSLs?
- Can a set of clear goals and objectives for the presentation that will reinforce the lessons that occur prior to and after the speaker's presentation be negotiated?

17. School policy does not allow teachers to discuss certain topics that continually surface during class. How should teachers handle this situation?

There is the likelihood that if students continually focus on certain topics, they are already discussing them with peers. Teachers need to be sensitive to these issues and raise the awareness of school administrators, parents, and the district curriculum committee to ensure that the curriculum addresses the current and pressing needs of students. Student behavior, classroom conversations, and student interests have changed - teachers need to make sure that school officials and parents are aware of these changes. Teachers should adjust instruction accordingly so that

students have accurate information from an informed adult, rather than misinformation from other sources. It is important to note that local school districts must address the content and skills at the designated grade levels found in the standards. Staff cannot deviate from designated grade-level instruction because they may be uncomfortable with the content. If staff, parents, students and community members work together in developing a curriculum that meets the needs of all students, this situation is less likely to occur. If a teacher, parent or concerned citizen discovers that a local school district curriculum is not aligned with the standards, he/she should discuss the issue with the teacher responsible for health instruction and with supervisors responsible for the development and implementation of the health curriculum.

18. How can schools ensure that a program is medically accurate?

Assuring that content is medically accurate is of critical importance and is the reason all instructors should be provided with content-specific professional development. To assist in reviewing content for medical accuracy, school medical inspectors (school physicians) and school nurses may be involved in the curriculum review process along with substance awareness coordinators, school counselors, social workers, and health education instructors and supervisors. Community medical experts and healthcare providers may also be of assistance. If the instructional program was developed by school district staff, the curriculum committee should provide a list of reputable resources to assist in reviewing program materials. If the program was developed by a major publisher, the material may have already been reviewed for accuracy by a national agency. Specific facts cited in instructional materials can be compared with facts published by the Centers for Disease Control and Prevention (www.cdc.gov) and the New Jersey Department of Health and Senior Services (<http://www.state.nj.us/health/>).

19. How can schools obtain greater parent involvement in health and family life education?

Some local districts offer a workshop for parents to review curriculum materials prior to beginning the family life education program. Such a workshop is an excellent opportunity to make parents aware of normal sexual development in children, to address their concerns and offer advice when answering common questions children of various ages might ask regarding sexuality.

Alternatively, teachers can assign adult-child homework assignments that provide an opportunity for parents/caregivers and children to discuss issues related to sex education such as values, family beliefs, culture, history and need for good communication. Interviews and discussion questions are a common technique used in creating these assignments that may be a formal part or a supplement to the curriculum.

The New Jersey Parent Teacher Association encourages its members to become involved in supporting health education and a coordinated approach to school health programs through committees that address HIV/AIDS, character education, student health and welfare, and nutrition.

A number of high school peer education groups have successfully conducted workshops that provide parents with an opportunity to talk to students, other than their own child, about sexuality-related issues and concerns. The Teen Prevention Education Program (Teen PEP) is an example of such a workshop program. Teen PEP is the result of collaboration with the Princeton Center for Leadership Training, HiTops Inc., and the New Jersey Department of Health and Senior Services and is supported by the Prudential Foundation and the New Jersey Department of Human Services (<http://www.princetonleadership.org/highschool.html>).

20. Does the New Jersey Department of Education approve health and family life education materials (e.g., textbooks, videos, software) or require schools to use specific materials?

No. The department does not approve instructional materials such as textbooks, software, or videos in any content area. Material adoption is a local district decision, based on the local curriculum development and review process. All

locally adopted instructional materials should be aligned to the district curriculum and the NJSLS and be current, medically accurate, and developmentally appropriate.

The department does provide supplemental resources, such as curriculum frameworks, scope and sequence models, and frequently asked questions to assist with the development, alignment, and implementation of district health curricula. These resources can be accessed online at <https://www.state.nj.us/education/cccs/2014/chpe/standards.pdf>

21. Does the department require schools to teach about same-sex families?

Most New Jersey classrooms have a myriad of family support systems and structures that reflect the social, cultural, economic, ethnic, and religious diversity of our state. Schools must be sensitive to the many family structures represented in classrooms and in society today, including, but not limited to, traditional or two-parent families, blended families, single-parent families, multiracial and multigenerational families, and same-sex families.

