This curriculum may be modified through varying techniques, strategies and materials as per an individual student's Individualized Education Plan (IEP)
At the regular meeting held on 12/5/19.

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VISION STATEMENT

In the current age of obesity and increasing sedentary lifestyles it is the responsibility of the K-8 Physical Education program to encourage physical activity and exercise, resulting in a healthier lifestyle and lifelong involvement in physical fitness.

The aim of our program is to developmentally empower students to make wise choices, meet challenges and exhibit positive behaviors towards team related sports and lifetime individual activities.

This quality physical education curriculum will equip children to pursue an informed, lifelong, healthy and active lifestyle.
MISSION STATEMENT

The purpose of the Physical Education program is to contribute to the total growth and development of the physical, mental & social domains through physical activities and movement experiences.

The curriculum is designed to deliver a planned, sequential K-8 instructional program. It will introduce and explore skills to master the necessary movement experiences needed to participate confidently in physical activities and fitness. This will instill in children the knowledge and understanding to progress into games, sports and fitness related activities.

This program reflects an opportunity for children to foster a positive behavior, promote self-worth, encourage cooperation and good sportsmanship promotes a healthy lifestyle and personal well-being.
**COURSE PROFICIENCIES**

**COURSE OBJECTIVES**

**GRADES K-5**

To provide students with opportunities to:

1. Demonstrate locomotor, non-locomotor and manipulative movement skills.
2. Utilize basic movement skills by applying movement concepts and rhythm.
3. Apply movement skills in relation to objects, other participants and boundaries.
4. Practice movement skills to engage in physical actions, such as games, sports and lifetime activities.
5. Develop an awareness when, where and how to use and modify specific movement skills and concepts in fitness and physical activities.
6. Observe physical activities and provide feedback to participants to improve movements or performance.
7. Assess and maintain a level of physical fitness to improve performance.

**GRADES 6-8**

8. Identify the characteristics of skilled performance in a variety of physical activities.
9. Provide the necessary modifications while combining movement skills, concepts and principles to enhance performance in physical activities.
10. Discuss and describe the application of appropriate rules, strategies, and sportsmanship behaviors as a participant or observer in physical activities.
11. Assess and maintain a level of physical fitness to improve performance.

**All the above course proficiencies are aligned with the New Jersey Student Learning Standard 2.5.**
**COURSE PROFICIENCIES**

**COURSE OBJECTIVES**

**GRADES K-5**

To provide students with opportunities:

1. Identify the five components of health-related fitness and describe activities related to each component.
2. Demonstrate appropriate techniques used in fitness activities.
3. Identify how fitness activities enhance their overall well-being.
4. Participate in health-related fitness activities.
5. Attain a personal fitness goal to improve performance.

**GRADES 6-8**

6. Identify the five components of health-related fitness and how each contributed to well-being.
7. Assess physiological indicators of exercise before, during and after physical activity, and describe how these can be used to monitor and improve performance.
8. Discuss, apply and assess the basic principles of specificity, intensity and duration to fitness training and fitness activities.
9. Develop a personal fitness plan, using technology to record personal fitness results to assess and compare to the age-related standards.

**All the above course proficiencies are aligned with the New Jersey Student Learning Standard 2.6.**
STUDENT PROFICIENCIES

BEHAVIORS

The student will be able to:

1. Develop positive self-esteem through participation in sports, dance, fitness, and lifetime activities.

2. Perform physical activities that promote cooperation and teamwork with respect to diversity among individuals.

3. Explain the rules and etiquette appropriate to sports, dance, fitness, and lifetime activities as a participant and/or as a spectator.

4. Demonstrate respect and acceptance for the physical and performance limitations of self and others.

5. Learn safety and apply them to sports, dance, fitness, and lifetime activities.

6. Apply learned strategies and principles in a variety of physical education activities and sports.

ATTITUDES

The student will develop an appreciation of:

1. The importance of participation in sports, dance, fitness, and lifetime activities as they enhance and maintain a healthy lifestyle.

2. The importance of good sportsmanship, fair play, and following rules.

3. The importance of respecting others.

4. Teamwork and working together.

5. Physical education as an integral part of the total educational process.
PARTICIPATION

The students will be able to:

1. Engage in a variety of activities to promote physical activity throughout life.

2. Develop the proper motor skills and movement patterns needed to perform a variety of activities.

3. Demonstrate a knowledge base of movement concepts, principles and strategies as they apply to learning and performance of physical activities and fitness.

4. Assess and maintain a level of physical fitness to improve health and performance.

5. Demonstrate knowledge of physical fitness concepts, principles and strategies to improve health and performance.
METHODS OF EVALUATION/ASSESSMENT

Pupils progress will be formally evaluated in grades one through eight. In grades one through five, children receive grades of “S” (satisfactory), “NI” (needs improvement). In grades six through eight, students receive a letter grade based on a one-hundred point system.

Criteria used to evaluate students in grades 1-5 includes:

1. Observation of student performance
   a. Participation
   b. Effort
   c. Attitude/Behavior
   d. Cooperation
   e. Wearing appropriate and safe footwear (sneakers with laces).

Criteria used to evaluate students in grades 6-8 who receive a letter grade includes:

1. Observation of student performance
   a. Participation
   b. Effort
   c. Attitude/Behavior
   d. Cooperation
   e. Wearing appropriate gym attire
      i. T-shirt with first and last name
      ii. Mid-thigh shorts or sweatpants
      iii. Rubber sole sneakers with laces
MODIFICATIONS & ACCOMMODATIONS

Modifications and Accommodations for students with IEPs, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:

Special Education
- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
• Independent projects
• Contracts/behavior support plans
• Open-ended responses
• Project-based learning
• Group activities
• Guided Notes
• Functional learning incorporated into each lesson
• Exploration Activities
• Assessment read aloud
• Small group assessments
• Organizational Support
• Oral questioning assessments to supplement written response
• Pre-writing Structural Supports for extended writing tasks
• Ongoing teacher feedback as part of the writing process
• Interactive Study Guides
• Multi-sensory approach to instruction
• Written and spoken step-by-step directions
• Content-focused assessment (not grading for spelling/grammar)
• Graphic organizers
• Non-verbal cues to begin task/remain on task/refocus
• Individual monitoring for understanding/reinforced instruction
• Printed copies of class readings for application of Active Reading Strategies

