

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Curriculum Guide



BOE Adoption: 2/12/2015

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Curriculum Guide
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MISSION STATEMENT

The Rochelle Park School District's envisions an educational community which inspires and empowers all students to become self-sufficient and thrive in a complex, global society.

DEPARTMENT VISION

It is the firm belief of the Rochelle Park Township School District physical education, health, and guidance departments that wellness is a process, not a destination. Physical activity can provide opportunities for problem solving and goal setting, it builds self-esteem and awareness that informed health decisions support healthy lifestyles. Furthermore, participation in activities relating to physical and mental health provides support for our students to become active citizens in our community who advocate for their needs and the needs of others.

This guide is to provide focus for the learning that will take place in this course, but is completely modifiable based upon the needs and abilities of the students and their Individual Education Plans. Curriculum implementation follows best practice and adheres to the New Jersey Core Content Standards. At the same time, for students with disabilities, the Individual Education Plan, specifically the Goals and Objectives of the plan, supersede any curricular adherence or suggestion.

INTERDISCIPLINARY THEMES

Planned interdisciplinary activities can help students to make sensible connections among subjects, while limiting the specialist's tendency to fragment the curriculum into isolated pieces. Such activities provide students with broader personal meaning and the integrated knowledge necessary to solve real-world problems. Teachers are encouraged to independently and cooperatively develop lessons which cover multiple areas simultaneously.

Note: All units are core units. New units/modification may be integrated into the existing curriculum to be in collaboration with interdisciplinary units/themes.

AFFIRMATIVE ACTION COMPLIANCE STATEMENT

The Rochelle Park Township Public Schools are committed to the achievement of increased cultural awareness, respect and equity among students, teachers and community. We are pleased to present all pupils with information pertaining to possible career, professional or vocational opportunities which in no way restricts or limits option on the basis of race, color, creed, religion, sex, ancestry, national origin or socioeconomic status.

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: Kindergarten

Unit: Cooperative Activities

Time Frame: 2 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Recess games and other cooperative activities with friends can keep you physically fit. • It is important to follow game rules to be fair to others and to help keep everyone safe. 	<ul style="list-style-type: none"> • How can playing games keep us healthy? • Why are rules important? • How does getting along with others help to make a game more fun?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • How to participate in the following activities cooperatively and following the prescribed rules for each of them: <ul style="list-style-type: none"> ○ Parachute ○ Building Blocks 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Perform basic gross motor skills. • Demonstrate fine motor skills using a variety of manipulatives during games. • Show coordination skills in the use of multiple objects. • Work cooperatively with others to achieve a common goal. 	<p>2.5.P.A.1 2.5.P.A.2 2.5.P.A.3 2.6.P.A.1 2.6.P.A.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Teamwork, listening, sportsmanship, safety, cooperation, competition</p>	<p>Parachute, parachute music, yarn balls, nerf balls, rubber chickens, cones, cardboard building blocks</p>	<p>Observation On the spot Corrections</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: Kindergarten

Unit: Movement & Fitness Skills

Time Frame: 20 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Physical movement can be creative, enjoyable, and individually rewarding. 	<ul style="list-style-type: none"> How many different ways can I move my body? How do I keep myself safe when playing with others?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> Developing ability and confidence in gross and fine motor skills provides a foundation for participation in physical activities. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Perform basic gross motor skills. Demonstrate fine motor skills using a variety of manipulatives during games. Show coordination skills in the use of multiple objects. 	<p>2.5.P.A.1 2.5.P.A.2 2.5.P.A.3 2.6.P.A.1 2.6.P.A.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Jump, hop, gallop, run, walk, jog, march, obstacle, throw, catch, balance beam, shoe lace</p>	<p>Ropes, yarn balls, nerf balls, beach balls, balance beam, shoe lace practice cards</p>	<p>Observations On the spot corrections Shoe lace cards</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: Kindergarten

Unit: Low Organizational Games

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Recess games and playing outdoor games with friends can keep you physically fit. • It is important to follow game rules to be fair to others and to help keep everyone safe. 	<ul style="list-style-type: none"> • Why are rules important? • How does getting along with others help to make a game more fun?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • How to play the following games cooperatively and following the prescribed rules for each of them: <ul style="list-style-type: none"> ○ Pizza Man ○ Find a Home ○ Sharks & Minnows ○ Black Bear ○ Jewel Thieves ○ Relays ○ Clean Up Your Room ○ Pin Guard ○ Tag Games 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health. • Participate in age appropriate activity. • Practice and perform movement skills appropriate for game situations. • Move through areas with an awareness of personal space changing directions as necessary. • Know when to use cooperative and/or competitive strategies. • Explain the difference between offense and defense. • Understand that attitude impacts physical performance. • Practice teamwork and explain good sportsman ship. • Participate in modified games. • Understand and practice the rules of the game in a safe environment. 	<p>2.5.P.A1 2.5.P.A.2 2.5.6.A.3</p> <p>2.6.P.A.1 2.6.P.A.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Fair play, safe tags, competition, cooperation, personal space, teamwork, practice, attitude, modified, exercise, sportsmanship, safety</p>	<p>Utility balls, nerf balls, pinnies, polyspots, rimball, scooters, bean bags, hula hoops, bandanas, pins, yarn balls</p>	<p>Observation On the spot Corrections</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: Kindergarten

Unit: Obstacle Course

Time Frame: 2 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> It is important to follow rules and know your environment when you play, to keep yourself safe. 	<ul style="list-style-type: none"> Why is it important to wait for your turn? Why do you have to follow rules?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> Developing ability and confidence in gross and fine motor skills provides a foundation for participation in physical activities. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Perform basic gross motor skills. Demonstrate fine motor skills using a variety of manipulatives during games. Show coordination skills in the use of multiple objects. 	<p>2.5.P.A.1 2.5.P.A.2 2.5.P.A.3 2.6.P.A.1 2.6.P.A.2</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Spotters, climbing, swinging, pace, rhythm, tempo, beat, music styles</p>	<p>White parachute, standards, cones, noodles, steps, ladder, port-a-pits, buckets, beanbags, parallel bars, over-under bars, rope, scooters, tricycles, balance beam, webs, mats, walking boards, cargo net, high bar, tires, hoops, horse, climbing rope, job cards, start cards, display signs, destination signs</p>	<p>Observation On the spot corrections</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 1 & 2

Unit: Basketball

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Physical movement can be creative, enjoyable, and individually rewarding. Teamwork is an important part of playing safe, fair, and fun games. 	<ul style="list-style-type: none"> How can playing games keep us healthy? Why are rules important? How does getting along with others help to make a game more fun?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> Understanding the fundamental concepts related to effective execution of actions, provides the foundation for participation in games, sports, dance, and recreational activities. Attitude impacts physical performance. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explain how regular exercise helps overall health. Participate in age appropriate activity. Practice and perform movement skills appropriate for basketball. Move through areas with an awareness of personal space changing directions as necessary. Know when to use cooperative and/or competitive strategies. Explain the difference between offense and defense. Practice teamwork and explain good sportsmanship. Understand and practice the rules of the game in a safe environment. 	<p>2.5.2.A.1 2.5.2.A.2 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.B.3 2.5.2.B.4 2.5.2.C.1 2.5.2.C2 2.6.2.A.1 2.6.2.A.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Basketball, dribble, pass, shots, traveling, foul, foul shot, sportsmanship, safety, offense, defense, teamwork, modified, cooperation, competition	Utility balls, pinnies, poly spots, rimball, scooters, basketballs	Observation On the spot corrections

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 1 & 2

Unit: Fitness

Time Frame: 20 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • A healthy level of fitness is to be able to do daily activity without getting hurt • The more active you are, the more fit you become. 	<ul style="list-style-type: none"> • How do I know if I am in shape? • How and why are simple daily exercises good for you?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Understanding the fundamental concepts related to effective execution of actions, provides the foundation for participation in games, sports, dance, and recreational activities. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health. • Participate in age appropriate exercise activity. • Understand the difference between long term and short term goals. • Develop goals based on the President’s Physical Fitness and Sports Test. 	<p>2.6.2.A.1 2.6.2.A.2 2.6.2.A.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Endurance, flexibility, strength, frequency, intensity, repetition, pace, short term goal, long term goal, P.C.P.F.S. Test, national standards, presidential standards</p>	<p>Mats, steps, timers, exercise bands, BOSU balls, cones, exercise signs, exercise sheets, hula hoops, rope ladder, exercise wheels, bean bags, push up mat, jump ropes, pull up bars, donut weights, bar weights, sit and reach boxes, hand weights, exercise balls, P.C.P.F.S. standards</p>	<p>Observation On the spot corrections Individual evaluation Rubric</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 1 & 2

Unit: Low Organizational Games

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Recess games and playing outdoor games with friends can keep you physically fit. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • How can playing games keep us healthy? • Why are rules important? • How does getting along with others help to make a game more fun?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • How to play the following games cooperatively and following the prescribed rules for each of them: <ul style="list-style-type: none"> ○ Pizza Man ○ Find a Home ○ Sharks & Minnows ○ Black Bear ○ Jewel Thieves ○ Buffalo Bills & Bettys ○ Clean Up Your Room ○ Pin Guard ○ Tag Games • Understanding the fundamental concepts related to effective execution of actions, provides the foundation for participation in games, sports, dance, and recreational activities. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health. • Participate in age appropriate activity, • Practice and perform movement skills appropriate for game situations. • Move through areas with an awareness of personal space changing directions as necessary. • Know when to use cooperative and/or competitive strategies. • Explain the difference between offense and defense. • Understand that attitude impacts physical performance. • Practice teamwork and explain good sportsmanship. • Participate in modified games. • Understand and practice the rules of the game in a safe environment. 	<p>2.5.2.A.1 2.5.2.A.2 2.5.2.A.3 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.B.3 2.5.2.B.4 2.5.2.C.1 2.5.2.C.2 2.6.2.A.1 2.5.2.A.2 2.5.2.A.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Fair play, safe tags, competition, cooperation, personal space, teamwork, practice, attitude, modified, exercise, sportsmanship, safety</p>	<p>Utility balls, nerf balls, pinnies, poly spots, rimball, scooters, beanbags, hula hoops, bandanas, bowling pins, yarn balls</p>	<p>Observation On the spot corrections</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 1 & 2