The NJSLS for Comprehensive Health and Physical Education require all students to understand the role of life-long relationships and the contributions that healthy relationships make to wellness. In grades K-4, students learn that: there are different kinds of families; family members have different roles and responsibilities; and families share love, values, and traditions, provide emotional support for each other, and set boundaries and limits. In the middle grades, students learn about healthy relationships, the role of families in meeting human needs, and the historical role of marriage and family in community and society. In high school, students investigate how different family structures, values, rituals, and traditions meet human needs and begin to understand how young adulthood will impact their role as a family member. High school students address factors to consider when choosing a life partner and learn how to enhance and maintain mature, loving, and respectful relationships.

22. Does the department require schools to teach about sexual orientation?

Yes. The standards require that by the end of grade eight, students discuss topics about sexual orientation. Issues might include tolerance and sensitivity, harassment and name-calling, stereotyping, and the development of gender identity and its relationship to puberty and adolescence. Similar topics might be addressed in more depth at the secondary level.

Board Policies Applicable to Curriculum

2110 PHILOSOPHY OF EDUCATION

The Westampton Township Public Schools will provide a high quality, age appropriate educational experience that empowers children to reach their academic potentials, become well-rounded individuals and develop a love for learning within a safe, secure, nurturing social and academic environment.

The social environment is one which fosters: risk taking; development of positive self-concept; individuality; respect for diversity; social consciousness; positive social interaction, and encourages students to expand their roles as active participants in their community and world.

The academic environment will provide increased opportunities for students to: value learning; develop as creative and critical thinkers and problem solvers in both academic and social situations; and make critical connections between present learning and the world around them.

Adopted: 2 May 2008

2132 SCHOOL DISTRICT GOALS AND OBJECTIVES

The Board adopts the following goals and objectives for the operation of the educational program of the school district.

- Develop skills in reading, writing, speaking and listening.
- Develop skills in mathematics, science and computer science.
- Develop pride in work and a feeling of self-worth.
- Develop good character and self-respect.
- Gain a general education.
- Learn how to examine and use information.
- Learn to respect and get along with people with whom we work and live.
- Develop a desire for learning now and in the future.
- Learn about and try to understand the changes that take place in the world.
- Learn how to respect and get along with people who think, dress, and act differently.
- Learn how to be a good citizen.
- Understand and practice democratic ideas and ideals.
- Understand and practice the skills of family living.
- Learn how to be a good manager of money, property and resources.
- Learn how to use leisure time.
- Practice and understand the ideas of health and safety.
- Appreciate culture and beauty in the world.
- Develop skills to enter a specific field of work.
- Gain information needed to make job selections.

N.J.A.C. 6:8-2.1

N.J.S.A. 18A:7A-7

Adopted: 2 May 2014

2200 CURRICULUM CONTENT

M

The Board of Education will provide the instruction and services mandated by law and rules as necessary for the implementation of a thorough and efficient system of free public education and such other instruction and services as the Board deems appropriate for the thorough and efficient education of the pupils of this district. The Board shall annually approve a list of all programs and courses that comprise the district's curriculum and shall approve any subsequent changes in the curriculum in accordance with Policy No. 2220.

For purposes of this policy "curriculum" means planned learning opportunities designed to assist pupils toward the achievement of the intended outcomes of instruction.

The curriculum will be reviewed by the Superintendent and approved annually by the Board. In accordance with law, the curriculum shall, as a minimum, include the curricular mandates of N.J.S.A. 18A - Education and N.J.A.C. 6 and 6A - Education and all of the New Jersey Core Curriculum Standards, Indicators and Frameworks.

The Superintendent is responsible for implementing the curriculum approved by the Board.

The Board directs that the curriculum be consistent with the educational goals and objectives of this district and responsive to identified pupil needs. The Superintendent shall, in consultation with teaching staff members, assure the effective articulation of curriculum across all grade levels and among the schools of this district, and among the constituent districts of the Rancocas Valley Regional School District.