Gifted & Talented
• Provide one-to-one teacher support
• Curriculum Compacting
• Advanced problems to extend the critical thinking skills of the advanced learner
• Supplemental reading material for independent study
• Elevated questioning techniques using Webb's Depth of Knowledge matrix
• Curriculum Compacting
• Flexible grouping
• Tiered assignments
• Topic selection by interest
• Manipulatives
• Tiered Lessons
• Flipped Instruction
Multimedia Presentations
Open-ended responses
Project-based learning
Group activities
Guided Notes
Conclusions and analysis of exploratory activities
Career based learning incorporated into each lesson
Exploration Activities
Student choice

**ELL’s**

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Manipulatives
- Flipped Instruction
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
• Group activities
• Guided Notes
• Exploration Activities
• Assessment read aloud
• Small group assessments
• Oral questioning assessments to supplement written response
• Pre-writing Structural Supports for extended writing tasks
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• Interactive Study Guides
• Multi-sensory approach to instruction
• Written and spoken step-by-step directions
• Graphic organizers
• Non-verbal cues to begin task/remain on task/refocus
• Individual monitoring for understanding/reinforced instruction
• Printed copies of class readings for application of Active Reading Strategies

504’s
• Exemplars of varied performance levels
• Multimedia presentations
• Sheltered instruction
• Tiered/Scaffolded Lessons
• Mnemonic devices
• Visual aids
• Modeling
• Guided note-taking
• Study Guides
• Differentiated pre-typed class notes and example problems
• Manipulatives
• Words banks
• Reduced choice on assessments
• Preferential seating
• Modified time requirements
• Modified notes
• Modify lesson, assessment and study guide format
• Modified homework
• Independent projects
• Contracts/management plans
• Open-ended responses
• Project-based learning
• Group activities
• Guided Notes
• Exploration Activities
• Assessment read aloud
• Small group assessments
• Organizational Support
• Oral questioning assessments to supplement written response
• Pre-writing Structural Supports for extended writing tasks
• Ongoing teacher feedback as part of the writing process
• Interactive Study Guides
• Multi-sensory approach to instruction
• Written and spoken step-by-step directions
• Content-focused assessment (not grading for spelling/grammar)
• Graphic organizers
• Non-verbal cues to begin task/remain on task/refocus
• Individual monitoring for understanding/reinforced instruction
• Printed copies of class readings for application of Active Reading Strategies

Students at Risk of Failure
• Exemplars of varied performance levels
• Multimedia presentations
• Tiered/Scaffolded Lessons
• Modeling
• Guided note-taking
• Study Guides
• Differentiated pre-typed class notes and example problems
• Individualized instruction plans
• Words banks
• Reduced choice on assessments
• Preferential seating
• Choice activities
• Modified time requirements
• Modified notes
• Modified lesson, assessment and study guide format
• Modified homework
• Provide an enriched curriculum and activities
• Contracts/management plans
• Open-ended responses
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• Printed copies of class readings for application of Active Reading Strategies

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

• **Strand A. Technology Operations and Concepts:** The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. CPI’s 8.1.12.A.1-4 by the end of grade 12.

• **Strand B. Creativity and Innovation:** The use of digital tools and media-rich resources enhances creativity and the construction of knowledge. CPI’s 8.1.12.B.1 by the end of grade 12.

• **Strand C. Communication and Collaboration:** Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community. CPI’s 8.1.12.C.1 by the end of grade 12.

• **Strand D. Digital Citizenship:** Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems. Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors. CPI’s 8.1.12.D.1-4 by the end of grade 12.

• **Strand E. Research and Information Literacy:** Effective use of digital tools assists in gathering and managing information. CPI’s 8.1.12.E.1-2 by the end of grade 12.

• **Strand F. Critical Thinking, Decision-Making and Problem Solving:** Information accessed through the use of digital tools assists in generating solutions and making decisions. CPI’s 8.1.12.F.1-2 by the end of grade 12.
9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- **Strand A. Critical Thinking and Problem Solving:** The ability to recognize a problem and apply critical thinking and problem-solving skills to solve a problem is a lifelong skill that develops over time. 

- **Strand B. Creativity and Innovation:** Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. 
  CPI’s 9.1.12.B.1-3 by the end of grade 12.

- **Strand C. Collaboration, Teamwork and Leadership:** Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. 
  CPI’s 9.1.12.C.1-5 by the end of grade 12.

- **Strand D. Cross-Cultural Understanding and Interpersonal Communication:** Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives. 

- **Strand E. Communication and Media Fluency:** Digital media are 21st-century tools used for local and global communication. 
  CPI’s 9.1.12.E.1-5 by the end of grade 12.

- **Strand F. Accountability, Productivity and Ethics:** The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration. 
  CPI’s 9.1.12.F.1-6 by the end of grade 12.

### PACING GUIDE FOR K-5 COMPREHENSIVE PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>Activity/Unit</th>
<th>Time in Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamental Movements</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Large Motor Skills</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Activities of Low Organization</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Organized Sports Activities</td>
<td></td>
</tr>
<tr>
<td>Team Sports</td>
<td>12 weeks in total</td>
</tr>
<tr>
<td>Activity</td>
<td>Duration</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Football</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Soccer</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Volleyball</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Basketball (Hoop Shoot)</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Individual Sports</td>
<td></td>
</tr>
<tr>
<td>Track and Field</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Recreational Activities</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Physical Fitness Activities</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Cooperative Learning Activities</td>
<td>4 weeks</td>
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**SCOPE AND SEQUENCE**

**COURSE OUTLINE/STUDENT OBJECTIVES**

**Kindergarten – Grade 1**

The student will be able to:

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<th>NJ Student Learning Standards/Grade</th>
<th>Strands &amp; Indicators</th>
<th>Course Outline/Student Objectives</th>
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<td>2.5</td>
<td>P.A.1,2,3, 2.A.1,2</td>
<td>I. Fundamental Movement</td>
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<tr>
<td></td>
<td></td>
<td>A. Spacial Awareness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Students will understand the purpose of space</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. safe space</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. find your own space (polyspots to help)</td>
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<tr>
<td></td>
<td></td>
<td>c. move inside safe space (hopping, jumping, leaping)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. move inside safe space at different levels (low, high, wide, small)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. move inside common space</td>
</tr>
<tr>
<td>2.5</td>
<td>P.A.1,2, 2.A.1,2</td>
<td>B. Large Motor Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Students will be able to identify a variety of large locomotor skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. walking</td>
</tr>
<tr>
<td>2.5</td>
<td>P.A.3</td>
<td>C. Balance Skills</td>
</tr>
<tr>
<td>-----</td>
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<td>-------------------</td>
</tr>
<tr>
<td>2.A.1,2</td>
<td>1. static balancing: body parts balance, animal shapes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. dynamic balancing: locomotor patterns, animal walks, shapes, line balance</td>
<td></td>
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<tr>
<td></td>
<td>3. balance beam: forward walk, dip walk, squat, Squat turn, scale, dismount</td>
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</tr>
<tr>
<td>2.5</td>
<td>2.A.1,2,4</td>
<td>D. Tumbling and Rolling</td>
</tr>
<tr>
<td></td>
<td>1. pencil, log, egg roll</td>
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<tr>
<td></td>
<td>2. forward roll</td>
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<tr>
<td></td>
<td>3. backward roll</td>
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<td></td>
<td>4. tripod, headstand</td>
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<td></td>
<td>5. mule kick, handstand</td>
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</tr>
<tr>
<td>2.5</td>
<td>2.A.1,2,3,4</td>
<td>C. Spotting techniques</td>
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<tr>
<td>2.5</td>
<td>2.A.1,2,3,4</td>
<td>2. Activities of Low Organization</td>
</tr>
<tr>
<td></td>
<td>A. Games</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Students will be able to follow directions in low organization games</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. running and fleeing – “What Time is it Mr. Fox?”, “Octopus tag”, “Lion King tag”, “Sailors and Sharks,” “Crows and Cranes”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. relays – run, hop, skip, jump</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. cooperative relays – potato sacks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. seasonal and theme games</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. group games</td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>P.A.3</td>
<td>B. Parachute Games</td>
</tr>
<tr>
<td>2.A.1,2,3,4</td>
<td>1. Students will be able to work with a group, listen for directions, and coordinate movements with chute</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. “merry-go-round”</td>
<td></td>
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<tr>
<td></td>
<td>b. “mountain/mountain climbers”</td>
<td></td>
</tr>
</tbody>
</table>
c. “spaceship”

d. “air-conditioner”

e. “popcorn”

C. Dance/Rhythms

1. Students will demonstrate basic skills of dance
   a. locomotor movement
   b. non-locomotor movement

2. Students will combine movement and music
   a. rhythmic skills
   b. response to calls

3. Students will perform group rhythmic activities
   a. aerobic dance
   b. line dance
   c. party dances

4. Students will use a variety of equipment
   a. lummi stick exploration
   b. juggling scarves
   c. limbo sticks

5. Students will insert a music disc and press “play” and “stop”

D. Ball Handling/Target

1. Students will demonstrate understanding of fundamental ball skills as it relates to: throwing, catching, kicking, dribbling (feet, hands), rolling, bouncing
   a. Throwing and catching (underhand, overhand): two hands, one hand, for accuracy
   b. Games – “hot potato tag”, “treasure chest”, “Oscar’s trash can”, “keep away”
   c. Kicking/dribbling games – “guard the pin”, “circle crab soccer”, “shadow soccer”

2. Students will demonstrate fundamental ball skills as lead-up activities.

3. Students will demonstrate and understanding of game and safety rules

E. Striking Skills

1. Students will be able to hit a stationary ball using a batting tee.

2. Students will be able to balloon tap using hands and various body parts
### 2.5 P.A.1,3

#### F. Jump Rope

1. Students will be able to jump in a self-turned rope a minimum of one time
2. Students will be able to do the following:
   - jumping/hopping over, around, inside formed shapes, letters, numbers
3. Students will be able to do the standing long jump
4. Students will be able to do zig-zag jumping

### 2.5 2.A.1,2,3,4

#### 2.B.1,3,4

### 3. Organized Sports Activities

#### A. Team Sports

1. **Football** – Students will be able to demonstrate
   - throw a spiral pass
   - grip
   - catching
   - kicking from a tee
2. **Soccer** – Students will be able to perform skills in lead-up games
   - dribbling
   - passing
   - shooting
   - trapping
   - lead-up games – follow the leader, guard the pin, circle crab soccer, roller/trapper, tunnels
3. **Volleyball** – Students will be able to perform skills in lead-up games
   - volley
   - keep it up games
   - beach ball
   - balloons
   - backyard clean-up

#### B. Individual Sports

1. **Track and Field** – students will be able to demonstrate
   - stretching
   - jogging
   - sprints
   - hurdles
   - standing broad jump

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<table>
<thead>
<tr>
<th>2.C.1,2</th>
<th>2.A.1,2,3</th>
<th>2.E.1</th>
<th>2.A.1,2</th>
</tr>
</thead>
<tbody>
<tr>
<td>f. “jogging/sprinting train”</td>
<td>2.6</td>
<td>8.1</td>
<td>2.5</td>
</tr>
<tr>
<td>g. “speedway”</td>
<td>P.A.1</td>
<td>2.A.1,2,3</td>
<td>2.A.1,2</td>
</tr>
</tbody>
</table>

4. Recreational Activities
   A. Students will be able to demonstrate skills for a variety of leisure and lifetime activities
      1. golf
      2. disc bocce
      3. station activities
      4. bowling

5. Physical Fitness Activities
   A. Students will be able to participate in fitness skills
      1. strength – push-ups, curl-ups
      2. flexibility - stretching
      3. speed/agility - running
      4. endurance – jogging for a specified amount of time

6. Cooperative learning
   A. Students will demonstrate an ability to work together
   B. Students will demonstrate an ability to accept and respect ideas from others
      1. “stepping stones”
      2. scarf relay
      3. “s.o.s”
### SCOPE AND SEQUENCE
**COURSE OUTLINE/STUDENT OBJECTIVES**

**Grade 2-5**

The student will be able to:

<table>
<thead>
<tr>
<th>NJ Student Learning Standards/Grade</th>
<th>Strands &amp; Indicators</th>
<th>Course Outline/Student Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5</td>
<td>2.A.1,2, 4.A.1,2</td>
<td>II. Fundamental Movement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A. Spatial Awareness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Students will understand the purpose of space</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. safe space</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. find your own space (poly spots to help)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. move inside safe space (hopping, jumping,</td>
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<tr>
<td>2.5</td>
<td>2.A.1,2,4</td>
<td>4.A.1,2,4</td>
</tr>
<tr>
<td>2.A.1,2,4</td>
<td>4.A.1,2,4</td>
<td></td>
</tr>
<tr>
<td>III. Activities of Low Organization</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Large Motor Skills
1. Students will be able to identify a variety of large locomotor skills
   a. walking
   b. skipping
   c. galloping
   d. hopping
   e. slide/glide
   f. jumping
   g. jogging
2. Students will demonstrate direction
   a. forward
   b. backward
   c. sideways
   d. upward
   e. downward
   f. zigzag