Unit: Obstacle Course

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • People can become healthy by being active on a regular basis. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • How does an obstacle course keep me fit? • How can I prepare for a fitness challenge?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Understanding the fundamental concepts related to effective execution of actions, provides the foundation for participation in games, sports, dance, and recreational activities. • Teamwork consists of effective communication and other interactions between team members. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. • Appropriate types and amounts of physical activity enhance personal health. • Attitude impacts physical performance. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health. • Participate in age appropriate activity. • Practice and perform movement skills appropriate for Obstacle Course. • Move through area with an awareness of personal space changing directions as necessary. • Know when to use cooperative and/or competitive strategies. • Practice team work and explain good sportsmanship. • Understand and practice the rules of the game in a safe environment. 	<p>2.5.2.A.1 2.5.2.A.2 2.5.2.A.3 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.B.3 2.5.2.B.4 2.5.2.C.1 2.5.2.C.2 2.6.2.A.1 2.6.2.A.2 2.6.2.A.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Spotters, climbing, swinging, pace, rhythm, tempo, beat, music styles</p>	<p>White parachute, standards, cones, noodles, steps, ladder, port-a-pits, buckets, beanbags, parallel bars, over-under bars, rope, scooters, tricycles, balance beam, webs, mats, waling boards, cargo net, high bar, tires, hoops, horse, climbing rope, job cards, start cards, display signs, destination signs, PowerPoint presentations, tape player, movement music</p>	<p>Observation On the spot corrections Discussion</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Comprehensive Health Curriculum Guide

Grade: 1 & 2

Unit: School Walk for Diabetes & Jump Rope for Heart

Time Frame: 2 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> A healthy person has the ability to advocate for personal, family, and community health. 	<ul style="list-style-type: none"> How can I, by participating in service projects, make a difference in promoting good health?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> Diabetes, heart disease, and stroke can affect anyone. Service projects provide an opportunity to have a positive impact on the lives of self and others. Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. Teamwork consists of effective communication and other interactions between team members. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. Appropriate types and amounts of physical activity enhance personal health. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Describe how involvement in service projects impacts their lives and others. Compare and contrast communicable and chronic diseases. Discuss how proper food choices and exercise are important in controlling diabetes, heart disease, and stroke. Explain the causes and control of diabetes, heart disease, and stroke. Participate in a fundraising activity for the ADA and/or the AHA. 	<p>2.2.2.D.1</p> <p>2.5.2.A.2</p> <p>2.5.2.B.4</p> <p>2.5.2.C.1</p> <p>2.5.2.C.2</p> <p>2.6.2.A.1</p> <p>2.6.2.A.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Chronic, diabetes, heart, insulin, pancreas, stroke, heart disease, personal health, personal fitness, American Heart Association, American Diabetes Association</p>	<p>Pattern set up in gym using cones, tape, and signs with information from ADA</p> <p>Jump ropes</p> <p>Timer</p> <p>Signs with information AHA</p>	<p>Questions</p> <p>Discussion</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 1 & 2

Unit: Soccer

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Physical movement can be creative, enjoyable, and individually rewarding. Teamwork is an important part of playing safe, fair, and fun games. 	<ul style="list-style-type: none"> How can playing games keep us healthy? Why are rules important? How does getting along with others help to make a game more fun?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> Understanding the fundamental concepts related to effective execution of actions, provides the foundation for participation in games, sports, dance, and recreational activities. Teamwork consists of effective communication and other interactions between team members. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. Appropriate types and amounts of physical activity enhance personal health. Attitude impacts physical performance. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explain how regular exercise helps overall health. Participate in age appropriate activity. Practice and perform movement skills appropriate for soccer. Move through areas with an awareness of personal space changing directions as necessary. Know when to use cooperative and/or competitive strategies. Explain the difference between offense and defense. Practice teamwork and explain good sportsmanship. Understand and practice the rules of the game in a safe environment. 	<p>2.5.2.A.1 2.5.2.A.2 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.B.3 2.5.2.B.4 2.5.2.C.1 2.5.2.C.2 2.6.2.A.1 2.6.2.A.2 2.6.2.A.3</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Teamwork, strategies, offense, soccer, goal, kick, throw-in, punt, corner kick, defense, sportsmanship, cooperation, competition, safety	Utility balls, goals, rag balls, pinnies, scooters, 48” beach balls	Observation On the spot corrections

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 1 & 2

Unit: Volleyball

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Physical movement can be creative, enjoyable, and individually rewarding. Teamwork is an important part of playing safe, fair, and fun games. 	<ul style="list-style-type: none"> How can playing games keep us healthy? Why are rules important? How does getting along with others help to make a game more fun?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> Understanding the fundamental concepts related to effective execution of actions, provides the foundation for participation in games, sports, dance, and recreational activities. Teamwork consists of effective communication and other interactions between team members. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. Appropriate types and amounts of physical activity enhance personal health. Attitude impacts physical performance. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explain how regular exercise helps overall health. Participate in age appropriate activity. Practice and perform movement skills appropriate for volleyball. Move through areas with an awareness of personal space changing directions as necessary. Know when to use cooperative and/or competitive strategies. Explain the difference between offense and defense. Play modified games. Practice teamwork and explain good sportsmanship. Understand and practice the rules of the game in a safe environment. 	<p>2.5.2.A.1 2.5.2.A.2 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.B.3 2.5.2.B.4 2.5.2.C.1 2.5.2.C.2 2.6.2.A.1 2.6.2.A.2 2.6.2.A.3</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Pass, bump, “Newcomb”, serve, sportsmanship, teamwork, offense, defense, modified	Variety of beach balls, volleyball net set, nerf balls, volleyballs	Observation On the spot corrections

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 1 & 2

Unit: Track & Field

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Physical movement can be creative, enjoyable, and individually rewarding. • Teamwork is an important part of playing safe, fair, and fun games. 	<ul style="list-style-type: none"> • How can playing games keep us healthy? • Why are rules important? • How does getting along with others help to make a game more fun?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Understanding the fundamental concepts related to effective execution of actions, provides the foundation for participation in games, sports, dance, and recreational activities. • Teamwork consists of effective communication and other interactions between team members. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. • Appropriate types and amounts of physical activity enhance personal health. • Attitude impacts physical performance. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health. • Participate in age appropriate activity. • Practice and perform movement skills appropriate for track and field skills. • Move through areas with an awareness of personal space changing directions as necessary. • Know when to use cooperative and/or competitive strategies. • Explain the difference between offense and defense. • Understand that attitude impacts physical performance. • Practice teamwork and explain good sportsmanship. • Understand and practice the rules of the game in a safe environment. 	<p>2.5.2.A.1 2.5.2.A.2 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.B.3 2.5.2.B.4 2.5.2.C.1 2.5.2.C.2 2.6.2.A.1 2.6.2.A.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Sportsmanship, safety, javelin, discus, teamwork, modified, cooperation, competition, pacing, P.C.P.F.S., standards, footwork, relay</p>	<p>Modified javelins, modified discus, targets, marked mile, stopwatches, tape measures, softball, P.C.P.F.S., standard posters, batons</p>	<p>Observation On the spot Corrections P.C.P.F.S. Test</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 1 & 2

Unit: Bowling

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Physical movement can be creative, enjoyable, and individually rewarding. Teamwork is an important part of playing safe, fair, and fun games. 	<ul style="list-style-type: none"> How can playing games keep us healthy? Why are rules important? How does getting along with others help to make a game more fun?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> Understanding the fundamental concepts related to effective execution of actions, provides the foundation for participation in games, sports, dance, and recreational activities. Teamwork consists of effective communication and other interactions between team members. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. Appropriate types and amounts of physical activity enhance personal health. Attitude impacts physical performance. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explain how regular exercise helps overall health. Participate in age appropriate activity. Practice and perform movement skills appropriate for bowling. Move through areas with an awareness of personal space changing directions as necessary. Understand attitude impacts physical performance. Practice teamwork and explain good sportsmanship. Understand and practice the rules of the game in a safe environment. 	<p>2.5.2.A.1 2.5.2.A.2 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.B.3 2.5.2.B.4 2.5.2.C.1 2.5.2.C.2 2.6.2.A.1 2.6.2.A.2 4.1.2.B.4</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Teamwork, modified, cooperation, competition, strike, spare, rolling</p>	<p>Indoor bowling balls, pins, templates, modified sc</p>	<p>Observation On the spot Corrections Completed score sheets</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 1 & 2

Unit: Cooperative Activities

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Recess games and other cooperative games with friends can keep you physically fit. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • How can playing games keep us healthy? • Why are rules important? • How does getting along with others help to make a game more fun?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • How to participate in the following activities cooperatively and following the prescribed rules for each of them: <ul style="list-style-type: none"> ○ Parachute ○ Building Blocks ○ Whole World on Your Backs ○ Human Knots ○ Place Value 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health. • Participate in age appropriate activity. • Practice and perform movement skills appropriate for activities. • Understand that attitude impacts physical performance. • Practice teamwork and explain good sportsmanship. • Work cooperatively with others to achieve a common goal. 	<p>2.5.2.A.1 2.5.2.A.2 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.B.3 2.5.2.B.4 2.5.2.C.1 2.5.2.C.2</p> <p>2.6.2.A.1 2.6.2.A.2</p> <p>4.1.2.A.2 4.1.2.B.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Teamwork, listening, sportsmanship, safety, cooperation, competition</p>	<p>Parachute, parachute music, yarn balls, nerf balls, rubber chickens, large globe beach balls, cones, cardboard building blocks, number signs</p>	<p>Observation On the spot Corrections</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 1 & 2

Unit: Football

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Physical movement can be creative, enjoyable, and individually rewarding. Teamwork is an important part of playing safe, fair, and fun games. 	<ul style="list-style-type: none"> How can playing games keep us healthy? Why are rules important? How does getting along with others help to make a game more fun?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> Understanding the fundamental concepts related to effective execution of actions, provides the foundation for participation in games, sports, dance, and recreational activities. Teamwork consists of effective communication and other interactions between team members. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. Appropriate types and amounts of physical activity enhance personal health. Attitude impacts physical performance. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explain how regular exercise helps overall health. Participate in age appropriate activity. Practice and perform movement skills appropriate for football. Move through areas with an awareness of personal space changing directions as necessary. Know when to use cooperative and/or competitive strategies. Explain the difference between offense and defense. Understand that attitude impacts physical performance. Practice teamwork and explain good sportsmanship. Understand and practice the rules of the game in a safe environment. 	<p>2.5.2.A.1 2.5.2.A.2 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.B.3 2.5.2.B.4 2.5.2.C.1 2.5.2.C.2 2.6.2.A.1 2.6.2.A.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Football, pass, punt, run, block, goal, field goal, sportsmanship, safety, offense, defense, teamwork, modified, cooperation, competition	Footballs, pinnies, ploypots, scrimmage belts, hoops	Observation On the spot Corrections

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 1 & 2

Unit: Hockey

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Physical movement can be creative, enjoyable, and individually rewarding. Teamwork is an important part of playing safe, fair, and fun games. 	<ul style="list-style-type: none"> How can playing games keep us healthy? Why are rules important? How does getting along with others help to make a game more fun?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> Understanding the fundamental concepts related to effective execution of actions, provides the foundation for participation in games, sports, dance, and recreational activities. Teamwork consists of effective communication and other interactions between team members. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. Appropriate types and amounts of physical activity enhance personal health. Attitude impacts physical performance. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explain how regular exercise helps overall health. Participate in age appropriate activity. Practice and perform movement skills appropriate for hockey. Move through areas with an awareness of personal space changing directions as necessary. Know when to use cooperative and/or competitive strategies. Explain the difference between offense and defense. Understand that attitude impacts physical performance. Practice teamwork and explain good sportsmanship. Understand and practice the rules of the game in a safe environment. 	<p>2.5.2.A.1 2.5.2.A.2 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.B.3 2.5.2.B.4 2.5.2.C.1 2.5.2.C.2 2.6.2.A.1 2.6.2.A.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Pillo Polo, sticks, goals, bully, bounddries, high sticks, modified, goalie, center, offense, defense</p>	<p>Pillo Polo sticks, pinnies, nerf balls, goals, scooters</p>	<p>Observation On the spot Corrections</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 1 & 2

