

Curriculum Guide
Subject Focus: Health
Grades 3- 4

STANDARD 2.1(Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

ESSENTIAL QUESTIONS

- How are the physical, social, and emotional/mental dimensions related to wellness?
- What impact do these dimensions have on overall personal wellbeing?

Personal Growth & Development

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<u>By 4th Grade</u> 2.1.A.1 2.1.A.2	* Explain the physical, social, emotional and mental dimensions of personal wellness and how they interact. * Determine the relationship of personal health practices and behaviors on an individual's body systems	1. 3D Health Triangle (physical, mental, social) 2. Vocabulary games/activities		-Teacher Observations -Question and Answer -Demonstrate, understand and follow verbal directions

Curriculum Guide
Subject Focus: Health
Grades 3-4

STANDARD 2.1 (Wellness) All students will acquire health promotion concepts and skills to support a healthy , active lifestyle.
ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Why is it important to choose a balanced variety of nutritious foods? • How does this choice contribute to wellness?
Nutrition

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<u>By the end of 4th grade</u> <u>2.1.B.1</u> <u>2.1.B.2</u> <u>2.1.B.3</u> <u>2.1.B.4</u>	<ul style="list-style-type: none"> • Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. • Differentiate between healthy and unhealthy eating practices • Create a healthy meal based on nutritional content, value, calories, and cost • Interpret food product labels based on nutritional content. 	<ul style="list-style-type: none"> • Create your own healthy pizza • Explore food labels • Compare fast food and home food 		<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Demonstrate, understand and follow verbal directions

Curriculum Guide
Subject Focus: Health
Grades 3-4

STANDARD 2.1 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • How does the use of disease prevention strategies in home, school, community promote personal health?
Diseases and Health Conditions

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<u>By 4th Grade</u> <u>2.1.C.1</u> <u>2.1.C.2</u> <u>2.1.C.3</u>	<ul style="list-style-type: none"> • Explain how most diseases and health conditions are preventable • Justify how the use of universal precautions, sanitation, and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions • Explain how mental health impacts ones wellness 	<ul style="list-style-type: none"> • Glow germ activity • I am strong hear me roar writing assignment 		<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Demonstrate, understand and follow verbal directions

Curriculum Guide
Subject Focus: Health
Grades 3-4

STANDARD 2.1 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

ESSENTIAL QUESTIONS

- Why is it important to identify unsafe situations?
- How to choose appropriate ways to reduce or eliminate risk?
How do these choices contribute to the safety of self and others?
How does applying first aid procedures minimize injury and save lives.

Safety

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<u>By 4 Grade</u> 2.1.D.1 2.1.D.2 2.1.D.3 2.1.D.4	<ul style="list-style-type: none"> • Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (Fire safety, poison safety, accident prevention) • Summarize the various forms of abuse and ways to help • Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of 	<ul style="list-style-type: none"> • Safety collage • My dangerous house • Accident chain foldable project 		-Teacher Observations -Question and Answer -Demonstrate, understand and follow verbal directions

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
	transportation <ul style="list-style-type: none"> Demonstrate simple first aid procedures for choking, bleeding, burns, and poisoning. 			

Curriculum Guide
Subject Focus: Health
Grades 3-4

STANDARD 2.1 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
ESSENTIAL QUESTIONS <ul style="list-style-type: none"> What factors in the home, school and community impact social and emotional health? What stress management skills impact an individual's ability to cope with different types of emotional situations?
Social & Emotional Health

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
By 4 Grade 2.1.E.1 2.1.E.2 2.1.E.3 2.1.E.4	<ul style="list-style-type: none"> Compare and contrast how individuals and families attempt to address basic human needs Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types 	<ul style="list-style-type: none"> If I were Dad/Mom for a day You BIG Bully 		<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Demonstrate, understand and

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
	of conflicts <ul style="list-style-type: none"> Determine ways to cope with rejection, loss, and separation Summarize the causes of stress and explain ways to deal with a stressful situation 			follow verbal directions

Curriculum Guide
Subject Focus: Health
Grades 3&4

STANDARD 2.2 (Intergraded Skills) All students will develop and use personal and interpersonal skills to support a healthy active lifestyle
ESSENTIAL QUESTIONS <ul style="list-style-type: none"> Why is effective communication a determining factor in the outcome of health and safety related situations? How does effective communication strengthen interpersonal relationships and resolving conflicts?
Interpersonal Communication

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<u>By 4 Grade</u> 2.2.A.1 2.2.A.2	<ul style="list-style-type: none"> Demonstrate effective interpersonal communication in health and safety related situations Demonstrate effective 	<ul style="list-style-type: none"> "Hi, my name is" Role Playing 		-Teacher Observations -Question and Answer

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
	interpersonal communication when responding to disagreements or conflicts with others			-Demonstrate, understand and follow verbal directions

Curriculum Guide
Subject Focus: Health
Grades 3-4

STANDARD 2.2 (Intergraded Skills) All students will develop and use personal and interpersonal skills to support a healthy active lifestyle
ESSENTIAL QUESTIONS • Why is it important to apply a thoughtful decision making process to health related situations?
Decision making and goal setting

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<u>By 4</u> <u>Grade</u> 2.2.B.1	<ul style="list-style-type: none"> Use the decision making process when addressing health related issues 			-Teacher

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
2.2.B.2 2.2.B.3 2.2.B.4	<ul style="list-style-type: none"> • Differentiate between situations when a health related decision should be made independently or with the help of others • Determine how family peers technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors • Develop personal health goal and track progress 			Observations -Question and Answer -Check lists and record sheets -Pre-and post-fitness testing

Curriculum Guide
 Subject Focus: Health
 Grades 3-4

<p>STANDARD 2.2 (Intergraded Skills) All students will develop and use personal and interpersonal skills to support a healthy active lifestyle</p>
<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What is the impact of core ethical values to one's self and others? • How does bullying, acceptance, discrimination, abuse, sportsmanship, support, disrespect and violence influence character building?
<p>Character Development</p>

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
By 4 <u>Grade</u> 2.2.C.1 2.2.C.2 2.2.C.3	<ul style="list-style-type: none"> • Determine how an individual's character develops over time and impacts personal health • Explain why core ethical values (such as respect, empathy, civic minded ness, and good citizenship) are important in the local and world community • Determine how attitudes and assumptions towards individuals with disabilities may negatively or positively impact them 	<ul style="list-style-type: none"> • 		-Teacher Observations -Question and Answer

Curriculum Guide
 Subject Focus: Health
 Grades 3&4

STANDARD 2.2 Integrated skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle
ESSENTIAL QUESTIONS How do service projects provide an opportunity to have a positive impact?
Advocacy and service

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
By 4 Grade 2.2.D.1	<ul style="list-style-type: none"> Explain the impact of participation in different kinds of service projects on community wellness 	<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> -Teacher Observations -Question and Answer

Curriculum Guide
Subject Focus: Health
Grades 3&4

<p>STANDARD 2.2 Integrated skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle</p>
<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> Why is it important to entrust adults and professionals with personal health needs? How entrusting these professionals will assist in the prevention, early detection and treatment of health problems?
<p>Health services and information</p>

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<u>By 4 grade</u> <u>2.2.E.1</u> <u>2.2.E.2</u>	<ul style="list-style-type: none"> • Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies • Explain when and how to seek help when experiencing a health problem 	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Demonstrate, understand and follow verbal directions

Curriculum Guide
Subject Focus: Health
Grades 3&4

STANDARD 2.3 Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle

ESSENTIAL QUESTIONS

- Why is it important to realize that medicine comes in a variety of forms?
- Why is it important to realize the necessity of taking medications as directed?

Medicines

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<u>By 4 grade</u> <u>2.3.A.1</u> <u>2.3.A.2</u>	<ul style="list-style-type: none"> • Distinguish between over the counter and prescription medicines • Determine possible side effects of common types of medicines 	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Demonstrate, understand and follow verbal directions

Curriculum Guide
 Subject Focus: Health
 Grades 3&4

STANDARD 2.3 Drugs & Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

ESSENTIAL QUESTIONS

- Why is the use of drugs in unsafe ways dangerous and harmful?
- What are the short and long term effects of substance abuse?