D. Static and Dynamic Balance Skills
1. Body parts balance
2. Animal shapes and walks
3. Locomotor patterns
4. Line balance

E. Balance beam
1. Forward walk
2. Dip walk
3. Squat
4. Squat turn
5. Scale
6. Dismount
7. pencil, log, egg roll
8. forward roll
9. backward roll
10.tripod, headstand
11. donkey kick, handstand
12. cartwheel, round off
13.pyramids

G. Spotting techniques

IV. Activities of High Organization

leaping)
4. move inside safe space at different levels (low, high, wide, small)
5. move inside common space
<p>| 2.B.1 | A. | Running and fleeing |
| 2.C.1,2 | B. | Octopus tag |
|        | C. | Blob |
|        | D. | Crows and cranes |
|        | E. | Freeze tag |
|        | F. | Relays |
|        | 1. | run |
|        | 2. | hop |
|        | 3. | skip |
|        | 4. | jump |
|        | G. | Cooperative relays |
|        | 1. | potato sacks |
| 2.5 | 2.A.1,2,3,4 | H. | Seasonal, theme and group games |
| 2.5 | 4.A.1,2,3,4 | I. | Dance/Rhythmics |
| 2.5 | | 1. | Students to demonstrate basic skills of dance |
| | a. | locomotor movement |
| | b. | non-locomotor movement |
| 3. | Students will combine movement and music |
| | a. | rhythmic skills |
| | b. | response to calls |
| 3. | Students will perform group rhythmic activities |
| | a. | aerobic dance |
| | b. | line dance |
| | c. | party dances |
| | d. | hip hop |
| 4. | Students will use a variety of equipment |
| | a. | lummi stick exploration |
| | b. | juggling scarves |
| 2.5 | 2.A.1,2,4 | c. | limbo sticks |
| 2.5 | 4.A.1,2,4 | 5. | Ball Handling/Target |
| 2.5 | 2.A.1,2,4 | 6. | Students will demonstrate understanding of fundamental ball skills as it relates to: throwing, catching, kicking, dribbling (feet, hands), rolling, bouncing |
| 2.5 | 4.C.1,2 | a. | throwing and catching (underhand, overhand): two hands, one hand, for accuracy |
| | b. | games – “keep away” |
| | c. | kicking/dribbling games – “guard the pin”, “circle crab soccer”, chicken run” |</p>
<table>
<thead>
<tr>
<th>2.5</th>
<th>4.C.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. rolling/bouncing games – “bridge ball”, bowling, “avalanche”, “knock out”, kickball</td>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
<th>2.5</th>
<th>2.A.1,2,3,4</th>
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<tbody>
<tr>
<td>7. Students will demonstrate fundamental ball skills as lead-up activities.</td>
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<tr>
<td>8. Students will demonstrate and understanding of game and safety rules</td>
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</tbody>
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<thead>
<tr>
<th>2.5</th>
<th>4.C.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Striking Skills</td>
<td></td>
</tr>
<tr>
<td>10. Students will be able to hit a stationary ball using a batting tee.</td>
<td></td>
</tr>
<tr>
<td>11. Students will be able to balloon tap using hands and various body parts</td>
<td></td>
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<tr>
<td>12. Students will be able to beach ball tap – game – “keep it up”</td>
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</tbody>
</table>

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<thead>
<tr>
<th>2.5</th>
<th>2.A.1,2,4</th>
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<tbody>
<tr>
<td>13. Students will be able to strike a playground ball – game “four squares”</td>
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</table>

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<thead>
<tr>
<th>J. Jump Rope</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to jump in a self-turned rope a minimum of one time</td>
</tr>
<tr>
<td>2. Students will be able to do the following: jumping/hopping over, around, inside formed shapes, letters, numbers</td>
</tr>
<tr>
<td>3. Students will be able to do the standing long jump</td>
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<tr>
<td>4. Students will be able to do zig-zag jumping</td>
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<table>
<thead>
<tr>
<th>2.5</th>
<th>4.C.2</th>
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</thead>
<tbody>
<tr>
<td>3.Organized Sports Activities</td>
<td></td>
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<tr>
<td>2.C.1,2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A. Team Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Floor Hockey – Students will be able to perform skills in lead-up games</td>
</tr>
<tr>
<td>a. grip</td>
</tr>
<tr>
<td>b. stick handling</td>
</tr>
<tr>
<td>c. passing/shooting</td>
</tr>
<tr>
<td>d. sideline hockey</td>
</tr>
<tr>
<td>e. stick handling</td>
</tr>
<tr>
<td>f. steal the bacon</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2.5</th>
<th>2.A.1,2,4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Football – Students will be able to demonstrate an understanding of basic skills</td>
<td></td>
</tr>
<tr>
<td>a. throw a spiral pass</td>
<td></td>
</tr>
<tr>
<td>b. grip</td>
<td></td>
</tr>
<tr>
<td>c. catching</td>
<td></td>
</tr>
<tr>
<td>d. kicking from a tee</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2.5</th>
<th>4.B.1,2</th>
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</thead>
<tbody>
<tr>
<td>3. Soccer – Students will be able to perform skills in lead-up games</td>
<td></td>
</tr>
<tr>
<td>2.C.1,2</td>
<td></td>
</tr>
</tbody>
</table>
4.C.1,2
a. dribbling
b. passing
c. shooting
d. trapping
e. lead-up games – follow the leader, guard the pin, circle crab soccer, roller/trapper, tunnels, mass soccer, sideline soccer

4. Volleyball – Students will be able to perform skills in lead-up games
a. volley
b. keep it up games
c. beach ball
d. balloons

6. Lacrosse – Students will be able to demonstrate an understanding of basic skills
a. scooping
b. passing
c. cradling
d. shooting

6. Baseball/Softball – Students will be able to demonstrate an understanding of basic skills
a. throwing
b. catching
c. batting

B. Individual Sports
1. Track and Field – students will be able to demonstrate the basic fundamental skills while performing track and field events
a. stretching
b. jogging
c. sprints
d. hurdles
e. standing broad jump
f. jogging/sprinting train
g. speedway

C. Recreational Activities
1. Students will be able to demonstrate skills for a variety of leisure and lifetime activities
a. golf
b. station activities
c. bowling
d. frisbee/flying disc