Unit: Kickball & T-ball

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Physical movement can be creative, enjoyable, and individually rewarding. • Teamwork is an important part of playing safe, fair, and fun games. 	<ul style="list-style-type: none"> • How can playing games keep us healthy? • Why are rules important? • How does getting along with others help to make a game more fun?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Understanding the fundamental concepts related to effective execution of actions, provides the foundation for participation in games, sports, dance, and recreational activities. • Teamwork consists of effective communication and other interactions between team members. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. • Appropriate types and amounts of physical activity enhance personal health. • Attitude impacts physical performance. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health. • Participate in age appropriate activity. • Practice and perform movement skills appropriate for kickball/T-ball. • Move through areas with an awareness of personal space changing directions as necessary. • Know when to use cooperative and/or competitive strategies. • Explain the difference between offense and defense. • Understand that attitude impacts physical performance. • Practice teamwork and explain good sportsmanship. • Understand and practice the rules of the game in a safe environment. 	<p>2.5.2.A.1 2.5.2.A.2 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.B.3 2.5.2.B.4 2.5.2.C.1 2.5.2.C.2 2.6.2.A.1 2.6.2.A.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Kicking, bases, hitting, batting, tee, wiffleball, catch, throw, fly ball, tag, bat</p>	<p>Utility balls, bases (indoor and outdoor), wiffleballs, bats</p>	<p>Observation On the spot Corrections</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 1 & 2

Unit: Rhythmic Gymnastics

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Observing and respecting personal space can support a safe and enjoyable fitness experience. • Balance, beat, and timing are important core elements in rhythmic gymnastics. 	<ul style="list-style-type: none"> • Why is safety of primary concern in the sport of rhythmic gymnastics? • How can I move my body gracefully in different directions? • How do I create a movement sequence?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Understanding the fundamental concepts related to effective execution of actions, provides the foundation for participation in dance and recreational activities. • Teamwork consists of effective communication and other interactions between team members. • Appropriate types and amounts of physical activity enhance personal health. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health. • Participate in age appropriate activity. • Practice and perform movement skills appropriate for rhythmic gymnastics. • Move through areas with an awareness of personal space changing directions as necessary. • Understand that attitude impacts physical performance. • Practice teamwork and explain good sportsmanship. • Respond in movement to changes in tempo, beat, rhythm, or musical style. 	<p>2.5.2.A.1 2.5.2.A.2 2.5.2.A.3 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.B.3 2.5.2.B.4 2.5.2.C.1 2.5.2.C.2 2.6.2.A.1 2.6.2.A.2 2.6.2.A.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Swing, figure 8, bounce-catch, waterfall, circles, stir, roll, spin, throw-catch, juggle, balance</p>	<p>Scarves, flags, ribbon sticks, small balls, balance feathers, spin plates and sticks, hoops, music i.e., “The World is a Rainbow”, “Circle of Life”, “Sing a Rainbow”, “Keep the Ball Rolling”</p>	<p>Observation One the spot Corrections Mini Performances</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 3 & 4

Unit: Basketball

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Why are rules important? • Does practice really make perfect?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Understanding the fundamental concepts related to effective execution of actions, provides the foundation for participation in games, sports, dance, and recreational activities. • Ongoing feedback impacts improvement and effectiveness of movement actions. • Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. • Attitude impacts physical performance. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health. • Participate in age appropriate activity. • Practice and perform movement skills appropriate for basketball. • Control body when moving with others in personal and general space within boundaries. • Know when to use cooperative and/or competitive strategies. • Correct errors in response to feedback and explain how the changes helped performance. • Explain the difference between offensive and defensive strategies. • Practice teamwork and explain good sportsmanship acknowledging others in these areas as well. • Motivate others and celebrate successes in a positive manner. • Understand and practice the rules of the game in a safe environment. 	<p>2.5.4.A.1 2.5.4.A.2 2.5.4.A.4 2.5.4.B.1 2.5.4.B.2 2.5.4.C.1 2.5.4.C.2 2.6.4.A.1 2.6.4.A.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Basketball, dribble, pass, shots, traveling, foul, foul shot, sportsmanship, cooperation, competition, motivation, modified, teamwork, strategy, feedback	Utility balls, pinnies, poly spots, rimball, scooters, basketballs, nerf balls	Observation On the spot corrections

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 3 & 4

Unit: Fitness

Time Frame: 20 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Fitness isn't just related to physical ability, but also mental health. • Knowing your fitness strengths and challenges can help you plan a healthy lifestyle. 	<ul style="list-style-type: none"> • How do I measure how fit I am? • How can I improve my fitness?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Understanding the fundamental concepts related to effective execution of actions, provides the foundation for participation in games, sports, dance, and recreational activities. • Ongoing feedback impacts improvement and effectiveness of movement actions. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health including physical, social, emotional, and intellectual health. • Participate in age appropriate exercise activity. • Understand the difference between long term and short term goals. • Recognize that heredity, training, diet and technology can have an effect on personal fitness. • Develop goals based on the President's Physical Fitness and Sports Test. 	<p>2.6.4.A.1 2.6.4.A.2 2.6.4.A.3 2.5.4.A.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Endurance, flexibility, strength, frequency, intensity, repetition, pace, short term goal, long term goal, P.C.P.F.S. Test, national standards, presidential standards</p>	<p>Mats, steps, timers, exercise bands, BOSU balls, cones, exercise signs, exercise sheets, hula hoops, rope ladder, exercise wheels, beanbags, push up mat, jump ropes, pull up bars, donut weights, bar weights, sit and reach boxes, hand weights, exercise balls, P.C.P.F.S. standards</p>	<p>Observation On the spot corrections Individual evaluation Rubric</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 3 & 4

Unit: Low Organizational Games

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Recess games and playing outdoor games with friends can keep you physically fit. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • How can playing games keep us healthy? • Why are rules important? • How does getting along with others help to make a game more fun?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • How to play the following games cooperatively and following the prescribed rules for each of them: <ul style="list-style-type: none"> ○ Jewel Thieves ○ Buffalo Bills & Bettys ○ Dodging Games ○ Find a Home ○ Tag Games • Understanding the fundamental concepts related to effective execution of actions, provides the foundation for participation in games, sports, dance, and recreational activities. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health. • Participate in age appropriate activity. • Practice and perform movement skills appropriate for specific games. • Control body when moving with others in personal and general space within boundaries. • Know when to use cooperative and/or competitive strategies. • Correct errors in response to feedback and explain how the changes helped performance. • Explain the difference between offensive and defensive strategies. • Understand that attitude impacts physical performance. • Practice teamwork and explain good sportsmanship acknowledging others in these areas as well. • Motivate others and celebrate successes in a positive manner. <p>Understand and practice the rules of the game in a safe environment.</p>	<p>2.5.4.A.1 2.5.4.A.2 2.5.4.A.4 2.5.4.B.1 2.5.4.B.2 2.5.4.C.1 2.5.4.C.2 2.6.4.A.1 2.5.4.A.2 2.4.5.A.3 2.5.4.A.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Fair play, safe tags, sportsmanship, teamwork, attitude, offense, defense	Utility balls, nerf balls, pinnies, poly spots, rimball, scooters, beanbags, hula hoops, bandanas, bowling pins	Observation On the spot corrections

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 3 & 4

Unit: Obstacle Course

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • How can skills from obstacle courses relate to daily exercises? • How can I prepare for a fitness challenge?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Understanding the fundamental concepts related to effective execution of actions, provides the foundation for participation in games, sports, dance, and recreational activities. • Ongoing feedback impacts improvement and effectiveness of movement actions. • Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. • Attitude impacts physical performance. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health. • Participate in age appropriate activity. • Practice and perform movement skills appropriate for an obstacle course. • Control body when moving with others in personal and general space within boundaries. • Know when to use cooperative and/or competitive strategies. • Correct errors in response to feedback and explain how the changes helped performance. • Respond to changes in tempo, rhythm, and musical styles. • Understand that attitude impacts physical performance. • Practice teamwork and explain good sportsmanship acknowledging others in these areas as well. • Motivate others and celebrate successes in a positive manner. • Understand and practice the rules of the game in a safe environment. 	<p>2.5.4.A.1 2.5.4.A.2 2.5.4.A.3 2.5.4.A.4 2.5.4.B.1 2.5.4.B.2 2.5.4.C.1 2.5.4.C.2 2.6.4.A.1 2.6.4.A.2 2.6.4.A.3 2.6.4.A.4</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Spotters, climbing, swinging, pace, rhythm, tempo, beat, music styles</p>	<p>White parachute, standards, cones, noodles, steps, ladder, port-a-pits, buckets, beanbags, parallel bars, over-under bars, rope, scooters, tricycles, balance beam, webs, mats, waling boards, cargo net, high bar, tires, hoops, horse, climbing rope, job cards, start cards, display signs, destination signs, PowerPoint presentations, tape player, movement music</p>	<p>Observation On the spot corrections Discussion</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Comprehensive Health Curriculum Guide

Grade: 3 & 4

Unit: School Walk for Diabetes & Jump Rope for Heart

Time Frame: 2 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> A healthy person has the ability to advocate for personal, family, and community health. 	<ul style="list-style-type: none"> How can I, by participating in service projects, make a difference in promoting good health?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> Proper food choices are important in controlling diabetes, heart disease and stroke. Diabetes, heart disease, and stroke can affect anyone. Service projects provide an opportunity to have a positive impact on the lives of self and others. Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions. Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. Each component of fitness contributes to personal health as well as motor skill performance. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Compare and contrast communicable and chronic diseases. Identify the causes and ways to control diabetes, heart disease and stroke. Participate in a fundraising activity for the ADA and/or the AHA. 	<p>2.2.4.D.1</p> <p>2.5.4.A.2 2.5.4.A.4 2.5.4.B.2 2.5.4.C.1 2.5.4.C.2</p> <p>2.6.4.A.1 2.6.4.A.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Chronic, diabetes, heart, insulin, pancreas, stroke, heart disease, personal health, personal fitness	Pattern set up in gym using cones, tape, and signs with information from ADA Jump ropes Timer Signs with information AHA	Discussion Questioning

