

Washington Township Public Schools

COURSE OF STUDY – CURRICULUM GUIDE

Course: _____ Physical Education Grades: 6,7,8 _____

Physical Education Staff _____

Under the Direction of: _____ Donna Costa _____

Description:

Physical Education is a three quarter course designed to help students appreciate the value of physical maintenance of physical fitness and as a means of promoting worthy use of leisure time through physical activity. Students will demonstrate basic motor ability, fundamental team and dual sport skills and increased level of physical fitness based on student’s preparation, class preparation, written and skill assessments.

Joseph A. Vandenberg: *Assistant Superintendent for Curriculum & Instruction*
Barbara E. Marciano: *Director of Elementary Education*
Jack McGee: *Director of Secondary Education*

Written: January, 2013
Revised: _____
BOE Approval: AUGUST, 2013

DEMONSTRABLE PROFICIENCIES

COURSE TITLE: Physical Education: Grades 6,7,8

I. CLASSWORK REQUIREMENTS

A. **Preparation/Participaton:** All students will dress in appropriate Physical Education attire. (Shorts, tee shirt, socks, sweat shirts, sweat pants and sneakers.) Students should participate in all activities to the best of their abilities.

-Cut-off shorts, one-piece outfits, bicycle pants, stretch pants, jeans and soft soled shoes are not acceptable.

-For safety purposes, no jewelry will be permitted to be worn during classes.

-Unacceptable preparation will be addressed in the following manner:

a. First time unprepared-loss of 5 points

b. Second time unprepared-loss of 5 points

c. Third time unprepared-loss of 5 points

d. Fourth time and any subsequent instances of being unprepared-loss of 10 points

A combination lock will be issued to all students to secure personal belongings and school supplies in an assigned locker during the class period.

II. ATTITUDE & BEHAVIOR

A. **Students will demonstrate acceptable behavior through:**

-Cooperation and courteous behavior toward each other and the teacher.

-Displaying good sportsmanship.

-Respect for fair play in context with the rules of the game.

-Following directions, self-control, self-responsibility and manners.

III. **COURSE OBJECTIVES/OVERVIEW**

- A. **COURSE CONTENT:** Students will exhibit basic knowledge including, fundamental skills, rules and basic strategies.
- B. **SKILLS:** Students will demonstrate basic motor abilities, fundamental sports skills and an increase in fitness levels.
- C. **APPRECIATION OF CONCEPTS:** Students will appreciate the value of physical activity in achieving and maintaining physical fitness and as a means of promoting worthy use of leisure time.

IV. **ATTENDANCE**

Refer to Board of Education Policy

V. **GRADING PROCEDURES**

Participation and Preparation compromise 60% of the student's grade.

Written Assessments compromise 20% of the student's grade.

Skill Assessments compromise 20% of the student's grade.

VI. **EXCUSE FROM PARTICIPATION**

Parent Excuse: A student may be excused from participation in Physical Education class by sending an email to PE teacher or presenting a note signed by a parent or guardian. This note is valid for one day only. A student may only use 2 parent notes for consecutive days.

Medical Excuse: A student may be excused from participation for an extended period of time only with a written note from a doctor.

MAJOR UNITS OF STUDY

Course Title: Physical Education Grades 6,7,8

- I. Team Activities**
- II. Cooperative Games**
- III. Dance/Movement Activities**
- IV. Fitness/Wellness**

UNIT OVERVIEW

Course Title: Physical Education Grades 6,7,8

Unit #: One

Unit Title: Team Activities

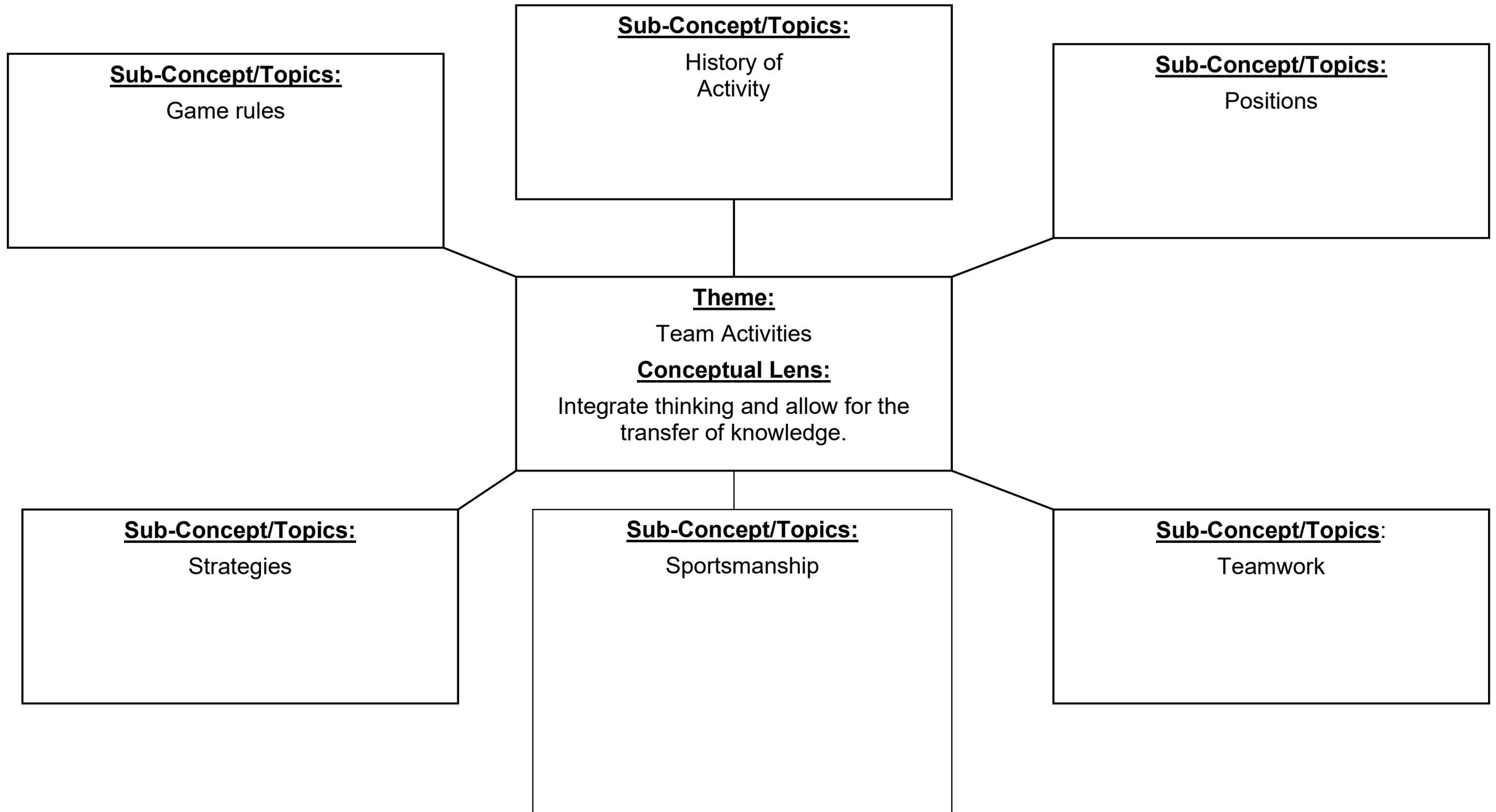
Unit Description and Objectives:

Upon completion of these activities students will understand the basic fundamentals and rules of team activities so that they can be better participants and more educated spectators in their future lives. They will understand that working with others and encouraging teamwork and sportsmanship will build confidence and support within a group.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How does practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contribute to enjoyment of the event?	1. Group success includes safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.	1.1 What does it mean to demonstrate good sportsmanship? 1.2 How do applying proper rules and procedures for specific games, sports, and other competitive activities enhance participation and safety?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Physical Education Grades 6,7,8
Unit Number/Title: Unit One-Team Activities
Appropriate Time Allocation: 3-4 weeks per activity

<u>Primary Core Content Standards referenced With Cumulative Progress Indicators</u>		
2.5 Motor Skill Development	2.5.5.C.1	2.5.8.C.1
	2.5.8.C.2	