Alcohol, Tobacco, and other drugs

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p>By 4 grade 2.3.B.1 2.3.B.2 2.3.B.3 2.3.B.4 2.3.B.5</p>	<p>* Explain why it is illegal to use or possess certain drugs/substances and the possible consequences</p> <ul style="list-style-type: none"> • Compare the short-and long term physical effects of all types of tobacco use • Identify specific environments where second hand passive smoke may impact the wellness of nonsmokers • Summarize the short and long term physical effects of inhaling certain substances • Identify the short and long term physical effects of alcohol use and abuse 	<ul style="list-style-type: none"> • • 		<p>-Teacher Observations -Question and Answer -Demonstrate, understand and follow verbal directions</p>

Subject Focus: Health
Grades 3-4

STANDARD 2.3 Drugs & Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

ESSENTIAL QUESTIONS

- What is the importance of realizing factors for and signs of substance abuse and misuse?
- How does advertising, peer pressure, and home environment influence substance experimentation?

Dependency/Addiction and treatment

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<u>By 4nd Grade</u> 2.3.C.1 2.3.C.2 2.3.C.3	<ul style="list-style-type: none"> • Identify signs that a person might have an alcohol, tobacco, and or drug use problem • Differentiate between drug use, abuse and misuse • Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with ETOH, tobacco, and other drugs 	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Demonstrate, understand and follow verbal directions

First Grade

STANDARD 2.4 Human relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy active lifestyle.

ESSENTIAL QUESTIONS

- How does the family unit reflect the diversity of family forms and modern society?

Relationships

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 4nd Grade</u> 2.4.A.1 2.4.A.2</p>	<ul style="list-style-type: none"> • Explain how families typically share common values provide love and emotional support and set boundaries and limits • Explain why healthy relationships are fostered in some families and not in others 	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Demonstrate, understand and follow verbal directions

STANDARD 2.4 Human relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy active lifestyle.

ESSENTIAL QUESTIONS

- Why puberty is the period of development in which the body becomes physically capable of reproduction?

Sexuality

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 4nd Grade</u> 2.4.B.1</p>	<ul style="list-style-type: none"> • Differentiate physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages 	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Demonstrate, understand and follow verbal directions

STANDARD 2.4 Human relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy active lifestyle.

ESSENTIAL QUESTIONS

- What is the process of pregnancy from fertilization through child birth?
- How is the birth mothers health during pregnancy related to the health and development of the fetus?

Pregnancy and parenting

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 4nd Grade</u> 2.4.C.1 2.4.C.2</p>	<ul style="list-style-type: none"> • Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy • Relate the health of the birth mother to the development of a healthy fetus 	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Check lists and record sheets -Pre-and post-fitness testing

Curriculum Guide
Subject Focus: Physical Education
First Grade

<p>STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.</p> <p>STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle</p>
<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • Why do we need rules when playing games? • What is good sportsmanship? • Why is it important to be able to run? •
<p>Team Sports</p>

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 2nd Grade</u> 2.5A1-10 2.5B1,2,4-</p>	<ul style="list-style-type: none"> • Compare and contrast movements and skills • Distinguish between skills used 	<ul style="list-style-type: none"> • Be able to explain rules of classroom and games • Be able to explain the meaning of 	<p>Balls, Hula Hoops, Cones,</p>	<p>-Teacher</p>

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
6 2.5C1 2.5D1-3 2.5E1 2.6A1,2	<p>in team sports; i.e., throwing, passing, etc.</p> <ul style="list-style-type: none"> Recognize skills used in games Incorporate skills used in games Tell skills used in team sports 	<p>sportsmanship</p> <ul style="list-style-type: none"> Appropriately act out animal walks Play Shark Island (tag and running games) (beginner) Run the bases (beginner) Modified Kickball Modified Soccer Modified Bowling 	<p>Mats, Beanbags, Bowling Pins, Balance Beams, Plyo Spots, <u>Ready to Use PE Activities</u> <u>Grades K-2</u></p>	<p>Observations -Question and Answer</p>

Curriculum Guide
Subject Focus: Physical Education
First Grade

<p>STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.</p> <p>STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle</p>
<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How can dance be used as a way to exercise and maintain a healthy lifestyle?
<p>Dance</p>

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 2nd Grade</u> 2.5A1-10 2.5B1-6 2.5C1</p>	<ul style="list-style-type: none"> Acquire dance knowledge to tell others Count beats, steps in dance Incorporate moves in dance 	<ul style="list-style-type: none"> Be able to do "Chicken Dance" Be able to do "Hokey Pokey" Be able to do "Conga Line" Be able to do "Farmer in the 	<p>Bean bags, CD "Kids in Action", CD "Heart"</p>	<p>-Teacher Observations -Question and</p>

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
2.6A1,2	<ul style="list-style-type: none"> • Describe a dance of dance move • Recall a move to add another one to it • Express themselves through dance • Identify dance moves, levels, speeds and directions used in dance 	Dell" <ul style="list-style-type: none"> • "Touch your toes" 	Healthy", <u>Ready to Use</u> <u>PE Activities</u> <u>Grades K-2</u>	Answer

Curriculum Guide
 Subject Focus: Physical Education
 Second Grade

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.
STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle
ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • Why do we need rules when playing games? • Why is it important to be able to run? • What skills are needed to successfully complete an obstacle course?
Cooperative Games/Problem Solving

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
By 2 nd				

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<u>Grade</u> 2.5A1, 3, 4, 6-9 2.5B2, 4-6 2.5C1 2.6A1, 2	<ul style="list-style-type: none"> • Work with others to obtain a common goal • Explore a variety of solutions to problems • Plan a strategy to successfully complete physical and mental challenges • Differentiate between cooperative and competitive skills • Analyze the problems and challenges 	<ul style="list-style-type: none"> • Play signal games • Play Shake Hands • Play Fun walks • Play Red Rover • Play Little A, Big A • Play Freeze Tag • Play Group signals • Play In the dog House • Play Goldilocks and the 3 bears • Play musical hoops 	Balls, Hula Hoops, Cones, plyo spots, <u>Ready to Use</u> <u>PE Activities</u> <u>Grades K-2</u>	<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Demonstrate, understand and follow verbal directions

Curriculum Guide
 Subject Focus: Physical Education
 Second Grade

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.
STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle
ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • Why do we need rules when playing games? • Why is throwing and catching an object important for games?
Throwing and Catching

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
---------	----------------------------	------------	-----------	------------

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 2nd Grade</u> 2.5A1, 3,4,6-9 2.5B1,2,4-6 2.5D1,2</p>	<ul style="list-style-type: none"> • Develop proficiency in throwing and catching to self • Begin developing catching skills from varying body planes • Incorporate throwing and catching in a variety of games and activities 	<ul style="list-style-type: none"> • Orally review of rules of classroom and games • Throwing with 2 hands and 1 hand • Underhand toss and overhead toss • Toss of beanbags, deck rings, playground balls, scarfs • Play Newcomb • Play Sky ball • Play Hot Potato 	<p>Balls, Hula Hoops, Cones, Mats, deck rings, Beanbags, Plyo Spots, playground balls, nerf balls, <u>Ready to Use PE Activities</u> <u>Grades K-2</u></p>	<p>-Teacher Observations -Question and Answer -Demonstrate, understand and follow verbal directions</p>

Curriculum Guide
Subject Focus: Physical Education
Second Grade

<p>STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.</p>
<p>STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle</p>
<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • Why is important to move in be able to move in different ways around an open space?
<p>Locomotor Skill Development</p>

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 2nd Grade</u></p> <p>2.5A1-10</p> <p>2.5B1-6</p> <p>2.5D2</p>	<ul style="list-style-type: none"> • Demonstrate proficiency of locomotor skill • Recognize the locomotor skill • Participate in a game using the locomotor skills • Exercise and move to music 	<ul style="list-style-type: none"> • Explore personal and general space • Locomotion stations • Making movement sequences • Cross-Lateral combinations • Sliding, Crawling and Creeping 	<p>Balls, Hula Hoops, Cones, Mats, deck rings, Beanbags, Plyo Spots, playground balls, nerf balls, <u>Ready to Use PE Activities</u> Grades K-2</p>	<p>-Teacher Observations</p> <p>-Question and Answer</p> <p>-Demonstrate, understand and follow verbal directions</p>