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 3 & 4

Unit: Soccer

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Why are rules important? • Does practice really make perfect?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Understanding the fundamental concepts related to effective execution of actions, provides the foundation for participation in games, sports, dance, and recreational activities. • Ongoing feedback impacts improvement and effectiveness of movement actions. • Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. • Attitude impacts physical performance. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health. • Participate in age appropriate activity. • Practice and perform movement skills appropriate for soccer. • Control body when moving with others in personal and general space within boundaries. • Know when to use cooperative and/or competitive strategies. • Correct errors in response to feedback and explain how the changes helped performance. • Explain the difference between offensive and defensive strategies. • Understand that attitude impacts physical performance. • Practice teamwork and explain good sportsmanship acknowledging others in these areas as well. • Motivate others and celebrate successes in a positive manner. • Understand and practice the rules of the game in a safe environment. 	<p>2.5.4.A.1 2.5.4.A.2 2.5.4.A.4 2.5.4.B.1 2.5.4.B.2 2.5.4.C.1 2.5.4.C.2 2.6.4.A.1 2.6.4.A.2 2.6.4.A.3 2.6.4.A.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Offense, defense, strategy , soccer, goal, kick, throw-in, punt, corner kick, modified game, sportsmanship, cooperation, attitude</p>	<p>Utility balls, goals, rag balls, pinnies, scooters, 48” beach balls, soccer balls, cones</p>	<p>Observation On the spot corrections</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 3 & 4

Unit: Volleyball

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Why are rules important? • Does practice really make perfect?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Understanding the fundamental concepts related to effective execution of actions, provides the foundation for participation in games, sports, dance, and recreational activities. • Ongoing feedback impacts improvement and effectiveness of movement actions. • Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. • Attitude impacts physical performance. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health. • Participate in age appropriate activity. • Practice and perform movement skills appropriate for soccer. • Control body when moving with others in personal and general space within boundaries. • Know when to use cooperative and/or competitive strategies. • Correct errors in response to feedback and explain how the changes helped performance. • Explain the difference between offensive and defensive strategies. • Understand that attitude impacts physical performance. • Practice teamwork and explain good sportsmanship acknowledging others in these areas as well. • Motivate others and celebrate successes in a positive manner. • Understand and practice the rules of the game in a safe environment. 	<p>2.5.4.A.1 2.5.4.A.2 2.5.4.A.4 2.5.4.B.1 2.5.4.B.2 2.5.4.C.1 2.5.4.C.2 2.6.4.A.1 2.6.4.A.2 2.6.4.A.3 2.6.4.A.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Pass, bump, “Newcomb” serve, teamwork, cooperation, offense, defense, modified, motivation, competition	Variety of beach balls, volleyball net set, nerf balls, volleyballs	Observation On the spot corrections

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 3 & 4

Unit: Track & Field

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Why are rules important? • Does practice really make perfect?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Understanding the fundamental concepts related to effective execution of actions, provides the foundation for participation in games, sports, dance, and recreational activities. • Ongoing feedback impacts improvement and effectiveness of movement actions. • Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. • Attitude impacts physical performance. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health. • Participate in age appropriate activity. • Practice and perform movement skills appropriate for track and field. • Control body when moving with others in personal and general space within boundaries. • Know when to use cooperative and/or competitive strategies. • Correct errors in response to feedback and explain how the changes helped performance. • Explain the difference between offensive and defensive strategies. • Understand that attitude impacts physical performance. • Practice teamwork and explain good sportsmanship acknowledging others in these areas as well. • Motivate others and celebrate successes in an appropriate manner. • Understand and practice the rules of the game in a safe environment. 	<p>2.5.4.A.1 2.5.4.A.2 2.5.4.A.4 2.5.2.B.1 2.5.4.B.2 2.5.4.C.1 2.5.4.C.2 2.6.4.A.1 2.6.4.A.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Sportsmanship, safety, javelin, discus, teamwork, modified, cooperation, competition, pacing, P.C.P.F.S., standards, footwork, relay</p>	<p>Modified javelins, modified discus, targets, marked mile, stopwatches, tape measures, softballs, P.C.P.F.S. standard posters, batons</p>	<p>Observation On the spot Corrections P.C.P.F.S. Test</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 3 & 4

Unit: Bowling

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Why are rules important? • Does practice really make perfect?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Understanding the fundamental concepts related to effective execution of actions, provides the foundation for participation in games, sports, dance, and recreational activities. • Ongoing feedback impacts improvement and effectiveness of movement actions. • Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. • Attitude impacts physical performance. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health. • Participate in age appropriate activity. • Practice and perform movement skills appropriate for bowling. • Control body when moving with others in personal and general space within boundaries. • Know when to use cooperative and/or competitive strategies. • Correct errors in response to feedback and explain how the changes helped performance. • Explain the difference between offensive and defensive strategies. • Understand that attitude impacts physical performance. • Practice teamwork and explain good sportsmanship acknowledging others in these areas as well. • Motivate others and celebrate successes in an appropriate manner. • Understand and practice the rules of the game in a safe environment. 	<p>2.5.4.A.1 2.5.4.A.2 2.5.4.A.4 2.5.2.B.1 2.5.4.B.2 2.5.4.C.1 2.5.4.C.2 2.6.4.A.1 2.6.4.A.2 4.1.4.A.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Strike, spare, rolling, sportsmanship, cooperation, competition, motivation, modified, teamwork, strategy, feedback	Indoor bowling balls and pins, templates, score sheets, white board, dry erase markers	Observation On the spot Corrections Completed Score Sheets

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 3 & 4

Unit: Cooperative Activities

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Recess games and other cooperative games with friends can keep you physically fit. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • How can playing games keep us healthy? • Why are rules important? • How does getting along with others help to make a game more fun?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • How to work cooperatively in the following activities and following the prescribed rules for each of them: <ul style="list-style-type: none"> ○ Whole World on Your Backs ○ Poly Spot Games ○ Great Ski Rescue ○ Muddy River (Tires) ○ Human Knots ○ Parachute Games ○ Hoop Pass ○ US Map Puzzle ○ Skeleton Puzzle ○ Capture the Flag • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health. • Participate in age appropriate activity. • Practice and perform movement skills appropriate cooperative games/activities • Control body when moving with others in personal and general space within boundaries. • Know when to use cooperative and/or competitive strategies. • Correct errors in response to feedback and explain how the changes helped performance. • Explain the difference between offensive and defensive strategies. • Understand that attitude impacts physical performance. • Practice teamwork and explain good sportsmanship acknowledging others in these areas as well. • Motivate others and celebrate successes in an appropriate manner. • Understand and practice the rules of the game in a safe environment. 	<p>2.5.4.A.1 2.5.4.A.2 2.5.4.A.4 2.5.2.B.1 2.5.4.B.2 2.5.4.C.1 2.5.4.C.2 2.6.4.A.1 2.6.4.A.2 5.3.4.A.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Teamwork, listening, sportsmanship, safety, cooperation, competition</p>	<p>Parachute, parachute music, yarn balls, nerf balls, rubber chickens, scrimmage belts, cones, four person skis, recycled motorbike tires, hula hoops, large US map puzzle, skeleton puzzle, flags</p>	<p>Observation On the spot Corrections</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 3 & 4

Unit: Football

Time Frame: 4 Session

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Why are rules important? • Does practice really make perfect?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Understanding the fundamental concepts related to effective execution of actions, provides the foundation for participation in games, sports, dance, and recreational activities. • Ongoing feedback impacts improvement and effectiveness of movement actions. • Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. • Attitude impacts physical performance. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health. • Participate in age appropriate activity. • Practice and perform movement skills appropriate for football. • Control body when moving with others in personal and general space within boundaries. • Know when to use cooperative and/or competitive strategies. • Correct errors in response to feedback and explain how the changes helped performance. • Explain the difference between offensive and defensive strategies. • Understand that attitude impacts physical performance. • Practice teamwork and explain good sportsmanship acknowledging others in these areas as well. • Motivate others and celebrate successes in an appropriate manner. • Understand and practice the rules of the game in a safe environment. 	<p>2.5.4.A.1 2.5.4.A.2 2.5.4.A.4 2.5.2.B.1 2.5.4.B.2 2.5.4.C.1 2.5.4.C.2 2.6.4.A.1 2.6.4.A.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Football, pass, punt, run, block, goal, field goal, sportsmanship, cooperation, competition, motivation, modified, teamwork, strategy, feedback	Footballs, pinnies, scrimmage belts, hoops	Observation On the spot Corrections

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 3 & 4

Unit: Hockey

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Why are rules important? • Does practice really make perfect?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Understanding the fundamental concepts related to effective execution of actions, provides the foundation for participation in games, sports, dance, and recreational activities. • Ongoing feedback impacts improvement and effectiveness of movement actions. • Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. • Attitude impacts physical performance. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health. • Participate in age appropriate activity. • Practice and perform movement skills appropriate for hockey • Control body when moving with others in personal and general space within boundaries. • Know when to use cooperative and/or competitive strategies. • Correct errors in response to feedback and explain how the changes helped performance. • Explain the difference between offensive and defensive strategies. • Understand that attitude impacts physical performance. • Practice teamwork and explain good sportsmanship acknowledging others in these areas as well. • Motivate others and celebrate successes in an appropriate manner. • Understand and practice the rules of the game in a safe environment. 	<p>2.5.4.A.1 2.5.4.A.2 2.5.4.A.4 2.5.2.B.1 2.5.4.B.2 2.5.4.C.1 2.5.4.C.2 2.6.4.A.1 2.6.4.A.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Pillo Polo, sticks, goals, bully, boundaries, high sticks, modified, goalie, center, offense, defense</p>	<p>Pillo Polo sticks, pinnies, nerf balls, goals, scooters</p>	<p>Observation On the spot Corrections</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 3 & 4

Unit: Kickball & T-ball

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Why are rules important? • Does practice really make perfect?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Understanding the fundamental concepts related to effective execution of actions, provides the foundation for participation in games, sports, dance, and recreational activities. • Ongoing feedback impacts improvement and effectiveness of movement actions. • Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. • Attitude impacts physical performance. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health. • Participate in age appropriate activity. • Practice and perform movement skills appropriate for kickball/T-ball • Control body when moving with others in personal and general space within boundaries. • Know when to use cooperative and/or competitive strategies. • Correct errors in response to feedback and explain how the changes helped performance. • Explain the difference between offensive and defensive strategies. • Understand that attitude impacts physical performance. • Practice teamwork and explain good sportsmanship acknowledging others in these areas as well. • Motivate others and celebrate successes in an appropriate manner. • Understand and practice the rules of the game in a safe environment. 	<p>2.5.4.A.1 2.5.4.A.2 2.5.4.A.4 2.5.2.B.1 2.5.4.B.2 2.5.4.C.1 2.5.4.C.2 2.6.4.A.1 2.6.4.A.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Kicking, bases, hitting, batting, tee, waffle ball, catch, throw, fly ball tag, bat</p>	<p>Utility balls, bases (indoor and outdoor), waffle balls, bats</p>	<p>Observation On the spot Corrections</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 3 & 4