The curriculum shall provide programs in accordance with Board policies and the New Jersey Core Curriculum Content Standards, including but not limited to:

1. Preparation of all pupils for employment or post secondary study upon graduation from high school.
2. Instruction in workplace readiness skills, visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies (including instruction on the Constitution of the United States, United States history, Community Civics, and the geography, history and civics of New Jersey) and World Languages;
3. Continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program of all pupils in accordance with Policy No. 2530;
4. Guidance and counseling to assist in career and academic planning for all pupils, in accordance with Policy No. 2411;
5. A continuum of educational programs and services for all children with disabilities, in accordance with Policy No. 2460 and Regulation Nos. 2460.1 through 2460.14;
6. Bilingual education, English as a Second Language, and English language services for pupils of limited English language proficiency, when the number of such pupils so necessitates, in accordance with Policy No. 2423;
7. Programs and services for pupils at risk who require remedial assistance in accordance with Policy Nos. 2414, 2415, and 5460;
8. Equal educational opportunity for all pupils in accordance with Policy Nos. 2260, 5750 and 5755;
9. Career awareness and exploration as required, and vocational education as appropriate;

10. Educational opportunities for pupils with exceptional abilities, in accordance with Policy No. 2464;
11. Instruction in accident and fire prevention;
12. A substance abuse prevention program;
13. A program for family life education; and
14. Programs that encourage the active involvement of representatives from the community, business, industry, labor and higher education in the development of educational programs aligned with the standards.

N.J.S.A. 18A:6-2; 18A:6-3; 18A:35-1 et seq.

N.J.A.C. 6A:8-1.1 et seq.; 6A:14 et seq.

N.J.A.C. 6:29-4.1; 6:29-6.6

New Jersey Student Learning Standards

Adopted: 17 October 2002

2210 CURRICULUM DEVELOPMENT

M

The Board of Education is committed to the continuing improvement of the educational program of the district. To this end, the curriculum shall be evaluated and modified in accordance with a plan for curriculum development.

As educational leader of the district, the Superintendent shall be responsible to the Board for the development of curriculum and shall establish procedures for curriculum development that insure the effective participation of teaching staff members, pupils, the community, and members of the Board.

The Superintendent shall report to the Board the objectives, evaluative criteria and costs of each proposed program before seeking Board adoption. New programs and courses of study shall not be acted upon by the Board until the meeting following their presentation, in order for Board members to have an opportunity to review the proposed program.

Criteria by which the Board will judge the acceptability of new course offerings include:

1. Does it address an identified pupil need?
2. Is it relevant to the Board's philosophy and goals and does it offer real possibilities for progress toward these goals?
3. If the proposed course replaces an existing program, what defect in the previous program is it designed to overcome?
4. Does it include the criteria by which progress can be measured?
5. Has it been thoroughly studied and/or tested by district staff or by another district? What were the results?
6. Has a curriculum guide been completed? If not, when can it be expected?
7. Have the associated textbooks been recommended to the Board?
8. Have the costs and time of implementation been reviewed, including in-service training?

A five-year plan for updating curriculum shall be developed and implemented. The Superintendent shall report annually on all progress in curriculum development and the implementation of the five-year curriculum plan at the time of the Board's annual adoption of curriculum.

The Superintendent may conduct experimental programs that are not part of the duly adopted curriculum and are deemed to be necessary to the continuing growth of the instructional program; he or she shall report to the Board any such pilot program conducted, along with its objectives, evaluative criteria, and costs, before each such program is initiated.

The Superintendent shall report to the Board periodically on all progress in curriculum development.

Adopted: 2 May 2000

2220 ADOPTION OF COURSES

M

The Board of Education shall provide a comprehensive instructional program to serve the needs of the children of this district. In furtherance of this goal and pursuant to law, the Board shall annually adopt the existing courses of study. Adoption includes both content and credit allocation. The Board's policy in this respect is to:

1. Adopt those core content standards mandated by the state in a form acceptable to the State Department of Education.
2. Adopt additional core content standards to meet the changing needs of pupils and the community.
3. Adapt and revise existing courses of study to meet the changing needs of pupils and the community.

Existing courses shall be reviewed at regular intervals and revised as necessary. No course of study shall be eliminated, revised or implemented without the approval of the Board.