Curriculum Guide
Subject Focus: Physical Education
Second Grade

<p>STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.</p>
<p>STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle</p>
<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How do we throw objects at targets? • What are different ways to catch an object?
<p>Manipulative Skills</p>

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 2nd Grade</u> 2.5A1, 2, 6, 8, 9 2.5B2, 4-6 2.5C1 2.5D1-3 2.6A1, 2</p>	<ul style="list-style-type: none"> • Demonstrate manipulative ability with right and left hands • Develop manipulative skills with a variety of objects • Choreograph skills with partner and/or group • Practice a sequence of skills • Demonstrate an original sequence of skills • Perform a task within a time limit 	<ul style="list-style-type: none"> • Successfully Self Toss with Objects • Toss at Floor, Wall, and Receptacles • Play Newcomb (Beginner) • Play Sky Ball (Beginner) • Play Hot Potato (Beginner) • "Cane You" Activities 	<p>Balls, Hula Hoops, Cones, Mats, deck rings, Beanbags, Plyo Spots, playground balls, nerf balls, <u>Ready to Use PE Activities</u> <u>Grades K-2</u></p>	<p>-Teacher Observations -Question and Answer -Demonstrate, understand and follow verbal directions</p>

Curriculum Guide
Subject Focus: Physical Education
Second Grade

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle

ESSENTIAL QUESTIONS

- What are movement directions?
- Hey, you are in my Space! How do we play in personal and public space?
- What is balance?

Movement Education

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 2nd Grade</u> 2.5A1-8,10 2.5B1-6 2.5D2 2.6A1,2 2.6B2</p>	<ul style="list-style-type: none"> • Use a variety of body parts to perform activities • Differentiate between levels, speeds and directions • Exercise using different movement patterns • Combine varying static and dynamic movement patterns • Discover new ways to move the space • Explore creative ways to perform skills 	<ul style="list-style-type: none"> • Play Red Light, Green Light • Follow the Leader • Play Simon Says • Participate in Parachute Activities • Participate in Scooter Activities • Maneuver on Balance Bean • Practice Body Parts Balance 	<p>Scarves, Beanbags, Balls, Plyo spots, Rackets, Hula Hoops, Jump Ropes, Scooters, Balance Beam, Parachutes, <u>Ready to Use PE Activities</u> <u>Grades K-2</u></p>	<p>-Teacher Observations -Question and Answer -Demonstrate, understand and follow verbal directions</p>

Curriculum Guide

Subject Focus: Physical Education

Second Grade

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle

ESSENTIAL QUESTIONS

- Why is it important to know how to kick and strike different objects?

Striking

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 2nd Grade</u> 2.5A1-4,6,9 2.5B1,2,4-6 2.5C1 2.5D1,2</p>	<ul style="list-style-type: none"> • Distinguish the trajectories of objects by using different ways to strike • Demonstrate Striking by using a variety of body parts • Demonstrate an age-appropriate progression of striking skills • Attempt skills using both dominant and non-dominant sides • Enhance eye-hand/eye-foot coordination • Show ability in various games and activities 	<ul style="list-style-type: none"> • Participate in Modified Kickball game • Participate in Modified Tee-ball game • Participate in Modified Soccer game • Participate in Modified Bowling games 	<p>Paddles, Balls, Tee, Bats, Rackets, Bowling Pins, Plyo spots, Bases, Nets. <u>Ready to Use PE Activities</u> <u>Grades K-2</u></p>	<p>-Teacher Observations -Question and Answer -Demonstrate, understand and follow verbal directions</p>

Curriculum Guide

Subject Focus: Physical Education

Second Grade

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle

ESSENTIAL QUESTIONS

- Why is it important to warm-up before activity?
- What happens to your heart rate when you exercise?
- What are safe and appropriate exercise techniques?

Fitness

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 2nd Grade</u> 2.6A1,2 2.6B1,2 2.6C1-3</p>	<ul style="list-style-type: none"> • Understand the significance of warm-up exercises prior to physical activity • Participate in warm-up exercise • Have a general understanding of how heart rate relates to exercise • Monitor the heart as it changes with exercise • Understand the importance of exercise as it related to good health • Differentiate between the mean components of exercise • Participate in aerobic exercise • Understand how different exercises affect different parts of the body • Participate in strength training exercise • Demonstrate safe and 	<ul style="list-style-type: none"> • Participate in warm-up activities at beginning of class • Participate 10-Minute Workouts • Participate in Yoga Techniques • Be able to run an obstacle course using play ground equipment • Play Follow the Leader • Participate in a Fitness Circuit • Participate in Imaginary "Swim Routine" 	<p>mats. Ply-spots, hoops, playground equipment, lines on court, carpet squares, <u>Ready to Use PE Activities</u> <u>Grades K-2</u></p>	<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Check lists and record sheets -Pre-and post-fitness testing

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
	appropriate exercise techniques <ul style="list-style-type: none"> • Understand the risks of inappropriate exercise techniques 			

Curriculum Guide
 Subject Focus: Physical Education
 Second Grade

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle

ESSENTIAL QUESTIONS

- Why do we need rules when playing games?
- What is good sportsmanship?
- Why is it important to be able to run?

Team Sports

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 2nd Grade</u> 2.5A1-10 2.5B1,2,4-6 2.5C1 2.5D1-3 2.5E1 2.6A1,2</p>	<ul style="list-style-type: none"> • Compare and contrast movements and skills • Distinguish between skills used in team sports; i.e., throwing, passing, etc. • Recognize skills used in games • Incorporate skills used in games • Tell skills used in team sports 	<ul style="list-style-type: none"> • Be able to explain rules of classroom and games • Be able to explain the meaning of sportsmanship • Appropriately act out animal walks • Play Shark Island (tag and running games) (beginner) • Run the bases (beginner) 	<p>Balls, Hula Hoops, Cones, Mats, Beanbags, Bowling Pins, Balance Beams, Plyo Spots. <u>Ready to Use PE Activities Grades K-2</u></p>	<p>-Teacher Observations -Question and Answer</p>

Curriculum Guide
 Subject Focus: Physical Education
 Second Grade

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle

ESSENTIAL QUESTIONS

- How can dance be used as a way to exercise and maintain a healthy lifestyle?

Dance

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 2nd Grade</u> 2.5A1-10 2.5B1-6 2.5C1 2.6A1,2</p>	<ul style="list-style-type: none"> • Acquire dance knowledge to tell others • Count beats, steps in dance • Incorporate moves in dance • Describe a dance of dance move • Recall a move to add another one to it • Express themselves through dance • Identify dance moves, levels, speeds and directions used in dance 	<ul style="list-style-type: none"> • Be able to do "Chicken Dance" • Be able to do "Hokey Pokey" • Be able to do "Conga Line" • Be able to do "Farmer in the Dell" • "Touch your toes" 	<p>Bean bags, CD "Kids in Action", CD "Heart Healthy", <u>Ready to Use PE Activities</u> <u>Grades K-2</u></p>	<p>-Teacher Observations -Question and Answer</p>

Curriculum Guide

Subject Focus: Physical Education

Third Grade

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle

ESSENTIAL QUESTIONS

- Why do we need rules when playing games?
- Why is it important to be able to run?
- What skills are needed to successfully complete an obstacle course?