D. Physical Fitness Activities
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students will be able to participate in fitness skills</td>
</tr>
<tr>
<td></td>
<td>a. strength – push-ups, curl-ups</td>
</tr>
<tr>
<td>8.1</td>
<td>4.A.4</td>
</tr>
<tr>
<td>8.1</td>
<td>2.E.1</td>
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<td></td>
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<tr>
<td>2.5</td>
<td>2.A.1,2,4</td>
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<td>4.A.1,2,4</td>
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<tr>
<td></td>
<td>2.C.2</td>
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<td></td>
<td>4.C.2</td>
</tr>
<tr>
<td>9.1</td>
<td>4.B.1</td>
</tr>
<tr>
<td>9.1</td>
<td>4.C.1</td>
</tr>
<tr>
<td></td>
<td>b. scarf relay</td>
</tr>
<tr>
<td></td>
<td>c. s.o.s</td>
</tr>
<tr>
<td></td>
<td>d. web pyramid</td>
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<td></td>
<td>3. Students will demonstrate an ability to accept and respect ideas from others</td>
</tr>
</tbody>
</table>

**K-5th Grade Comprehensive Physical Education Units:**

**21st Century Themes and Skills:**

- 9.2.4.A.1
- 9.2.4.A.2
- 9.2.4.A.4
- CPR1
- CPR2
- CPR3
- CPR4
- CPR5
- CPR8
- CPR10
- CPR11

**Technology:**
8.1.8.D.1
8.1.8.D.5
8.2.2.B.1

**Interdisciplinary Connections:**

<table>
<thead>
<tr>
<th>Science: LS1A</th>
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<tbody>
<tr>
<td>2.3A</td>
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<td>2.3B</td>
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<tr>
<td>2.1A</td>
</tr>
<tr>
<td>2.1D</td>
</tr>
<tr>
<td>2.2E</td>
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<tr>
<td>2.3B</td>
</tr>
<tr>
<td>2.4B</td>
</tr>
<tr>
<td>2.4C</td>
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</table>

<table>
<thead>
<tr>
<th>Science: LS1C</th>
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<tbody>
<tr>
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<th>Social Studies:</th>
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<tr>
<td>2.1E</td>
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<tr>
<td>2.2E</td>
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<tr>
<td>2.4A</td>
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<tr>
<th>Language Arts Literacy</th>
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<tr>
<td>CCSS ELA-Literacy.CCRA.W.4</td>
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<td>CCSS ELA-Literacy.CCRA.W.10</td>
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<td>NJSLSA.R.1</td>
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<td>NJSLSA.R.2</td>
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<tr>
<td>NJSLSA.R.3</td>
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<tr>
<th>Math Practices 1 and 2</th>
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| WIDA English Language Development Standard I |
# PACING GUIDE FOR 6-8 COMPREHENSIVE PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>Activity/Unit</th>
<th>Time in Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organized Sports Activities</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Team Sports</strong></td>
<td></td>
</tr>
<tr>
<td>● Flag Football</td>
<td>2 weeks</td>
</tr>
<tr>
<td>● Soccer</td>
<td>2 weeks</td>
</tr>
<tr>
<td>● Volleyball</td>
<td>2 weeks</td>
</tr>
<tr>
<td>● Basketball</td>
<td>2 weeks</td>
</tr>
<tr>
<td>● Lacrosse</td>
<td>1 weeks</td>
</tr>
<tr>
<td>● Rugby</td>
<td>1 weeks</td>
</tr>
<tr>
<td>● Speedball</td>
<td>2 weeks</td>
</tr>
</tbody>
</table>
### Softball/Kittenball 2 weeks
### Track and Field 2 weeks
### Tumbling 1 week
### Team Handball 2 weeks
### Pickleball 3 weeks

**Organized Recreational Activities**

- Bowling 2 weeks
- Dance 3 weeks
- Frisbee 4 weeks
- Jump Rope 4 weeks
- Physical Fitness 2 weeks
- Weight Training 3 weeks
- Tennis 2 weeks
- Golf 1 week
- Self Defense 1 week

**Cooperative Games** 3 weeks

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**SCOPE AND SEQUENCE**

**COURSE OUTLINE/STUDENT OBJECTIVES**

**Grade 6-8**

The student will be able to:

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<th>NJ Student Learning Standards/Grade</th>
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<table>
<thead>
<tr>
<th>2.5</th>
<th>6.A.1,2,4</th>
<th>I. Organized Sports Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.A.1,2,4</td>
<td>A. Basketball</td>
<td></td>
</tr>
<tr>
<td>6.B.1,2</td>
<td>1. Dribbling</td>
<td></td>
</tr>
<tr>
<td>8.B.1,2,3</td>
<td>a. bounce a ball in stationary position</td>
<td></td>
</tr>
<tr>
<td>6.C.1,2</td>
<td>i. dominant hand</td>
<td></td>
</tr>
<tr>
<td>8.C.1,2</td>
<td>ii. non-dominant hand</td>
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</tr>
<tr>
<td>9.1</td>
<td>8.D.1</td>
<td>b. while moving from one point to another</td>
</tr>
<tr>
<td>2.5</td>
<td>6.A.1,2,4</td>
<td>B. Flag Football</td>
</tr>
<tr>
<td>8.A.1,2,4</td>
<td>1. Run with football</td>
<td></td>
</tr>
<tr>
<td>6.B.1,2</td>
<td>a. proper football placement</td>
<td></td>
</tr>
<tr>
<td>8.B.1,2,3</td>
<td>b. proper arm positioning</td>
<td></td>
</tr>
<tr>
<td>6.C.1,2</td>
<td>c. dodging an opponent</td>
<td></td>
</tr>
<tr>
<td>8.C.1,2</td>
<td>2. Throwing (stationary and while moving)</td>
<td></td>
</tr>
<tr>
<td>9.1</td>
<td>8.D.1</td>
<td>a. grip</td>
</tr>
<tr>
<td>2.5</td>
<td>6.A.1,2,4</td>
<td>B. Flag Football</td>
</tr>
<tr>
<td>8.A.1,2,4</td>
<td>1. Run with football</td>
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<td>c. dodging an opponent</td>
<td></td>
</tr>
<tr>
<td>8.C.1,2</td>
<td>2. Throwing (stationary and while moving)</td>
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<tr>
<td>3. Catching (stationary and moving down field)</td>
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<tr>
<td>4. Kicking</td>
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<td>2.5</td>
<td>6.A.1,2,4</td>
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<td>8.A.1,2,4</td>
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<td>6.C.1,2</td>
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<tr>
<td>8.C.1,2</td>
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<tr>
<td>9.1</td>
<td>8.D.1</td>
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</table>

