

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Baseball/Wiffle Ball	
<b>Grade Level:</b> Prek-2	
<b>Unit Summary:</b> Introduction of baseball concepts such as baserunning and striking with implements as well as throwing and catching skills	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.2.A.1 Explain and perform <u>movement skills</u> with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• 2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</li> <li>• 2.5.2.A.4 Correct movement errors in response to feedback.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</li> <li>• 2.5.2.B.2 Explain the difference between offense and defense.</li> <li>• 2.5.2.B.3 Determine how attitude impacts physical performance.</li> <li>• 2.5.2.B.4 Demonstrate strategies that enable team members to achieve goals.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.</li> <li>• 2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Is it my turn yet?</li> <li>• How do I hit?</li> <li>• How do I throw?</li> <li>• What are the bases?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Batting order</li> <li>• Batting stance</li> <li>• 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, home base</li> <li>• Step with opposite foot</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate age appropriate batting stance</li> <li>• Locate 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and home base</li> <li>• Demonstrate age-appropriate throwing motion</li> <li>• Understand the concept of batting order</li> </ul>	

Evidence of Learning	
<b>Summative Assessment</b> <ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	
<b>Formative Assessment</b> <ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Skill Rubrics</li> </ul>	
Lesson Plans	
Lesson	Timeframe
Great Base Race <ul style="list-style-type: none"> <li>Skill Target – locate home, 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> base</li> <li>Skill Strategy – Class discussion</li> <li>Skill Strategy – Large group activity</li> </ul>	2 days
Throwing/Catching <ul style="list-style-type: none"> <li>Skill Target – throwing/catching</li> <li>Skill Strategy – Small group demonstration</li> </ul>	2 days
Wiffle ball hitting <ul style="list-style-type: none"> <li>Skill Target – hitting from tee</li> <li>Skill Strategy – Large group activity</li> </ul>	2 days
Wiffle Ball Game <ul style="list-style-type: none"> <li>Skill Target – Combine learned skills in competitive situation</li> <li>Skill Strategy – Large group activity</li> </ul>	2 days

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Baseball	
<b>Grade Level:</b> 3-4	
<b>Unit Summary:</b> Review and reinforcement of previously learned skills and concepts. Introduction of baseball concepts such as strikes, outs, fouls, hardballs, and gloves.	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)</li> <li>• 2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</li> <li>• 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</li> <li>• 2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.</li> <li>• 2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.4.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.</li> <li>• 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and <u>skill-related fitness</u>.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do I wear a glove?</li> <li>• What is a strike?</li> <li>• What is a foul?</li> <li>• How do I get out?</li> <li>• What fielding positions are there?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Glove on weak hand</li> <li>• Swing-miss=strike</li> <li>• 1<sup>st</sup> base line/3<sup>rd</sup> base line</li> <li>• Catch out/force out/tag out</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p>	

- Use a baseball glove correctly.
- Demonstrate age appropriate throwing form
- Demonstrate age appropriate batting stance
- Strike a pitched ball
- Identify 9 fielding positions in baseball
- Identify 3 ways to get out
- Verbalize the difference between a force out and a tag out

**Evidence of Learning**

**Summative Assessment**

- Teacher Observation

**Formative Assessment**

- Teacher Observation
- Skill Rubrics
- Peer Evaluation

**Lesson Plans**

<b>Lesson</b>	<b>Timeframe</b>
Throwing/Catching <ul style="list-style-type: none"> <li>• Target Skill – Throwing/Catching</li> <li>• Target Skill – Appropriate use of glove</li> <li>• Target Strategy – Demonstration in closed setting</li> <li>• Target Strategy – Group discussion</li> </ul>	1 day
Batting <ul style="list-style-type: none"> <li>• Target Skill – Batting stance</li> <li>• Target Strategy – Group discussion</li> <li>• Target Strategy – Skill practice</li> </ul>	1 day
Baseball Rules/Positions <ul style="list-style-type: none"> <li>• Target Skill – Ways to get out</li> <li>• Target Skill – Fielding positions</li> <li>• Target Strategy – Group Discussion</li> <li>• Target Strategy – Visual Demonstration</li> </ul>	1 day
Baseball Game <ul style="list-style-type: none"> <li>• Target Skill – Application of learned concepts and skills in competitive setting</li> <li>• Target Strategy – Large sided game</li> </ul>	4 days

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Baseball	
<b>Grade Level:</b> 5-6	
<b>Unit Summary:</b> Review and reinforcement of previously learned skills and concepts. Introduction of Statistical terms for baseball. Development of more mature skills	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.6.A.1 Explain and perform <a href="#">movement skills</a> that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</li> <li>• 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</li> <li>• 2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement..</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</li> <li>• 2.5.4.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.</li> <li>• 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What are RBI, Batting average, and ERA?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• What initials stand for</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Identify all fielding positions and recognize where the players should be during the at bat</li> <li>• Define RBI, BA, and ERA</li> <li>• Demonstrate age appropriate batting stance, throwing motion, and catching ability</li> </ul>	

<ul style="list-style-type: none"> <li>Participate in baseball games utilizing skills and concepts learned while demonstrating teamwork and sportsmanship</li> <li>Demonstrate understanding of baseball terminology and concepts</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment</b>	
<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Written Examination</li> </ul>	
<b>Formative Assessment</b>	
<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Skill Rubrics</li> <li>Peer Evaluation</li> </ul>	
<b>Lesson Plans</b>	
<b>Lesson</b>	<b>Timeframe</b>
Throwing/Catching <ul style="list-style-type: none"> <li>Target Skill – Throwing/Catching</li> <li>Target Strategy – Demonstration in closed setting</li> </ul>	1 day
Batting <ul style="list-style-type: none"> <li>Target Skill – Review of batting stance</li> <li>Target Strategy – Group discussion</li> <li>Target Strategy – Individual skill practice</li> </ul>	1 day
Baseball Rules/Positions/Terms <ul style="list-style-type: none"> <li>Target Skill – review of previously learned baseball concepts</li> <li>Target Skill – ERA, BA, RBI</li> <li>Target Skill – Force out, tag out, catch out, strike out</li> <li>Target Strategy – Class discussion</li> </ul>	1 day
Baseball Game <ul style="list-style-type: none"> <li>Target Skill – Application of learned concepts in competitive situation</li> <li>Target Strategy – Large sided game</li> </ul>	4 days
Baseball Test <ul style="list-style-type: none"> <li>Target Skill – Understanding of baseball positions, rules, terms, and concepts</li> <li>Target Strategy – Written examination</li> </ul>	1 day

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Baseball	
<b>Grade Level:</b> 7-8	
<b>Unit Summary:</b> Review and reinforce previously learned concepts, develop more mature baseball skills	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.8.A. Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</li> <li>• 2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</li> <li>• 2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.</li> <li>• 2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</li> <li>• 2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do I get better?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Practice and experience improves performance</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Develop age appropriate ability in throwing, catching, and batting</li> <li>• Combine learned skills and concepts in competitive situations</li> <li>• Demonstrate cooperation and teamwork</li> <li>• Use practice and repetition to develop more effective sport skills</li> </ul>	

Evidence of Learning	
<b>Summative Assessment</b> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Written Examination</li> </ul>	
<b>Formative Assessment</b> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Skill Rubrics</li> <li>• Peer Evaluation</li> </ul>	
Lesson Plans	
Lesson	Timeframe
Throwing/Catching <ul style="list-style-type: none"> <li>• Target Skill – Throwing/Catching</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	1 day
Batting <ul style="list-style-type: none"> <li>• Target Skill – Review of batting stance</li> <li>• Target Strategy – Group discussion</li> <li>• Target Strategy – Individual skill practice</li> </ul>	1 day
Baseball Rules/Positions/Terms <ul style="list-style-type: none"> <li>• Target Skill – review of previously learned baseball concepts</li> <li>• Target Strategy – Class discussion</li> </ul>	1 day
Baseball Game <ul style="list-style-type: none"> <li>• Target Skill – Application of learned concepts in competitive situation</li> <li>• Target Strategy – Large sided game</li> </ul>	4 days
Baseball Test <ul style="list-style-type: none"> <li>• Target Skill – Understanding of baseball positions, rules, terms, and concepts</li> <li>• Target Strategy – Written examination</li> </ul>	1 day

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Basketball	
<b>Grade Level:</b> PreK-2	
<b>Unit Summary:</b> Students are introduced to key concepts related to the sport of basketball, hand-eye coordination, application of force, throwing skills, catching skills, and visual tracking	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.2.A.1 Explain and perform <u>movement skills</u> with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• 2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</li> <li>• 2.5.2.A.4 Correct movement errors in response to feedback.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</li> <li>• 2.5.2.B.2 Explain the difference between offense and defense.</li> <li>• 2.5.2.B.3 Determine how attitude impacts physical performance.</li> <li>• 2.5.2.B.4 Demonstrate strategies that enable team members to achieve goals.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.</li> <li>• 2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do I dribble the ball?</li> <li>• How do I shoot?</li> <li>• What is dribbling?</li> <li>• What is passing?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Dribble with one hand at a time</li> <li>• Use your knees to generate power to shoot</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Understand fundamentals of Dribbling</li> <li>• Demonstrate age-appropriate dribbling technique</li> <li>• Demonstrate age-appropriate shooting technique</li> <li>• Demonstrate age-appropriate passing and catching techniques</li> <li>• Participate in skill development activities</li> <li>• Participate in competitive situations while obeying game rules and demonstrating good</li> </ul>	

sportsmanship	
Evidence of Learning	
<b>Summative Assessment</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	
<b>Formative Assessment</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Skill Rubrics</li> </ul>	
Lesson Plans	
<b>Lesson</b>	<b>Timeframe</b>
Basketball Dribbling <ul style="list-style-type: none"> <li>• Target Skill – Dribbling</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	2 days
Basketball passing/catching <ul style="list-style-type: none"> <li>• Target Skill – pass and catch a bounce pass</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	2 days
Basketball Shooting <ul style="list-style-type: none"> <li>• Target Skill – Shooting</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	2 days

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Basketball	
<b>Grade Level:</b> 3-4	
<b>Unit Summary:</b> Key concepts for the game of basketball will be reinforced as well as the introduction of the chest pass, overhead pass, and lay-up. Students will practice throwing, catching, and visual tracking as well as demonstrating both skills and sportsmanship in a team sport setting.	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.A.1 Explain and perform <u>essential elements of movement skills</u> in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)</li> <li>• 2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</li> <li>• 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</li> <li>• 2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.</li> <li>• 2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.4.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.</li> <li>• 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and <u>skill-related fitness</u>.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What are chest, bounce, and overhead passes?</li> <li>• What is a lay-up?</li> <li>• What is a foul?</li> <li>• How do I shoot a basketball?</li> <li>• What is the appropriate way to dribble</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Opposite hand/foot for lay-ups</li> <li>• Stay between your man and the ball</li> <li>• Hands off on defense</li> <li>• BEEF</li> <li>• Dribble with finger prints</li> </ul>

**Unit Learning Targets***Students will:*

- Demonstrate age appropriate passing and catching techniques in closed and open settings
- Demonstrate appropriate shooting form in closed settings
- Demonstrate age appropriate dribbling technique in closed and open settings
- Participate in basketball game situation utilizing learned skills, teamwork, and good sportsmanship
- Demonstrate basic understanding of defensive strategy and technique