Unit: Rhythmic Gymnastics

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Observing and respecting personal space can support a safe and enjoyable fitness experience. Balance, beat, and timing are important core elements in rhythmic gymnastics. 	<ul style="list-style-type: none"> Why is safety of primary concern in the sport of rhythmic gymnastics? How can I move my body gracefully in different directions? How do I create a movement sequence?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> Understanding the fundamental concepts related to effective execution of actions, provides the foundation for participation in games, sports, dance, and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explain how regular exercise helps overall health. Control body when moving with others in personal and general space within boundaries. Correct errors in response to feedback and explain how the changes helped performance. Understand that attitude impacts physical performance. Practice teamwork and explain good sportsmanship acknowledging others in these areas as well. Motivate others and celebrate successes in an appropriate manner. 	<p>2.5.4.A.1 2.5.4.A.2 2.5.4.A.3 2.5.4.A.4 2.5.2.B.1 2.5.4.B.2 2.5.4.C.1 2.5.4.C.2 2.6.4.A.1 2.6.4.A.2 2.6.4.A.3 2.6.4.A.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Swing, figure 8, bounce-catch, waterfall, circles, stir, roll, spin, throw-catch, juggle, balance</p>	<p>Scarves, flags, ribbon sticks, small balls, balance feathers, spin plates and sticks, hoops, music i.e., “The World is a Rainbow”, “Circle of Life”, “Sing a Rainbow”, “Keep the Ball Rolling”</p>	<p>Observation On the spot Corrections Mini Performances</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 3 & 4

Unit: Dance Dance Revolution (DDR)

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> The elements of dance are time, space, and energy. Dance is a form of exercise that supports physical and emotional health. 	<ul style="list-style-type: none"> Can video games promote fitness? How does dance, music, and physical education relate to one another?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> Understanding the fundamental concepts related to effective execution of actions, provides the foundation for participation in games, sports, dance, and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explain how regular exercise helps overall health. Control body when moving with others in personal and general space within boundaries. Correct errors in response to feedback and explain how the changes helped performance. Understand that attitude impacts physical performance. Practice teamwork and explain good sportsmanship acknowledging others in these areas as well. Motivate others and celebrate successes in an appropriate manner. Understand and practice the rules of the game in a safe environment. Explain and demonstrate movement sequences, individually and with others in response to various tempos, rhythms, and musical styles. 	<p>2.5.4.A.1 2.5.4.A.2 2.5.4.A.3 2.5.4.A.4 2.5.2.B.1 2.5.4.B.2 2.5.4.C.1 2.5.4.C.2 2.6.4.A.1 2.6.4.A.2 2.6.4.A.3 2.6.4.A.4 1.3.5.A.1 1.3.5.A.5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Left, right, hold, characters, tempo, rhythm, musical variety, cooperation, practice</p>	<p>TVs, DDR CDs, scoring pads, practice pads, Playstation 2</p>	<p>Observation On the spot Corrections Game Scoring</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 5

Unit: Basketball

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Why are rules important? • Does practice really make perfect?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. • Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others. • There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. • There is a strong cultural, ethnic, and historical background associated with competitive sports. • Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health including physical, social, emotional, and intellectual health. • Participate in age appropriate exercise activity. • Understand the difference between long terms and short term goals and how his/her own fitness level will impact these goals. • Recognize that health, interests, time and environment can have an effect on personal fitness. • Discuss how activity, healthy eating and body composition impact personal fitness. • Explain and perform the movement skills appropriate for basketball. • Demonstrate control while moving through the activities and drills. • Use feedback and self analyzing techniques to correct errors. • Use offensive, defensive and cooperative strategies in activities and make modifications as necessary. • Understand roles and responsibilities of players. • Apply rules and procedures specific to the game. • Understand the difference between skill-related fitness and health-related fitness. 	<p>2.5.6.A.1 2.5.6.A.2 2.5.6.A.3 2.5.6.B.1 2.5.6.B.2 2.5.6.C.1 2.5.6.C.2</p> <p>2.6.6.A.1 2.6.6.A.2 2.6.6.A.3 2.6.6.A.4 2.6.6.A.5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT PROJECT
Basketball, dribble, pass, shots, traveling, foul, foul shot, teamwork, cooperation, strategy, feedback, self analyzing, responsibility, personal fitness	Utility balls, pinnies, poly spots, rimball, scooters, basketball	Observation On the spot corrections

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 5

Unit: Fitness

Time Frame: 20 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Fitness isn't just related to physical ability, but also mental health. • Knowing your fitness strengths and challenges can help you plan a healthy lifestyle. 	<ul style="list-style-type: none"> • How fit is healthy for someone your age? • How do you measure physical fitness? • How does physical fitness improve quality of life?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status. • The difference between long term and short term goals and how his/her own fitness level will impact these goals. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health including physical, social, emotional, and intellectual health. • Participate in age appropriate exercise activity. • Recognize that health, interests, times and environment can have an effect on personal fitness. • Discuss how activity, healthy eating, and body composition impact personal fitness. • Develop goals based on the President's Physical Fitness and Sports Test. 	<p>2.6.6.A.1 2.6.6.A.3 2.6.6.A.4 2.6.6.A.5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Endurance, flexibility, strength, frequency, intensity, repetition, pace, short term goal, long term goal, P.C.P.F.S. Test, national standards, presidential standards</p>	<p>Mats, steps, timers, exercise bands, BOSU balls, cones, exercise signs, exercise sheets, hula hoops, rope ladder, exercise wheels, beanbags, push up mat, jump ropes, pull up bars, donut weights, bar weights, sit and reach boxes, hand weights, exercise balls, P.C.P.F.S. standards</p>	<p>Observation On the spot corrections Individual evaluation Rubric</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 5

Unit: Low Organizational Games

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Recess games and playing outdoor games with friends can keep you physically fit. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • How can playing games keep us healthy? • Why are rules important? • How does getting along with others help to make a game more fun?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • How to play the following games cooperatively and following the prescribed rules for each of them: <ul style="list-style-type: none"> ○ Jewel Thieves ○ Buffalo Bills & Bettys ○ Dodging Games ○ Find a Home ○ Tag Games • Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health including physical, social, emotional, and intellectual health. • Participate in age appropriate exercise activity. • Understand the difference between long terms and short term goals and how his/her own fitness level will impact these goals. • Recognize that health, interests, time and environment can have an effect on personal fitness. • Discuss how activity, healthy eating and body composition impact personal fitness. • Explain and perform the movement skills appropriate for basketball. • Demonstrate control while moving through the activities and drills. • Use feedback and self analyzing techniques to correct errors. • Use offensive, defensive and cooperative strategies in activities and make modifications as necessary. • Understand roles and responsibilities of players. • Apply rules and procedures specific to the game. • Understand the difference between skill-related fitness and health-related fitness. 	<p>2.5.6.A.1 2.5.6.A.2 2.5.6.A.4 2.5.6.B.1 2.5.6.B.2 2.5.6.C.1 2.5.6.C.2 2.6.6.A.1 2.6.6.A.2 2.6.6.A.3 2.6.6.A.4 2.6.6.A.5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Fair play, safe tags, teamwork, body control, feedback, skill related fitness, health related fitness, self analyze, body composition</p>	<p>Utility balls, nerf balls, innies, poly spots, rimball, scooters, beanbags, hula hoops, bandanas, bowling pins</p>	<p>Observation On the spot corrections</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 5

Unit: Obstacle Course

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • How can skills from obstacle courses relate to daily exercises? • How can I prepare for a fitness challenge?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. • Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others. • Ongoing feedback impacts improvement and effectiveness of movement actions. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. • Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health including physical, social, emotional, and intellectual health. • Participate in age appropriate exercise activity. • Understand the difference between long terms and short term goals and how his/her own fitness level will impact these goals. • Recognize that health, interests, time and environment can have an effect on personal fitness. • Discuss how activity, healthy eating and body composition impact personal fitness. • Explain and perform the movement skills appropriate for an obstacle course. • Demonstrate control while moving through the activities and drills. • Move with changing rhythms, beats, tempos, and music styles. • Use offensive, defensive and cooperative strategies in activities and make modifications as necessary. • Understand roles and responsibilities of players. • Apply rules and procedures specific to the game. • Understand the difference between skill-related fitness and health-related fitness. 	<p>2.5.6.A.1 2.5.6.A.2 2.5.6.A.4 2.5.6.B.1 2.5.6.B.2 2.5.6.C.1 2.5.6.C.2</p> <p>2.6.6.A.1 2.6.6.A.2 2.6.6.A.3 2.6.6.A.4 2.6.6.A.5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Spotters, climbing, swinging, pace, rhythm, tempo, beat, music styles, cooperation</p>	<p>White parachute, standards, cones, noodles, steps, ladder, port-a-pits, buckets, beanbags, parallel bars, over-under bars, rope, scooters, tricycles, balance beam, webs, mats, waling boards, cargo net, high bar, tires, hoops, horse, climbing rope, job cards, start cards, display signs, destination signs, PowerPoint presentations, tape player, movement music</p>	<p>Observation On the spot corrections Discussion</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Comprehensive Health Curriculum Guide

Grade: 5

Unit: School Walk for Diabetes & Jump Rope for Heart

Time Frame: 2 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> A healthy person has the ability to advocate for personal, family, and community health. 	<ul style="list-style-type: none"> How can I, by participating in service projects, make a difference in promoting good health?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> Proper food choices are important in controlling diabetes, heart disease and stroke. Diabetes, heart disease, and stroke can affect anyone. Participation in social and health- or service-organization initiatives have a positive social impact. Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. Performing movement skills effectively is often based on an individual’s ability to analyze one’s own performance as well as receive constructive feedback from others. There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Compare and contrast communicable and chronic diseases. Identify the causes and ways to control diabetes, heart disease and stroke. Participate in a fundraising activity for the ADA and/or the AHA. 	<p>2.2.6.D.1</p> <p>2.5.6.A.2</p> <p>2.5.6.A.4</p> <p>2.5.6.B.2</p> <p>2.5.6.C.1</p> <p>2.6.6.A.1</p> <p>2.6.6.A.2</p> <p>2.6.6.A.5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT PROJECT
<p>Chronic, diabetes, heart, insulin, pancreas, stroke, heart disease, personal health, personal fitness, health organization</p>	<p>Pattern set up in gym using cones, tape, and signs with information from ADA</p> <p>Jump ropes</p> <p>Timer</p> <p>Signs with information AHA</p>	<p>Observation</p> <p>Discussion</p> <p>Questioning</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 5