<u>Topics/Concepts</u>	<u>Critical Content (Students Will Know:)</u>	<u>Skill Objectives (Students Will Be Able To:)</u>	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration (Specify)</u>	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<p><u>TEAM SPORTS</u> <u>INCLUDE:</u> - Floor Hockey - Ultimate Frisbee - Basketball - Lacrosse - Speedball - Team Handball - Volleyball - Touch/Flag Football - Soccer - Softball - Modified indoor activities -Track and Field</p>	<ul style="list-style-type: none"> -History of each sport - Proper equipment necessary to participate safely. - All proper terminology associated with the sport. - All the fundamentals, proper techniques, and skills necessary for each sport. - The rules and strategies of each sport. - Proper sportsmanship. - Safety factors for each activity. - Objectives of each game. - Fitness and conditioning benefits of each activity. - Values of teamwork. - How to officiate and manage the game. 	<ul style="list-style-type: none"> . - Communicate with their teammates - Cooperate with their teammates - Research and find information on the activity - Be a spectator of the sport in the future - Appreciate the difficulty and hard work it takes to play a team sport - Practice their skills on their own - Perform in a short – sided or modified game - Perform in a regular game - Officiate a game effectively - Play many positions - Keep score effectively - Exhibit the qualities of a good teammate - Serve as captain or manager of a team - Enforce the rules and settle arguments - Display good sportsmanship 	<p style="text-align: center;"><i>Language Arts Literacy Visual and Performing Arts Technology Science Math 21st Century Skills</i></p> <ul style="list-style-type: none"> - Warm-up activities – daily warm-up activities should include both Dynamic and Static Stretching, followed by sit-ups and push-ups. - Group discussion/teacher lecture. - Study guides. - Student demonstration. - Student modeling (highly skilled players.) - Individual skills/drills - Partner skills/drills. - Group skills/drills. - Offensive/defensive skills/drills. - Team skills/drills. - Lines, circles, relays. - Skill/drill stations. - Circuit training. - Position work. - Contests – individual and team. 	<p>American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aapherd.org</p> <p>Centers for Disease Control and Prevention (2006) <i>Physical Education Curriculum Analysis Tool.</i> Atlanta, GA: Author http://www.cdc.gov/HealthyYouth/physicalactivity/</p> <p>National Association for Sport and Physical Education (2004) <i>Moving Toward the Future: National Standards for Physical Education.</i> Reston, VA</p> <p>New Jersey Department of Education (2009) Core</p>	<p><u>Technology</u> Power Point Computer Lab FitnessGram Software MS Word MS Power Point MS Excel Internet eBoards VCR/DVD Cassette Player Radio/CD player LCD Projector Turning Point Document Camera Computers/Printer Net Books COWs eBooks Mobile Applications Students Personal Mobile Devices Web Tools Video Conferencing</p>	<p style="text-align: center;"><u>Technology</u></p> <p style="text-align: center;"><u>Science</u></p> <p style="text-align: center;"><u>LAL</u></p> <p style="text-align: center;"><u>W</u></p> <p style="text-align: center;"><u>Math</u></p> <p style="text-align: center;"><u>21st Century Skills and Carer/Life Skills</u></p> <p style="text-align: center;"><u>Visual and Performing Arts</u></p>	<p><u>Formative Assessments:</u> - Drills - Practice games - Game play - Questions and answers</p> <p><u>Summative Assessment(s)</u> - Written tests - Skills tests - Teacher observation - PE Grading:</p>

<u>Topics/Concepts</u>	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C</u> <u>Skills Integration</u> (Specify)	<u>NJCCCS w/ CPI</u> <u>Reference</u>	<u>Evaluation/ Assessment:</u>
	<p>-The dangers of performance enhancing substances. Students will understand the basic fundamentals and rules of team activities so that they can be better participants and more educated spectators in their future lives. They will understand that working with others and encouraging teamwork and sportsmanship will build confidence and support within a group.</p>	<ul style="list-style-type: none"> - Mentally prepare for participation - Use skills learned in one sport and apply them in another - Practice for improvement - Participate effectively and to the best of their ability without using performance enhancing substances - Modify sports rules, space, equipment, and strategies for indoor play 	<ul style="list-style-type: none"> - Scrimmages and modified games. - Regular game schedule. - Students officiate games. - Ability grouping and differentiated instruction. 	<p>Curriculum Content Standards in Comprehensive Health and Physical Education www.nj.gov/education/aps/cccs/chpe/standards.htm</p> <p>Partnership for 21st Century Skills www.21stcenturyskills.org</p> <p>National Association for Sport and PE Stillwell, Jim M., Willgoose, Carl E., Physical Education Curriculum, Waveland press, Inc.(2005)</p> <p>Sports Foundation for Elementary Physical Education: A Tactical games Approach(2003)</p> <p>Mitchell, Stephen; Orlin, Judith; Griffin, Linda Kirk, MacDonald, O'Sullivan (2008)</p> <p>Handbook of Physical Education, Sage Publications</p> <p>JOHPERD, Journal of Physical Education, Recreation and Dance</p>			

<u>Topics/Concepts</u>	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C</u> <u>Skills Integration</u> (Specify)	<u>NJCCCS w/ CPI</u> <u>Reference</u>	<u>Evaluation/ Assessment:</u>
				AAPAR, American Association for Physical Activity and Recreation -Sport specific equipment -Cones -Pinnies -Stopwatches -Written tests -Study Guides			

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students	Learners with a 504
<ul style="list-style-type: none"> -Adjust rules to fit the needs of the learner. -Remediation of fundamental skills where needed. -Modify skills per individuals needs. -Utilize peer tutors. -Adjust size of, or modify, equipment. -Modify movements; break down movement into simpler steps. -Provide a study guide. 	<ul style="list-style-type: none"> -Designate advanced learners to assist as peer leaders. -Awareness of learners who are physically sophisticated and the use of appropriate strategies to engage them and assist their learning. 	<ul style="list-style-type: none"> -Adjust rules to fit the needs of the learner. -Remediation of fundamental skills where needed. -Modify skills per individuals needs. -Utilize peer tutors. -Adjust size of, or modify, equipment. -Modify movements; break down movement into simpler steps. -Provide a study guide. 	<ul style="list-style-type: none"> -Adjust rules to fit the needs of the learner. -Remediation of fundamental skills where needed. -Modify skills per individuals needs. -Utilize peer tutors. -Adjust size of, or modify, equipment. -Modify movements; break down movement into simpler steps. -Consult IEPs and 504 Plans. -Provide a study guide. 	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