The Board directs that the curriculum of this district:

1. Be consistent with written goals, objectives and identified pupil needs;
2. Develop individual talents and interests and serve diverse learning styles to motivate pupil achievement;
3. Provide for continuous learning through effective articulation;
4. Provide all pupils continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program;
5. Provide all pupils guidance and counseling to assist in career and academic planning;
6. Provide a continuum of educational programs and services for handicapped children, pursuant to law and regulation;
7. Provide bilingual programs for pupils whose dominant language is not English, pursuant to law and regulation;
8. Provide compensatory education programs for pupils, pursuant to law and regulation;
9. Provide all pupils equal educational opportunity, pursuant to law and regulation;
10. Provide career awareness and vocational education, pursuant to law and regulation;
11. Provide educational opportunities for exceptionally gifted and talented pupils.

The Superintendent shall maintain a current list of all courses of study offered by this district; shall furnish each member of the Board of Education with a copy upon request; and shall provide a copy in the district office for public referral.

Adoption of courses shall be by a recorded roll call majority vote of the full membership of the Board. This includes the courses in the special education and ESL/bilingual programs, and those for the adult high school.

N.J.S.A. 18A:4-25; 18A:4-28; 18A:7A-6; 18A:33-1; 18A:35-1 et seq.

N.J.A.C. 6:4-1.1 et seq.; 6:8-4.6; 6:8-7.1; 6:39-1.2

Adopted: 2 May 2000

2230 COURSE GUIDES

M

The Superintendent shall oversee development of curriculum guides for every course and area of study for every grade level. Each guide shall contain objectives for concepts and skills to be taught and attitudes to be developed; necessary study skills; suggested materials and activities designed to achieve all of these; and evaluation criteria intended to test the extent to which learning objectives have been met.

Teachers shall use the guides as the core of their instructional planning. It shall be the responsibility of the building principal to ensure that curriculum guides are being followed.

A copy of each guide in use shall be kept on file in each school office. Such guides shall be available for inspection. Because curriculum guides are the means of implementing instruction in courses adopted by the Board as the curriculum of the district, the Board shall approve any new curriculum guides or any revision to an existing guide before they are put into effect.

N.J.S.A. 18A:33-1

Adopted: 2 May 2000

Curriculum Revision Commentary

In order to achieve the district's philosophy of high quality educational experiences for all students, curriculum review and revision must become an ongoing process in Westampton Township Public Schools.

Recommended 5 Year Cycle - In an effort to streamline the process for future curriculum review and revision, the following five-year curriculum revision cycle will be implemented:

Year 1: Curriculum Evaluation and Development

- Examine the state statutes, state administrative code, and board policy to ensure compliance and develop direction for curriculum revision.
- Research current data, trends, and best practices in the content area.
- Complete curriculum audit, including teacher surveys and discussions, to determine curriculum strengths and areas of concern
- Develop K-8 curriculum maps in the respective content area
- Determine learning outcomes, and assessments based on state standards
- Select and purchase new programs and materials, if necessary
- Plan district wide articulation sessions focusing on new initiatives

Year 2: Initial Implementation and Revision

- Create a new curriculum draft
- Plan professional development to facilitate the implementation of new instructional practices and programs relative to the new curriculum.
- Provide professional development for administrators to support the implementation and supervision of new curriculum.
- Use teacher feedback and recommendation to support revisions of the curriculum draft.
- Include additional instructional activities, cross-curricular connections and technology to move the document from being a work in progress to a finished product.
- Begin collecting and analyzing data to determine impact of new curriculum on student learning.

Years 3 and 4: Full Implementation

- Implement revisions to the curriculum
- Monitor the implementation of curriculum with the new revisions.
- Continue to provide support and staff development
- Identify further areas of revision and amend the curriculum, if necessary.
- Continue to collect and analyze data to determine the impact of curriculum on student learning.

Year 5: Full Implementation/Revision Planning

- Monitor the implementation of curriculum with the new revisions.
- Continue to provide support and staff development
- Identify further areas of revision and amend the curriculum, if necessary.
- Continue to collect and analyze data to determine the impact of curriculum on student learning.
- Plan for new curriculum revision cycle/curriculum evaluation and development.

It is important to note, however, that recent changes in NJ legislature states that if the NJSLS standards change, no district will be allowed to wait until they are in a curriculum revision year (i.e. year 5 of a five-

year curriculum revision cycle) to revise the affected curriculum. Districts will have twelve months from the date the new standards are adopted to update and amend their curriculum documents.