**Evidence of Learning****Summative Assessment**

- Teacher Observation

**Formative Assessment**

- Teacher Observation
- Skill Rubrics
- Peer Evaluation

**Lesson Plans**

<b>Lesson</b>	<b>Timeframe</b>
Dribbling <ul style="list-style-type: none"> <li>• Target Skill – Dribbling</li> <li>• Target Skill – Dribbling with direction changes</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	1 day
Dribble Tag <ul style="list-style-type: none"> <li>• Target Skill – Dribbling</li> <li>• Target Skill – Dribbling with direction changes</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	1 day
Lay-Ups <ul style="list-style-type: none"> <li>• Target Skill – Perform left and right handed lay-ups</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	1 day
Basketball Shooting <ul style="list-style-type: none"> <li>• Target Skill – BEEF</li> <li>• Target Strategy – Demonstration in closed setting</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	1 day
Basketball Passing <ul style="list-style-type: none"> <li>• Target Skill – Perform chest, bounce, and overhead passes</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	1 day

<ul style="list-style-type: none"><li>• Target Strategy – Demonstration in open setting</li></ul>	
Basketball Rules/Game <ul style="list-style-type: none"><li>• Target Skill – Demonstration learned skills and knowledge of basketball rules</li><li>• Target Strategy – Class Discussion</li><li>• Target Strategy – Demonstration in open setting</li></ul>	2 days

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Basketball	
<b>Grade Level:</b> 5-6	
<b>Unit Summary:</b> Reinforcement of previously learned basketball skills and development of advanced skills and strategies for competitive situations.	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.6.A.1 Explain and perform <a href="#">movement skills</a> that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</li> <li>• 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one’s movement performance.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</li> <li>• 2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement..</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</li> <li>• 2.5.4.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.</li> <li>• 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• When is the appropriate time to use a bounce/chest/overhead pass?</li> <li>• How do I change hands when dribbling?</li> <li>• What is a travel? Carry? Double Dribble?</li> <li>• What is a foul shot?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Knowledge of appropriate game play and rules</li> <li>• Crossover Dribble below the knees</li> </ul>

**Unit Learning Targets***Students will:*

- Demonstrate age appropriate shooting technique
- Demonstrate age appropriate passing technique
- Demonstrate age appropriate dribbling technique
- Demonstrate age appropriate lay-up technique
- Combine learned skills and knowledge of game rules and strategy to compete in game situations

**Evidence of Learning****Summative Assessment**

- Teacher Observation
- Practical Examination

**Formative Assessment**

- Teacher Observation
- Skill Rubrics
- Peer evaluation

**Lesson Plans**

<b>Lesson</b>	<b>Timeframe</b>
Basketball Dribbling/Dribble Tag <ul style="list-style-type: none"> <li>• Target Skill – Dribbling (with direction change)</li> <li>• Target Skill – Crossover dribble</li> <li>• Target Skill – Carry/Double Dribble/Travel</li> <li>• Target Strategy – Demonstration in closed setting</li> <li>• Target Strategy – Demonstration in open setting</li> <li>• Target Strategy – Class Discussion</li> </ul>	1 day
Passing <ul style="list-style-type: none"> <li>• Target Skill – Bounce/chest/overhead pass</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	1 day
Lay-Ups <ul style="list-style-type: none"> <li>• Target Skill – Left/Right Lay-Ups</li> <li>• Target Strategy – Demonstration in closed setting</li> <li>• Target Strategy - Demonstration in open setting</li> </ul>	1 day
Shooting <ul style="list-style-type: none"> <li>• Target Skill – BEEF</li> <li>• Target Strategy – Demonstration in closed setting</li> <li>• Target Strategy - Demonstration in open setting</li> </ul>	1 day

<p><b>Basketball Game</b></p> <ul style="list-style-type: none"> <li>• Target Skill – Application of materials in competitive setting</li> <li>• Target Skill – Demonstrating sportsmanship and teamwork in game situations</li> <li>• Target Strategy – Whole group activity</li> </ul>	<p>3 days</p>
<p><b>Basketball Test</b></p> <ul style="list-style-type: none"> <li>• Target Skill – Mature form shooting, chest/bounce/overhead pass, left/right lay-ups</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	<p>1 day</p>

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Basketball	
<b>Grade Level:</b> 7-8	
<b>Unit Summary:</b> Reinforcement of previously learned basketball skills and development of advanced skills and strategies for competitive situations.	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.8.A. Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</li> <li>• 2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</li> <li>• 2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.</li> <li>• 2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</li> <li>• 2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is over and back?</li> <li>• What is a shooting vs non-shooting foul?</li> <li>• What is a jump ball?</li> <li>• How do I apply learned skills in a game situation?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• You cannot go back across half court</li> <li>• Fouls in the act of shooting result in foul shots</li> <li>• Held ball</li> <li>• Moving into shots and passes quickly</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate age appropriate shooting technique</li> <li>• Demonstrate age appropriate passing technique</li> </ul>	

- Demonstrate age appropriate dribbling technique
- Demonstrate age appropriate lay-up technique
- Combine learned skills and knowledge of game rules and strategy to compete in game situations

#### Evidence of Learning

##### Summative Assessment

- Teacher Observation
- Practical Examination

##### Formative Assessment

- Teacher Observation
- Skill Rubrics
- Peer evaluation

#### Lesson Plans

Lesson	Timeframe
Basketball Dribbling/Dribble Tag <ul style="list-style-type: none"> <li>• Target Skill – Dribbling (with direction change)</li> <li>• Target Skill – Crossover dribble</li> <li>• Target Skill – Carry/Double Dribble/Travel</li> <li>• Target Strategy – Demonstration in closed setting</li> <li>• Target Strategy – Demonstration in open setting</li> <li>• Target Strategy – Class Discussion</li> </ul>	1 day
Passing <ul style="list-style-type: none"> <li>• Target Skill – Bounce/chest/overhead pass</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	1 day
Lay-Ups <ul style="list-style-type: none"> <li>• Target Skill – Left/Right Lay-Ups</li> <li>• Target Strategy – Demonstration in closed setting</li> <li>• Target Strategy - Demonstration in open setting</li> </ul>	1 day
Shooting <ul style="list-style-type: none"> <li>• Target Skill – BEEF</li> <li>• Target Strategy – Demonstration in closed setting</li> <li>• Target Strategy - Demonstration in open setting</li> </ul>	1 day
Basketball Rules/Game <ul style="list-style-type: none"> <li>• Target Skill – Application of materials in competitive setting</li> <li>• Target Skill – Demonstrating sportsmanship and teamwork in game</li> </ul>	3 days

<p>situations</p> <ul style="list-style-type: none"> <li>• Target Skill – Over and back, jump balls, shooting/non shooting fouls</li> <li>• Target Strategy – Whole group activity</li> <li>• Target Strategy – Class discussion</li> </ul>	
<p>Basketball Test</p> <ul style="list-style-type: none"> <li>• Target Skill – Mature form shooting, chest/bounce/overhead pass, left/right lay-ups</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	<p>1 day</p>

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Dance	
<b>Grade Level:</b> PreK-2	
<b>Unit Summary:</b> Introduction to dance and rhythmic activities	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.2.A.1 Explain and perform <u>movement skills</u> with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• 2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</li> <li>• 2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.</li> <li>• 2.5.2.A.4 Correct movement errors in response to feedback.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is rhythm?</li> <li>• What is dance?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Movement to rhythm</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Participate in various dancing activities</li> <li>• Alter movements in response to musical changes</li> <li>• Develop spatial awareness while participating in large group activities</li> <li>• Demonstrate the ability to change levels and tempo</li> </ul>	
Evidence of Learning	
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	
<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student Teacher Collaboration</li> </ul>	

Lesson Plans	
Lesson	Timeframe
Chicken Dance and Hokey Pokey <ul style="list-style-type: none"> <li>• Target Skill – Dance Performance</li> <li>• Target Strategy – Large Group Activity</li> </ul>	1 day
Ring Around the Rosy <ul style="list-style-type: none"> <li>• Target Skill – Rhythmic Movement</li> <li>• Target Skill – Changing Levels</li> <li>• Target Strategy – Small Group Activity</li> </ul>	1 day
Line Dances <ul style="list-style-type: none"> <li>• Target Skill – Dance Performance</li> <li>• Target Strategy – Large Group Activity</li> </ul>	1 day

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Dance	
<b>Grade Level:</b> 3-4	
<b>Unit Summary:</b> Participation in dances in various rhythmic activities	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.A.1 Explain and perform <u>essential elements of movement skills</u> in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)</li> <li>• 2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</li> <li>• 2.5.4.A.2 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li> <li>• 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.4.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.</li> <li>• 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is dance?</li> <li>• What is an individual dance?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Movement to rhythm</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Participate in various dances and rhythmic activities</li> <li>• Demonstrate movement sequences in response to various tempos, rhythms, and verbal commands</li> <li>• Compare and contrast music and dances of various styles</li> </ul>	
Evidence of Learning	
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	
<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Student Collaboration</li> </ul>	

Lesson Plans	
Lesson	Timeframe
Line Dances <ul style="list-style-type: none"> <li>• Target Skill – Dance Performance</li> <li>• Target Strategy – Large Group Activity</li> </ul>	1 day
The Twist, Mexican Hat Dance <ul style="list-style-type: none"> <li>• Target Skill – Dance Performance</li> <li>• Target Strategy – Large Group Activity</li> </ul>	1 day
Interpretive Dance <ul style="list-style-type: none"> <li>• Target Skill – Rhythmic Activities</li> <li>• Target Strategy – Individual/Small Group Activity</li> </ul>	1 day

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Dance	
<b>Grade Level:</b> 5-6	
<b>Unit Summary:</b> Participation in Dance and Rhythmic Activities.	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</li> <li>• 2.5.6.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li> <li>• 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one’s movement performance.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</li> <li>• 2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.</li> <li>• 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What does dancing look like in other cultures?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Open-mindedness to new activities</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Participate in various dances and rhythmic activities</li> <li>• Compare and contrast music and dances from different cultures</li> <li>• Demonstrate changes in level and movement in response to various tempos, rhythms, and verbal commands</li> </ul>	
Evidence of Learning	
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	

**Formative Assessment**

- Teacher Observation
- Peer Evaluation
- Student-Teacher Collaboration

**Lesson Plans**

<b>Lesson</b>	<b>Timeframe</b>
Line Dances <ul style="list-style-type: none"><li>• Target Skill – Dance Performance</li><li>• Target Strategy – Large Group Activity</li></ul>	1 day
Interpretive Dance <ul style="list-style-type: none"><li>• Target Skill – Rhythmic Activities</li><li>• Target Strategy – Individual/Small Group Activity</li></ul>	1 day
International Dances <ul style="list-style-type: none"><li>• Target Skill – Dance Performance</li><li>• Target Strategy – Large Group Activity</li></ul>	1 Day

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Dance	
<b>Grade Level:</b> 7-8	
<b>Unit Summary:</b> Review	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.8.A. Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</li> <li>• 2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).</li> <li>• 2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.</li> <li>• 2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What are different rhythmic expressions?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Creativity in rhythmic movements</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Participate in various dances and rhythmic activities</li> <li>• Compare and contrast music and dances from different cultures</li> <li>• Demonstrate changes in level and movement in response to various tempos, rhythms, and verbal commands</li> </ul>	
Evidence of Learning	
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	
<b>Formative Assessment</b>	