UNIT OVERVIEW

Course Title: Physical Education 6,7,8

Unit #: UNIT 2

Unit Title: Olympics

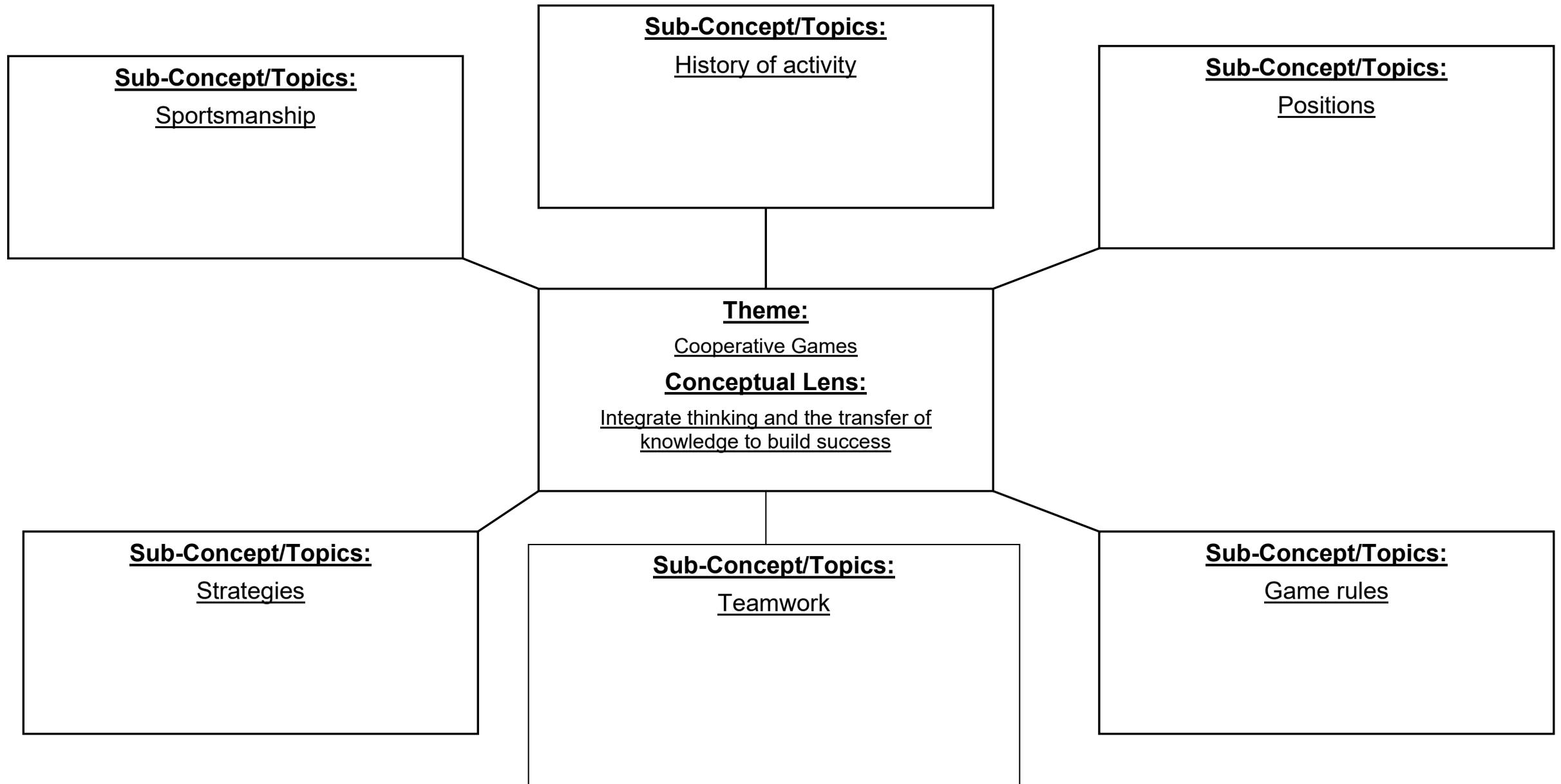
Unit Description and Objectives:

Students will demonstrate sportsmanship, teamwork and cooperation during this unit. Students will follow all rules, practice different strategies, and create movements pertaining to each activity. Each country will be involved in team play during Olympic activities and be evaluated at the completion of the unit with a written test.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. What are the Olympics and why are they important to physical education?	1. practicing basic movements to demonstrate problem solving, teamwork and sportsmanship lead to positive outcomes.	1. What part of the health triangle does this unit incorporate?
2. How can being involved in the Olympics improve your social and physical health?	2. using communication skills while participating in group activities increases total wellness	2. Why is it important to communicate with fellow team mates?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Physical Education 6,7,8
Unit Number/Title: Olympics
Appropriate Time Allocation (# of Days): 3 weeks

<u>Primary Core Content Standards referenced With Cumulative Progress Indicators</u> 2.5

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration</u> (Specify)	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
A. Introduction of unit 1. Brief description 2. Safety rules 3. General overview rules of Olympic activities B. Activities- include but not limit to the following activities 1. Sideline football 2. Tug-a-war 3. Wiffle ball 4. 50/100 yard dash 5. Team relays 6. Scooter polo 7. Team handball 8. Baton relay 9. Scooter hockey 10. Obstacle course 11. Scooter hockey 12. Sideline basketball Knockout/ shootout 13. Mat pass 14. Bombardment 15. Crab soccer 16. Volleyball	That working with others and encouraging teamwork and sportsmanship will build confidence and support within a group.	Participate in a variety of activities that will embellish the Olympic spirit of friendly competition To promote the development and practice of good sportsmanship and team play by the student Strive to excel in a variety of activities, showing good sportsmanship, fair play and team work in all events	A. Teacher explanation of rules, regulations, and safety procedures for each activity B. Divide students on different countries C. Explain and demonstrate positions, strategy and movement for each activity D. Team competitive play E. Keep running score for each activity. F. Distribute and have students read study guides for each activity G. Written tests	Batons Stop watches Cones Mats Pinnies Score sheets Goals Basketballs Volleyballs Nets Team handball Scooters Floor hockey sticks Floor hockey balls Floor hockey goalie equipment Soccer balls Tug-of war rope Footballs Wiffle ball and bat Study Guides Written Test	<u>Technology</u> <ul style="list-style-type: none"> • Overhead • LCD Projector • Internet • VCR/DVD Recording s • Power Point • Computer Lab • Netbooks • E-Board 		<u>Formative Assessments:</u> - Written tests - Skills tests - Teacher observation - PE Grading: <u>Summative Assessment(s)</u> - Drills - Practice games - Game play - Questions and answers

UNIT OVERVIEW

Course Title: Physical Education 6,7,8

Unit #: UNIT 2 cont...

Unit Title: Recreational Games

Unit Description and Objectives:

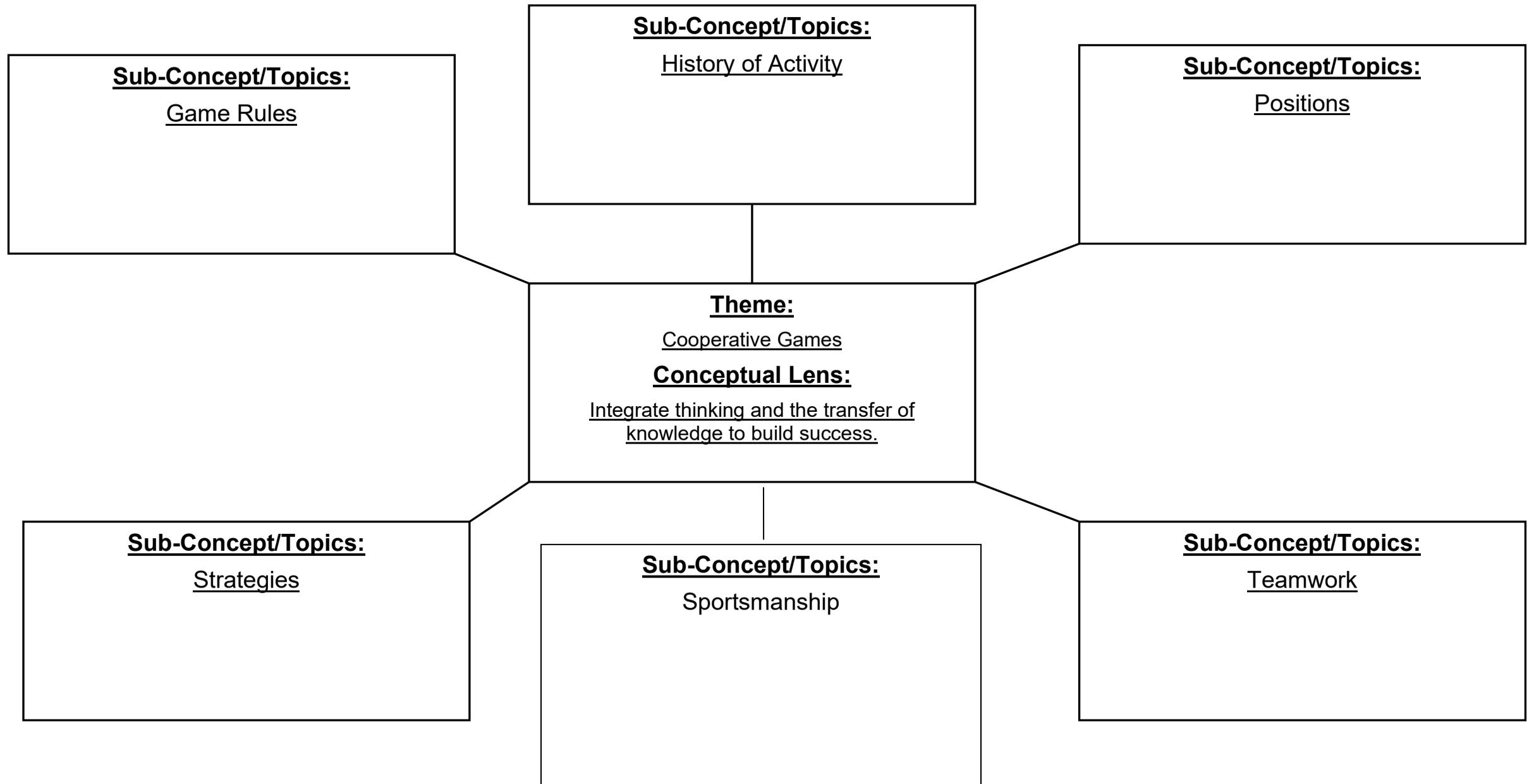
Students will demonstrate sportsmanship, teamwork and cooperation during this unit. Students will follow all rules, practice different strategies, and create movements pertaining to each activity.