Unit: Soccer

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Why are rules important? • Does practice really make perfect?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. • Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others. • There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. • There is a strong cultural, ethnic, and historical background associated with competitive sports. • Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health including physical, social, emotional, and intellectual health. • Participate in age appropriate exercise activity. • Understand the difference between long terms and short term goals and how his/her own fitness level will impact these goals. • Recognize that health, interests, time and environment can have an effect on personal fitness. • Discuss how activity, healthy eating and body composition impact personal fitness. • Explain and perform the movement skills appropriate for soccer. • Demonstrate control while moving through the activities and drills. • Use feedback and self analyzing techniques to correct errors. • Use offensive, defensive and cooperative strategies in activities and make modifications as necessary. • Understand roles and responsibilities of players. • Apply rules and procedures specific to the game. • Understand the difference between skill-related fitness and health-related fitness. 	<p>2.5.6.A.1 2.5.6.A.2 2.5.6.A.4 2.5.6.B.1 2.5.6.B.2 2.5.6.C.1 2.5.6.C.2 2.6.6.A.1 2.6.6.A.2 2.6.6.A.3 2.6.6.A.4 2.6.6.A.5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/ PROJECT
Dribble, pass, goal, throw in, shots, penalty, penalty shot, feedback responsibility	Utility balls, pinnies, 48" beach balls, scooters, soccer balls	Observation On the spot corrections

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 5

Unit: Volleyball

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Why are rules important? • Does practice really make perfect?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. • Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others. • There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. • There is a strong cultural, ethnic, and historical background associated with competitive sports. • Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health including physical, social, emotional, and intellectual health. • Participate in age appropriate exercise activity. • Understand the difference between long terms and short term goals and how his/her own fitness level will impact these goals. • Recognize that health, interests, time and environment can have an effect on personal fitness. • Discuss how activity, healthy eating and body composition impact personal fitness. • Explain and perform the movement skills appropriate for soccer. • Demonstrate control while moving through the activities and drills. • Use feedback and self analyzing techniques to correct errors. • Use offensive, defensive and cooperative strategies in activities and make modifications as necessary. • Understand roles and responsibilities of players. • Apply rules and procedures specific to the game. • Understand the difference between skill-related fitness and health-related fitness. 	<p>2.5.6.A.1 2.5.6.A.2 2.5.6.A.4 2.5.6.B.1 2.5.6.B.2 2.5.6.C.1 2.5.6.C.2 2.6.6.A.1 2.6.6.A.2 2.6.6.A.3 2.6.6.A.4 2.6.6.A.5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT PROJECT
<p>Pass, bump, "Newcomb", serve, offense, defense, teamwork, feedback, self analyze, modified, cooperation, competition, personal fitness</p>	<p>Variety of beach balls, volleyball net set, nerf balls, volleyballs</p>	<p>Observation On the spot corrections</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 5

Unit: Track & Field

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Why are rules important? • Does practice really make perfect?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. • Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others. • There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. • There is a strong cultural, ethnic, and historical background associated with competitive sports. • Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health including physical, social, emotional and intellectual. • Understand the difference between long term and short term goals, and how his/her own fitness level will impact these goals, • Recognize that health, interests, time and environment can have an effect on personal fitness. • Discuss how activity, healthy eating and body composition impact personal fitness. • Explain and perform the movement skills appropriate for track and field. • Demonstrate control while moving through the activities and drills. • Use feedback and self analyzing techniques to correct errors. • Use offensive, defensive and cooperative strategies in activities and make modifications as necessary. • Understand roles and responsibilities of players. • Understand the difference between skill-related fitness and health-related fitness. 	<p>2.5.6.A.1 2.5.6.A.2 2.5.6.A.4 2.5.6.B.1 2.5.6.B.2 2.5.6.C.1 2.5.6.C.2</p> <p>2.6.6.A.1 2.6.6.A.2 2.6.6.A.3 2.6.6.A.4 2.6.6.A.5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Sportsmanship, safety, javelin, discus, teamwork, modified, cooperation, competition, pacing P.C.P.F.S., standards, footwork, relay</p>	<p>Modified javelins, modified discus, targets, marked mile, stopwatches, tape measures, softballs, P.C.P.F.S. standard posters, batons</p>	<p>Observation On the spot Corrections P.C.P.F.S. Test</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 5

Unit: Bowling

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Why are rules important? • Does practice really make perfect?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. • Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others. • There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. • There is a strong cultural, ethnic, and historical background associated with competitive sports. • Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health including physical, social, emotional and intellectual. • Understand the difference between long term and short term goals, and how his/her own fitness level will impact these goals, • Recognize that health, interests, time and environment can have an effect on personal fitness. • Discuss how activity, healthy eating and body composition impact personal fitness. • Explain and perform the movement skills appropriate for track and field. • Demonstrate control while moving through the activities and drills. • Use feedback and self analyzing techniques to correct errors. • Use offensive, defensive and cooperative strategies in activities and make modifications as necessary. • Understand roles and responsibilities of players. • Understand the difference between skill-related fitness and health-related fitness. 	<p>2.5.6.A.1 2.5.6.A.2 2.5.6.A.4 2.5.6.B.1 2.5.6.B.2 2.5.6.C.1 2.5.6.C.2</p> <p>2.6.6.A.1 2.6.6.A.2 2.6.6.A.3 2.6.6.A.4 2.6.6.A.5</p> <p>4.1.5.A.6 4.1.5.B.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Strike, spare, rolling, sportsmanship, cooperation, competition, motivation, modified, teamwork, strategy, feedback	Indoor bowling balls and pins, templates, score sheets, white board, dry erase markers	Observation On the spot Corrections Completed Score Sheets

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 5

Unit: Cooperative Activities

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Recess games and cooperative activities with friends can keep you physically fit. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • How can playing games keep us healthy? • Why are rules important? • How does getting along with others help to make a game more fun?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • How to work cooperatively in the following activities and following the prescribed rules for each of them: <ul style="list-style-type: none"> ○ Human Knots ○ Poly Spot Activities ○ Great Ski Rescue ○ Muddy River (Tires) ○ Island Hop ○ Parachute Games ○ Hoop Pass ○ US Map Puzzle ○ Skeleton Puzzle ○ Capture the Flag ○ Nuclear Waste ○ Building Blocks • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health including physical, social, emotional, and intellectual health. • Participate in age appropriate exercise activity. • Understand the difference between long terms and short term goals and how his/her own fitness level will impact these goals. • Discuss how activity, healthy eating and body composition impact personal fitness. • Demonstrate control while moving through the activities and drills. • Use feedback and self analyzing techniques to correct errors. • Use cooperative strategies in activities and make modifications as necessary. • Apply rules and procedures specific to the game. 	<p>2.5.6.A.1 2.5.6.A.2 2.5.6.A.4 2.5.6.B.1 2.5.6.B.2 2.5.6.C.1 2.5.6.C.2 2.6.6.A.1 2.6.6.A.2 2.6.6.A.3 2.6.6.A.4 2.6.6.A.5 5.3.6.A.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Teamwork, listening, sportsmanship, safety, cooperation, competition</p>	<p>Parachute, poly spots, palm trees, mats, domes, wooden blocks, bean bags, Nuclear Waste Game, cones, foam building blocks, boxes, four person skis, recycled motorbike tires, hula hoops, large US map puzzle, large skeleton puzzle, scrimmage belts, flags</p>	<p>Observation On the spot Corrections</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 5

Unit: Football

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Why are rules important? • Does practice really make perfect?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. • Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others. • There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. • There is a strong cultural, ethnic, and historical background associated with competitive sports. • Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health including physical, social, emotional and intellectual. • Understand the difference between long term and short term goals, and how his/her own fitness level will impact these goals, • Recognize that health, interests, time and environment can have an effect on personal fitness. • Discuss how activity, healthy eating and body composition impact personal fitness. • Explain and perform the movement skills appropriate for track and field. • Demonstrate control while moving through the activities and drills. • Use feedback and self analyzing techniques to correct errors. • Use offensive, defensive and cooperative strategies in activities and make modifications as necessary. • Understand roles and responsibilities of players. • Understand the difference between skill-related fitness and health-related fitness. 	<p>2.5.6.A.1 2.5.6.A.2 2.5.6.A.4 2.5.6.B.1 2.5.6.B.2 2.5.6.C.1 2.5.6.C.2 2.6.6.A.1 2.6.6.A.2 2.6.6.A.3 2.6.6.A.4 2.6.6.A.5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Football, pass, punt, run, block, goal, field goal, teamwork, cooperation, strategy, feedback, self analyzing, responsibilities, personal fitness, offense, defense	Footballs, pinnies, scrimmage belts, hoops	Observation On the spot Corrections

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 5

Unit: Hockey

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Why are rules important? • Does practice really make perfect?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. • Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others. • There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. • There is a strong cultural, ethnic, and historical background associated with competitive sports. • Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health including physical, social, emotional and intellectual. • Understand the difference between long term and short term goals, and how his/her own fitness level will impact these goals, • Recognize that health, interests, time and environment can have an effect on personal fitness. • Discuss how activity, healthy eating and body composition impact personal fitness. • Explain and perform the movement skills appropriate for track and field. • Demonstrate control while moving through the activities and drills. • Use feedback and self analyzing techniques to correct errors. • Use offensive, defensive and cooperative strategies in activities and make modifications as necessary. • Understand roles and responsibilities of players. • Understand the difference between skill-related fitness and health-related fitness. 	<p>2.5.6.A.1 2.5.6.A.2 2.5.6.A.4 2.5.6.B.1 2.5.6.B.2 2.5.6.C.1 2.5.6.C.2 2.6.6.A.1 2.6.6.A.2 2.6.6.A.3 2.6.6.A.4 2.6.6.A.5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Pillo Polo, sticks, goals, bully, boundaries, high sticks, modified, goalie, center, offense, defense	Pillo Polo sticks, pinnies, nerf balls, goals, scooters	Observation On the spot Corrections

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 5

Unit: Kickball & T-ball

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Why are rules important? • Does practice really make perfect?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. • Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others. • There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. • There is a strong cultural, ethnic, and historical background associated with competitive sports. • Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how regular exercise helps overall health including physical, social, emotional and intellectual. • Understand the difference between long term and short term goals, and how his/her own fitness level will impact these goals, • Recognize that health, interests, time and environment can have an effect on personal fitness. • Discuss how activity, healthy eating and body composition impact personal fitness. • Explain and perform the movement skills appropriate for track and field. • Demonstrate control while moving through the activities and drills. • Use feedback and self analyzing techniques to correct errors. • Use offensive, defensive and cooperative strategies in activities and make modifications as necessary. • Understand roles and responsibilities of players. • Understand the difference between skill-related fitness and health-related fitness. 	<p>2.5.6.A.1 2.5.6.A.2 2.5.6.A.4 2.5.6.B.1 2.5.6.B.2 2.5.6.C.1 2.5.6.C.2</p> <p>2.6.6.A.1 2.6.6.A.2 2.6.6.A.3 2.6.6.A.4 2.6.6.A.5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Kicking, bases, hitting, batting, tee, waffle ball, catch, throw, fly ball, tag, bat	Utility balls, bases (indoor and outdoor), waffle balls, bats	Observation On the Spot Corrections