Cooperative Games/Problem Solving

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 4th Grade</u> 2.5.A.1,2,4 2.5.B.1,2 2.5.C.1,2 2.6.A.2</p>	<ul style="list-style-type: none"> • Work with others to obtain a common goal • Explore a variety of solutions to problems • Plan a strategy to successfully complete physical and mental challenges • Differentiate between cooperative and competitive skills • Analyze the problems and challenges 	<ul style="list-style-type: none"> • Cooperative shuttle run • Play Fox and Squirrel • Play Capture the Flag • Play Steal the Bacon • Play Sky ball • Run and obstacle course • Play musical hoops • Play Pac man 	<p>Balls, Hula Hoops, Cones, plyo spots, playground equipment, <u>Ready to use PE Activities</u> <u>Grades 3-4</u></p>	<p>-Teacher Observations -Question and Answer -Demonstrate, understand and follow verbal directions</p>

Curriculum Guide
 Subject Focus: Physical Education
 Third Grade

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle

ESSENTIAL QUESTIONS

- Why is throwing and catching an object important for games?

Throwing and Catching

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 4th Grade</u> 2.5.A.1-4 2.5.B.1,2 2.5.C.1,2 2.6.A.2,3</p>	<ul style="list-style-type: none"> • Develop proficiency in throwing and catching to self • Begin developing catching skills from varying body planes • Incorporate throwing and catching in a variety of games and activities 	<ul style="list-style-type: none"> • Orally review of rules of classroom and games • Throwing with 2 hands and 1 hand • Underhand toss and overhead toss • Toss of beanbags, deck rings, playground balls, scarfs • Play Newcomb • Play Sky ball • Play Hot Potato • "Can You" Activities 	<p>Balls, Hula Hoops, Cones, Mats, deck rings, Beanbags, Plyo Spots, playground balls, nerf balls, <u>Ready to use PE Activities</u> <u>Grades 3-4</u></p>	<p>-Teacher Observations -Question and Answer -Demonstrate, understand and follow verbal directions</p>

Curriculum Guide
 Subject Focus: Physical Education
 Third Grade

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle

ESSENTIAL QUESTIONS

- Why is important to move in be able to move in different ways around an open space?

Locomotor Skill Development

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 4th Grade</u> 2.5.A.1-4 2.5.B.2 2.5.C.1,2 2.6.A.1-4</p>	<ul style="list-style-type: none"> • Demonstrate proficiency of locomotor skill • Recognize the locomotor skill • Participate in a game using the locomotor skills • Exercise and move to music 	<ul style="list-style-type: none"> • Explore personal and general space • Locomotion stations • Making movement sequences • Cross-Lateral combinations • Sliding, Crawling and Creeping 	<p>Balls, Hula Hoops, Cones, Mats, deck rings, Beanbags, Plyo Spots, playground balls, nerf balls, <u>Ready to use PE Activities</u> <u>Grades 3-4</u></p>	<p>-Teacher Observations -Question and Answer -Demonstrate, understand and follow verbal directions</p>

Curriculum Guide
 Subject Focus: Physical Education
 Third Grade

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle

ESSENTIAL QUESTIONS

- How do we throw objects at targets?
- What are different ways to catch an object?
- How do you pass a ball to a teammate?
- What are the proper ways to shoot a ball into a basket?
- What skills do we need to succeed in contact sports?

Manipulative Skills

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 4th Grade</u> 2.5.A.1-4 2.5.B.1,2 2.5.C.1,2 2.6.A.2,3</p>	<ul style="list-style-type: none"> • Demonstrate manipulative ability with right and left hands • Develop manipulative skills with a variety of objects • Choreograph skills with partner and/or group • Practice a sequence of skills • Demonstrate an original sequence of skills • Perform a task within a time limit 	<ul style="list-style-type: none"> • Successfully Self Toss with Objects • Toss at Floor, Wall, and Receptacles • Play Newcomb (Beginner) • Play Sky Ball (Beginner) • Play Hot Potato (Beginner) • "Cane You" Activities 	<p>Balls, Hula Hoops, Cones, Mats, deck rings, Beanbags, Plyo Spots, playground balls, nerf balls, <u>Ready to use PE Activities</u> Grades 3-4</p>	<p>-Teacher Observations -Question and Answer -Demonstrate, understand and follow verbal directions</p>

Curriculum Guide
 Subject Focus: Physical Education
 Third Grade

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle

ESSENTIAL QUESTIONS

- What are movement directions?
- Hey, you are in my Space! How do we play in personal and public space?
- What is balance?

Movement Education

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 4th Grade</u> 2.5.A.1-4 2.5.B.2 2.5.C.1,2 2.6.A.1-4</p>	<ul style="list-style-type: none"> • Use a variety of body parts to perform activities • Differentiate between levels, speeds and directions • Exercise using different movement patterns • Combine varying static and dynamic movement patterns • Discover new ways to move the space • Explore creative ways to perform skills 	<ul style="list-style-type: none"> • Play Red Light, Green Light • Follow the Leader • Play Simon Says • Participate in Parachute Activities • Participate in Scooter Activities • Maneuver on Balance Bean • Practice Body Parts Balance 	<p>Scarves, Beanbags, Balls, Plyo spots, Rackets, Hula Hoops, Jump Ropes, Scooters, Parachutes, <u>Ready to use PE Activities Grades 3-4</u></p>	<p>-Teacher Observations -Question and Answer -Demonstrate, understand and follow verbal directions</p>

Curriculum Guide
 Subject Focus: Physical Education
 Third Grade

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle

ESSENTIAL QUESTIONS

- Why is it important to know how to kick and strike different objects?

Striking

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 4th Grade</u> 2.5.A.1-4 2.5.B.1,2 2.5.C.1,2 2.6.A.2,3</p>	<ul style="list-style-type: none"> • Distinguish the trajectories of objects by using different ways to strike • Demonstrate Striking by using a variety of body parts • Demonstrate an age-appropriate progression of striking skills • Attempt skills using both dominant and non-dominant sides • Enhance eye-hand/eye-foot coordination • Show ability in various games and activities 	<ul style="list-style-type: none"> • Participate in Modified Kickball game • Participate in Modified Tee-ball game • Participate in Modified Soccer game • Participate in Modified Bowling games 	<p>Paddles, Balls, Tee, Bats, Rackets, Bowling Pins, Plyo spots, Bases, Nets. <u>Ready to use PE Activities Grades 3-4</u></p>	<p>-Teacher Observations -Question and Answer -Demonstrate, understand and follow verbal directions</p>

Curriculum Guide

Subject Focus: Physical Education

Third Grade

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle

ESSENTIAL QUESTIONS

- Why is it important to warm-up before activity?
- What happens to your heart rate when you exercise?
- What are safe and appropriate exercise techniques?

Fitness

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 4th</u> <u>Grade</u> 2.5.A.1-4 2.5.B.2 2.5.C.1,2 2.6.A1-4</p>	<ul style="list-style-type: none"> • Understand the significance of consistent exercise as it relates to good health • Understand some of the factors which make getting and staying I shape difficult • Understand the importance of warm-up exercises prior to physical activity • Participate in warm-up exercises • Understand how heart rate relates to exercise • Differentiate between the main components of exercise • Understand how different exercises work through those main components • Participate in strength training exercises/activities • Demonstrate safe and appropriate exercise techniques • Understand the risks of 	<ul style="list-style-type: none"> • Participate in warm-up activities at beginning of class • Participate 10-Minute Workouts • Participate in Yoga Techniques • Be able to run an obstacle course using play ground equipment • Play Follow the Leader • Participate in a Fitness Circuit • Participate in Imaginary "Swim Routine" • $\frac{1}{2}$ mile run/walk • Presidential Fitness Testing 	<p>mats. Ply-spots, hoops, playground equipment, lines on court, carpet squares, <u>Ready to use PE Activities</u> <u>Grades 3-4</u></p>	<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Check lists and record sheets -Pre-and post-fitness testing

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
	inappropriate exercise techniques			

Curriculum Guide
Subject Focus: Physical Education
Third Grade

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle

ESSENTIAL QUESTIONS

- Why do we need rules when playing games?
- What is good sportsmanship?
- Why is it important to be able to run?