- Teacher Observation
- Peer Evaluation
- Student-Teacher Collaboration

**Lesson Plans**

<b>Lesson</b>	<b>Timeframe</b>
Line Dances <ul style="list-style-type: none"> <li>• Target Skill – Dance Performance</li> <li>• Target Strategy – Large Group Activity</li> </ul>	1 day
Interpretive Dance <ul style="list-style-type: none"> <li>• Target Skill – Rhythmic Activities</li> <li>• Target Strategy – Individual/Small Group Activity</li> </ul>	1 day
Small Group Dances <ul style="list-style-type: none"> <li>• Target Skill – create and teach rhythmic activity</li> <li>• Target Strategy – Individual/Small Group Activity</li> <li>• Target Strategy – Large Group Activity</li> </ul>	2 days

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Motor Skills	
<b>Grade Level:</b> PreK-2	
<b>Unit Summary:</b> Introduction to various motor skills. Development of gross motor skills, coordination, spatial awareness, and various movements	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.2.A.1 Explain and perform <u>movement skills</u> with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• 2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</li> <li>• 2.5.2.A.4 Correct movement errors in response to feedback.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</li> <li>• 2.5.2.B.2 Explain the difference between offense and defense.</li> <li>• 2.5.2.B.3 Determine how attitude impacts physical performance.</li> <li>• 2.5.2.B.4 Demonstrate strategies that enable team members to achieve goals.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.</li> <li>• 2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What different ways can I move?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Gross motor skills and various movements</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate various movement skills in a safe manner</li> <li>• Demonstrate spatial awareness and body control in large group settings</li> <li>• Demonstrate age appropriate evasion and pursuit techniques</li> </ul>	
Evidence of Learning	
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	
<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	

- Skill Rubrics
- Teacher-student skill collaboration

**Lesson Plans**

<b>Lesson</b>	<b>Timeframe</b>
Locomotor Warm-Ups <ul style="list-style-type: none"> <li>• Target Skill – Various locomotor skills</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	1 day
Animals <ul style="list-style-type: none"> <li>• Target Skill – Various locomotor skills</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	1 day
Tunnel Tag <ul style="list-style-type: none"> <li>• Target Skill – Various locomotor skills</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	1 day
Jumanji Tag <ul style="list-style-type: none"> <li>• Target Skill – Various locomotor skills</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	1 day
Sharks and Minnows <ul style="list-style-type: none"> <li>• Target Skill – pursuit and evasion</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	1 day
Parachute Activities <ul style="list-style-type: none"> <li>• Target Skill – Motor Coordination</li> <li>• Target Skill – Group cooperation</li> <li>• Target Strategy – Large Group Activity</li> </ul>	2 days
Copycat Game <ul style="list-style-type: none"> <li>• Target Skill – Skill mirroring</li> <li>• Target Skill – Balance</li> <li>• Target Strategy – Large Group Activity</li> </ul>	1 day

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Motor Skills	
<b>Grade Level:</b> PreK-2	
<b>Unit Summary:</b> Introduction to various motor skills. Development of gross motor skills, coordination, spatial awareness, and various movements	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.2.A.1 Explain and perform <u>movement skills</u> with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• 2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</li> <li>• 2.5.2.A.4 Correct movement errors in response to feedback.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</li> <li>• 2.5.2.B.2 Explain the difference between offense and defense.</li> <li>• 2.5.2.B.3 Determine how attitude impacts physical performance.</li> <li>• 2.5.2.B.4 Demonstrate strategies that enable team members to achieve goals.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.</li> <li>• 2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What different ways can I move?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Gross motor skills and various movements</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate various movement skills in a safe manner</li> <li>• Demonstrate spatial awareness and body control in large group settings</li> <li>• Demonstrate age appropriate evasion and pursuit techniques</li> </ul>	
Evidence of Learning	
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	
<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	

- Skill Rubrics
- Teacher-student skill collaboration

**Lesson Plans**

<b>Lesson</b>	<b>Timeframe</b>
Locomotor Warm-Ups <ul style="list-style-type: none"> <li>• Target Skill – Various locomotor skills</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	1 day
Animals <ul style="list-style-type: none"> <li>• Target Skill – Various locomotor skills</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	1 day
Tunnel Tag <ul style="list-style-type: none"> <li>• Target Skill – Various locomotor skills</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	1 day
Jumanji Tag <ul style="list-style-type: none"> <li>• Target Skill – Various locomotor skills</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	1 day
Sharks and Minnows <ul style="list-style-type: none"> <li>• Target Skill – pursuit and evasion</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	1 day
Parachute Activities <ul style="list-style-type: none"> <li>• Target Skill – Motor Coordination</li> <li>• Target Skill – Group cooperation</li> <li>• Target Strategy – Large Group Activity</li> </ul>	2 days
Copycat Game <ul style="list-style-type: none"> <li>• Target Skill – Skill mirroring</li> <li>• Target Skill – Balance</li> <li>• Target Strategy – Large Group Activity</li> </ul>	1 day

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Fitness	
<b>Grade Level:</b> 3-4	
<b>Unit Summary:</b> Participation in fitness activities and introduction of FITT principle,	
Learning Targets	
<b>New Jersey Core Curriculum Content Standards:</b> <i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i> <ul style="list-style-type: none"> <li>• 2.6.4.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.</li> <li>• 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</li> <li>• 2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.</li> <li>• 2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.</li> </ul>	
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What health related vs skill related fitness</li> <li>• What influences fitness</li> <li>• Why is fitness good</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Health vs skill related fitness</li> <li>• Heredity, training, diet, technology</li> <li>• Benefits of fitness include feeling better, fewer illnesses, higher quality of life</li> </ul>
<b>Unit Learning Targets</b> <i>Students will:</i> <ul style="list-style-type: none"> <li>• Compare and contrast health related and skill related fitness</li> <li>• Define the components of health related and skill related fitness</li> <li>• Develop and achieve fitness goals</li> <li>• Define how different factors influence personal fitness</li> <li>• Determine heart rate and how activity changes it</li> <li>• Participate in age appropriate fitness activities</li> </ul>	
Evidence of Learning	
<b>Summative Assessment</b> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Timed fitness activities</li> </ul>	
<b>Formative Assessment</b> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Skill Rubrics</li> <li>• Peer Evaluations</li> </ul>	
Lesson Plans	
Lesson	Timeframe
Endurance Run <ul style="list-style-type: none"> <li>• Target Skill – Cardiorespiratory endurance</li> </ul>	4 days

<ul style="list-style-type: none"> <li>• Target Strategy – Timed run</li> </ul>	
<p>Calesthenics</p> <ul style="list-style-type: none"> <li>• Target Skill – Muscular Strength</li> <li>• Target Skill – Muscular Endurance</li> <li>• Target Skill – Flexibility</li> <li>• Target Strategy – Large Group Activity</li> </ul>	2 days
<p>Heartrate</p> <ul style="list-style-type: none"> <li>• Target Skill – Determine heart rate and changes in heart rate</li> <li>• Target Strategy – Class Discussion</li> <li>• Target Strategy – Large Group Activity</li> <li>• Target Strategy – Individual Skill Practice</li> </ul>	1 day
<p>Fitness Stations</p> <ul style="list-style-type: none"> <li>• Target Skill – Application of fitness activities and principles</li> <li>• Target Strategy – Small Group Activities</li> </ul>	3 days

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> 5-6	
<b>Grade Level:</b> Fitness	
<b>Unit Summary:</b> Review and reinforcement of previously learned fitness principles. Development of fitness goals and strategies	
Learning Targets	
<b>New Jersey Core Curriculum Content Standards:</b> <i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i> <ul style="list-style-type: none"> <li>• 2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.</li> <li>• 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.</li> <li>• 2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.</li> <li>• 2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.</li> </ul>	
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What health related vs skill related fitness</li> <li>• What influences fitness</li> <li>• Why is fitness good</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Health vs skill related fitness</li> <li>• Heredity, training, diet, technology</li> <li>• Benefits of fitness include feeling better, fewer illnesses, higher quality of life</li> </ul>
<b>Unit Learning Targets</b> <i>Students will:</i> <ul style="list-style-type: none"> <li>• Compare and contrast health related and skill related fitness</li> <li>• Define the components of health related and skill related fitness</li> <li>• Develop and achieve fitness goals</li> <li>• Define how different factors influence personal fitness</li> <li>• Determine heart rate and how activity changes it</li> <li>• Participate in age appropriate fitness activities</li> </ul>	
Evidence of Learning	
<b>Summative Assessment</b> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Timed fitness activities</li> </ul>	
<b>Formative Assessment</b> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Skill Rubrics</li> <li>• Peer Evaluations</li> <li>•</li> </ul>	

Lesson Plans	
Lesson	Timeframe
Endurance Run <ul style="list-style-type: none"> <li>• Target Skill – Cardiorespiratory endurance</li> <li>• Target Strategy – Timed run</li> </ul>	4 days
Calisthenics <ul style="list-style-type: none"> <li>• Target Skill – Muscular Strength</li> <li>• Target Skill – Muscular Endurance</li> <li>• Target Skill – Flexibility</li> <li>• Target Strategy – Large Group Activity</li> </ul>	2 days
Heartrate <ul style="list-style-type: none"> <li>• Target Skill – Determine heart rate and changes in heart rate</li> <li>• Target Strategy – Class Discussion</li> <li>• Target Strategy – Large Group Activity</li> <li>• Target Strategy – Individual Skill Practice</li> </ul>	1 day
Fitness Stations <ul style="list-style-type: none"> <li>• Target Skill – Application of fitness activities and principles</li> <li>• Target Strategy – Small Group Activities</li> </ul>	3 days

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Fitness	
<b>Grade Level:</b> 7-8	
<b>Unit Summary:</b> Review and reinforcement of previously learned fitness principles. Development of fitness goals and strategies	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b>  <i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</li> <li>• 2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.</li> <li>• 2.6.8.A.3 Analyze how medical and technological advances impact personal fitness</li> <li>• 2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors</li> <li>• 2.6.8.A.5 Use the primary principles of training (<u>FITT</u>) for the purposes of modifying personal levels of fitness.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What health related vs skill related fitness</li> <li>• What influences fitness</li> <li>• Why is fitness good</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Health vs skill related fitness</li> <li>• Heredity, training, diet, technology</li> <li>• Benefits of fitness include feeling better, fewer illnesses, higher quality of life</li> </ul>
<p><b>Unit Learning Targets</b>  <i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Compare and contrast health related and skill related fitness</li> <li>• Define the components of health related and skill related fitness</li> <li>• Develop and achieve fitness goals</li> <li>• Define how different factors influence personal fitness</li> <li>• Determine heart rate and how activity changes it</li> <li>• Participate in age appropriate fitness activities</li> </ul>	
Evidence of Learning	
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Timed fitness activities</li> </ul>	
<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Skill Rubrics</li> <li>• Peer Evaluations</li> </ul>	
Lesson Plans	