### 6. Defensive skills
- a. break up passing plays
- b. stop ball-carrying runner
- c. rushing the quarterback

### 7. Offensive skills
- a. handoff
- b. passing patterns
- c. blocking without body contact
- d. center football through legs or side toss

### 8. Apply rules and strategy of flag football to a game

### 9. Employ conflict resolution strategies

### C. Lacrosse
1. Rules, objectives and terminology of the game
2. Holding a lacrosse stick
3. Cradling
4. Throwing
5. Catching
6. Scooping
7. Games/Activities
   - a. keep it clean
   - b. mirror mirror
   - c. sideline lacrosse
   - d. speed demons
   - e. cross my path

### D. Rugby
1. Rules, objectives and terminology of the game
2. Passing technique
   - a. missed pass
   - b. dummy pass
   - c. crash pass
3. Running with the ball
4. Running without the ball
   - a. joining end
   - b. joining line
5. Offensive positioning
6. Defensive positioning
7. Restarts
8. Scoring system

### E. Soccer
1. Kicking (stationary and moving down court)
   a. instep kick
   b. top of foot
   c. outside of foot

2. Dribbling
   a. instep kick
   b. top of foot
   c. outside of foot
   d. around obstacles and on-coming opponents

3. Trapping
   a. instep trap
   b. sole of foot trap
   c. body trap (chest, inner thigh, top of thigh
   d. heading

4. Shooting
   a. into an open goal at varying distances
   b. into a goal with a goalie
   c. into a goal with defense and goalie

5. Execute throw-in
   a. overhead motion
   b. to moving teammate

6. Play defensive positions
   a. goalie
   b. on and off the ball defense
   c. forward line defender
   d. midfielders
   e. fullbacks

7. Apply rules and strategy of soccer to a game situation

8. Employ conflict resolution strategies

F. Speedball (all soccer skills are utilized in speedball)
1. Convert the ball from ground to hands
   a. one-foot lift
   b. knee-up (aerial or bouncing ball from knee to hands)
   c. flipping ball to teammates

2. Passing
   a. using baseball throw to teammate
   b. using soccer kick to teammate

G. Softball/Kitten ball
1. Throwing
   a. grip
   b. stance and footwork
| 2.5 | 6.A.1,2,4 | c. arm motion and follow through |
|     | 8.A.1,2,4 | d. accuracy, velocity and distance |
|     | 6.B.1,2   | e. throwing to a base |
|     | 8.B.1,2,3 | f. underhand pitch |
|     | 6.C.1,2   | 2. Catching |
|     | 8.C.1,2   | a. glove position |
|     | 8.D.1     | i. grounders |
| 2.5 | 8.B.1,2,3 | ii. line-drives and fly balls |
| 3.  | 6.A.1,2,4 | 3. Batting |
|     | 8.A.1,2,4 | a. hitting off a batting tee |
|     | 6.B.1,2   | b. hitting an underhand pitch softball |
|     | 8.B.1,2,3 | c. bunting |
|     | 6.C.1,2   | 4. Base running |
|     | 8.C.1,2   | a. tagging inside of base in proper sequence |
| 2.5 | 8.D.1     | b. overrunning first base |
|     | 6.B.1,2   | c. tagging up |
| 5.  | 6.A.1,2,4 | 5. Apply rules and strategy of softball to a game |
|     | 8.A.1,2,4 | situation |
|     | 6.B.1,2   | 6. Employ conflict resolution strategies |
|     | 8.B.1,2,3 | 6.1. The “start” in sprinting |
|     | 6.C.1,2   | 2. Striding |
|     | 8.C.1,2   | 3. Pacing |
|     | 6.A.1,2,4 | 4. Finishing |
|     | 8.A.1,2,4 | 5. Baton exchange |
|     | 6.B.1,2   | 6. Apply skills the above listed skills to the |
|     | 8.B.1,2,3 | following events |
|     | 6.C.1,2   | a. 40 yard sprint |
|     | 8.C.1,2   | b. 100 yard sprint |
|     | 6.A.1,2,4 | c. middle and long distance runs |
|     | 8.A.1,2,4 | d. relay races |
| H.  | 6.B.1,2   | I. Tumbling and Gymnastics |
|     | 8.B.3     | 1. Perform skills emphasizing balance and |
|     | 8.C.1,2   | stability through such activities as: |
|     | 6.A.1,2,4 | a. logroll with partner |
|     | 8.A.1,2,4 | b. forward roll from a squat |
|     | 6.B.1,2   | c. backward roll |
|     | 8.B.3     | d. cartwheel |
|     | 8.C.1,2   | e. tripod |
|     | 6.A.1,2,4 | f. jump and perform one-half turn |
|     | 8.A.1,2,4 | g. jump and perform full turn |
|     | 6.B.1,2   | h. consecutive forward and backward rolls |
|     | 8.B.3     | i. head stand |

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2. Perform skills emphasizing strength through such activities as:
   a. mule kick
   b. crab walk
   c. alligator crawl
   d. bear/duck walk
   e. wheelbarrow
   f. leap frog
   g. handstand

3. Partner Stunts
   a. back-to-back-“Get Up”
   b. archway
   c. monkey roll

4. Group Stunts
   a. rolling logs
   b. human chains
   c. pyramids

5. Perform skills on the balance beam
   a. walk forward
   b. walk backward
   c. balance on one foot
   d. balance on hands and knees
   e. v-balance
   f. forward roll

J. Volleyball
   1. Serves
      a. underhand
      b. overhand
      c. sidearm
   2. Passes
      a. being able to direct bump
      b. being able to direct set
   3. Offensive skills
      a. offensive volley
      b. spike
      c. backward set
   4. Defensive skills
      a. tip over
      b. block
      c. returning opponent’s serve
   5. Learn proper rotation and rally scoring
   6. Recover the volleyball from net
   7. Apply rules and principles of volleyball
|   |   |   
|---|---|---|
| 9.1 | 8.A.1,2,4 | to a game situation  
|  | 6.B.1,2 | 8. Employ conflict resolution strategies  
|  | 8.B.1,2,3 | K. Team Handball  
|  | 6.C.1,2 | 1. Throwing to a desired stationary,  
|  | 8.C.1,2 | moving target and into goal  
|  | 8.D.1 | a. overhand  
|  |   | b. underhand  
|   |   | c. sidearm  
| 2.5 | 6.A.1,2,4 | 2. Catching handball in air, bouncing and on the ground  
|  | 8.A.1,2,4 | 3. Perform a knee strike  
|  | 6.B.1,2 | 4. Apply rules and principles of handball to a game situation  
|  | 8.B.1,2,3 | 5. Employ conflict resolution strategies  
|  | 6.C.1,2 | L. PickleBall  
|  | 8.C.1,2 | 1. Proper forehand hit  
|  | 8.D.1 | 2. Perform backhand hit  
|   |   | 3. Serve  
|   |   | 4. Volley the ball over the net  

|   |   |   | II. Organized Recreational Activities  
|   |   | A. Bowling  
| 2.5 | 6.A.1,2,4 | 1. Proper finger placement  
|  | 8.A.1,2,4 |   
|  | 8.C.1,2 |   