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 5

Unit: Rhythmic Gymnastics

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Observing and respecting personal space can support a safe and enjoyable fitness experience. Balance, beat, and timing are important core elements in rhythmic gymnastics. 	<ul style="list-style-type: none"> Why is safety of primary concern in the sport of rhythmic gymnastics? How can I move my body gracefully in different directions? How do I create a movement sequence?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> Understanding the fundamental concepts related to effective execution of actions, provides the foundation for participation in games, sports, dance, and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explain how regular exercise helps overall health including physical, social, emotional and intellectual. Participate in age appropriate exercise activity. Explain and perform the movement skills appropriate for rhythmic gymnastics. Demonstrate control while moving through the activities and rills. Move with changing rhythms, beats, tempos and music styles. Understand the difference between skill-related fitness and health-related fitness. 	<p>2.5.6.A.1 2.5.6.A.2 2.5.6.A.3 2.5.6.A.4 2.5.6.B.1 2.5.6.B.2 2.5.6.C.1 2.5.6.C.2 2.6.6.A.1 2.6.6.A.2 2.6.6.A.3 2.6.6.A.4 2.6.6.A.5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Swing, figure 8, bounce-catch, waterfall, circles, stir, roll, spin, throw-catch, juggle, balance</p>	<p>Scarves, flags, ribbon sticks, small balls, balance feathers, spin plates and sticks, hoops, music i.e., “The World is a Rainbow”, “Circle of Life”, “Sing a Rainbow”, “Keep the Ball Rolling”</p>	<p>Observation On the spot Corrections Mini Performances</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Guide

Grade: 5

Unit: Dance Dance Revolution (DDR)

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> The elements of dance are time, space, and energy. Dance is a form of exercise that supports physical and emotional health. 	<ul style="list-style-type: none"> Can video games promote fitness? How does dance, music, and physical education relate to one another?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> FITT stands for Frequency, Intensity, Time, and Type. FITT is a training principle to improve physical fitness, performance, and health status. Performing movement skills effectively is often based on individual's ability to analyze one's own performance as well as receive constructive feedback from others. There is a strong cultural, ethnic, and historical background associated with competitive dance. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explain how regular exercise helps overall health. Control body when moving with others in personal and general space within boundaries. Correct errors in response to feedback and explain how the changes helped performance. Understand that attitude impacts physical performance. Practice teamwork and explain good sportsmanship acknowledging others in these areas as well. Motivate others and celebrate successes in an appropriate manner. Understand and practice the rules of the game in a safe environment. Explain and perform movement skills with isolated and applied sequences, individually and with others in response to various tempos, rhythms, and musical styles. 	<p>2.5.6.A.1 2.5.6.A.2 2.5.6.A.3 2.5.6.A.4 2.5.6.B.1 2.5.6.B.2 2.5.6.C.1 2.5.6.C.2 2.6.6.A.1 2.6.6.A.2 2.6.6.A.3 2.6.6.A.4 2.6.6.A.5 1.3.5.A.1 1.3.5.A.5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Left, right, hold, characters, tempo, rhythm, musical variety, cooperation, practice	TVs, DDR CDs, scoring pads, practice pads, Playstation 2	Observation On the spots Corrections Game Scoring

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Curriculum Guide

Grade: 6

Unit: Cooperative Activities

Time Frame: 5 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Participation in group physical activities can provide an opportunity for developing an understanding and respect of others. • Cooperation, communication, and responsible behavior lead to an enjoyable and rewarding fitness experience. 	<ul style="list-style-type: none"> • What are characteristics of good sportsmanship? • How can individual differences enhance and contribute to group productivity? • Why is the development of motor skills essential?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Staying healthy is a lifelong process. • Effective communication strategies. • The short- and long-term consequences of health-related decisions. • That personal ethical values impact behavior of people and character building is influenced by many factors. • Movement skills and concepts. • Effective tactical strategies • Sportsmanship, rules & safety expectations. • And apply a variety of effective fitness principles overtime. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Perform the following skills: Individual rope jumping, group rope jumping, double dutch rope jumping, rhythm jumping, Pilates exercises (the 100, the roll-up, single leg circles, rolling like a ball & double leg stretch), creeping through a web, passing others through a web, being passed through a web. • Work cooperatively with other members of their class as a group to develop strategies to improve their performance. • Follow rules, safety precautions, and display good sportsmanship. • Build up their cardio-respiratory endurance and rope jumping performance. 	<p>2.1.6.A.2</p> <p>2.2.6.A.1 2.2.6.A.2 2.2.6.B.1 2.2.6.B.3 2.2.6.C.1 2.2.6.C.2 2.2.6.C.3</p> <p>2.5.6.A.1 2.5.6.A.2 2.5.6.A.4 2.5.6.B.1 2.5.6.B.2 2.5.6.C.1 2.5.6.C.2</p> <p>2.6.6.A.1 2.6.6.A.2 2.6.6.A.4 2.6.6.A.5 2.6.6.A.6</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Heart rate, Target Heart Rate, Maximum Heart Rate, speed trials, interval warm-ups, pace, frequency, intensity, time, type, cooperation, verbal communication, rhythm, Pilates, core muscles, the 100, the roll-up, single leg circles, rolling like a ball, double leg stretch, spotters, base	Individual jump ropes, double dutch jump ropes, stopwatches, dry erase markers, dry eraser, dry erase board, mats, Pilates charts, spider web, spider web set-up charts & a folding chair	Observation of a skill as an individual, observation of skill in a practice setting, performance assessment of a task, verbal questioning

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Curriculum Guide

Grade: 6

Unit: Fitness

Time Frame: 1 Session (6x)

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Physical movement can be creative, enjoyable, and individually rewarding. A healthy lifestyle requires daily physical activity and proper nutrition. 	<ul style="list-style-type: none"> How does physical fitness improve quality of life? How does physical education enhance social, mental, emotional, and physical health?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> Staying healthy is a lifelong process that includes dimensions of wellness. Every health-related decision has short- and long-term consequences & affects the ability to reach health goals. How to apply a variety of effective training principles over time to enhance personal fitness levels, performance, and health status. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Demonstrate flexibility of lower back & hamstrings. Demonstrate cardio-respiratory endurance. Demonstrate abdominal strength & endurance. Demonstrate upper body strength & endurance. Demonstrate speed & agility. Work cooperatively with other members of their class as a team during warm-up practices and game play to develop strategies to improve their performance. Follow rules, safety precautions, and display good sportsmanship. 	<p>2.1.6.A.1 2.1.6.A.2 2.1.6.A.3 2.1.6.B.2 2.5.6.A.1 2.5.6.A.2 2.5.6.A.3 2.5.6.A.4 2.5.6.B.1 2.5.6.B.2 2.5.6.C.1 2.5.6.C.2 2.6.6.A.1 2.6.6.A.2 2.6.6.A.4 2.6.6.A.5 2.6.6.A.6</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Flexibility, Cardiorespiratory Endurance, Speed, Agility, Muscular Strength, Muscular Endurance, Abdominals, Hamstrings, Frequency, Intensity, Time, Type, Resistance Training, Heart Rate, Maximum Heart Rate, Target Heart Rate</p>	<p>Jump ropes, basketballs, soccer balls, mats, music, stopwatches, volleyballs, birdies, rackets, nets, agility ladder, cones, & hula hoops</p>	<p>Observation of a skill as an individual, observation of skill in a practice setting, observation of a skill in a game setting, performance assessment of a task, verbal questioning</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Curriculum Guide

Grade: 6

Unit: Physical Fitness Challenge

Time Frame: 12 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Physical movement can be creative, enjoyable, and individually rewarding. • There is a direct correlation between level of fitness and heart health. • A healthy lifestyle requires daily physical activity and proper nutrition. • Pulse rate is an indication of how hard you are exercising. 	<ul style="list-style-type: none"> • How fit is healthy for someone your age? • How do you measure physical fitness? • How does physical fitness improve quality of life? • How does physical education enhance social, mental, emotional, and physical health?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Staying healthy is a lifelong process that includes dimensions of wellness. • Every health-related decision has short- and long-term consequences & affects the ability to reach health goals. • How to apply a variety of effective training principles over time to enhance personal fitness levels, performance, and health status. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate flexibility of lower back & hamstrings • Cardio-respiratory endurance • Abdominal strength & endurance • Upper body strength & endurance • Speed & agility <p>(More time is taken explaining the fitness test techniques)</p>	<p>2.1.6.A.1 2.1.6.A.2 2.1.6.A.3 2.2.6.B.2 2.2.6.B.3 2.2.6.B.4 2.6.6.A.1 2.6.6.A.2 2.6.6.A.3 2.6.6.A.4 2.6.6.A.5 2.6.6.A.6 2.6.6.A.7</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Flexibility, Cardio-respiratory Endurance, Speed, Agility, Muscular Strength, Muscular Endurance, Abdominals, Hamstrings, Frequency, Intensity, Time, Type, Resistance Training, Heart Rate, Maximum Heart Rate, Target Heart Rate</p>	<p>Physical Fitness Charts (Presidential, National & Health), Physical Fitness Certificates (Presidential, National & Health), Fitness Cards, Pens, Highlighters (Blue, Yellow & Pink), Stopwatches, Sit & Reach Box, Mats, Distance calculator, Wooden blocks, Pull-up bar, Chair, Shuttle Run Course, Mile Course</p>	<p>Sit & Reach Assessment, The Mile Assessment, Push-up Assessment, Pull-up Assessment, Flexed-Arm Hang Assessment, Curl-up Assessment, Shuttle Run Assessment</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Curriculum Guide

Grade: 6

Unit: Organized Mass Games

Time Frame: 5 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Participation in group physical activities can provide an opportunity for developing an understanding and respect of others. Cooperation, communication, and responsible behavior lead to an enjoyable and rewarding fitness experience. 	<ul style="list-style-type: none"> What are characteristics of good sportsmanship? How can individual differences enhance and contribute to group productivity?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> The fundamental concepts related to effective execution of actions for the participation in mass games. How to analyze one's own performance performing movement skills as well as receiving constructive feedback from others. How to apply effective tactical strategies and achieve individual and team goals when competing in games, sports, and other activity situations. How to practice appropriate & safe behaviors while participating in & viewing games, sports, and other competitive events. The cultural, ethnic and historical background associated with competitive sports & dance. And apply a variety of effective fitness principles to enhance personal fitness level, performance, & health status. Staying healthy is a lifelong process. Effective communication is the basis for strengthening interpersonal interactions, relationships & resolving conflicts. Every health-related decision has short- and long-term consequences. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Perform various skills: running, dodging, capturing, flag ripping, throwing, catching, side-to-side movement, & kicking. Work cooperatively with other members of their class as a team during a game play to develop strategies to improve their performance. Follow rules, safety precautions, and display good sportsmanship. Build up their cardio-respiratory endurance and distance running performance. 	<p>2.1.6.A.1</p> <p>2.2.6.A.2 2.2.6.B.1 2.2.6.B.3 2.2.6.B.4 2.2.6.C.3</p> <p>2.5.6.A.1 2.5.6.A.2 2.5.6.A.4 2.5.6.B.1 2.5.6.B.2 2.5.6.C.1 2.5.6.C.2 2.5.6.C.3</p> <p>2.6.6.A.1 2.6.6.A.2 2.6.6.A.3 2.6.6.A.6</p> <p>(Students work at a slower pace with less distance for fitness training.)</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Capture the Flag, Melt, Snowball Mania, Doctor Doctor, Big Blue, Super kickball	Flag belts, cones, hula hoops, rubber chickens, pinnies, soft multipurpose balls, cheerleading mats, scooters, individual flags, kickballs, & bases	Observation of a skill as an individual, observation of a skill in a game setting, performance assessment of a task, verbal questioning