Lesson	Timeframe
Endurance Run <ul style="list-style-type: none"> <li>• Target Skill – Cardiorespiratory endurance</li> <li>• Target Strategy – Timed run</li> </ul>	4 days
Calisthenics <ul style="list-style-type: none"> <li>• Target Skill – Muscular Strength</li> <li>• Target Skill – Muscular Endurance</li> <li>• Target Skill – Flexibility</li> <li>• Target Strategy – Large Group Activity</li> </ul>	2 days
Heartrate <ul style="list-style-type: none"> <li>• Target Skill – Determine heart rate and changes in heart rate</li> <li>• Target Strategy – Class Discussion</li> <li>• Target Strategy – Large Group Activity</li> <li>• Target Strategy – Individual Skill Practice</li> </ul>	1 day
Fitness Stations <ul style="list-style-type: none"> <li>• Target Skill – Application of fitness activities and principles</li> <li>• Target Strategy – Small Group Activities</li> </ul>	3 days

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Football	
<b>Grade Level:</b> PreK-2	
<b>Unit Summary:</b> Introduction to basic football concepts of throwing and catching, pursuit, and evasion techniques	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• 2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</li> <li>• 2.5.2.A.4 Correct movement errors in response to feedback.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</li> <li>• 2.5.2.B.2 Explain the difference between offense and defense.</li> <li>• 2.5.2.B.3 Determine how attitude impacts physical performance.</li> <li>• 2.5.2.B.4 Demonstrate strategies that enable team members to achieve goals.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.</li> <li>• 2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Which hand do I throw with?</li> <li>• What do I do with my feet?</li> <li>• How do I catch?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Strong hand vs weak hand</li> <li>• Step with opposite foot</li> <li>• Below chest = basket, above chest = W</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Throw with their strong had</li> <li>• Put their fingers between the laces to throw</li> <li>• Step forward with the opposite foot while throwing</li> <li>• Catch the football while stationary and while moving</li> <li>• Catch the football at various levels</li> </ul>	
Evidence of Learning	
<b>Summative Assessment</b>	

- Teacher Observation

**Formative Assessment**

- Teacher Observation
- Skill Rubrics

**Lesson Plans**

<b>Lesson</b>	<b>Timeframe</b>
Football Throwing/Catching <ul style="list-style-type: none"> <li>• Target Skill – Throwing</li> <li>• Target Skill – Catching</li> <li>• Target Strategy – Participation in closed setting</li> </ul>	3 days
Football Catching on the move <ul style="list-style-type: none"> <li>• Target Skill – Catching on the move</li> <li>• Target Strategy – Participation in open setting</li> </ul>	2 days
Flag Tag <ul style="list-style-type: none"> <li>• Target Skill – Pursuit and evasion</li> <li>• Target Strategy – Large sided game</li> </ul>	2 days

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Football	
<b>Grade Level:</b> 3-4	
<b>Unit Summary:</b> Reinforcement of previously learned throwing, catching, and evasion skills. Introduction of basic football strategy, offense, defense, and game play.	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.A.1 Explain and perform <u>essential elements of movement skills</u> in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)</li> <li>• 2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</li> <li>• 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</li> <li>• 2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.</li> <li>• 2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.4.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.</li> <li>• 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and <u>skill-related fitness</u>.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is offense?</li> <li>• What is defense?</li> <li>• What is the line of scrimmage?</li> <li>• What is a down?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Offense has possession of the ball, defense does not</li> <li>• The line of scrimmage separates the two teams before the play begins</li> <li>• A team has 4 downs or attempts to gain another first down, score, or turn the ball over</li> </ul>

<b>Unit Learning Targets</b>	
<i>Students will:</i>	
<ul style="list-style-type: none"> <li>• Demonstrate age appropriate throwing and catching form</li> <li>• Demonstrate pursuit and evasion techniques in game settings</li> <li>• Demonstrate knowledge of basic football structure and rules</li> <li>• Participate in small and large sided football games</li> </ul>	
Evidence of Learning	
<b>Summative Assessment</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	
<b>Formative Assessment</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Skill Rubrics</li> <li>• Peer Evaluations</li> </ul>	
Lesson Plans	
<b>Lesson</b>	<b>Timeframe</b>
Football Throwing/Catching <ul style="list-style-type: none"> <li>• Target Skill – Throwing and catching</li> <li>• Target Strategy – Demonstration in closed setting</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	1 day
Football Pass Patterns <ul style="list-style-type: none"> <li>• Target Skill – Demonstration of pass patterns</li> <li>• Target Skill – Leading receiver with pass</li> <li>• Target Skill – Catching in motion</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	1 day
Keep Away <ul style="list-style-type: none"> <li>• Target Skill – Passing, catching, pursuit, and evasion in game situation</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	1 day
Football Rules <ul style="list-style-type: none"> <li>• Target Skill – snap, line of scrimmage, offsides, etc...</li> <li>• Target Strategy – Group discussion</li> </ul>	1 day
Flag Football Game <ul style="list-style-type: none"> <li>• Target Skill – Combination of learned skills in game situation</li> <li>• Target Strategy – Large sided game</li> </ul>	3 days

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Football	
<b>Grade Level:</b> 5-6	
<b>Unit Summary:</b> Review and reinforce previously learned skills and concepts. Introduce offensive player positions and develop passing, catching, evasion, and pursuit skills in an age-appropriate manner. Introduce football rules.	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.6.A.1 Explain and perform <a href="#">movement skills</a> that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</li> <li>• 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</li> <li>• 2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement..</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</li> <li>• 2.5.4.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.</li> <li>• 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What offensive positions are there in football?</li> <li>• What are the differences between flag football and regular football?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Quarterback, center, receiver, running back</li> <li>• 10 yards=1<sup>st</sup> down</li> <li>• Touchdown=6 pts, PAT=1 pt.</li> </ul>
<b>Unit Learning Targets</b>	

<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Describe the roles of various offense positions in football</li> <li>• Describe differences and similarities between flag football and regular football</li> <li>• Participate in flag football activities while following game and safety rules, demonstrating teamwork, and showing sportsmanship</li> </ul>	
Evidence of Learning	
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Written Evaluation</li> </ul>	
<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Skill Rubrics</li> <li>• Peer Evaluation</li> </ul>	
Lesson Plans	
<b>Lesson</b>	<b>Timeframe</b>
<p>Football Throwing/Catching</p> <ul style="list-style-type: none"> <li>• Target Skill – Throwing and catching</li> <li>• Target Strategy – Demonstration in closed setting</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	1 day
<p>Football Pass Patterns</p> <ul style="list-style-type: none"> <li>• Target Skill – Demonstration of pass patterns</li> <li>• Target Skill – Leading receiver with pass</li> <li>• Target Skill – Catching in motion</li> <li>• Target Strategy – Group discussion</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	1 day
<p>Keep Away</p> <ul style="list-style-type: none"> <li>• Target Skill – Passing, catching, pursuit, and evasion in game situation</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	1 day
<p>Football Rules/Positions</p> <ul style="list-style-type: none"> <li>• Target Skill – Quarterback, center, running back, receiver</li> <li>• Target Strategy – Group discussion</li> </ul>	1 day
<p>Flag Football Game</p> <ul style="list-style-type: none"> <li>• Target Skill – Combination of learned skills in game situation</li> <li>• Target Strategy – Large sided game</li> </ul>	3 days
<p>Football Written Test</p> <ul style="list-style-type: none"> <li>• Target Skill – Understanding of football positions, rules, and concepts</li> <li>• Target Strategy – Written examination</li> </ul>	1 day

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Football	
<b>Grade Level:</b> 7-8	
<b>Unit Summary:</b> Review and reinforcement of previously learned concepts. Participation in competitive activities utilizing closer proximity to official rules.	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.8.A. Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</li> <li>• 2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</li> <li>• 2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.</li> <li>• 2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</li> <li>• 2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What concepts of flag football apply to full contact football?</li> <li>• What aspects of full contact football are not applicable in flag football?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Contact vs non-contact sports</li> <li>• Yardage, passing/rushing, blocking, and scoring</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate full understanding of the differences between flag football and full contact football</li> <li>• Demonstrate understanding of offensive and defensive positions in football</li> <li>• Demonstrate understanding of various ways to score in football</li> </ul>	

- Participate in flag football games utilizing skills and concepts learned in class
- Participate in team sports while showing cooperation, sportsmanship, and understanding of strategy and tactics

**Evidence of Learning**

**Summative Assessment**

- Teacher Observation
- Written evaluation

**Formative Assessment**

- Teacher Observation
- Skill Rubrics
- Peer Evaluation

**Lesson Plans**

<b>Lesson</b>	<b>Timeframe</b>
Football Throwing/Catching <ul style="list-style-type: none"> <li>• Target Skill – Throwing and catching</li> <li>• Target Strategy – Demonstration in closed setting</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	1 day
Football Pass Patterns <ul style="list-style-type: none"> <li>• Target Skill – Demonstration of pass patterns</li> <li>• Target Skill – Leading receiver with pass</li> <li>• Target Skill – Catching in motion</li> <li>• Target Strategy – Group discussion</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	1 day
Keep Away <ul style="list-style-type: none"> <li>• Target Skill – Passing, catching, pursuit, and evasion in game situation</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	1 day
Football Rules/Positions <ul style="list-style-type: none"> <li>• Target Skill – Scoring</li> <li>• Target Skill – contact vs non-contact</li> <li>• Target Strategy – Group discussion</li> </ul>	1 day
Flag Football Game <ul style="list-style-type: none"> <li>• Target Skill – Combination of learned skills in game situation</li> <li>• Target Strategy – Large sided game</li> </ul>	3 days
Football Written Test <ul style="list-style-type: none"> <li>• Target Skill – Understanding of football positions, rules, and concepts</li> <li>• Target Strategy – Written examination</li> </ul>	1 day

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Handball	
<b>Grade Level:</b> 3-4	
<b>Unit Summary:</b> Introduction to the sport of handball. Reinforcement of throwing and catching skills.	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.A.1 Explain and perform <u>essential elements of movement skills</u> in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)</li> <li>• 2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</li> <li>• 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</li> <li>• 2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.</li> <li>• 2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.4.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.</li> <li>• 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and <u>skill-related fitness</u>.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is handball?</li> <li>• How is handball similar and different to other sports?</li> <li>• Where is the goal area?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Basic understanding of handball</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Become familiar with the basics of team handball</li> <li>• Identify the goal area</li> <li>• Compare and contrast handball to other team sports</li> </ul>	

Evidence of Learning	
<b>Summative Assessment</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	
<b>Formative Assessment</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Skill Rubrics</li> </ul>	
Lesson Plans	
Lesson	Timeframe
Handball Basics <ul style="list-style-type: none"> <li>• Target Skill – Basic rules/skills of handball</li> <li>• Target Strategy – Class Discussion</li> </ul>	1 day
Handball Shooting <ul style="list-style-type: none"> <li>• Target Skill – Shooting</li> <li>• Target Strategy – Demonstration in closed setting</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	1 day
Handball Defense <ul style="list-style-type: none"> <li>• Target Skill – Defense</li> <li>• Target Strategy – Class Discussion</li> <li>• Target Strategy – Demonstration in closed setting</li> <li>• Target Strategy – Small sided game</li> </ul>	1 day
Handball Game <ul style="list-style-type: none"> <li>• Target Skill – Utilization of learned skills and concepts in competitive situation</li> </ul>	3 days

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Handball	
<b>Grade Level:</b> 3-4	
<b>Unit Summary:</b> Introduction to the sport of handball. Reinforcement of throwing and catching skills.	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.A.1 Explain and perform <u>essential elements of movement skills</u> in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)</li> <li>• 2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</li> <li>• 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</li> <li>• 2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.</li> <li>• 2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.4.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.</li> <li>• 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and <u>skill-related fitness</u>.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is handball?</li> <li>• How is handball similar and different to other sports?</li> <li>• Where is the goal area?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Basic understanding of handball</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Become familiar with the basics of team handball</li> <li>• Identify the goal area</li> <li>• Compare and contrast handball to other team sports</li> </ul>	