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<tr>
<th>2.5</th>
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<th>8.C.2</th>
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<tr>
<td>2.</td>
<td>Roll the bowling ball for accuracy at varying distances</td>
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<td>3.</td>
<td>Roll the bowling ball with proper hand-foot opposition</td>
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<td>4.</td>
<td>Record the score including “spares” and “strikes”</td>
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### B. Dance

1. Identify the rhythms of step, run, skip, slide, gallop
2. Basic dance formations
   a. line-single, double, differing directions
   b. circle-facing in or out, counterclockwise or clockwise, single or double
   c. square
   d. file
   e. long-ways or contra formation
3. Basic dance positions
   a. two hands joined and facing
   b. promenade
   c. open social dance
   d. closed social dance
4. Basic dance steps
   a. Two-step
   b. Polka
   c. Waltz
   d. Schottische
   e. Mazurka

### C. Frisbee

1. Proper technique of throwing Frisbee on a horizontal plane
2. Throwing Frisbee at a target with varying distances
3. Throwing a variety of passes
   a. across the body
   b. side-arm
   c. underarm
   d. overhand
4. Catch a Frisbee from varying distances
5. Apply the rules and principles of Ultimate Frisbee to a game situation

### D. Jump Rope

1. Turn the rope and make one jump
2. Increase the number of consecutive or hesitation jumps
3. Increase the number of consecutive jumps with others turning the rope
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<th>6.A.1-3,5,6</th>
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<td>8.A.1,4,5</td>
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4. Run through the turning rope  
5. “Jump-in”  
6. Jump successfully over crossed rope  
7. Jump successfully over twice-turned rope  
8. Jump continuously for one minute  
9. Jump over rope turned backwards  
10. Run in the “back door”, jump and run out  
11. Jump into rope and out in consecutive order, with each turn of the rope  
12. Double Dutch  
13. Figure 8  
14. Single leg hops  
15. Rocker step  
16. Lope rope jumps  

E. Physical Fitness  
1. Participate in the “Fitnessgram” using current healthy fitness zones as standards  
   a. Pacer/one mile run-cardiovascular fitness  
   b. flexed arm hang-upper body strength  
   c. sit and reach-hamstring flexibility  
   d. curl-ups-abdominal endurance  
   e. push-ups-upper body endurance  
   f. trunk lift-lower lumbar strength and flexibility  
2. Increase awareness and understanding of physical fitness through computer generated Fitnessgram program  
   a. importance of active play  
   b. exercise is important for the entire body(heart, lungs, muscles, bones)  
   c. difference between a warm-up and cool-down  
   d. discuss the value of exercise  
   e. define flexibility, muscular strength, muscular endurance  
   f. define cardiovascular fitness and physical fitness  
   g. assess resting heart rate, heart rate training zone and maximal heart rate  
   h. assess muscular strength and endurance using a spreadsheet to enter and interpret data  
   i. calculate improvement needs based on fitness data by using graphs to present information  
   j. recognize 5 different heart rate zones (healthy heart, temperate, aerobic, threshold, redline)  
   k. assess heart rate before, during and after exercise
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<td>8.4</td>
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1. factors considering when setting a fitness goal
2. plan a personal exercise program based on FITT principle
3. difference between aerobic and anaerobic exercise
4. develop a plan for lifetime fitness and how this could affect health, job stability and medical insurance
5. gather information using online resources about adolescent obesity
6. discuss possible solutions in the U.S. and how other countries have addressed the problem

### F. Weight Training

1. Understand and apply the FITT principle to an exercise program
   a. frequency-how often a person exercises
   b. intensity-how hard a person exercises
   c. time-how long a person exercises
   d. type-what type of activity a person does when exercising
2. Develop a weight training program using light weight, 12-15 repetitions of one exercise per body part
3. Develop and record amount of weight and repetitions in a training log utilizing an excel spreadsheet
4. Evaluate spreadsheet and associated graphs to present information on improving one's fitness
5. Demonstrate the ability to use the following skills and techniques in a weight training program
   a. proper grip of the bar or dumbbell
   b. correct stance or body position on weight equipment
   c. proper breathing technique
   d. proper form of specific exercises
   e. proper spotting techniques for barbell and dumbbell exercises
6. Perform the following exercises or similar variations contained in a weight training unit
   a. flat/incline bench press
   b. flat/incline dumbbell press
   c. hamstring curls
   d. quadriceps extensions
e. leg press  
f. 90 degree Swiss ball squats  
g. underhand/overhand pull downs  
h. bent-over row  
i. barbell/dumbbell shoulder press  
j. dumbbell laterals  
k. upright row  
l. preacher curls  
m. dumbbell alternating curls  
n. hammer curls  
o. toe raises  
p. abdominal crunches  
q. swiss ball crunches  
r. leg raises  
s. abdominal v-ups  
t. barbell/dumbbell forearm curls  
u. wrist roller  
v. tricep pushdowns  
w. overhead tricep extensions  
x. lying dumbbell extensions  

7. Apply the above exercises and techniques with increased volume and intensity with the instructor's approval

G. Tennis

1. Forehand hit
2. Backhand hit
3. Serving
4. Volley the ball over the net with a partner
5. Use proper scoring system
6. Utilize appropriate tennis etiquette
7. Apply the skills and rules of tennis to a game