Westampton Township School District
Lesson Plan Template

Teacher:

Subject:

Week Of:

M__ T__ W__ T__ F__

1. Standards:

2. Essential Questions:

3. Enduring Understandings:

4. Objectives:

5. Assessment of Objectives:

6. Material/Resources:

7. Instructional Strategies:

8. Support for Special Needs:

9. Closure Activity:

10. Homework:

**Westampton Township School District
Curriculum Map Template**

School:
Teacher:

Subject:
Grade Level:

MONTH/YEAR	ESSENTIAL QUESTIONS	CONTENT/CONCEPT	SKILLS	ASSESSMENT	SUGGESTED ACTIVITIES/RESOURCES

Physical Education/Health Glossary of Instructional Terms

Active participation - Students engaged in meaningful physical activity.

Body awareness - Understanding and awareness of the body's potential for movement through space.

Cardio-respiratory endurance - Health related fitness component that relates the ability of the circulatory and respiratory systems to supply oxygen during sustained physical activity.

Cooperation - students work together to reach desired outcomes. All students within the group are expected to contribute to accomplishing the goal.

Direction - This refers to the desired route of movement whether straight, *zigzag*, circular, curved, forward, backward, sideward, upward, and downward.

Effort awareness - The ability to apply proper amounts of force or energy within a constructed set of circumstances.

Extensions - Includes the size of movements of the body or its parts in space and the distances from the center of his body that the parts reach to carry out a movement.

Eye-hand coordination -The development of tracking items in space, specific to throwing, striking and catching objects.

Eye-foot coordination -The development of tracking items in space, specific to striking, trapping and kicking objects.

Fitness - Fitness is a state of well being that allows an individual to participate in daily activities with vigor.

Flexibility - A health related fitness component that relates to the range of motion available at a joint.

Flow - The flow factor establishes how movements are purposefully sequenced to create continuity of movement.

Force - Is the effort or tension generated in movement.

Group Initiatives -The ability to act and make decisions with the help of others to plan a strategy designed to deal with or solve a problem.

Implements - Equipment used to in the performance of a task.

Levels - This defines the relationship of the body to the floor or apparatus, whether low, medium or high.

Life Skills- Skills cutting across all domains of learning which allows one to perform daily activities and enhance one's wellness.

Manipulative Skills- The handling of some kind of object that involves the hand and feet as well as other parts of the body, manipulation of objects leads to better hand-eye and foot-eye coordination.

Movement Sequences - Selection of movements that have been applied and combined, focusing on transition from one movement to another.

Muscular Endurance - The ability of a muscle or muscle group to perform repeated contractions without fatigue.

Muscular Strength - The amount of force exerted or resistance overcome by a muscle for a single repetition.

Pathways - This trait describes the path of movement takes through space these can be straight, curved, or zigzag.

Pedagogy of Sport - Refers to the teaching of the art, science, and history of sport.

Peer Assessment - The act of offering feedback and evaluation to a peer as he/she practices an activity.

Quality of Movement - Relate closely to mechanical principles used to move efficiently.

Relationship with Objects/People - With whom or with what the body part moves; it gives meaning to the interaction between individuals and their environment divided into three parts relationships with body parts, relationships with people, and relationships with objects and or people.

Self-Control - Restraint exercise over one's own impulses, emotions, or desires.

Self Esteem - A confidence and satisfaction in one's self.

Spatial Awareness - The body's relationship, in regard to people and objects, related to location, direction, levels, pathways, and extensions.

Sports Education - A teaching model, which incorporates student-directed learning through a specific sport season. The model typifies an actual athletic season with students assuming roles of captains, trainers, and statisticians among others.

Speed - Speed is the ability of the body to perform movement in a short period of time. This is usually associated with running forward. Speed is essential for the successful performance of most sports and general locomotor movement skills. A skill-related fitness component related to performing movement in a short period of time.

Sportsmanship - Conduct (as fairness, respect for ones opponent, and graciousness in winning or losing) becoming to one participating in a sport.

Strategy - The art of devising or employing plans or stratagems toward a goal.

Striking - The art of exerting a force against an object in order to propel it.

Targeting - The art of exerting a force against an object in order to propel it toward a desired location.

Teamwork- Collaborating with others to achieve a common goal; learning to be subordinate to a leader, as well as being a leader.