Upon completion of the unit a written test will administered as an assessment.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How will movement skills be incorporated into recreational activities?	1. mastering basic skills of a game lead to a successful outcome	1. How important is it for you to improve your total health?
2. How will recreational games improve your total health?	2. positive decisions increase your level of wellness	2. What will build confidence and support within a group?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Physical Education 6,7,8

Primary Core Content Standards referenced With Cumulative Progress Indicators			
2.5			
2.6			

Unit Number/Title: Unit 2: Recreational Games

Conceptual Lens: _____

Appropriate Time Allocation (# of Days): 3 weeks

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration</u> (Specify)	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
A. Introduction to unit 1. Brief description of lifetime activities 2. Safety rules B. Activities – explanation of game rules and skills used 1. cricket 2. long base/ short base 3. kickball 4. wall ball 5. handball 6. shoot and boot 7. frisbee activities 8. knockout 9. ball tag 10. relays 11. tug-of war 12. whiffle ball run the bases	-understand that working with others and encouraging teamwork and sportsmanship will build confidence and support within a group.	- actively participate in large group activities. -promote team play, cooperation with others, and sportsmanship. -develop basic knowledge of recreational activities through lead-up variations incorporating basic skills.	A. Teacher demonstration and explanation followed by students’ practice of skills. B. Divide students into teams. C. Rules and regulations of game. D. Team competitive play. E. Reinforce sportsmanship and teamwork. F. Skills Test (optional) G. Written Test	Rackets Whiffle balls Bases Indoor nerf balls Kickball Handball Tennis balls Goal cages Frisbees Basketballs Cones Dots Scoreboards Written test Study guides	<u>Technology</u> <ul style="list-style-type: none"> • Overhead • LCD Projector • Internet • VCR/DVD Recordings • Power Point • Computer Lab • Netbooks • E-Board 		<u>Formative Assessments:</u> - Written tests - Skills tests - Teacher observation - PE Grading: <u>Summative Assessment(s)</u> - Drills - Practice games - Game play - Questions and answers

UNIT OVERVIEW

Course Title: Physical Education 6,7,8

Unit #: UNIT 2

Unit Title: Developmental (Cooperative) Games

Unit Description and Objectives:

Students will demonstrate sportsmanship, teamwork and cooperation during this unit. Students will follow all rules, practice different strategies, and create movements pertaining to each activity.

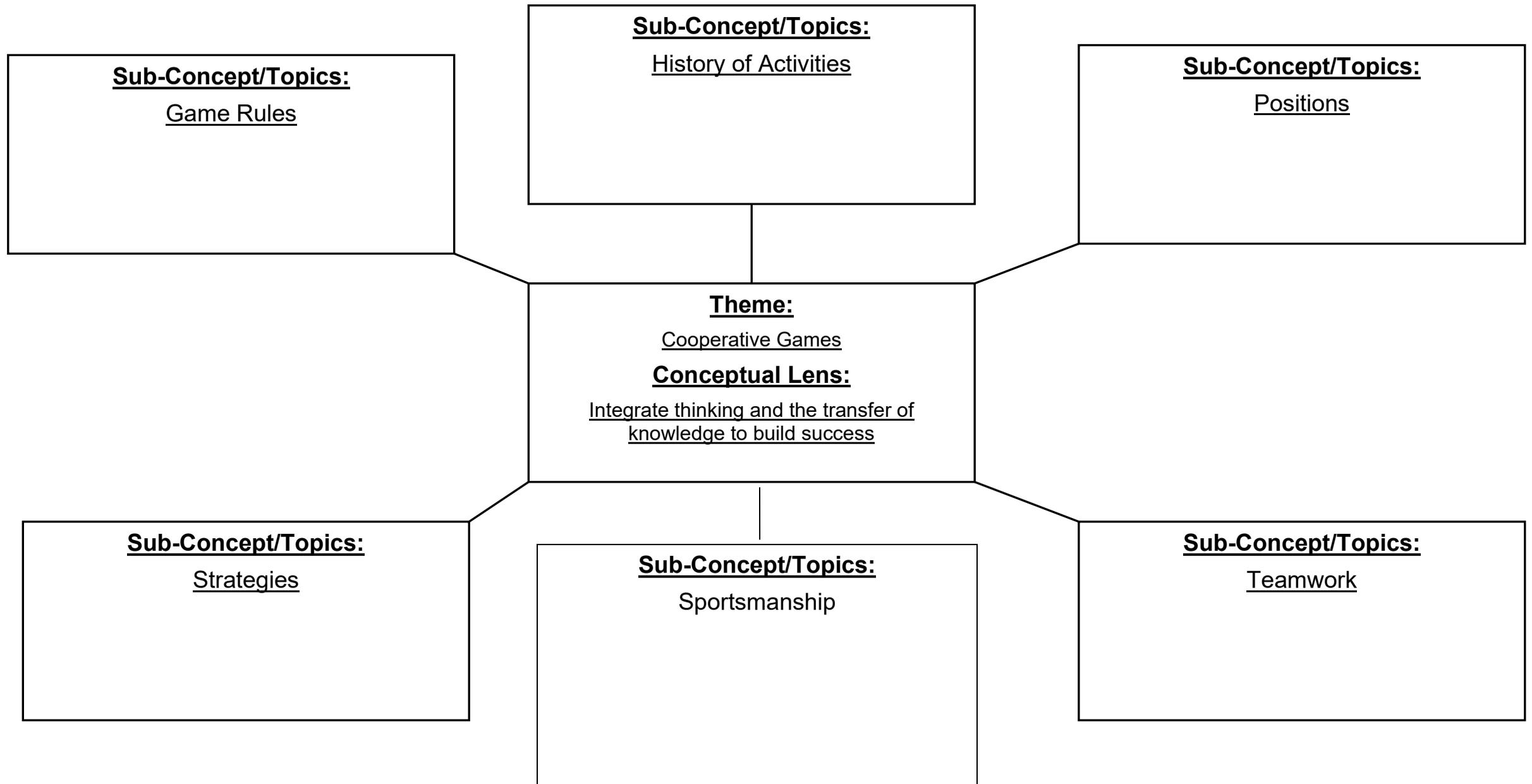
Help students apply these skills in their everyday lives.

At the completion of the unit a test will be given as an assessment of their knowledge.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How does this unit get students actively involved?	1. A positive attitude is part of mental / emotional health	1. How does teamwork support social health?
2. How can developmental games and activities help build positive social and emotional behaviors?	2. Sharing feelings and communicating can lead to a successful outcome	2. How does sportsmanship affect one's self-esteem?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Physical Education 6,7,8

Unit Number/Title: Developmental (Cooperative) games

Appropriate Time Allocation (# of Days): 3 weeks

<u>Primary Core Content Standards referenced With Cumulative Progress Indicators</u>			
2.5			
2.6			