Team Sports

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 4th</u> <u>Grade</u> 2.5.A.1,2,4 2.5.B.1,2 2.5.C.1,2 2.6.A.2</p>	<ul style="list-style-type: none"> • Communicate in a game setting • Recognize skills to be used in sports • Employ skills in games • Participate in team games • Practice skills used in games • Analyze plans used in games • Select strategy used in games • Solve challenges that arise in games • Distinguish skills used in games • Make decisions in a game situation • Break down skills used in game 	<ul style="list-style-type: none"> • Modified Soccer • Modified Field Hockey • Modified Football • Flag Football • Sideline Basketball • Modified Volleyball • Scooter games • Tee-ball • Kickball 	Balls, Hula Hoops, Cones, Mats, Beanbags, Bowling Pins, Balance Beams, Plyo Spots. <u>Ready to use PE Activities Grades 3-4</u>	-Teacher Observations -Question and Answer

Curriculum Guide

Subject Focus: Physical Education

Third Grade

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle

ESSENTIAL QUESTIONS

- How can dance be used as a way to exercise and maintain a healthy lifestyle?

Dance

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 4th</u> <u>Grade</u> 2.5.A.1-4 2.5.B.2 2.5.C.1,2 2.6.A.1,2,3</p>	<ul style="list-style-type: none"> • Assemble in dance formation • Build upon dance move for combinations • Compare and Contrast movements • Exercise through dance 	<ul style="list-style-type: none"> • Jump routines using dance steps and performing to music • Popular dance routines "Soldier Boy" • Circuit training to music • Chicken Dance • Bunny Hop 	Jump ropes, cd player, music cds, <u>Ready to use</u> <u>PE Activities</u> <u>Grades 3-4</u>	-Teacher Observations -Question and Answer

Curriculum Guide
 Subject Focus: Physical Education
 Fourth Grade

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle

ESSENTIAL QUESTIONS

- Why do we need rules when playing games?
- Why is it important to be able to run?
- What skills are needed to successfully complete an obstacle course?

Cooperative Games/Problem Solving

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 4th Grade</u> 2.5A3,4,6,8-10 2.5B2,3,6,7 2.5D3</p>	<ul style="list-style-type: none"> • Work with others to obtain a common goal • Explore a variety of solutions to problems • Plan a strategy to successfully complete physical and mental challenges • Differentiate between cooperative and competitive skills • Analyze the problems and challenges 	<ul style="list-style-type: none"> • Cooperative shuttle run • Play Fox and Squirrel • Play Capture the Flag • Play Steal the Bacon • Play Sky ball • Run and obstacle course • Play musical hoops • Play Pac man 	<p>Balls, Hula Hoops, Cones, plyo spots, playground equipment, <u>Ready to use PE Activities</u> <u>Grades 3-4</u></p>	<p>-Teacher Observations -Question and Answer -Demonstrate, understand and follow verbal directions</p>

Curriculum Guide
 Subject Focus: Physical Education
 Fourth Grade

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle

ESSENTIAL QUESTIONS

- Why is throwing and catching an object important for games?

Throwing and Catching

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 4th Grade</u> 2.5A1-3,6,8-10 2.5B1-8 2.5C1 2.5D1-3 2.5E1</p>	<ul style="list-style-type: none"> • Develop proficiency in throwing and catching to self • Begin developing catching skills from varying body planes • Incorporate throwing and catching in a variety of games and activities 	<ul style="list-style-type: none"> • Orally review of rules of classroom and games • Throwing with 2 hands and 1 hand • Underhand toss and overhead toss • Toss of beanbags, deck rings, playground balls, scarfs • Play Newcomb • Play Sky ball • Play Hot Potato • "Can You" Activities 	<p>Balls, Hula Hoops, Cones, Mats, deck rings, Beanbags, Plyo Spots, playground balls, nerf balls, <u>Ready to use PE Activities</u> <u>Grades 3-4</u></p>	<p>-Teacher Observations -Question and Answer -Demonstrate, understand and follow verbal directions</p>

Curriculum Guide
Subject Focus: Physical Education
Fourth Grade

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle

ESSENTIAL QUESTIONS

- Why is important to move in be able to move in different ways around an open space?

Locomotor Skill Development

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 4th Grade</u> 2.5A1-6,8,9 2.5B2 2.5D1,2</p>	<ul style="list-style-type: none"> • Demonstrate proficiency of locomotor skill • Recognize the locomotor skill • Participate in a game using the locomotor skills • Exercise and move to music 	<ul style="list-style-type: none"> • Explore personal and general space • Locomotion stations • Making movement sequences • Cross-Lateral combinations • Sliding, Crawling and Creeping 	<p>Balls, Hula Hoops, Cones, Mats, deck rings, Beanbags, Plyo Spots, playground balls, nerf balls</p>	<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Demonstrate, understand and follow verbal directions

Curriculum Guide
Subject Focus: Physical Education
Fourth Grade

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle

ESSENTIAL QUESTIONS

- How do we throw objects at targets?
- What are different ways to catch an object?

Manipulative Skills

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 4th Grade</u> 2.5A1,2,6,8,9 2.5B2,4-6 2.5C1 2.5D1-3 2.6A1,2</p>	<ul style="list-style-type: none"> • Demonstrate manipulative ability with right and left hands • Develop manipulative skills with a variety of objects • Choreograph skills with partner and/or group • Practice a sequence of skills • Demonstrate an original sequence of skills • Perform a task within a time limit 	<ul style="list-style-type: none"> • Successfully Self Toss with Objects • Toss at Floor, Wall, and Receptacles • Play Newcomb (Beginner) • Play Sky Ball (Beginner) • Play Hot Potato (Beginner) • "Cane You" Activities 	<p>Balls, Hula Hoops, Cones, Mats, deck rings, Beanbags, Plyo Spots, playground balls, nerf balls, <u>Ready to use PE Activities</u> <u>Grades 3-4</u></p>	<p>-Teacher Observations -Question and Answer -Demonstrate, understand and follow verbal directions</p>

Curriculum Guide
 Subject Focus: Physical Education
 Fourth Grade

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle

ESSENTIAL QUESTIONS

- What are movement directions?
- Hey, you are in my Space! How do we play in personal and public space?
- What is balance?

Movement Education

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 4th Grade</u> 2.5A1-9,10,11 2.5B3-8 2.5D2,3 2.6B1</p>	<ul style="list-style-type: none"> • Use a variety of body parts to perform activities • Differentiate between levels, speeds and directions • Exercise using different movement patterns • Combine varying static and dynamic movement patterns • Discover new ways to move the space • Explore creative ways to perform skills 	<ul style="list-style-type: none"> • Play Red Light, Green Light • Follow the Leader • Play Simon Says • Participate in Parachute Activities • Participate in Scooter Activities • Maneuver on Balance Bean • Practice Body Parts Balance 	<p>Scarves, Beanbags, Balls, Plyo spots, Rackets, Hula Hoops, Jump Ropes, Scooters, Parachutes, <u>Ready to use PE Activities Grades 3-4</u></p>	<p>-Teacher Observations -Question and Answer -Demonstrate, understand and follow verbal directions</p>

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle

ESSENTIAL QUESTIONS

- Why is it important to know how to kick and strike different objects?

Striking

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 4th Grade</u> 2.5A1-36-10 2.5B1-8 2.5C1 2.5D1-3 2.5E1</p>	<ul style="list-style-type: none"> • Distinguish the trajectories of objects by using different ways to strike • Demonstrate Striking by using a variety of body parts • Demonstrate an age-appropriate progression of striking skills • Attempt skills using both dominant and non-dominant sides • Enhance eye-hand/eye-foot coordination • Show ability in various games and activities 	<ul style="list-style-type: none"> • Participate in Modified Kickball game • Participate in Modified Tee-ball game • Participate in Modified Soccer game • Participate in Modified Bowling games 	<p>Paddles, Balls, Tee, Bats, Rackets, Bowling Pins, Plyo spots, Bases, Nets, <u>Ready to use PE Activities Grades 3-4</u></p>	<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Demonstrate, understand and follow verbal directions

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle

ESSENTIAL QUESTIONS

- Why is it important to warm-up before activity?
- What happens to your heart rate when you exercise?
- What are safe and appropriate exercise techniques?