Evidence of Learning	
<b>Summative Assessment</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	
<b>Formative Assessment</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Skill Rubrics</li> </ul>	
Lesson Plans	
Lesson	Timeframe
Handball Basics <ul style="list-style-type: none"> <li>• Target Skill – Basic rules/skills of handball</li> <li>• Target Strategy – Class Discussion</li> </ul>	1 day
Handball Shooting <ul style="list-style-type: none"> <li>• Target Skill – Shooting</li> <li>• Target Strategy – Demonstration in closed setting</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	1 day
Handball Defense <ul style="list-style-type: none"> <li>• Target Skill – Defense</li> <li>• Target Strategy – Class Discussion</li> <li>• Target Strategy – Demonstration in closed setting</li> <li>• Target Strategy – Small sided game</li> </ul>	1 day
Handball Game <ul style="list-style-type: none"> <li>• Target Skill – Utilization of learned skills and concepts in competitive situation</li> </ul>	3 days

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Handball	
<b>Grade Level:</b> 7-8	
<b>Unit Summary:</b> Review and reinforcement of previously learned skills and concepts.	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.8.A. Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</li> <li>• 2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</li> <li>• 2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.</li> <li>• 2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</li> <li>• 2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is handball</li> <li>• When can I enter the goal area?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Jumping into the shot</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate age appropriate handball shooting</li> <li>• Utilize team strategy when playing handball defense</li> <li>• Utilize previously learned skills and concepts in competitive games while demonstrating teamwork and sportsmanship</li> <li>• Demonstrate age-appropriate throwing and catching skills</li> </ul>	
Evidence of Learning	

<b>Summative Assessment</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	
<b>Formative Assessment</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Skill Rubrics</li> </ul>	
Lesson Plans	
Lesson	Timeframe
<b>Handball Basics</b> <ul style="list-style-type: none"> <li>• Target Skill – Basic rules/skills of handball</li> <li>• Target Strategy – Class Discussion</li> </ul>	1 day
<b>Handball Shooting</b> <ul style="list-style-type: none"> <li>• Target Skill – Shooting</li> <li>• Target Strategy – Demonstration in closed setting</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	1 day
<b>Handball Defense</b> <ul style="list-style-type: none"> <li>• Target Skill – Defense</li> <li>• Target Strategy – Class Discussion</li> <li>• Target Strategy – Demonstration in closed setting</li> <li>• Target Strategy – Small sided game</li> </ul>	1 day
<b>Handball Game</b> <ul style="list-style-type: none"> <li>• Target Skill – Utilization of learned skills and concepts in competitive situation</li> </ul>	3 days

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Hockey	
<b>Grade Level:</b> PreK-2	
<b>Unit Summary:</b> Students will be introduced to hockey concepts and safety rules	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>2.5.2.A.1 Explain and perform <u>movement skills</u> with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</li> <li>2.5.2.A.4 Correct movement errors in response to feedback.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</li> <li>2.5.2.B.2 Explain the difference between offense and defense.</li> <li>2.5.2.B.3 Determine how attitude impacts physical performance.</li> <li>2.5.2.B.4 Demonstrate strategies that enable team members to achieve goals.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.</li> <li>2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>How do I stay safe?</li> <li>What do I do in hockey?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>High sticks, controlling where you stick goes</li> <li>Hit the ball/puck with the stick into the goal</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Learn and understand basic hockey safety rules</li> <li>Understand the concepts of scoring and defending</li> <li>Strike a ball with a stick</li> </ul>	
Evidence of Learning	
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	

<b>Formative Assessment</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	
Lesson Plans	
Lesson	Timeframe
Safety <ul style="list-style-type: none"> <li>• Target Skill – Keep stick below waist</li> <li>• Target Skill – Maintain safe distance from teammates/opponents</li> <li>• Target skill – Stay under control</li> <li>• Target Strategy – Class discussion</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	1 day
Scoring <ul style="list-style-type: none"> <li>• Target Skill – identifying your goal vs opponent’s goal</li> <li>• Target Skill – striking the ball/shooting “on goal”</li> <li>• Target Strategy – Class discussion</li> <li>• Target Strategy – Demonstration in closed setting</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	1 day
Skill Practice <ul style="list-style-type: none"> <li>• Target Skill – Utilization of learned skills and concepts</li> <li>• Target Strategy – Demonstration in open setting</li> <li>• Target Strategy – Large sided game</li> </ul>	3 days

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Hockey	
<b>Grade Level:</b> 3-4	
<b>Unit Summary:</b> Reinforcement of previously learned skills. Introduction of ball/puck control, slap shots, wrist shots, and penalties	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.A.1 Explain and perform <u>essential elements of movement skills</u> in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)</li> <li>• 2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</li> <li>• 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</li> <li>• 2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.</li> <li>• 2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.4.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.</li> <li>• 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and <u>skill-related fitness</u>.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do I keep control of the ball/puck?</li> <li>• What is a wrist shot?</li> <li>• What is a slap shot?</li> <li>• What is a penalty?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Penalties for high sticks, roughing, and unsafe play</li> <li>• Keep the ball close for control</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate control while dribbling</li> <li>• Demonstrate a wrist shot</li> </ul>	

- Demonstrate a slap shot
- Define penalty
- Describe high sticking, roughing, and unsafe play
- Define a power play

**Evidence of Learning**

**Summative Assessment**

- Teacher Observation

**Formative Assessment**

- Teacher Observation
- Skill Rubrics
- Peer Evaluation

**Lesson Plans**

<b>Lesson</b>	<b>Timeframe</b>
Dribbling <ul style="list-style-type: none"> <li>• Target Skill – Ball/Puck control</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	1 day
Slap Shots/Wrist Shots <ul style="list-style-type: none"> <li>• Target Skill – Slap shots/Wrist shots</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	1 day
Rules/Safety/Penalties <ul style="list-style-type: none"> <li>• Target Skill – High Sticking, roughing, unsafe play</li> <li>• Target Skill – Power plays</li> <li>• Target Strategy – class discussion</li> </ul>	1 day
Hockey Game <ul style="list-style-type: none"> <li>• Target Skill – Utilization of learned skills/concepts in game setting</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	3 days

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Hockey	
<b>Grade Level:</b> 5-6	
<b>Unit Summary:</b> Review of previously learned concepts. Introduction of one timers. Rules and historical origins of ice hockey	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</li> <li>• 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one’s movement performance.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</li> <li>• 2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement..</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</li> <li>• 2.5.4.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</li> <li>• 2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.6.A.1 Analyze the social. emotional, and health benefits of selected physical experiences.</li> <li>• 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is a one timer?</li> <li>• What are the differences between ice hockey and floor hockey?</li> <li>• What are the origins of hockey?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Ice hockey is a collision sport and much rougher than floor hockey</li> </ul>

<b>Unit Learning Targets</b> <i>Students will:</i> <ul style="list-style-type: none"> <li>• Demonstrate age appropriate form for wrist shots and slap shots</li> <li>• Redirect a moving ball</li> <li>• Research rules and origins of ice hockey</li> <li>• Verbalize differences between ice hockey and floor hockey</li> </ul>	
Evidence of Learning	
<b>Summative Assessment</b> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Research project (6<sup>th</sup> grade)</li> </ul>	
<b>Formative Assessment</b> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Skill Rubrics</li> </ul>	
Lesson Plans	
<b>Lesson</b>	<b>Timeframe</b>
Dribbling/Shooting <ul style="list-style-type: none"> <li>• Target Skill – Review of previously learned concepts</li> <li>• Target Strategy – Class discussion</li> <li>• Target Strategy – Demonstration in closed setting</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	1 day
One-Timers <ul style="list-style-type: none"> <li>• Target Skill – Shooting a moving ball</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	1 day
Rules Review <ul style="list-style-type: none"> <li>• Target Skill – Review of previously learned concepts</li> <li>• Target Strategy – Class discussion</li> </ul>	1 day
Hockey Game <ul style="list-style-type: none"> <li>• Target Skill – Application of learned skills/concepts in game setting</li> <li>• Target Strategy – Large sided game</li> </ul>	3 days
Research Project (6 <sup>th</sup> grade) <ul style="list-style-type: none"> <li>• Target Skill – Research rules, history, and cultural origins of ice hockey</li> <li>• Target Skill - Compare and contrast ice hockey and floor hockey</li> <li>• Target Strategy – Independent research</li> </ul>	2 weeks

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Hockey	
<b>Grade Level:</b> 7-8	
<b>Unit Summary:</b> Review previously learned concepts. Develop skills to more mature forms. Research Rules and equipment that pertain specifically to safety in ice hockey. Research rules, history, and cultural origins of field hockey and compare/contrast to ice hockey and floor hockey.	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.8.A. Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</li> <li>• 2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</li> <li>• 2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.</li> <li>• 2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</li> <li>• 2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.</li> <li>• 2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do ice hockey players stay safe?</li> <li>• What is field hockey?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Safety rules and equipment</li> <li>• Basics of field hockey</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Develop more mature forms of previously learned hockey skills</li> <li>• Research safety rules and equipment for ice hockey</li> <li>• Research rules and cultural origins of field hockey</li> </ul>	

<ul style="list-style-type: none"> <li>Compare and contrast floor hockey, ice hockey, and field hockey</li> </ul>	
Evidence of Learning	
<b>Summative Assessment</b> <ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Research Project</li> </ul>	
<b>Formative Assessment</b> <ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Skill Rubrics</li> </ul>	
Lesson Plans	
<b>Lesson</b>	<b>Timeframe</b>
Dribbling/Shooting <ul style="list-style-type: none"> <li>Target Skill – Review of previously learned concepts</li> <li>Target Strategy – Class discussion</li> <li>Target Strategy – Demonstration in closed setting</li> <li>Target Strategy – Demonstration in open setting</li> </ul>	1 day
Rules Review <ul style="list-style-type: none"> <li>Target Skill – Review of previously learned concepts</li> <li>Target Strategy – Class discussion</li> </ul>	1 day
Hockey Game <ul style="list-style-type: none"> <li>Target Skill – Application of learned skills/concepts in game setting</li> <li>Target Strategy – Large sided game</li> </ul>	3 days
Research Project (7 <sup>th</sup> Grade) <ul style="list-style-type: none"> <li>Target Skill – Research safety rules and equipment pertaining to ice hockey</li> <li>Target Strategy – Independent research</li> </ul>	2 weeks
Research Project (8 <sup>th</sup> Grade) <ul style="list-style-type: none"> <li>Target Skill – Research Field Hockey rules, history, and cultural origins</li> <li>Target Strategy – Independent research</li> </ul>	2 weeks

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Lacrosse Skills	
<b>Grade Level:</b> PreK-2	
<b>Unit Summary:</b> Introduction to throwing and catching with impliments	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.2.A.1 Explain and perform <u>movement skills</u> with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• 2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</li> <li>• 2.5.2.A.4 Correct movement errors in response to feedback.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</li> <li>• 2.5.2.B.2 Explain the difference between offense and defense.</li> <li>• 2.5.2.B.3 Determine how attitude impacts physical performance.</li> <li>• 2.5.2.B.4 Demonstrate strategies that enable team members to achieve goals.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.</li> <li>• 2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is Lacrosse?</li> <li>• How do I get the ball to stay in the basket?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Throwing/catching with the basket</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Identify the basket?</li> <li>• Catch, throw, and pick up using the basket</li> <li>• Follow basic safety rules in class settings</li> </ul>	
Evidence of Learning	
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	