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration</u> (Specify)	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
A. Introduction of Unit 1. Brief description 2. Safety rules 3. General overview rules of cooperative game unit B. Activities – 10 of the 30 1. Wordles 2. Atomic Bomb 3. Alligator Alley 4. Pipeline 5. Riverboat 6. Black Hole 7. The Wall 8. The Snake 9. Team Trivia 10. Ship To Shore 11. Porcupine Progression 12. Swamp Machine 13. Commodores Retreat 14. Pharaohs Stones 15. Teamwork Walk 16. Jurassic Eggs 17. Ping Pong pyramid 18. Rolling River Raft 19. Grab a Hold 20. Time Warp	-that working with others and encouraging teamwork and sportsmanship will build confidence and support within a group	-challenge the student to think independently in resolving problems. -work together to complete a problem solving activity. -identify social skills involved in using problem solving strategies. -follow directions in working toward a common goal.	A. Teacher explanation of safety rules, and rules for each activity. B. Divide students in groups. C. Explanation of time limit for each challenge. D. Team organization. E. Start activity. F. Complete organizer card.	Hula hoops Ping pong balls Balloons Volleyball standards Volleyballs Mats Tires Dots Cones Ropes Worksheets Pencils Scooters Juggling scarves Paddles Blindfolds Raft Team skies	Technology <ul style="list-style-type: none"> • Overhead • LCD Projector • Internet • VCR/DVD Recordings • Power Point • Computer Lab • Netbooks • E-Board 		Formative Assessments: - Written tests - Skills tests - Teacher observation - PE Grading: <div style="text-align: center;">Summative Assessment(s)</div> - Drills - Practice games - Game play - Questions and answers

Topics/Concepts (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration</u> (Specify)	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<ul style="list-style-type: none"> 21. Raiders of the Lost Jewel 22. Tarzan of the Jungle 23. Bopits 24. Agility Web 25. Suspended Web 26. All Aboard 27. Grand Canyon 28. Create a Game C. Lead up games 1. Toss a Name 2. Balloon Trolleys 3. All Tied Up 4. Mass Stand Up 5. Knots Turning over a new leaf 6. Balloon Pop Relay 7. Sole to Sole Volleyball 8. Scramble 							

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students	Learners with a 504
<p>-Adjust rules to fit the needs of the learner.</p> <p>- Remediation of fundamental skills where needed.</p> <p>-Modify skills per individual's needs.</p> <p>-Utilize peer tutors.</p> <p>-Adjust size of, or modify, equipment.</p> <p>-Modify movements; break down movement into simpler steps.</p> <p>-Provide a study guide.</p>	<p>-Designate advanced learners to assist as peer leaders.</p> <p>-Awareness of learners who are physically sophisticated and the use of appropriate strategies to engage them and assist their learning.</p>	<p>-Adjust rules to fit the needs of the learner.</p> <p>- Remediation of fundamental skills where needed.</p> <p>-Modify skills per individual's needs.</p> <p>-Utilize peer tutors.</p> <p>-Adjust size of, or modify, equipment.</p> <p>-Modify movements; break down movement into simpler steps.</p> <p>-Provide a study guide.</p>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

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UNIT OVERVIEW

Course Title: Physical Education Grades 6-8

Unit #: 3

Unit Title: Dance/Movement Activities

Unit Description and Objectives:

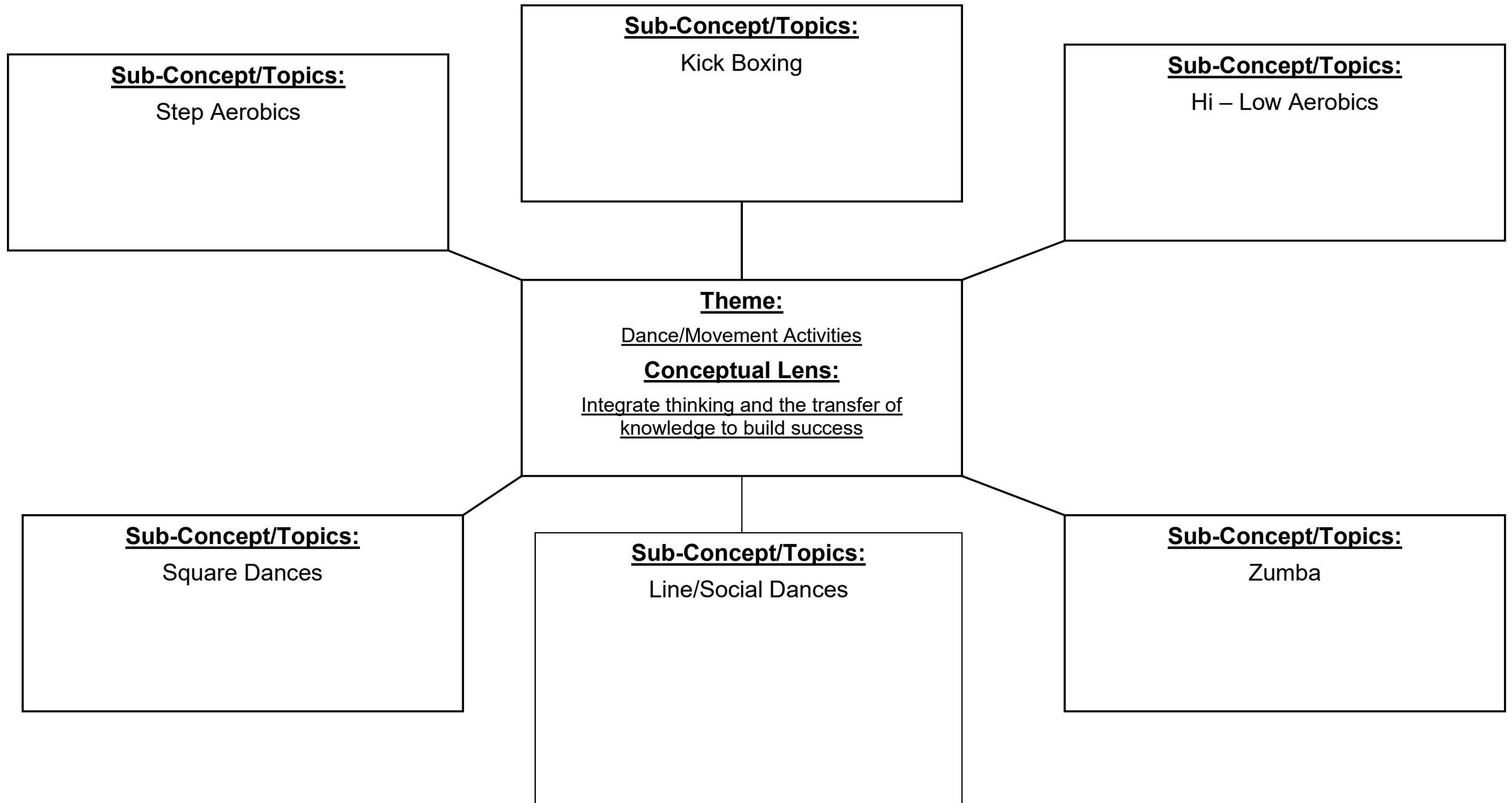
Upon completion of this unit students will be able to demonstrate proper techniques for various dance and movement activities, recognize the need for a recovery period and cool down period, and discuss all terminology in relationship to dance and movement.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
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How can understanding movement concepts improve my performance?	Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.	1.1 What are some benefits of being physically active throughout your life? 1.2 Name three actions you can take to set up a fitness plan for yourself?
How can I make movement more interesting, fun, and enjoyable?	Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.	2.1 Explain the five elements of fitness. 2.2 What exercises improve the five elements of fitness?
How does my use of movement influence that of others?	Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.	3.1 what is the difference between skill-related fitness and health-related fitness? 4 What are some ways to adapt fitness activities?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Physical Education Grades 6-8
Unit Number/Title: 3 – Dance/Movement Activities
Appropriate Time Allocation (# of Days): 2 weeks

<u>Primary Core Content Standards referenced With Cumulative Progress Indicators</u>	
2.5 A 1,2,3,4,5,& 7	2.5 D 1,2