Wellness - the integration and balance of social, mental, emotional, spiritual, environmental, and physical health.

Modifications and Extensions: A Guide for Differentiated Instruction

(Formerly Instructional Adaptations in the Classroom for Students with Diverse Needs)

Introduction

The students populating U.S. classrooms today are a diverse lot. They come from differing cultures and have differing learning styles. They arrive at school with differing levels of emotional and social maturity. Their interests differ greatly, both in topic and intensity. At any given time, they reflect differing levels of academic readiness in various subjects-and in various facets of a single subject.

In life, kids can choose from a variety of clothing to fit their differing sizes, styles, and preferences. We understand, without explanation, that this makes them more comfortable and gives expression to their developing personalities. In school, modifying or differentiating instruction for students of differing readiness and interests is also more comfortable, engaging, and inviting. One-size-fits-all instruction will inevitably sag or pinch-exactly as single-size clothing would-student who differ in need, even if they are chronologically the same age.

While the goal for each student is challenge and substantial growth, teachers must often define challenge and growth differently in response to students' varying interests and readiness levels.

– Carol Ann Tomlinson, How to Differentiating Instruction in Mixed-Ability Classrooms

The concept of differentiation, also referred to “differentiating instruction”, “differentiated instruction”, “differentiated learning”, “adaptations”, has become an important conversation in teaching and learning. This places students at the center of teaching and learning and upholds data and student needs as the vehicle to drive instructional planning and practices.

“Differentiating the curriculum” requires qualitative, proactive, and multiple approaches to learning in an effort to provide appropriate adjustments to content, teaching strategies, expectations of student mastery, and scope and sequence.

In a differentiated classroom, students work at different paces, have different strengths, and therefore, need instruction that is tailored to meet their individual needs. This need for differentiation is magnified when students have disabilities, are limited in English proficiency, or are advanced and need to be challenged academically to maintain motivation for learning.

This document is designed to offer support to teachers as a resource for strategies to use in their classroom considering that most classroom contain a broad range of levels, skills, and interests. Please note that while this document is categorized to reflect specific student subgroups, many of the strategies can overlap and prove to be effective instructional practices for all students.

Practices that Support Students with Various Needs

(Students include those supported under the umbrella of Special Education. 504 students and at-risk students)

Student Motivation

Rationale: Some students with disabilities and struggling learners may be reluctant to engage or persist in language arts literacy activities. This reluctance may be due to difficulties with aspects of language or literacy processes resulting in repeated failures despite students' initial efforts and desire to learn. Because of these difficulties motivational strategies are important to help students with disabilities become successfully involved in a variety of literacy experiences to develop proficiency, confidence, and enjoyment.

Purpose:

Create interest
Develop persistence
Build confidence
Promote enjoyment
Foster independence

Strategies:

Personally meaningful activity
Activity choice
Hands-on, multimodal activities
"Doable" tasks
Attention to learning style
Student involvement in goal setting
Modified assessment activities
Choice to work with others or alone

Instructional Presentation

Rationale: Some students with disabilities and struggling learners may require instructional presentations that will enable them to acquire, comprehend, recall, and apply science content and related processes. In addition, instructional presentation adaptations can enhance a student's attention and ability to focus on instruction.

The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (*Instructional Preparation*); structure and organize information (*Instructional Prompts*); foster understanding of new concepts and processes (*Instructional Application*); and promote student self-reflection and self-management regarding tasks demands, goal attainment, and performance accuracy (*Instructional Monitoring*).

Instructional Preparation

Purpose:

Motivate
Establish purpose and goals of lesson
Activate prior knowledge
Build background
Focus

Examples:

Previewing information/materials
Advanced organizers
Brainstorming and webbing
Questioning techniques
K-W-L strategies

Organize

Warm-ups
Visual demonstrations, illustrations, models
Mini-lessons

Instructional Prompts

Purpose:

Organize information
Build whole-part relationships
Cue associations and connections
Highlight essential concepts
Generate categorization and comparisons
Activate recall
Summarize

Examples:

Graphic organizers
Semantic organizers
Outlines
Mnemonics
Analogies
Feature analysis
Color coding
Key words/Labels
Writing frames/templates
Restating/clarifying oral directions
Cue Cards
Pictures
Movement cues
Notetaking guides
Segmenting/chunking tasks
Directions on overhead/board