<b>Formative Assessment</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	
Lesson Plans	
<b>Lesson</b>	<b>Timeframe</b>
Introduction/Safety <ul style="list-style-type: none"> <li>• Target Skill – Safety rules</li> <li>• Target Skill – basic lacrosse skills</li> <li>• Target Strategy – Class Discussion</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	1 day
Lacrosse Skill Practice <ul style="list-style-type: none"> <li>• Target Skill – Practice and development of learned skills</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	2 days
Toss Across Lacrosse (modified) <ul style="list-style-type: none"> <li>• Target Skill – Practice and development of learned skills</li> <li>• Target Strategy – Large sided game</li> </ul>	2 days

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Lacrosse	
<b>Grade Level:</b> 3-4	
<b>Unit Summary:</b> Review and reinforcement of previously learned skills. Introduction of cradling and full games.	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)</li> <li>• 2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</li> <li>• 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</li> <li>• 2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.</li> <li>• 2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.4.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.</li> <li>• 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and <u>skill-related fitness</u>.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is cradling?</li> <li>• How is a lacrosse game played?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Rotating stick in hands</li> <li>• Game rules</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate age appropriate cradling</li> <li>• Utilize previously learned skills of throwing, catching, and picking up in competitive situations</li> <li>• Understand and follow safety rules</li> <li>• Understand and follow game rules</li> </ul>	

Evidence of Learning	
<b>Summative Assessment</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	
<b>Formative Assessment</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Peer Evaluation</li> </ul>	
Lesson Plans	
Lesson	Timeframe
Cradling <ul style="list-style-type: none"> <li>• Target Skill – Cradling</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	1 day
Safety Review <ul style="list-style-type: none"> <li>• Target Skill – Safety rules</li> <li>• Target Strategy – class discussion</li> </ul>	1 day
Toss Across Lacrosse <ul style="list-style-type: none"> <li>• Target Skill – combination of learned skills in competitive setting</li> <li>• Target Strategy – Large sided game</li> </ul>	2 days
Lacrosse Rules/ Game <ul style="list-style-type: none"> <li>• Target Skill – Understanding game play</li> <li>• Target Skill – Combination of learned skills and concepts in competitive setting</li> </ul>	2 days

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Lacrosse	
<b>Grade Level:</b> 5-6	
<b>Unit Summary:</b> Review and reinforcement of previously learned skills and concepts. Development of more mature skill forms. Introduction of the historical and cultural origins of lacrosse.	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.6.A.1 Explain and perform <a href="#">movement skills</a> that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</li> <li>• 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</li> <li>• 2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement..</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</li> <li>• 2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</li> <li>• 2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.</li> <li>• 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Where did Lacrosse come from?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Native American origins</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate more mature forms of previously learned skills</li> </ul>	

- Demonstrate an understanding of Lacrosse rules and safety procedures
- Demonstrate knowledge of the origins of lacrosse as a game played by Native Americans
- Participate in large group competitive situations while demonstrating safe play, teamwork, and sportsmanship

**Evidence of Learning**

**Summative Assessment**

- Teacher Observation

**Formative Assessment**

- Teacher Observation
- Peer Evaluation
- Independent research

**Lesson Plans**

<b>Lesson</b>	<b>Timeframe</b>
Lacrosse Skill Review/History <ul style="list-style-type: none"> <li>• Target Skill – Review of previously learned concepts and skills</li> <li>• Target Skill – Origins of Lacrosse</li> <li>• Target Strategy – Class Discussion</li> <li>• Target Strategy – Demonstration in closed setting</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	1 day
Toss Across Lacrosse <ul style="list-style-type: none"> <li>• Target Skill – Utilization of skills in competitive setting</li> <li>• Target Strategy – Large sided game</li> </ul>	2 days
Lacrosse Game <ul style="list-style-type: none"> <li>• Target Skill – Utilization of skills in competitive setting</li> <li>• Target Strategy – Large sided game</li> </ul>	2 days

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Lacrosse	
<b>Grade Level:</b> 7-8	
<b>Unit Summary:</b> Review and reinforce previously learned concepts. Develop deeper understanding of lacrosse positions and game play.	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.8.A. Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</li> <li>• 2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</li> <li>• 2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.</li> <li>• 2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</li> <li>• 2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.</li> <li>• 2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</li> </ul>	
Unit Essential Questions	Unit Enduring Understandings
<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate age-appropriate forms of cradling, throwing, catching, and retrieving</li> <li>• Define responsibilities of different positions</li> <li>• Describe differences in equipment used by different positions</li> <li>• Participate in competitive activities while following appropriate safety guidelines, utilizing teamwork, and demonstrating sportsmanship</li> </ul>	

Evidence of Learning	
<b>Summative Assessment</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	
<b>Formative Assessment</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Peer Evaluation</li> </ul>	
Lesson Plans	
Lesson	Timeframe
Lacrosse Skill Review/History <ul style="list-style-type: none"> <li>• Target Skill – Review of previously learned concepts and skills</li> <li>• Target Skill – Positions/equipment</li> <li>• Target Strategy – Class Discussion</li> <li>• Target Strategy – Demonstration in closed setting</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	1 day
Toss Across Lacrosse <ul style="list-style-type: none"> <li>• Target Skill – Utilization of skills in competitive setting</li> <li>• Target Strategy – Large sided game</li> </ul>	2 days
Lacrosse Game <ul style="list-style-type: none"> <li>• Target Skill – Utilization of skills in competitive setting</li> <li>• Target Strategy – Large sided game</li> </ul>	2 days

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Soccer	
<b>Grade Level:</b> PreK-2	
<b>Unit Summary:</b> Students are introduced to key concepts related to the sport of soccer, foot-eye coordination, application of force, and visual tracking	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.2.A.1 Explain and perform <u>movement skills</u> with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• 2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</li> <li>• 2.5.2.A.4 Correct movement errors in response to feedback.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</li> <li>• 2.5.2.B.2 Explain the difference between offense and defense.</li> <li>• 2.5.2.B.3 Determine how attitude impacts physical performance.</li> <li>• 2.5.2.B.4 Demonstrate strategies that enable team members to achieve goals.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.</li> <li>• 2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do I kick the ball?</li> <li>• Which goal do I shoot at?</li> <li>• What is dribbling</li> <li>• What is passing</li> <li>• What is trapping?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Strike the ball with inside of foot</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Understand fundamentals of kicking</li> <li>• Demonstrate application of force to kick the ball varying distances</li> <li>• Demonstrate age-appropriate kicking technique</li> <li>• Participate in skill development activities</li> <li>• Participate in competitive situations while obeying game rules and demonstrating good</li> </ul>	

sportsmanship	
Evidence of Learning	
<b>Summative Assessment</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	
<b>Formative Assessment</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Skill Rubrics</li> </ul>	
Lesson Plans	
<b>Lesson</b>	<b>Timeframe</b>
Soccer Dribbling <ul style="list-style-type: none"> <li>• Target Skill – Dribbling</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	2 days
Kick the Can <ul style="list-style-type: none"> <li>• Target Skill – Foot Eye Coordination</li> <li>• Target Strategy – Demonstration in closed setting</li> <li>• Target Strategy – Group Demonstration</li> </ul>	1 day
Soccer Passing/Trapping <ul style="list-style-type: none"> <li>• Target Skill – Passing/Trapping</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	2 days
Soccer Shooting <ul style="list-style-type: none"> <li>• Target Skill – Shooting</li> <li>• Target Strategy – Demonstration in closed setting</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	1 day
Soccer Small Sided Game <ul style="list-style-type: none"> <li>• Target Skill – Application of skills in game setting</li> <li>• Target Strategy – Group Participation</li> </ul>	2 days

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Soccer	
<b>Grade Level:</b> 3-4	
<b>Unit Summary:</b> Students are introduced to key concepts related to the sport of soccer, foot-eye coordination, striking, application of force, and visual tracking	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.A.1 Explain and perform <u>essential elements of movement skills</u> in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)</li> <li>• 2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</li> <li>• 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</li> <li>• 2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.</li> <li>• 2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.4.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.</li> <li>• 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and <u>skill-related fitness</u>.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is Dribbling?</li> <li>• What part of my foot should strike the ball</li> <li>• What is trapping?</li> <li>• What is passing?</li> <li>• What is offense?</li> <li>• What is defense?</li> <li>• What player positions are there in soccer?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Keep the ball close to maintain control</li> <li>• Strike the ball with the inside, outside, of shoelaces</li> <li>• Understanding of basic locations and responsibilities of goalies, defenders, midfielders, and forwards</li> </ul>
<p><b>Unit Learning Targets</b> <i>Students will:</i></p>	

<ul style="list-style-type: none"> <li>• Demonstrate age-appropriate dribbling, passing, and trapping skills</li> <li>• Strike the soccer ball with the inside of their foot</li> <li>• Demonstrate age-appropriate weight transfer during kicking motion</li> <li>• Understand the concept of a team sport with teammates and opponents</li> <li>• Demonstrate knowledge of appropriate dribbling, passing, and shooting technique</li> <li>• Show the ability to respond to correction in order to improve skills</li> <li>• Participate in small and large sided games while demonstrating learned skills, knowledge of strategy, and good sportsmanship</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	
<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Skill Rubrics</li> </ul>	
<b>Lesson Plans</b>	
<b>Lesson</b>	<b>Timeframe</b>
Dribbling <ul style="list-style-type: none"> <li>• Target Skill – Dribbling</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	1 day
Dribble Tag <ul style="list-style-type: none"> <li>• Target Skill – Dribbling</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	2 days
Soccer Passing/Trapping <ul style="list-style-type: none"> <li>• Target Skill – Passing/Trapping</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	2 days
Soccer Shooting <ul style="list-style-type: none"> <li>• Target Skill – Shooting</li> <li>• Target Strategy – Demonstration in closed setting</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	1 day
Square Soccer <ul style="list-style-type: none"> <li>• Target Skill – Passing/Trapping</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	1 day
Small Sided Game <ul style="list-style-type: none"> <li>• Target Skill – Application of learned skills in game setting</li> <li>• Target Strategy – Group Participation</li> </ul>	1 day
Throw-Ins, Goal Kicks, and Corner Kicks <ul style="list-style-type: none"> <li>• Target Skill – Understand what happens when the ball goes out of bounds</li> <li>• Target Strategy – Class Discussion</li> </ul>	1 day