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration</u> (Specify)	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/Assessment:</u>
<p>Aerobics- 1 week: 42mins per day X 4</p> <p>Dances- 1 week 42mins per day X 4</p> <p><u>Examples of Aerobics:</u> Basic stepping (16,8,4,2,singles) v-steps, u- turns, alternating moves, repeaters, side steps, grapevines</p> <p><u>Examples of Kick Boxing:</u> Jabs, cross, hooks, upper cuts, front kicks, sidekicks, and back kicks</p> <p><u>Examples of Square Dance and Skills:</u> circle right, left and circle 4 up and back dos-a-dos- partner, corner, opposite promenade</p> <p><u>Positions of Square Dance:</u> sets partners head and side couples corners</p>	<p>Introduction to each activity</p> <p>Proper equipment necessary to participate safely</p> <p>All proper terminology associated with each activity</p> <p>All the fundamentals, proper techniques, and skills necessary for each activity</p> <p>Proper etiquette and safety factors for each activity</p> <p>Fitness and social benefits of each activity</p> <p>These activities can be done throughout one's lifetime</p>	<p>- demonstrate the basics steps of aerobics on and off the bench</p> <p>-demonstrate the basic punches and kicks of kick boxing</p> <p>- introduce students to the basic calls of Various Square Dances</p> <p>-apply the rhythm and individuality of line and social dances</p> <p>- follow along with instructor in modern dances/Zumba</p>	<p>Daily warm-up activities</p> <p>Teacher lectures and demonstrations</p> <p>Student demonstrations</p> <p>Individual, partner, and/or group skills</p> <p>Study guides and tests</p>	<ul style="list-style-type: none"> • Radio/stereo • I pod/CD tapes • Microphones • Music • Steps 	<p>Technology</p> <ul style="list-style-type: none"> •Overhead •LCD Projector •Internet •VCR/DVD Recordings •Power Point •Computer Lab •Netbooks •E-Board 		<p><u>Formative Assessments:</u> Teacher observations PE rules and regulations (preparation, participation, attendance) Student made routines Teacher made routines</p> <p><u>Summative Assessments:</u> Study Guides Written tests Assessment Skills test assessment</p>

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration</u> (Specify)	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
home opposites <u>Examples of Line</u> <u>Dances:</u> Electric Slide Cha Cha Slide Macarena Hokey Pokey Chicken Dance Cotton Eye Joe Conga Line Limbo Cupid Shuffle Wobble <u>New Age Dances</u> "Trend" Zumba							

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration</u> (Specify)	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students	Learners with a 504
<p>-Adjust rules to fit the needs of the learner.</p> <p>- Remediation of fundamental skills where needed.</p> <p>-Modify skills per individual's needs.</p> <p>-Utilize peer tutors.</p> <p>-Adjust size of, or modify, equipment.</p> <p>-Modify movements; break down movement</p>	<p>-Designate advanced learners to assist as peer leaders.</p> <p>-Awareness of learners who are physically sophisticated and the use of appropriate strategies to engage them and assist their learning.</p>	<p>-Adjust rules to fit the needs of the learner.</p> <p>- Remediation of fundamental skills where needed.</p> <p>-Modify skills per individual's needs.</p> <p>-Utilize peer tutors.</p> <p>-Adjust size of, or modify, equipment.</p> <p>-Modify movements; break down movement</p>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

into simpler steps. -Provide a study guide.		into simpler steps. -Provide a study guide.		
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UNIT OVERVIEW

Course Title: Physical Education Grades 6,7,8

Unit #: Four

Unit Title: Fitness and Wellness

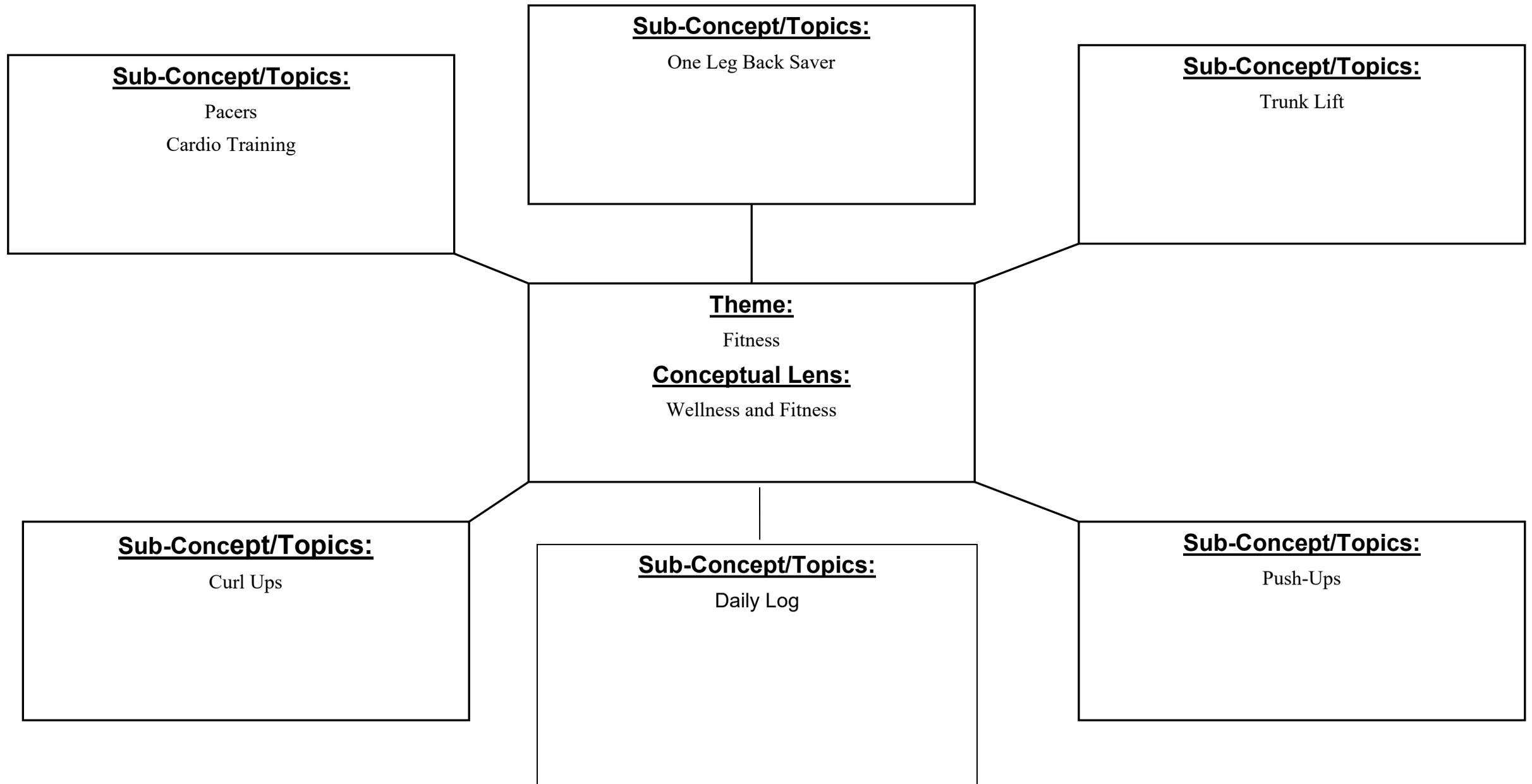
Unit Description and Objectives:

- To help the student understand the components of physical fitness and the importance in living a healthy lifestyle.
- To motivate the student in the assessment of their fitness levels.
- To encourage the student to maintain and improve their own fitness level.
- To define cardiovascular fitness and explain its importance.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
<ol style="list-style-type: none"> 1. Why is it so difficult to become healthy and physically fit? 2. Why is it even harder to stay healthy and physically fit? 3. How can I set challenging fitness goals that help me stay committed to fitness and wellness? 	<p>1. Children who regularly participate in physical activity tend to stay active throughout their lives. While there are immediate benefits, including maintaining a healthy weight, feeling more energetic, and promoting a better outlook, participating in team and individual sports and other forms of physical activity can boost self-confidence, provide opportunities for social interaction, and offer a chance to have fun. In the long term, regular physical activity can help prevent heart disease, diabetes, and other medical problems later in life. Getting active and staying active is a key component of a healthy, active lifestyle.</p>	<ol style="list-style-type: none"> 1.1 How does your regular physical activity relate to your personal health? 1.2 Explain how the physical, social, emotional, and intellectual components of physical education benefit your personal health? 2.1 How is developing and implementing a fitness plan beneficial to one's health and wellness? 2.2 Explain and apply the training principles of frequency, intensity, time and type (FITT) to improve personal fitness.