Instructional Application

Purpose:

Simplify abstract concepts
Provide concrete examples
Extend ideas and elaborate understanding
Build connections and associations
Relate to everyday experiences
Promote generalization
Engage multiple modalities

Examples:

Graphics and charts
Data charts
Flow charts
Drawings and other illustrations
Dramatics – role play
Props and manipulatives
Field trips
Games and puzzles
Models
Interviews/surveys
Think aloud - modeling
Simulations
Hands-on activities
Constructions
Dramatizations
Music and movement
Concept activities
Application activities
Real-life applications (write letter to editor)

Instructional Monitoring

Purpose:

Provide checks for understanding
Redirect attention
Direct on-task behavior
Promote participation
Check progress
Assist in goal setting
Establish timelines
Clarify assignments, directions, and directions
Provide reinforcement and corrective feedback
Promote strategy use and generalization
Manage student behavior and interactions
Develop self-questioning and self-regulation

Examples:

Self-monitoring checklists
Think-alouds
Journal entries
Portfolios
Interviews
Questioning techniques
Student contracts
Reward system

Instructional Grouping

Purpose:

Cooperative learning groups
Peer partners
Buddy Systems
Teams

Examples:

Assist physically
Clarify
Prompt cue
Gestures and signals
Interpret
Reinforce
Highlight
Organize
Focus

Student Response

Rationale: Some students with disabilities and struggling learners may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of language arts and other content area procession in a variety of situations with varied materials while they are developing proficiencies in these areas.

The primary purpose of student performance responses is to provide students with disabilities and struggling learners a means of demonstrating process toward the lesson objectives related to the New Jersey Student Learning Standards

Response Format Adaptation Examples:

- Dictation
- Use of PC/multimedia for composition of response
- Video and audiotapes
- Braille writing

- Signing with Interpretation
- Information and graphic organizers
- Illustrations
- Diagrams
- Construction – models, dioramas, mobiles
- Songs, raps, and/or poems
- Brochure
- Game or puzzle
- Flip book
- Create test questions

Response Procedure Adaptation Examples:

- Extended time
- Practice Exercises
- Interpreter
- Use of preferred response format

Limited English Proficiency Students

Teachers need to use a variety of strategies for monitoring student progress and to adjust their strategies and expectations to fit the level of language proficiency of the English language learner. With beginning language learners, emphasis should be on comprehension of named things and actions; more advanced students should begin demonstrating understanding of connections between things and subsequently their ability to articulate the relationship between ideas. Content area teachers should work closely with the bilingual/ESL teacher to identify instructional and assessment strategies that are appropriate to all aspects of the student's development and that permit teachers to expand expectations gradually over the school year.

Successful strategies for monitoring student progress in the content areas include:

- Providing periodic checks for understanding.
- Promoting nonverbal as well as verbal participation.
- Encouraging students to think aloud to practice concepts.
- Modeling responses that provide appropriate information using correct grammar.
- Breaking tasks down into sequentially developed parts using simple language.
- Structuring questions to student's language level (e.g., begin with yes/no and embedded questions and advance to open-ended questions).
- Avoiding use of questioning techniques that contain negative structures, such as "all but", "everything is _____ except", or "one is NOT the reason/cause."
- Rephrasing questions and information when students do not understand the first time.
- Observing student's behaviors for evidence that they understand assignments, directions, and instructions.
- Reviewing student's work for evidence that they understand assignments, directions, and instructions.

- Using visual reviews (e.g., lists and charts) that enable students to show what they know and can do.
- Providing increased “wait time” to allow students time to process questions before responding.
- Providing modified “double” grading to assess the content as well as the structure of responses.