H. Golf

1. Proper grip and stance
2. Practice swing path drills with weight transfer
3. Proper foot alignment with guide line/stick
4. Perform full swing mechanics with flight restricted golf balls
5. Understand and follow whistle system to begin swinging and retrieve golf balls
6. Practice different swing lengths with appropriate club to a designated target
   a. pitching wedge
   b. middle iron
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| c. long iron  
d. driver  
7. Putting  
a. Grip, stance and alignment  
I. Self-Defense  
1. Understand and follow a “Code of Conduct”  
a. know your surroundings  
b. walk away from situations  
c. use movements for defensive purposes only  
d. understand the possible severity of defensive actions and go through movements slowly with minimal pressure  
e. in order to become proficient in defensive movements practice is critical  
2. Allow class to select a partner to practice defensive movements  
3. Demonstrate and practice defensive movements at half speed for the following attacks:  
a. falling forward, backward, and sideways  
b. dropping into base position  
c. single-handed wrist grab  
d. two-handed wrist grab  
e. two-handed front choke  
f. single-handed front choke  
g. headlock from the side  
h. headlock with punches  
i. finger peel  
j. two-handed shirt grab  
k. front bear hug  
l. rear bear hug  
m. front choke hip throw  
n. front push arm bar  
o. front kick  
p. collar grab with twisted wrist  
q. front punch  
r. sucker punch  
s. single-handed collar grab  
t. choke from behind  
u. headlock on the ground  
v. side kick  
w. full/half-nelson  
4. Improve reaction time, balance and strength in competitions |
### III. Cooperative Games

#### A. Improve agility, coordination, balance and overall fitness
1. Blizzard
2. Breakout
3. Capture the flag
4. Dodgeball
5. Indian pin ball
6. Indoor soccer battle ball
7. Jinga, janga, junga-cup stacking
8. Kingpin
9. Prisoner football
10. Relay races
11. Spy ball
12. Target ball
13. Tiger pull/Pull flag tag
14. Beat the ball
15. Tug of war

#### B. Activities or games involving problem solving, critical thinking, improving listening skills, utilizing multiple points of view, understanding the art of compromise, challenging self-imposed limitations, improving self-confidence, self awareness, and self-esteem. These activities will also develop a sense of trust among group members, community building, commitment, responsibility, and pride
1. Ice breakers
   a. my name is… and I like…..
   b. bumpity-bump-bump
   c. warp speed
   d. line-up
   e. human knot
   f. clockwise
   g. circle sit
   h. moon ball
2. Games
a. chain tag  
b. superman tag  
c. cyclops tag  
d. elbow tag  
e. frantic  
f. go and touch blue  
g. hula hoop relays  
h. beach volleyball  
i. trust walk  
j. look up  
k. triangle tag  

3. Initiative problems  
   a. calculator  
   b. turn over a new leaf  
   c. wild woozy  
   d. stump jumping  
   e. nuclear force  
   f. junkyard traverse  
   g. islands  
   h. diminishing loads  
   i. all aboard  
   j. the me use  
   k. marble transfer  
   l. bed sheet volley  
   m. balloon trolley  
   n. kangaroo catch  
   o. traveling/folding mats  
   p. beach ball ladder  

6th-8th Grade Comprehensive Physical Education Units:  

21st Century Themes and Skills:  
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9.2.4.A.2  
9.2.4.A.4  
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CPR3  
CPR4  
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RESOURCES/ACTIVITIES GUIDE

The following materials and resources are used throughout the school year. Some materials may change due to upgrades in equipment technology for safety.

Adventure Curriculum for Middle School Physical Education
Jane Paniculli, 2002
Project Adventure, Inc.
Beverly, MA

Awesome Elementary School Physical Activities
Cliff Carnes, 1983
The Education Company
Carmichael, CA

Brazilian Jiu-Jitsu: Self-Defense Techniques
Royce Gracie & Charles Gracie, 2002
Invisible Cities Press
Montpelier, VT

Complete PE Plans for Grades 7-12
Isobel Kleinman, 2001
Human Kinetics
Champaign, IL

Fitnessgram/Activitygram Test Administration Manual
Meredith Merilu & Gregory Welk, 2004
Human Kinetics
Champaign, IL

Games to Keep Kids Moving
Bob Dieden, 1995
Parker Publisher Co.
West Nyack, NY

Middle School Healthy Hearts in the Zone
Deve Swaim & Sally Edwards, 2002
Human Kinetics

46
Champaign, IL

Movement Activities for Young Children
Blair Dean
Arkansas State University

No Standing Around in my Gym
JD Hughes, 2003

PE 2 the Max Vol. 1
JD Hughes, 2006

PE 2 the Max Vol. 2
JD Hughes, 2007

Quicksilver: Adventure Games, Initiative Problems & Trust Activities & Leadership
Karl Rohnke & Steve Butler, 1995
Kendall/Hunt Publishing Co.
Dubuque, Iowa
SUGGESTED AUDIO VISUAL/COMPUTER AIDES

1. Docking station
2. I-pod
3. TV
4. VCR
5. CD player
6. Fitnessgram CD
7. Overhead projector
8. DVD videos
9. Laptop computers
RESOURCES FOR STUDENTS & TEACHERS

Aerobics & Fitness Association of America
American Alliance for Health, Physical Education, Recreation & Dance
American Association of Adapted Sports Programs
American Heart Association
American Council on Exercise (ACE)
Body and Mind (BAM)
CDC Physical Activity for Everyone
International Movement Supporting Play for All Children
Mrs. Obama’s Let’s Move Campaign
New Jersey Council on Physical Fitness and Sports
Physical Activity Guidelines for Youth
President's Council on Physical Fitness & Sports
WEB RESOURCES FOR STUDENTS & TEACHERS

www.coachesclipboard.net
www.educationworld.com
www.fitnessgram.net
www.gameskidsplay.net
www.mrgym.com
www.pecentral.org
www.pelinks4u.org
www.pe4life.org
www.peuniverse.org
www.teachervision.fen.com/games
http://tms.ecol.net/fitness/
www.weissice.com
EQUIPMENT RESOURCES

- Footballs
- Flags
- Targets
- Assortment of balls
- Hockey goals, sticks & goggles
- Lummi sticks
- Weight training equipment
- Basketballs
- Stop watches
- Tumbling mats & barrels
- Volleyball standards
- Training volleyballs
- Balance beam
- Pickleball paddles
- Volleyball nets
- Bowling balls & pins
- Frisbees
- Jump ropes
- Beanbags
- Tennis Racquets & balls
- Deck rings
- Variety of flight restricted golf balls
- Golf clubs & mats
- Cones & poly spots
- Crawl tunnels
- Low level project adventure equipment
- Hula hoops
- Lacrosse sticks & balls
- Hurdles
- Vaulting Box
- Climbing ropes
- Parachutes
- Baseball/Softball gloves and balls
- Scooters
- Juggling scarves