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Physical Education 6,7,8
Unit Number/Title: Unit Four-Fitness Gram
Appropriate Time Allocation (# of Days): 5

Primary Core Content Standards referenced With Cumulative Progress Indicators

2.5

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know☺)	<u>Skill Objectives</u> (Students Will Be Able To☺)	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration</u> (Specify)	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<p>A. Introduction to unit</p> <ol style="list-style-type: none"> 1. Discuss why fitness is important in their life 2. Components of fitness <ol style="list-style-type: none"> a. cardio-vascular endurance b. strength c. flexibility d. speed e. agility f. endurance 3. Safety rule 4. Written test <p>B. Fitness Gram</p> <ol style="list-style-type: none"> 1 push-ups 2. curl-ups 3. Pacers 4.Back Saver sit and reach 5. Trunk Lift 	<p>-The components of physical fitness and the importance in living a healthy lifestyle.</p> <p>-The benefits of being self-motivated and assess their fitness levels</p> <p>-How to maintain and improve their own fitness level.</p> <p>-How to define cardiovascular fitness and explain its importance.</p>	<p>-Understand the components of physical fitness and the importance in living a healthy lifestyle</p> <p>-Assess their personal fitness levels</p> <p>-Maintain and improve their own fitness level</p> <p>-Define cardiovascular fitness and explain its importance</p>	<p>Teacher demonstration and explanation followed by students' practice of skills</p> <ol style="list-style-type: none"> 1.Divide students into groups working on fitness components <p>B. Tests and what they measure</p> <ol style="list-style-type: none"> 1.Push-ups – upper body strength 2.Curl –ups – abdominal strength 3.Bach Saver-Sit and reach - flexibility 4.Trunk Lift-flexibility of low back <p>C. Skills test</p> <ol style="list-style-type: none"> 1.pre-test – fall 2. post -testing – spring <p>D. Written test</p> <ol style="list-style-type: none"> 5. Pacers endurance 	<p>Fitness gram</p> <p>instructional workbook</p> <p>CD</p> <p>Charts</p>	<p>Technology</p> <ul style="list-style-type: none"> • Overhead • LCD Projector • Internet • VCR/DVD Recordings • Power Point • Computer Lab • Netbooks E-Board 		<p>Formative evaluation</p> <p>Fitness Gram Test</p> <p>Daily fitness scores</p> <p style="text-align: center;"><u>Summative Evaluation</u></p> <p>Pre and Post Testing</p> <p>Daily fitness log</p>

UNIT OVERVIEW

Course Title: Physical Education 6,7,8

Unit #: UNIT 4 (Cont...)

Unit Title: Weight Training

Unit Description and Objectives:

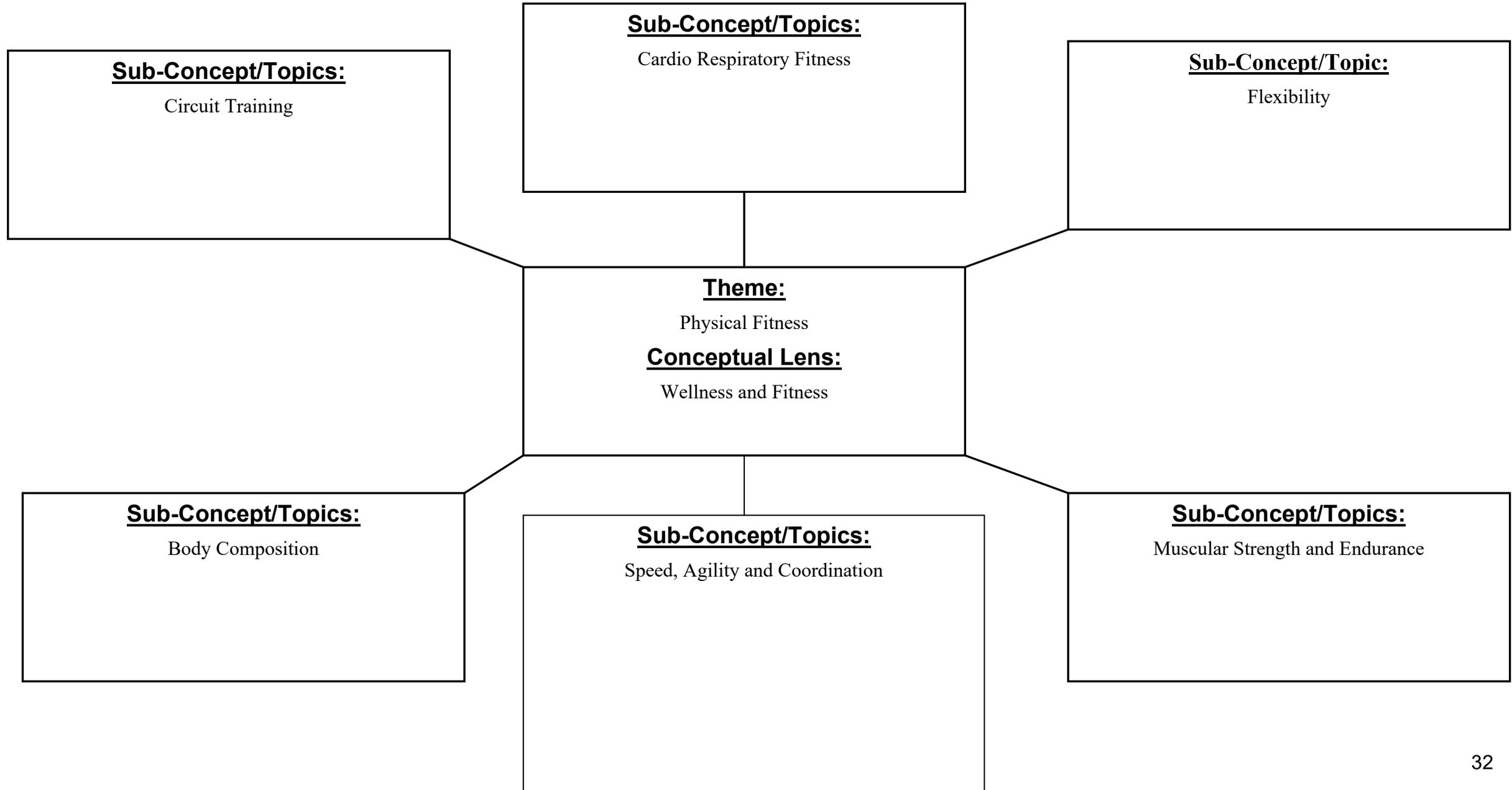
- To provide the opportunity for the student to identify and use each piece of weight training equipment
- To develop in the student an understanding of the muscle groups each exercise works
- To develop in the student proper technique and form when using weight training equipment
- To motivate the student to incorporate fitness in their daily lifestyle
- To develop in the student a basic knowledge of safety when using weight training equipment

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1 .Why is it so difficult to maintain personal health and physical fitness? 2. How can I set challenging lifetime fitness goals that help me stay committed to fitness and wellness?	1. Children who regularly participate in physical activity tend to stay active throughout their lives. While there are immediate benefits including maintaining a healthy weight, feeling more energetic, and promoting a better outlook, participating in team and individual sports and other forms of physical activity can boost self-confidence, provide opportunities for social interaction, and offer a chance to have fun. In the long term, regular physical activity can help prevent heart disease, diabetes, and other medical problems later in life. Getting	1.1 define the term of physical activity 1.2 explain the benefits of daily physical activities 1.3 explain the FITT principal as it relates to you personally 1.4 what are your personal goals to maintain and improve fitness and wellness 1.5 is it beneficial to keep track of your fitness progress throughout your lifetime 1.6 how would you develop a workout program to fit your lifestyle and personal expectations Etc.

active and staying active is a key component of a healthy lifestyle.