<p>Large Sided Game</p> <ul style="list-style-type: none"><li>• Target Skill – Application of learned skills in game setting</li><li>• Target Strategy – Group Participation</li></ul>	<p>1 day</p>
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Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Soccer	
<b>Grade Level:</b> 5-6	
<b>Unit Summary:</b> Students are introduced to key concepts related to the sport of soccer, foot-eye coordination, striking, application of force, and visual tracking	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.6.A.1 Explain and perform <a href="#">movement skills</a> that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</li> <li>• 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</li> <li>• 2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement..</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</li> <li>• 2.5.4.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.</li> <li>• 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus <a href="#">health-related fitness</a>.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do I maintain control while dribbling?</li> <li>• What parts of my foot should strike the ball?</li> <li>• What are two ways to trap the ball?</li> <li>• What is passing?</li> <li>• How do I perform a throw in?</li> <li>• What is the difference between goal kicks and corner kicks?</li> <li>• What are the responsibilities of different</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Keep the ball close to maintain control</li> <li>• Strike the ball with the inside, outside, or shoelaces</li> <li>• Understanding of basic locations and responsibilities of goalies, defenders, midfielders, and forwards</li> <li>• Appropriate times for goal kicks, corner kicks, and throw ins</li> <li>• Soccer has 11 players per team on the field</li> </ul>

positions are there in soccer?	
<b>Unit Learning Targets</b> <i>Students will:</i> <ul style="list-style-type: none"> <li>• Demonstrate age-appropriate dribbling, passing, and trapping skills</li> <li>• Strike the soccer ball with the inside, outside, or top of their foot</li> <li>• Demonstrate age-appropriate weight transfer during kicking motion</li> <li>• Understand the responsibilities of each different soccer position</li> <li>• Demonstrate knowledge of appropriate dribbling, passing, and shooting technique</li> <li>• Show the ability to respond to correction in order to improve skills</li> <li>• Demonstrate knowledge of soccer rules regarding out of bounds plays: throw-ins, goal kicks, and corner kicks</li> <li>• Explain and perform a legal throw in</li> <li>• Participate in small and large sided games while demonstrating learned skills, knowledge of strategy, and good sportsmanship</li> </ul>	
Evidence of Learning	
<b>Summative Assessment</b> <ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Skill Rubrics</li> </ul>	
Lesson Plans	
<b>Lesson</b>	<b>Timeframe</b>
Dribbling/Dribble Tag <ul style="list-style-type: none"> <li>• Target Skill – Dribbling</li> <li>• Target Strategy – Demonstration in closed and open settings</li> </ul>	1 day
Soccer Passing/Trapping <ul style="list-style-type: none"> <li>• Target Skill – Passing/Trapping</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	2 days
Soccer Shooting <ul style="list-style-type: none"> <li>• Target Skill – Shooting</li> <li>• Target Strategy – Demonstration in closed setting</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	1 day
Square Soccer <ul style="list-style-type: none"> <li>• Target Skill – Passing/Trapping</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	1 day
Small Sided Game <ul style="list-style-type: none"> <li>• Target Skill – Application of learned skills in game setting</li> <li>• Target Strategy – Group Participation</li> </ul>	1 day
Throw-Ins, Goal Kicks, and Corner Kicks <ul style="list-style-type: none"> <li>• Target Skill – Understand what happens</li> </ul>	1 day

<p>when the ball goes out of bounds</p> <ul style="list-style-type: none"> <li>• Target Strategy – Class Discussion</li> </ul>	
<p>Soccer Rules and Positions</p> <ul style="list-style-type: none"> <li>• Target Skill – Understand and utilize the positions of goalie, defender, midfielder, and forward in a soccer game</li> <li>• Target Skill – Understanding what constitutes a handball, charge, or other violation in soccer</li> <li>• Target Strategy – Class discussion, visual demonstration, group participation</li> </ul>	1 day
<p>Large Sided Game</p> <ul style="list-style-type: none"> <li>• Target Skill – Application of learned skills in game setting</li> <li>• Target Strategy – Group Participation</li> </ul>	2 days

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Soccer	
<b>Grade Level:</b> 7-8	
<b>Unit Summary:</b> Students are introduced to key concepts related to the sport of soccer, foot-eye coordination, striking, application of force, and visual tracking	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.8.A. Explain and demonstrate the transition of <u>movement skills</u> from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</li> <li>• 2.5.8.A.4 Detect, analyze, and correct errors and apply to refine <u>movement skills</u>.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</li> <li>• 2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.</li> <li>• 2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</li> <li>• 2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What parts of my foot should strike the ball?</li> <li>• What are four ways to trap the ball?</li> <li>• Why should I “lead” the person I am passing to?</li> <li>• How do I perform a throw in?</li> <li>• What is the difference between goal kicks and corner kicks?</li> <li>• What are the responsibilities of different positions are there in soccer?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Keep the ball close to maintain control</li> <li>• Strike the ball with the inside, outside, or shoelaces</li> <li>• Proper application of toe traps, foot traps, thigh traps and chest traps</li> <li>• Understanding of locations and responsibilities of goalies, defenders, midfielders, and forwards as well as the left, right, and center areas of the field</li> <li>• Appropriate times for goal kicks, corner kicks, and throw ins</li> </ul>

	<ul style="list-style-type: none"> <li>Teams must account for all areas of the field, so players must remain in position and not merely follow the ball</li> </ul>
<b>Unit Learning Targets</b> <i>Students will:</i> <ul style="list-style-type: none"> <li>Demonstrate age-appropriate dribbling, passing, and trapping skills</li> <li>Strike the soccer ball with the inside, outside, or top of their foot</li> <li>Demonstrate age-appropriate weight transfer during kicking motion</li> <li>Understand the responsibilities of each different soccer position</li> <li>Demonstrate knowledge of appropriate dribbling, passing, trapping, and shooting technique</li> <li>Show the ability to respond to correction in order to improve skills</li> <li>Demonstrate knowledge of soccer rules regarding out of bounds plays: throw-ins, goal kicks, and corner kicks, handballs, charges</li> <li>Identify the goal box, penalty box and center circle and understand their significance in game situations</li> <li>Explain and perform a legal throw in</li> <li>Participate in small and large sided games while demonstrating learned skills, knowledge of strategy, and good sportsmanship</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment</b> <ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Skill Rubrics</li> </ul>	
<b>Lesson Plans</b>	
<b>Lesson</b>	<b>Timeframe</b>
Dribbling/Dribble Tag <ul style="list-style-type: none"> <li>Target Skill – Dribbling</li> <li>Target Strategy – Demonstration in closed and open settings</li> </ul>	1 day
Soccer Passing/Trapping <ul style="list-style-type: none"> <li>Target Skill – Passing/Trapping</li> <li>Target Strategy – Demonstration in closed setting</li> </ul>	1 day
Soccer Shooting <ul style="list-style-type: none"> <li>Target Skill – Shooting</li> <li>Target Strategy – Demonstration in closed setting</li> <li>Target Strategy – Demonstration in open setting</li> </ul>	1 day
Square Soccer/Small Sided Games <ul style="list-style-type: none"> <li>Target Skill – Passing/Trapping</li> <li>Target Skill – Application of learned skills</li> <li>Target Strategy – Demonstration in open setting</li> </ul>	1 day
Throw-Ins, Goal Kicks, and Corner Kicks	1 day

<ul style="list-style-type: none"> <li>• Target Skill – Understand what happens when the ball goes out of bounds</li> <li>• Target Strategy – Class Discussion</li> </ul>	
<p>Soccer Rules and Positions Positions</p> <ul style="list-style-type: none"> <li>• Target Skill – Understand and utilize the positions of goalie, defender, midfielder, and forward in a soccer game</li> <li>• Target Strategy – Class discussion, visual demonstration, group participation</li> </ul>	1 day
<p>Large Sided Game</p> <ul style="list-style-type: none"> <li>• Target Skill – Application of learned skills in game setting</li> <li>• Target Strategy – Group Participation</li> </ul>	3 days

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Team Sports	
<b>Grade Level:</b> 3-4	
<b>Unit Summary:</b> Introduction to various team oriented activities with focus on teamwork, healthy competition, and sportsmanship	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.A.1 Explain and perform <u>essential elements of movement skills</u> in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)</li> <li>• 2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</li> <li>• 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</li> <li>• 2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.</li> <li>• 2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.4.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.</li> <li>• 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and <u>skill-related fitness</u>.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do I get along with others?</li> <li>• How do I show sportsmanship?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Showing sportsmanship</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Participate in a variety of competitive activities while exhibiting teamwork and good sportsmanship</li> <li>• Develop skills and strategies based on game rules, opponents, and game situations</li> <li>• Increase fitness levels through moderate to vigorous physical activity</li> </ul>	

Evidence of Learning	
<b>Summative Assessment</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	
<b>Formative Assessment</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student-Teacher Collaboration</li> </ul>	
Lesson Plans	
Lesson	Timeframe
Matball <ul style="list-style-type: none"> <li>• Target Skill – Throwing/catching</li> <li>• Target Skill – baserunning</li> <li>• Target Skill – pursuit</li> <li>• Target Skill – Strategy</li> <li>• Target Strategy – Large sided game</li> </ul>	1 day
Prison Dodgeball <ul style="list-style-type: none"> <li>• Target Skill -Throwing/Catching</li> <li>• Target Skill - Strategy</li> <li>• Target Skill – Evasion</li> <li>• Target Strategy – Large Sided Game</li> </ul>	1 day
Ultimate Frisbee <ul style="list-style-type: none"> <li>• Target Skill – Frisbee throwing/catching</li> <li>• Target Skill – Individual defense</li> <li>• Target Strategy – Large Sided Game</li> </ul>	1 day
Cooperative Games <ul style="list-style-type: none"> <li>• Target Skill – Teamwork and cooperation</li> <li>• Target Strategy – Small sided game</li> <li>• Target Strategy – Large sided game</li> </ul>	3 days

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Team Sports	
<b>Grade Level:</b> 5-6	
<b>Unit Summary:</b> Participation in various team oriented activities with focus on teamwork, healthy competition, and sportsmanship.	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.6.A.1 Explain and perform <a href="#">movement skills</a> that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</li> <li>• 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one’s movement performance.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</li> <li>• 2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement..</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</li> <li>• 2.5.4.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.</li> <li>• 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do I get along with others?</li> <li>• How do I show sportsmanship?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Showing sportsmanship</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Participate in a variety of competitive activities while exhibiting teamwork and good sportsmanship</li> </ul>	

- Develop skills and strategies based on game rules, opponents, and game situations
- Increase fitness levels through moderate to vigorous physical activity

**Evidence of Learning**

**Summative Assessment**

- Teacher Observation

**Formative Assessment**

- Teacher Observation
- Student-Teacher Collaboration

**Lesson Plans**

<b>Lesson</b>	<b>Timeframe</b>
Matball <ul style="list-style-type: none"> <li>• Target Skill – Throwing/catching</li> <li>• Target Skill – baserunning</li> <li>• Target Skill – pursuit</li> <li>• Target Skill – Strategy</li> <li>• Target Strategy – Large sided game</li> </ul>	1 day
Prison Dodgeball <ul style="list-style-type: none"> <li>• Target Skill -Throwing/Catching</li> <li>• Target Skill - Strategy</li> <li>• Target Skill – Evasion</li> <li>• Target Strategy – Large Sided Game</li> </ul>	1 day
Ultimate Frisbee <ul style="list-style-type: none"> <li>• Target Skill – Frisbee throwing/catching</li> <li>• Target Skill – Individual defense</li> <li>• Target Strategy – Large Sided Game</li> </ul>	1 day
Cooperative Games <ul style="list-style-type: none"> <li>• Target Skill – Teamwork and cooperation</li> <li>• Target Strategy – Small sided game</li> <li>• Target Strategy – Large sided game</li> </ul>	3 days