Fitness

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 4th</u> <u>Grade</u> 2.6A1-5 2.6B1-3 2.6C1-6</p>	<ul style="list-style-type: none"> • Understand the significance of consistent exercise as it relates to good health • Understand some of the factors which make getting and staying I shape difficult • Understand the importance of warm-up exercises prior to physical activity • Participate in warm-up exercises • Understand how heart rate relates to exercise • Differentiate between the main components of exercise • Understand how different exercises work through those main components 	<ul style="list-style-type: none"> • Participate in warm-up activities at beginning of class • Participate 10-Minute Workouts • Participate in Yoga Techniques • Be able to run an obstacle course using play ground equipment • Play Follow the Leader • Participate in a Fitness Circuit • Participate in Imaginary "Swim Routine" • $\frac{1}{2}$ mile run/walk • Presidential Fitness Testing 	<p>mats. Ply-spots, hoops, playground equipment, lines on court, carpet squares, <u>Ready to use PE Activities</u> <u>Grades 3-4</u></p>	<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Check lists and record sheets -Pre-and post-fitness testing

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
	<ul style="list-style-type: none"> • Participate in strength training exercises/activities • Demonstrate safe and appropriate exercise techniques • Understand the risks of inappropriate exercise techniques 			

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle

ESSENTIAL QUESTIONS

- Why do we need rules when playing games?
- What is good sportsmanship?
- Why is it important to be able to run?

Team Sports

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 4th Grade</u> 2.5A1-4,6,9 2.5B1,2,4-6 2.5C1 2.5D1-3 2.5E1 2.6A2 2.6C1</p>	<ul style="list-style-type: none"> • Communicate in a game setting • Recognize skills to be used in sports • Employ skills in games • Participate in team games • Practice skills used in games • Analyze plans used in games • Select strategy used in games • Solve challenges that arise in games • Distinguish skills used in games • Make decisions in a game situation • Break down skills used in game 	<ul style="list-style-type: none"> • Modified Soccer • Modified Field Hockey • Modified Football • Flag Football • Sideline Basketball • Modified Volleyball • Scooter games • Tee-ball • Kickball 	<p>Balls, Hula Hoops, Cones, Mats, Beanbags, Bowling Pins, Balance Beams, Plyo Spots. <u>Ready to use PE Activities Grades 3-4, bases</u></p>	<p>-Teacher Observations -Question and Answer</p>

Curriculum Guide

Subject Focus: Physical Education

Fourth Grade

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle

ESSENTIAL QUESTIONS

- How can dance be used as a way to exercise and maintain a healthy lifestyle?

Dance

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 4th Grade</u> 2.5A1-10 2.6A2 2.6C1</p>	<ul style="list-style-type: none"> • Assemble in dance formation • Build upon dance move for combinations • Compare and Contrast movements • Exercise through dance 	<ul style="list-style-type: none"> • Jump routines using dance steps and performing to music • Circuit training to music • Chicken Dance • Bunny Hop • Create rhythmic movement sequences • Exploring even and uneven rhythms 	<p>Jump ropes, cd player, music cds, <u>Ready to use PE Activities</u> <u>Grades 3-4</u></p>	<p>-Teacher Observations -Question and Answer</p>

<p>STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.</p> <p>STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle</p>
<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • Why is it important to warm-up before activity? • What happens to your heart rate when you exercise? • What are safe and appropriate exercise techniques?
<p>Fitness Testing (Presidential Fitness Testing)</p>

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 6th Grade</u> 2.61-4,6 Fitness Exercise 2.64- Training 2.61,2,4- Achieving and Assessing Fitness</p>	<ul style="list-style-type: none"> • Recognize the benefits of regular exercise • Describe how the body changes over time due to exercise • Differentiate between genders and age groups when discussing fitness levels • Analyze one's own fitness level 	<ul style="list-style-type: none"> • Circuit Training • Presidential Fitness Testing • Timed Runs • Target Heart Rate • Rhythmic jump rope • Yoga videos 	<p>Balls, Hula Hoops, Cones, plyo spots, playground equipment, <u>Ready to Use PE Activities</u> <u>Grades 5-6</u></p>	<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Demonstrate, understand and follow verbal directions

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.
ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • What are the characteristics of a team? • What is the purpose of drills in sports?
Soccer

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<u>By 6th Grade</u> 2.51-8	<ul style="list-style-type: none"> • Develop skills necessary to be able to participate in a soccer game • Demonstrate skills to be covered: passing, dribbling, trapping, shooting, throw-ins • Demonstrate knowledge of rules, safety and sportsmanship related to soccer • Offensive and Defensive tactics (teamwork vs. individual) 	<ul style="list-style-type: none"> • Soccer skills and drills • Lead-up soccer games • Soccer game 	Soccer balls, cones, and nets, pinnies <u>Ready to use PE Activities Grades 5-6</u> , frisbees	<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Skills test

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.
ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • What are the characteristics of a team? • What is the purpose of drills in sports?
Football

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
By 6th Grade 2.51-8-Movement Skills 2.51-8-Movement Concept 2.51-Strategy 2.51-3-Sportsmanship	<ul style="list-style-type: none"> • Develop throwing and receiving skills • Develop running plays and patterns • Demonstrate knowledge of offensive and defensive positions • Demonstrate knowledge of rules, safety and sportsmanship within football unit • Demonstrate knowledge of game strategies 	<ul style="list-style-type: none"> • Football skills and drills • Football Lead-up games • Flag Football • Capture the Football 	Field, footballs, cones, pinnies and flags <u>Ready to use PE Activities</u> <u>Grades 5-6</u>	<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Skills test -Playing Lead-up football games

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

ESSENTIAL QUESTIONS

- What are the characteristics of a team?
- What is the purpose of drills in sports?

Games/Cooperative Activities

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 6th Grade</u> 2.51-8 Movement skills and concepts 2.51 Strategy 2.51-3 Sportsmanship, rules and safety</p>	<ul style="list-style-type: none"> • Recite rules to various games • Recognize spatial awareness • Develop social skills by working with different groups • Identify different ways to complete tasks • Evaluate levels of sportsmanship 	<ul style="list-style-type: none"> • Toss at Floor, Wall, and Receptacles • Play Sky Ball • Hoop Play • Scoop Play • Scooters • Jump Ropes • Fox an Squirrel • Shark Island • Capture the Flag • Steal the Bacon • Locking Arms • Hoop Relay 	<p>Balls, Hula Hoops, Cones, Mats, deck rings, Beanbags, Plyo Spots, playground balls, nerf balls, scooters, Frisbees, <u>Ready to use PE Activities</u> <u>Grades 5-6</u></p>	<p>-Teacher Observations -Self-Assessment -Playing Various games that focus on teamwork</p>

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

ESSENTIAL QUESTIONS

- What are the characteristics of a team?
- What is the purpose of drills in sports?

Basketball

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 6th Grade</u> 2.51-8</p>	<ul style="list-style-type: none"> • Demonstrate skills and rules related to basketball to be able to participate in a game: -dribbling, passing and shooting -offensive and defensive strategies -teamwork (play) • Demonstrate rules, safety and, most importantly, sportsmanship related to basketball • Demonstrate all skills individually, as well as in a game 	<ul style="list-style-type: none"> • Basketball skills and drills • Basketball lead-up games • Side-line basketball • Half court basketball • Around the world • Knock-out 	<p>Basketballs, court, nets, poly spots, cones <u>Ready to use PE Activities</u> <u>Grades 5-6</u></p>	<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Skills test

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.
ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • What are the characteristics of a team? • What is the purpose of drills in sports?
Volleyball

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
By 6th Grade 2.51-8 Motor skill development	<ul style="list-style-type: none"> • Demonstrate accurate skills: <ul style="list-style-type: none"> -set -bump -spike -serve -blocking • Demonstrate correct rotation within the volleyball game • Demonstrate knowledge of rules, safety and sportsmanship • Demonstrate knowledge of speed scoring 	<ul style="list-style-type: none"> • Volleyball skill and drills • Lead-up volleyball games • Newcomb • Modified volleyball • Sideling Volleyball • Blindman's Volleyball 	Volleyballs, nets, court, beachballs, cones, parachute <u>Ready to use</u> <u>PE Activities</u> <u>Grades 5-6</u>	-Teacher Observations -Question and Answer -Skills test -Peer Observation

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.
ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • What are the characteristics of a team? • What is the purpose of drills in sports?
Floor Hockey/Field Hockey

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<u>By 6th Grade</u> 2.51-8	<ul style="list-style-type: none"> • Demonstrate passing and receiving the ball, shooting (different types of shots) • Demonstrate offensive and defensive strategies • Demonstrate team play • Demonstrate knowledge of rules, safety and sportsmanship • Demonstrate all of the above individually as well as in a game 	<ul style="list-style-type: none"> • Field Hockey Drills (dribbling, tackling, shooting at goal, passing, and the drive) • Stick-handling skills • Shooting • Stick-handling games • Passing and Face-off • Positions 	Mats, cones, nets, sticks, pinnies, shin pads, <u>Ready to use PE Activities</u> <u>Grades 5-6</u>	<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Skills test

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

ESSENTIAL QUESTIONS

- What are the characteristics of a team?
- What is the purpose of drills in sports?