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Physical Education 6,7,8
Unit Number/Title: Four-Weight Training
Appropriate Time Allocation (# of Days): 5

<u>Primary Core Content Standards referenced With Cumulative Progress Indicators</u> 2.5

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
A. Introduction to the unit 1. Equipment and safety rules 2. Proper technique for each exercise 3. Discussion of muscle group each exercise works 4. Discuss fitness aspects 5. Weight restrictions enforced B. Rotate students to each station 1. Proper technique and form with be emphasized at each station	Student will: understand the components of physical fitness and the importance in living a healthy lifestyle Students will be self-motivated and assess their fitness levels Students will maintain and improve their own fitness level Students will be able to define cardiovascular fitness and explain its importance	To develop in the student an understanding of the muscle groups each exercise works To develop in the student proper technique and form when using weight training equipment To motivate the student to incorporate fitness in their daily lifestyle To develop in the student a basic knowledge of safety when using weight training equipment	Teacher demonstration and explanation followed by students' practice of skills <p style="text-align: center;"><u>A. Stations</u></p> 1. Climbing ropes 2. Pull up bars 3. Peg Board 4. Jump and Reach Board 5. Climbing ladder 6. Dip bar <p style="text-align: center;"><u>B. Equipment/ Machines</u></p> 1. Stepper 2. Treadmill 3. Dip bar 4. Free weight dumbbells 5, 10, 15, 20-,25 lb. 5. Lat pull machine	Climbing rope Pull up bars Peg Board Jump and Reach Board Climbing Ladder Dip bar Stepper Treadmill Free weight dumbbells Lat pull machine Shoulder press Leg extensions – leg curls Hip flexor machine Chest press Bench press Abdominal machine Bicep curls	<p style="text-align: center;"><u>Technology</u></p> <ul style="list-style-type: none"> • Overhead • LCD Projector • Internet • VCR/DVD Recordings • Power Point • Computer Lab • Netbooks • E-Board 		<p style="text-align: center;"><u>Formative Assessments:</u> Preparation and participation Pre Skill Test Written test</p> <p style="text-align: center;"><u>Summative Assessment(s)</u> Unit Test Post skill test</p>

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Learners with an IEP	Learners with a 504
<p>-Adjust rules to fit the needs of the learner.</p> <p>-Remediation of fundamental skills where needed.</p> <p>-Modify skills per individual's needs.</p> <p>-Utilize peer tutors.</p> <p>-Adjust size of, or modify, equipment.</p> <p>-Modify movements; break down movement into simpler steps.</p> <p>-Provide a study guide.</p>	<p>-Designate advanced learners to assist as peer leaders.</p> <p>-Awareness of learners who are physically sophisticated and the use of appropriate strategies to engage them and assist their learning.</p>	<p>-Adjust rules to fit the needs of the learner.</p> <p>-Remediation of fundamental skills where needed.</p> <p>-Modify skills per individual's needs.</p> <p>-Utilize peer tutors.</p> <p>-Adjust size of, or modify, equipment.</p> <p>-Modify movements; break down movement into simpler steps.</p> <p>-Provide a study guide.</p>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

CROSS-CONTENT STANDARDS ANALYSIS

Course Title: Physical Education Grade: 6,7,8

Unit Title:	Visual and Performing Arts	Comp. Health & Physical Ed.	English Language Arts	Mathematics	Science	Social Studies	World Languages	Technology	21 st Century Life & Careers
			L6.1 L6.2 L6.4 L8.1 L8.2 L8.3 L8.4 L8.6 RI6.7 SL6.1 SL6.2 SL6.6 SL7.1 SL7.2 SL7.6 SL8.1 SL8.2 SL8.6 W6.1c W6.1d W6.1e W6.2a,b,c W6.3a,b,c,d,e W6.7.1c,d,e W6.7.2a.b.c.d.e.f W6.7.3a,b,c W8.1c,d,e W8.2 a,b,d,d,e,f W8.3a,b,c						
Team Activities	1.3.8.A.1 1.3.8.A.2			S-1C.1 S-1C.3 S-CP.1 S-CP.2	5.1.8.D.1 5.2.8.E.1 5.2.8.E.2	6.1.8.C.2b 6.1.8.A.1a 6.1.8.A.2.c 6.1.8.C.1a 6.1.8D.1a 6.1.P.A.1 6.1.P.A.2 6.1.P.A.3 6.2.8.D.4.C 6.2.8.B.4.A 6.2.8.B.4.E 6.2.8.C.3.A 6.2.8.B.3.B 6.2.8.A.3.E 6.2.8.D.1.B	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.C.4 7.1.NM.C.4	8.1.2.A.1 8.1.2.A.2 8.1.2.A.3 8.1.2.A.4 8.1.2.A.5 8.1.4.A.1 8.1.4.A.2 8.1.4.A.3 8.1.4.A.4 8.1.4.A.5 8.1.P.C.1 8.1.P.C.2 8.1.2.C.1 8.1.4.D.1 8.1.4.D.2 8.1.4.D.3	9.1.4.A.1 9.1.4.A.2 9.1.8.A.1 9.1.8.C.1 9.3.4.A.1
Cooperative Games	1.2.8.A.1 1.3.5.A.4			S-1C.1 S-1C.3 S-CP.1 S-CP.2	5.1.8.D.1 5.2.8.E.1 5.2.8.E.2	6.1.8.C.2b 6.1.8.A.1a 6.1.8.A.2.c 6.1.8.C.1a	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4	8.1.2.A.1 8.1.2.A.2 8.1.2.A.3 8.1.2.A.4	9.1.4.A.1 9.1.4.A.2 9.1.8.A.1 9.1.8.C.1

						6.1.8D.1a 6.1.P.A.1 6.1.P.A.2 6.1.P.A.3 6.2.8.D.4.C 6.2.8.B.4.A 6.2.8.B.4.E 6.2.8.C.3.A 6.2.8.B.3.B 6.2.8.A.3.E 6.2.8.D.1.B	7.1.NM.A.5 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.C.4 7.1.NM.C.4	8.1.2.A.5 8.1.4.A.1 8.1.4.A.2 8.1.4.A.3 8.1.4.A.4 8.1.4.A.5 8.1.P.C.1 8.1.P.C.2 8.1.2.C.1 8.1.4.D.1 8.1.4.D.2 8.1.4.D.3	9.3.4.A.1
Dance/Movement Activities	1.3.2.A.1 1.3.2.A.2 1.3.2.A.3 1.3.2.A.4		SL6.5	S-1C.1 S-1C.3 S-CP.1 S-CP.2	5.1.4.C.1 5.1.8.D.1 5.2.6 A.2 5.2.6.E.1 5.2.8.E.2	6.1.8D.1a 6.1.P.A.1 6.1.P.A.2 6.1.P.A.3 6.2.8.D.4.C 6.2.8.B.4.A 6.2.8.B.4.E 6.2.8.C.3.A 6.2.8.B.3.B 6.2.8.A.3.E 6.2.8.D.1.B		8.1.2.A.1 8.1.2.A.2 8.1.2.A.3 8.1.2.A.4 8.1.2.A.5 8.1.4.A.1 8.1.4.A.2 8.1.4.A.3 8.1.4.A.4 8.1.4.A.5 8.1.P.C.1 8.1.P.C.2 8.1.2.C.1 8.1.4.D.1 8.1.4.D.2 8.1.4.D.3	9.1.4.A.1 9.1.4.A.2 9.1.8.A.1 9.1.8.C.1 9.3.4.A.1
Fitness/Wellness				S-1C.1 S-1C.3 S-CP.1 S-CP.2	5.1.8.A.2 5.2.6.A.2 5.2.6.E.1 5.2.8.E.2	6.1.8D.1a 6.1.P.A.1 6.1.P.A.2 6.1.P.A.3 6.2.8.D.4.C 6.2.8.B.4.A 6.2.8.B.4.E 6.2.8.C.3.A 6.2.8.B.3.B 6.2.8.A.3.E 6.2.8.D.1.B		8.1.2.A.1 8.1.2.A.2 8.1.2.A.3 8.1.2.A.4 8.1.2.A.5 8.1.4.A.1 8.1.4.A.2 8.1.4.A.3 8.1.4.A.4 8.1.4.A.5 8.1.P.C.1 8.1.P.C.2 8.1.2.C.1 8.1.4.D.1 8.1.4.D.2 8.1.4.D.3	9.1.4.A.1 9.1.4.A.2 9.1.8.A.1 9.1.8.C.1 9.3.4.A.1

*All core content areas may not be applicable in a particular course.

Washington Township Public Schools

Department of Student Personnel Services

CURRICULUM MODIFICATION

The regular curriculum is modified for Special Education students enrolled in both self-contained and resource center classes.

Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:

- Variation of time: adapting the time allotted for learning, task completion, or testing
- Variation of input: adapting the way instruction is delivered
- Variation of output: adapting how a student can respond to instruction
- Variation of size: adapting the number of items the student is expected to complete
- Modifying the content, process or product

Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed [here](#).

Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org