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Team Sports	
<b>Grade Level:</b> 7-8	
<b>Unit Summary:</b> Participation in various team oriented activities with focus on teamwork, healthy competition, and sportsmanship.	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.8.A. Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</li> <li>• 2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</li> <li>• 2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.</li> <li>• 2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</li> <li>• 2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do I get along with others?</li> <li>• How do I show sportsmanship?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Showing sportsmanship</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Participate in a variety of competitive activities while exhibiting teamwork and good sportsmanship</li> <li>• Develop skills and strategies based on game rules, opponents, and game situations</li> <li>• Increase fitness levels through moderate to vigorous physical activity</li> </ul>	
Evidence of Learning	

<b>Summative Assessment</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	
<b>Formative Assessment</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student-Teacher Collaboration</li> </ul>	
Lesson Plans	
Lesson	Timeframe
<b>Matball</b> <ul style="list-style-type: none"> <li>• Target Skill – Throwing/catching</li> <li>• Target Skill – baserunning</li> <li>• Target Skill – pursuit</li> <li>• Target Skill – Strategy</li> <li>• Target Strategy – Large sided game</li> </ul>	1 day
<b>Prison Dodgeball</b> <ul style="list-style-type: none"> <li>• Target Skill -Throwing/Catching</li> <li>• Target Skill - Strategy</li> <li>• Target Skill – Evasion</li> <li>• Target Strategy – Large Sided Game</li> </ul>	1 day
<b>Ultimate Frisbee</b> <ul style="list-style-type: none"> <li>• Target Skill – Frisbee throwing/catching</li> <li>• Target Skill – Individual defense</li> <li>• Target Strategy – Large Sided Game</li> </ul>	1 day
<b>Cooperative Games</b> <ul style="list-style-type: none"> <li>• Target Skill – Teamwork and cooperation</li> <li>• Target Strategy – Small sided game</li> <li>• Target Strategy – Large sided game</li> </ul>	3 days

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Volleyball	
<b>Grade Level:</b> PreK-2	
<b>Unit Summary:</b> Students will be introduced to key concepts related to volley sports as well as striking, visual tracking, and application of force.	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• 2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</li> <li>• 2.5.2.A.4 Correct movement errors in response to feedback.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</li> <li>• 2.5.2.B.2 Explain the difference between offense and defense.</li> <li>• 2.5.2.B.3 Determine how attitude impacts physical performance.</li> <li>• 2.5.2.B.4 Demonstrate strategies that enable team members to achieve goals.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.</li> <li>• 2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do I play volleyball?</li> <li>• What is the net for?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Hit the ball over the net</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Strike a ball over a net</li> <li>• Strike a ball that is moving through the air</li> <li>• Strike a ball multiple times in a row</li> <li>• Demonstrate teamwork by passing a ball back and forth between teammates</li> <li>• Understand the fundamental concepts of volleyball – hitting the ball to the other side of the net</li> </ul>	
Evidence of Learning	
<b>Summative Assessment</b>	

- Teacher Observation

**Formative Assessment**

- Teacher Observation
- Skill Rubrics

**Lesson Plans**

<b>Lesson</b>	<b>Timeframe</b>
Volleyball bumping/setting <ul style="list-style-type: none"> <li>• Target Skill – Striking a ball in various ways</li> <li>• Target Strategy – Group Demonstration</li> </ul>	2 days
Passing <ul style="list-style-type: none"> <li>• Target Skill – Passing a ball to a teammate</li> <li>• Target Strategy – Group Demonstration</li> </ul>	1 day
Beach Ball Volleyball <ul style="list-style-type: none"> <li>• Target Skill – Hitting ball over net</li> <li>• Target Strategy – Group Demonstration</li> </ul>	2 days
Cleaning Your Room <ul style="list-style-type: none"> <li>• Target Skill – Hitting ball over net</li> <li>• Target Strategy - Large Sided Game</li> </ul>	2 days

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Volleyball	
<b>Grade Level:</b> 3-4	
<b>Unit Summary:</b> Reinforce striking skills while familiarizing students with mature forms of bumping, setting, and serving and volleyball game rules.	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.A.1 Explain and perform <u>essential elements of movement skills</u> in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)</li> <li>• 2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</li> <li>• 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</li> <li>• 2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.</li> <li>• 2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.4.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.</li> <li>• 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is the difference between bumping and setting?</li> <li>• What are overhand and underhand serves?</li> <li>• Where is out of bounds in volleyball?</li> <li>• What is a rotation and how does it work?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Bump with forearms</li> <li>• Set with fingertips, not palms</li> <li>• Ball is out when it hits the ground outside the court</li> <li>• A team maintains the same order for serving</li> </ul>

<b>Unit Learning Targets</b>	
<i>Students will:</i>	
<ul style="list-style-type: none"> <li>• Demonstrate the ability to track and strike a moving ball</li> <li>• Understand the difference between bumping and setting</li> <li>• Demonstrate age-appropriate bumping</li> <li>• Demonstrate age-appropriate setting</li> <li>• Understand when it is their turn to serve and how service works in the sport of volleyball</li> </ul>	
Evidence of Learning	
<b>Summative Assessment</b>	
Teacher Observation	
<b>Formative Assessment</b>	
Teacher Observation	
Skill Rubrics	
Peer Evaluation	
Lesson Plans	
<b>Lesson</b>	<b>Timeframe</b>
Bumping <ul style="list-style-type: none"> <li>• Target Skill – Bumping</li> <li>• Target Strategy – Demonstration in closed setting</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	1 day
Setting <ul style="list-style-type: none"> <li>• Target Skill – Setting</li> <li>• Target Strategy – Demonstration in closed setting</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	1 day
Serving <ul style="list-style-type: none"> <li>• Target Skill – Overhand Serve</li> <li>• Target Skill – Underhand Serve</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	1 day
Volleyball Rules <ul style="list-style-type: none"> <li>• Target Skill – Basic understanding of boundaries and rotation</li> <li>• Target Strategy – Class discussion</li> </ul>	1 day
Newcomb <ul style="list-style-type: none"> <li>• Target Skill – Modified volleyball game</li> <li>• Target Strategy – large sided game</li> </ul>	2 days
Volleyball Game <ul style="list-style-type: none"> <li>• Target Skill – Volleyball Game</li> <li>• Target Strategy – large sided game</li> </ul>	2 days

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Volleyball	
<b>Grade Level:</b> 5-6	
<b>Unit Summary:</b> Reinforce previously learned skills and introduce 3 hit limit and more difficult passing tasks	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.6.A.1 Explain and perform <a href="#">movement skills</a> that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</li> <li>• 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</li> <li>• 2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement..</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</li> <li>• 2.5.4.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.</li> <li>• 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How many times can I hit the ball?</li> <li>• How many times can my team hit the ball?</li> <li>• Where can I serve from?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• No one can hit the ball 2+ times consecutively</li> <li>• A team may hit the ball 3 times before it goes over the net</li> <li>• Serves come from behind the back line</li> </ul>
Unit Learning Targets	

*Students will:*

- Verbalize volleyball rules regarding when and how many times a player and team can hit the ball
- Demonstrate age appropriate techniques in bumping, setting, and serving
- Accurately describe the volleyball court, what is inbounds and what is out of bounds

**Evidence of Learning**

**Summative Assessment**

- Teacher Observation
- Practical Examination

**Formative Assessment**

- Teacher Observation
- Skill Rubrics
- Peer Evaluation

**Lesson Plans**

<b>Lesson</b>	<b>Timeframe</b>
Bumping <ul style="list-style-type: none"><li>• Target Skill – Bumping</li><li>• Target Strategy – Demonstration in closed setting</li><li>• Target Strategy – Demonstration in open setting</li></ul>	1 day
Setting <ul style="list-style-type: none"><li>• Target Skill – Setting</li><li>• Target Strategy – Demonstration in closed setting</li><li>• Target Strategy – Demonstration in open setting</li></ul>	1 day
Serving <ul style="list-style-type: none"><li>• Target Skill – Overhand Serve</li><li>• Target Skill – Underhand Serve</li><li>• Target Strategy – Demonstration in closed setting</li></ul>	1 day
Volleyball Rules <ul style="list-style-type: none"><li>• Target Skill – Understanding of boundaries, rotation, service area, and number of hits allowed</li><li>• Target Strategy – Class discussion</li></ul>	1 day
Newcomb <ul style="list-style-type: none"><li>• Target Skill – Modified volleyball game</li><li>• Target Strategy – large sided game</li></ul>	1 days
Volleyball Game <ul style="list-style-type: none"><li>• Target Skill – Volleyball Game</li><li>• Target Strategy – large sided game</li></ul>	3 days

Unit Overview	
<b>Content Area:</b> Comprehensive Health and Physical Education	
<b>Unit Title:</b> Volleyball	
<b>Grade Level:</b> 7-8	
<b>Unit Summary:</b> Reinforce previously learned volleyball skills, introduce advanced skills such as spiking, and participate in unmodified volleyball games	
Learning Targets	
<p><b>New Jersey Core Curriculum Content Standards:</b></p> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.8.A. Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</li> <li>• 2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</li> <li>• 2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.</li> <li>• 2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement</li> </ul> <p><i>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</li> <li>• 2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.</li> </ul> <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> <li>• 2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</li> </ul>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is a spike?</li> <li>• When is a spike used?</li> <li>• Why are they called bumps and sets?</li> <li>• What is the difference between rally and traditional scoring?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Spikes are used to eliminate another teams chance to return the ball</li> <li>• Traditional scoring goes to 15 points and you can only score when your team serves</li> <li>• Rally scoring goes to 30 points and a point is awarded for every serve</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Describe a spike</li> <li>• Demonstrate mature forms of bumping, setting, and serving techniques in closed settings</li> </ul>	

<ul style="list-style-type: none"> <li>• Differentiate between rally and traditional scoring</li> <li>• Describe and Utilize appropriate rules, strategies, and skills in a game setting</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Practical Examination</li> </ul>	
<b>Formative Assessment</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Skill Rubrics</li> <li>• Peer Evaluation</li> </ul>	
<b>Lesson Plans</b>	
<b>Lesson</b>	<b>Timeframe</b>
<b>Bumping</b> <ul style="list-style-type: none"> <li>• Target Skill – Bumping</li> <li>• Target Strategy – Demonstration in closed setting</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	1 day
<b>Setting</b> <ul style="list-style-type: none"> <li>• Target Skill – Setting</li> <li>• Target Strategy – Demonstration in closed setting</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	1 day
<b>Serving</b> <ul style="list-style-type: none"> <li>• Target Skill – Overhand Serve</li> <li>• Target Skill – Underhand Serve</li> <li>• Target Strategy – Demonstration in closed setting</li> </ul>	1 day
<b>Spiking</b> <ul style="list-style-type: none"> <li>• Target Skill – Spiking</li> <li>• Target Strategy – Demonstration in closed setting</li> <li>• Target Strategy – Demonstration in open setting</li> </ul>	1 day
<b>Volleyball Rules</b> <ul style="list-style-type: none"> <li>• Target Skill – Reinforce previously learned rules and strategies</li> <li>• Target Strategy – Class discussion</li> </ul>	1 day
<b>Newcomb</b> <ul style="list-style-type: none"> <li>• Target Skill – Modified volleyball game</li> <li>• Target Strategy – large sided game</li> </ul>	2 days
<b>Volleyball Game</b> <ul style="list-style-type: none"> <li>• Target Skill – Volleyball Game</li> <li>• Target Strategy – large sided game</li> </ul>	2 days