Four over-arching strategies are most effective for assisting students from a background of limited English proficiency (LEP) to meet success in content area classes. These strategies include the following:

- integrate activities into thematic units
- tap students’ prior knowledge and experience
- teach learning strategies and scaffold complex tasks
- group students into a variety of learning groups

Academically Talented Learners

Academically talented learners, also known as “gifted learners” or “gifted and talented,” are oftentimes overlooked in classroom instruction. Consequently, some students find school boring and uninspiring due to knowing many of the concepts being introduced in the regular classroom. The exceptionally able or gifted students are those who

- demonstrate a high degree of intellectual, creative, and/or artistic ability
- possess exceptional leadership skills
- excel in specific fields
- function above grade level
- need accommodations or special instruction to achieve at levels commensurate with a challenge to his or her abilities
- have the ability to grasp concepts rapidly and/or intuitively
- have an intense curiosity about principles and how things work
- have the ability to generate theories and hypotheses and pursue methods of inquiry
- produce products that express insight, creativity and/or excellence

In the past, the term “gifted” described people with high scores on I.Q. tests. Today, new concepts connected to creative thinking models and multiple intelligences have expanded the definition of intelligence to include other dimensions. Giftedness reflects a multifaceted, multicultural, and multidimensional perspective and is defined by aptitude, traits, and behaviors rather than changeless test performance. These students are found in all cultural groups and across all economic levels. Increased understanding of culturally determined and environmentally affected behaviors will enable teachers and administrators to interpret performance indicators of creative potential.

Strategies for Academically Talented Learners

Gifted students are more likely to develop study and production skills, experience success and struggle, and feel challenged in a classroom setting that encourages learners to master information more quickly.

Adaptation strategies include the following:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- community involvement
- cultural diversity
- internship, mentorship, and other forms of apprenticeship

Miscellaneous/All Learners

Adaptations in the Classroom Environment

- Classical background music to enhance concentration
- Variety of workspace arrangement (individual, small, and large group)
- Privacy work seats – carrels
- Conferencing area for one-on-one teacher/student interaction
- Charts and poster to enhance memory and self-reliance
- Organization tools – labeled bins or cabinets for materials, assignments, or supplies
- Seating arrangements – minimize distractions, provide positive student models

Adaptive Equipment and Instructional Materials

- Leveled classroom libraries
- Books on tape
- Directions on tape
- Tape recorders
- Simplified written directions
- Adjusted formats of text
- Computers with adaptive software
- Speech synthesizer
- Communication boards
- Close-captioned video/television

Bibliography

Works Consulted

- American Alliance for Health, Physical Education, Recreation, and Dance(AAHPERD)/National Association for Sport and Physical Education (NASPE), *Teaching Large Class Sizes In Physical Education: Guidelines and Strategies*, Retrieved September 29, 2008, www.aahperd.org/naspe/pdf_files/largeClassSize.pdf
- Central Washington University, *Teaching Unit Plans*, Retrieved September 30, 2008 – October 10, 2008, from <http://www.pelinks4u.org/links/unitplans.htm>
- Delaware Department of Education, *Delaware Content Standards and recommended curriculum*, Retrieved September – October 2008, from <http://www.doe.k12.de.us/infosuites/staff/ci/default.shtml>
- National Association for Sport and Physical Education (NASPE), *Appropriate Practices for Elementary School Physical Education*, Retrieved October 3, 2008, from <http://www.aahperd.org/naspe/template.cfm?template=peappropriatepractice/index.html>
- National Association for Sport and Physical Education (NASPE), *Appropriate Practices for Middle School Physical Education*, Retrieved October 3, 2008, from <http://www.aahperd.org/naspe/template.cfm?template=peappropriatepractice/index.html>
- New Jersey Department of Education, *New Jersey Core Curriculum Content Standards: Comprehensive Health and Physical Education Standards*. Retrieved August 2012 from http://education.state.nj.us/cccs/?_standard_matrix;c=2
- New Jersey Department of Education, *Standards Clarification Project Phase 1*. Retrieved August 2008 – October 2008, from <http://www.nj.gov/education/aps/njscpl/>
- New Jersey Department of Education, *Appendix D: The National Standards, from New Jersey Comprehensive Health Education and Physical Education Curriculum Framework*, Retrieved September 30, 2008, from www.state.nj.us/education/frameworks/chpe/appendixd.pdf
- Wiggins, Grant and Jay McTighe, *Understanding by Design (Expanded 2nd Edition)*, Alexandria, Virginia: Association for Supervision and Curriculum development, copyright 2005

The Physical Education and Health Curriculum of the following districts were reviewed during the development of this curriculum document:

- Cherry Hill Public Schools, Cherry Hill, NJ
- Livingston Public Schools, Livingston, NJ
- Plainfield Public Schools, Plainfield, NJ
- Rutherford Public Schools, Rutherford, NJ