Scoops/Scooter Lacrosse/Scooter Hockey

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 6th Grade</u> 2.51-8</p>	<ul style="list-style-type: none"> • Demonstrate throwing and catching <ul style="list-style-type: none"> -self-throw -throwing and catching with a partner -throwing and catching to a moving partner -above the head vs. below the waist • Demonstrate movement skills <ul style="list-style-type: none"> -maneuvering with a scooter -running -chasing and dodging • Demonstrate offensive vs. defensive tactics • Demonstrate knowledge of teamwork <ul style="list-style-type: none"> -rules of game -terminology -safety 	<ul style="list-style-type: none"> • Scooter drills and games • Lacrosse skills and drills • Scoop throwing and catching • Scoop Passing and Fielding 	<p>Hula Hoops, Cones, Mats, playground balls, lacrosse sticks, scoops, scooters, nets, playground <u>Ready to use</u> <u>PE Activities</u> <u>Grades 5-6</u></p>	<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Peer observation -Oral Assessment

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
	-importance of teamwork			

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.
ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • What are the characteristics of a team? • What is the purpose of drills in sports?
Frisbee

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<u>By 6th Grade</u> 2.51-8	<ul style="list-style-type: none"> • Demonstrate throwing and catching skills: <ul style="list-style-type: none"> -throwing with a partner -throwing for distance -throwing for speed • Demonstrate offensive/defensive tactics <ul style="list-style-type: none"> -open space vs. dead space • Demonstrate knowledge of teamwork <ul style="list-style-type: none"> -rules of game -terminology -safety -importance of teamwork 	<ul style="list-style-type: none"> • Frisbee Toss (underhand, backhand, low catch, high catch, behind the back catch) • Target Throwing • Frisbee Tricks 	<u>Ready to use PE Activities</u> <u>Grades 5-6,</u> Frisbees, cones, garbage cans, trees, posts	-Teacher Observations -Question and Answer

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

ESSENTIAL QUESTIONS

- What are the characteristics of a team?
- What is the purpose of drills in sports?

Track and Field

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 6th Grade</u> 2.51-8</p>	<ul style="list-style-type: none"> • Demonstrate movement concepts -running, walking, jogging, tracking, skipping, jumping, hand/eye coordination, throwing and catching • Demonstrate cognitive -training principles, intensity, time • Endurance vs. speed -pacing -sprinting • Running mechanisms -arm position -body position -foot position -breathing tactics • Demonstrate knowledge of -specific events -rules of sports 	<ul style="list-style-type: none"> • Sprinting Techniques -sprint starts -sprint acceleration and finish • Striding Techniques • Relay races • Shuttle runs • Middle distance runs • Hurdles • Track and Field Stations 	<p><u>Ready to use PE Activities</u> <u>Grades 5-6,</u> cones, mats, playground, hurdles</p>	<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Oral Assesment

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
	-safety			

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

ESSENTIAL QUESTIONS

- What are the characteristics of a team?
- What is the purpose of drills in sports?

Burnball/Softball

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 6th Grade</u> 2.51-8</p>	<ul style="list-style-type: none"> • Demonstrate accurate movement on the field • Demonstrate striking skills and correct batting form • Demonstrate safety while striking a ball • Demonstrate team strategy • Demonstrate knowledge of rules, safety and positive sportsmanship behaviors • Demonstrate knowledge of scoring and counting strikes, strike-outs • Demonstrate knowledge of field positions 	<ul style="list-style-type: none"> • Base Running • Freeze the runner • Softball stations • Throwing and catching skills • Batting 	<p>Balls, Hula Hoops, Cones, bats, bassets, playground, helmets, softballs, playground balls</p> <p><u>Ready to use PE Activities Grades 5-6</u></p>	<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Skills test by teacher observation

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

ESSENTIAL QUESTIONS

- What are the characteristics of a team?
- What is the purpose of drills in sports?

Racquet Sports: Badminton

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<u>By 6th</u> <u>Grade</u> 2.51-8	<ul style="list-style-type: none"> • Demonstrate skills in striking with a long handle racquet • Demonstrate skills in striking forehand, backhand and serving • Demonstrate skills in distance-long and short strikes (strategies) • Demonstrate all skills individually and as part of a team • Demonstrate knowledge of rules, safety and sportsmanship • Demonstrate offensive and defensive positioning 	<ul style="list-style-type: none"> • Badminton skills and drills • Badminton games 	<u>Ready to use</u> <u>PE Activities</u> <u>Grades 5-6,</u> birdies, racquets, net, cones	-Teacher Observations -Question and Answer -Skills test by student teacher observation

<p>STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.</p> <p>STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle</p>
<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • Why is it important to warm-up before activity? • What happens to your heart rate when you exercise? • What are safe and appropriate exercise techniques?
<p>Fitness Testing (Presidential Fitness Testing)</p>

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p>By 6th Grade 2.61-4,6 Fitness Exercise 2.64- Training 2.61,2,4- Achieving and Assessing Fitness</p>	<ul style="list-style-type: none"> • Recognize the benefits of regular exercise • Describe how the body changes over time due to exercise • Differentiate between genders and age groups when discussing fitness levels • Analyze one's own fitness level 	<ul style="list-style-type: none"> • Circuit Training • Presidential Fitness Testing • Timed Runs • Target Heart Rate • Rhythmic jump rope • Yoga videos 	<p>Balls, Hula Hoops, Cones, plyo spots, playground equipment, <u>Ready to Use PE Activities</u> <u>Grades 5-6</u></p>	<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Demonstrate, understand and follow verbal directions

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.
ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • What are the characteristics of a team? • What is the purpose of drills in sports?
Soccer

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<u>By 6th Grade</u> 2.51-8	<ul style="list-style-type: none"> • Develop skills necessary to be able to participate in a soccer game • Demonstrate skills to be covered: passing, dribbling, trapping, shooting, throw-ins • Demonstrate knowledge of rules, safety and sportsmanship related to soccer • Offensive and Defensive tactics (teamwork vs. individual) 	<ul style="list-style-type: none"> • Soccer skills and drills • Lead-up soccer games • Soccer game 	Soccer balls, cones, and nets, pinnies <u>Ready to use PE Activities Grades 5-6</u> , frisbees	<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Skills test

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.
ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • What are the characteristics of a team? • What is the purpose of drills in sports?
Football

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<u>By 6th Grade</u> 2.51-8-Movement Skills 2.51-8-Movement Concept 2.51-Strategy 2.51-3-Sportsmanship	<ul style="list-style-type: none"> • Develop throwing and receiving skills • Develop running plays and patterns • Demonstrate knowledge of offensive and defensive positions • Demonstrate knowledge of rules, safety and sportsmanship within football unit • Demonstrate knowledge of game strategies 	<ul style="list-style-type: none"> • Football skills and drills • Football Lead-up games • Flag Football • Capture the Football 	Field, footballs, cones, pinnies and flags <u>Ready to use PE Activities</u> <u>Grades 5-6</u>	<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Skills test -Playing Lead-up football games

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.
ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • What are the characteristics of a team? • What is the purpose of drills in sports?
Games/Cooperative Activities

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
By 6th Grade 2.51-8 Movement skills and concepts 2.51 Strategy 2.51-3 Sportsmanship, rules and safety	<ul style="list-style-type: none"> • Recite rules to various games • Recognize spatial awareness • Develop social skills by working with different groups • Identify different ways to complete tasks • Evaluate levels of sportsmanship 	<ul style="list-style-type: none"> • Toss at Floor, Wall, and Receptacles • Play Sky Ball • Hoop Play • Scoop Play • Scooters • Jump Ropes • Fox an Squirrel • Shark Island • Capture the Flag • Steal the Bacon • Locking Arms • Hoop Relay • Jump rope routines 	Balls, Hula Hoops, Cones, Mats, deck rings, Beanbags, Plyo Spots, playground balls, nerf balls, scooters, jump ropes <u>Ready to use PE Activities</u> <u>Grades 5-6</u>	<ul style="list-style-type: none"> -Teacher Observations -Self-Assessment -Playing Various games that focus on teamwork

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.
ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • What are the characteristics of a team? • What is the purpose of drills in sports?
Basketball

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<u>By 6th Grade</u> 2.51-8	<ul style="list-style-type: none"> • Demonstrate skills and rules related to basketball to be able to participate in a game: -dribbling, passing and shooting -offensive and defensive strategies -teamwork (play) • Demonstrate rules, safety and, most importantly, sportsmanship related to basketball • Demonstrate all skills individually, as well as in a game 	<ul style="list-style-type: none"> • Basketball skills and drills • Basketball lead-up games • Side-line basketball • Half court basketball • Around the world • Knock-out 	Basketballs, court, nets, poly spots, cones <u>Ready to use PE Activities Grades 5-6</u>	<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Skills test

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.
ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • What are the characteristics of a team? • What is the purpose of drills in sports?
Volleyball

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 6th Grade</u> 2.51-8 Motor skill development</p>	<ul style="list-style-type: none"> • Demonstrate accurate skills: <ul style="list-style-type: none"> -set -bump -spike -serve -blocking • Demonstrate correct rotation within the volleyball game • Demonstrate knowledge of rules, safety and sportsmanship • Demonstrate knowledge of speed scoring 	<ul style="list-style-type: none"> • Volleyball skill and drills • Lead-up volleyball games • Newcomb • Modified volleyball • Sideling Volleyball • Blindman's Volleyball 	<p>Volleyballs, nets, court, beachballs, cones, parachute</p> <p><u>Ready to use PE Activities</u> <u>Grades 5-6</u></p>	<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Skills test -Peer Observation

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

ESSENTIAL QUESTIONS

- What are the characteristics of a team?
- What is the purpose of drills in sports?

Floor Hockey/Field Hockey

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 6th Grade</u> 2.51-8</p>	<ul style="list-style-type: none"> • Demonstrate passing and receiving the ball, shooting (different types of shots) • Demonstrate offensive and defensive strategies • Demonstrate team play • Demonstrate knowledge of rules, safety and sportsmanship • Demonstrate all of the above individually as well as in a game 	<ul style="list-style-type: none"> • Field Hockey Drills (dribbling, tackling, shooting at goal, passing, and the drive) • Stick-handling skills • Shooting • Stick-handling games • Passing and Face-off • Positions 	<p>Mats, cones, nets, sticks, pinnies, shin pads, <u>Ready to use PE Activities</u> <u>Grades 5-6</u></p>	<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Skills test

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

- ESSENTIAL QUESTIONS**
- What are the characteristics of a team?
 - What is the purpose of drills in sports?

Scoops/Scooter Lacrosse/Scooter Hockey

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 6th Grade</u> 2.51-8</p>	<ul style="list-style-type: none"> • Demonstrate throwing and catching <ul style="list-style-type: none"> -self-throw -throwing and catching with a partner -throwing and catching to a moving partner -above the head vs. below the waist • Demonstrate movement skills <ul style="list-style-type: none"> -maneuvering with a scooter -running -chasing and dodging • Demonstrate offensive vs. defensive tactics • Demonstrate knowledge of teamwork <ul style="list-style-type: none"> -rules of game -terminology -safety -importance of teamwork 	<ul style="list-style-type: none"> • Scooter drills and games • Lacrosse skills and drills • Scoop throwing and catching • Scoop Passing and Fielding 	<p>Hula Hoops, Cones, Mats, playground balls, lacrosse sticks, scoops, scooters, nets, playground <u>Ready to use</u> <u>PE Activities</u> <u>Grades 5-6</u></p>	<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Peer observation -Oral Assessment

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT

Curriculum Guide
Subject Focus: Physical Education
Sixth Grade

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.
ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • What are the characteristics of a team? • What is the purpose of drills in sports?
Frisbee

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<u>By 6th Grade</u> 2.51-8	<ul style="list-style-type: none"> • Demonstrate throwing and catching skills: <ul style="list-style-type: none"> -throwing with a partner -throwing for distance -throwing for speed • Demonstrate offensive/defensive tactics <ul style="list-style-type: none"> -open space vs. dead space • Demonstrate knowledge of teamwork <ul style="list-style-type: none"> -rules of game -terminology -safety -importance of teamwork 	<ul style="list-style-type: none"> • Frisbee Toss (underhand, backhand, low catch, high catch, behind the back catch) • Target Throwing • Frisbee Tricks 	<u>Ready to use PE Activities Grades 5-6,</u> Frisbees, cones, garbage cans, trees, posts	-Teacher Observations -Question and Answer

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

ESSENTIAL QUESTIONS

- What are the characteristics of a team?
- What is the purpose of drills in sports?

Track and Field

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<p><u>By 6th Grade</u> 2.51-8</p>	<ul style="list-style-type: none"> • Demonstrate movement concepts -running, walking, jogging, tracking, skipping, jumping, hand/eye coordination, throwing and catching • Demonstrate cognitive -training principles, intensity, time • Endurance vs. speed -pacing -sprinting • Running mechanisms -arm position -body position -foot position -breathing tactics • Demonstrate knowledge of -specific events -rules of sports -safety 	<ul style="list-style-type: none"> • Sprinting Techniques -sprint starts -sprint acceleration and finish • Striding Techniques • Relay races • Shuttle runs • Middle distance runs • Hurdles • Track and Field Stations 	<p><u>Ready to use PE Activities Grades 5-6,</u> cones, mats, playground, hurdles</p>	<ul style="list-style-type: none"> -Teacher Observations -Question and Answer -Oral Assessment

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT

Curriculum Guide
 Subject Focus: Physical Education
 Sixth Grade

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.
ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • What are the characteristics of a team? • What is the purpose of drills in sports?
Burnball/Softball

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<u>By 6th Grade</u> 2.51-8	<ul style="list-style-type: none"> • Demonstrate accurate movement on the field • Demonstrate striking skills and correct batting form • Demonstrate safety while striking a ball • Demonstrate team strategy • Demonstrate knowledge of rules, safety and positive sportsmanship behaviors • Demonstrate knowledge of scoring and counting strikes, strike-outs • Demonstrate knowledge of field positions 	<ul style="list-style-type: none"> • Base Running • Freeze the runner • Softball stations • Throwing and catching skills • Batting 	Balls, Hula Hoops, Cones, bats, bassets, playground, helmets, softballs, playground balls <u>Ready to use PE Activities Grades 5-6</u>	-Teacher Observations -Question and Answer -Skills test by teacher observation

STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.
ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • What are the characteristics of a team? • What is the purpose of drills in sports?
Racquet Sports: Badminton

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<u>By 6th Grade</u> 2.51-8	<ul style="list-style-type: none"> • Demonstrate skills in striking with a long handle racquet • Demonstrate skills in striking forehand, backhand and serving • Demonstrate skills in distance-long and short strikes (strategies) • Demonstrate all skills individually and as part of a team • Demonstrate knowledge of rules, safety and sportsmanship • Demonstrate offensive and defensive positioning 	<ul style="list-style-type: none"> • Badminton skills and drills • Badminton games 	<u>Ready to use PE Activities Grades 5-6,</u> birdies, racquets, net, cones	-Teacher Observations -Question and Answer -Skills test by student teacher observation