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Curriculum Guide

Grade: 6

Unit: Relaxation

Time Frame: 1 Session

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Stress we encounter everyday has a direct impact on our behavior and health. • Daily relaxation techniques can help you management stress in your life. 	<ul style="list-style-type: none"> • How can I effectively deal with stress in my life? • How do I achieve wellness and once I have it, how do I keep it?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Staying healthy is a lifelong process that includes all dimensions of wellness. • The benefits and risks associated with nutritional choices based on eating patterns. • The impact of early detection and treatment of health conditions. • Social and emotional development impact all components of wellness. • Stress management skills impact an individual's ability to cope with different types of emotional situations. • How to relate physical activity, healthy eating, and body composition to personal health. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Individually perform tasks to reduce stress and put their mind at ease. • Respect the individuals working around them, by being respectful as the program is in session. • Discuss some ways in which they choose to decrease their stress levels. 	<p>2.1.6.A.2 2.1.6.B.2 2.1.6.C.3 2.1.6.E.1 2.1.6.E.3 2.6.6.A.5</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Eustress, distress, relaxation, meditation, causes of stress, impact of stress, healthy diet, exercise, personal growth, mental illnesses, wellness, lifestyle behaviors</p>	<p>Cheerleading mats, vaccuum, Relaxation/Yoga Mediation CD, CD player and amplifier</p>	<p>Performance assessment of a task Verbal questioning</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Curriculum Guide

Grade: 6

Unit: Badminton

Time Frame: 5 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Are there benefits to having rules? • What role does teamwork play in organized sports?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • The fundamental concepts related to effective execution of actions for the participation in badminton games. • How to analyze one's own performance performing movement skills as well as receiving constructive feedback from others. • How to apply effective tactical strategies and achieve individual and team goals when competing in games, sports, and other activity situations. • How to practice appropriate & safe behaviors while participating in & viewing games, sports, and other competitive events. • The cultural, ethnic and historical background associated with competitive sports. • Staying healthy is a lifelong process. • Effective communication is the basis for strengthening interpersonal interactions, relationships & resolving conflicts. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Perform the following skills: serving, net drops, smashes, & overhead clears. • Work cooperatively with other members of their class as a team during warm-up practices and game play to develop strategies to improve their performance. • Follow rules, safety precautions, and display good sportsmanship. <p>(Additional practice time of basketball skills with partners and within small groups.)</p>	<p>2.2.6.A.2 2.2.6.B.1 2.2.6.B.3 2.2.6.C.3</p> <p>2.5.6.A.1 2.5.6.A.2 2.5.6.A.4 2.5.6.B.1 2.5.6.B.2 2.5.6.C.1 2.5.6.C.2 2.5.6.C.3</p> <p>2.6.6.A.1 2.6.6.A.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Badminton, shuttlecock (birdie), underhand serve, net drop, overhead clear, smash, rotation, serving position, violations, penalties, round robin play & tournament play</p>	<p>Badminton rackets, badminton courts, badminton nets, shuttlecocks, stopwatches, pencils, pencil sharpeners, team & game charts</p>	<p>Observation of a skill as an individual, observation of skill in a practice setting, observation of a skill in a game setting, performance assessment of a task, verbal questioning</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Curriculum Guide

Grade: 6

Unit: Basketball

Time Frame: 9 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Are there benefits to having rules? • What role does teamwork play in organized sports?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • The fundamental concepts related to effective execution of actions for the participation in basketball games. • How to analyze one's own performance performing movement skills as well as receiving constructive feedback from others. • How to apply effective tactical strategies and achieve individual and team goals when competing in games, sports, and other activity situations. • How to practice appropriate & safe behaviors while participating in & viewing games, sports, and other competitive events. • The cultural, ethnic and historical background associated with competitive sports. • Staying healthy is a lifelong process. • Effective communication is the basis for strengthening interpersonal interactions, relationships & resolving conflicts. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Perform the following skills: ball handling, dribbling, passing, shooting, boxing out, & throwing a ball inbounds. • Work cooperatively with other members of their class as a team during warm-up practices and game play to develop strategies to improve their performance. • Follow rules, safety precautions, and display good sportsmanship. <p>(Additional practice time of basketball skills with partners and within small groups.)</p>	<p>2.2.6.A.2 2.2.6.B.1 2.2.6.B.3 2.2.6.C.3</p> <p>2.5.6.A.1 2.5.6.A.2 2.5.6.A.4 2.5.6.B.1 2.5.6.B.2 2.5.6.C.1 2.5.6.C.2 2.5.6.C.3</p> <p>2.6.6.A.1 2.6.6.A.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Basketball, ball handling, dribble, pass, shoot, throw-ins, offense, defense, boxing out, quarters, 1-point shots (foul shots), 2-point shots, 3-point shots, tip off, possession, round robin play & tournament play</p>	<p>Basketballs, basketball courts, stopwatches, pinnies, large scoreboard, small scoreboard, team & game charts</p>	<p>Observation of a skill as an individual, observation of skill in a practice setting, observation of a skill in a game setting, performance assessment of a task, verbal questioning</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Curriculum Guide

Grade: 6

Unit: Nukiball

Time Frame: 7 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Are there benefits to having rules? • What role does teamwork play in organized sports?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • The fundamental concepts related to effective execution of actions for the participation in volleyball games. • How to analyze one's own performance performing movement skills as well as receiving constructive feedback from others. • How to apply effective tactical strategies and achieve individual and team goals when competing in volleyball games. • How to practice appropriate & safe behaviors while participating in & viewing games, sports, and other competitive events. • The cultural, ethnic and historical background associated with competitive sports. • Staying healthy is a lifelong process. • Effective communication is the basis for strengthening interpersonal interactions, relationships & resolving conflicts. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Perform the following skills: serving, catching, tossing, bumping, overhand hits & spiking. • Work cooperatively with other members of their class as a team during warm-up practices and game play to develop strategies to improve their performance. • Follow rules, safety precautions, and display good sportsmanship. <p>(Additional practice time of volleyball skills with partners and within small groups.)</p>	<p>2.2.6.A.2 2.2.6.B.1 2.2.6.B.3 2.2.6.C.3</p> <p>2.5.6.A.1 2.5.6.A.2 2.5.6.A.4 2.5.6.B.1 2.5.6.B.2 2.5.6.C.1 2.5.6.C.2 2.5.6.C.3</p> <p>2.6.6.A.1 2.6.6.A.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Nukiball, overhand serve, underhand serve, bump, catch, toss, rotation, serving position, 3-touches maximum per side, double hit, violations, penalties, round robin play & tournament play	Volleyballs, volleyball courts, volleyball nets, stopwatches, large scoreboard, rotation charts posted, team & game charts (Trainer volleyballs are used)	Observation of a skill as an individual, observation of skill in a practice setting, observation of a skill in a game setting, performance assessment of a task, verbal questioning

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
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Grade: 6

Unit: Soccer

Time Frame: 8 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Are there benefits to having rules? • What role does teamwork play in organized sports?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • The fundamental concepts related to effective execution of actions for the participation in volleyball games. • How to analyze one's own performance performing movement skills as well as receiving constructive feedback from others. • How to apply effective tactical strategies and achieve individual and team goals when competing in volleyball games. • How to practice appropriate & safe behaviors while participating in & viewing games, sports, and other competitive events. • The cultural, ethnic and historical background associated with competitive sports. • Staying healthy is a lifelong process. • Effective communication is the basis for strengthening interpersonal interactions, relationships & resolving conflicts. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Perform the following skills: dribbling, passing, trapping, shooting & throwing a ball inbounds. • Work cooperatively with other members of their class as a team during warm-up practices and game play to develop strategies to improve their performance. • Follow rules, safety precautions, and display good sportsmanship. • Build up their cardio-respiratory endurance and distance running performance. <p>(Additional practice time of soccer skills with partners and within small groups. Students work at a slower pace with less distance for fitness training.)</p>	<p>2.1.6.A.1</p> <p>2.2.6.A.2</p> <p>2.2.6.B.1</p> <p>2.2.6.B.3</p> <p>2.2.6.B.4</p> <p>2.2.6.C.3</p> <p>2.5.6.A.1</p> <p>2.5.6.A.2</p> <p>2.5.6.A.4</p> <p>2.5.6.B.1</p> <p>2.5.6.B.2</p> <p>2.5.6.C.1</p> <p>2.5.6.C.2</p> <p>2.5.6.C.3</p> <p>2.6.6.A.1</p> <p>2.6.6.A.2</p> <p>2.6.6.A.3</p> <p>2.6.6.A.6</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Soccer, dribble, pass, trap, shoot, throw-ins, corner kicks, goal kicks, goal, goalie, offense, defense, sweeper, stopper, midfielder, striker (forward), running, jogging, pace, round robin play, tournament play, & World Cup	Soccer balls, cones, outdoor soccer field, soccer goals, mile course lined, stopwatch, pinnies, team & game charts	Observation of a skill as an individual, observation of skill in a practice setting, observation of a skill in a game setting, performance assessment of a task, verbal questioning

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Curriculum Guide

Grade: 6

Unit: Track & Field

Time Frame: 5 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Are there benefits to having rules? • What role does teamwork play in organized sports?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • The fundamental concepts related to effective execution of actions for the participation in volleyball games. • How to analyze one's own performance performing movement skills as well as receiving constructive feedback from others. • How to apply effective tactical strategies and achieve individual and team goals when competing in volleyball games. • How to practice appropriate & safe behaviors while participating in & viewing games, sports, and other competitive events. • The cultural, ethnic and historical background associated with competitive sports. • Staying healthy is a lifelong process. • Effective communication is the basis for strengthening interpersonal interactions, relationships & resolving conflicts. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Perform the following skills: proper warm-up techniques for sprinting, sprinting, discus throwing, & shotput throwing. • Work cooperatively with other members of their class as a group during practices and to develop strategies to improve their performance. • Follow rules, safety precautions, and display good sportsmanship with group members. <p>(Additional practice time of track & field events with partners.)</p>	<p>2.2.6.A.2 2.2.6.B.1 2.2.6.B.3 2.2.6.C.3</p> <p>2.5.6.A.1 2.5.6.A.2 2.5.6.A.4 2.5.6.B.1 2.5.6.B.2 2.5.6.C.1 2.5.6.C.2 2.5.6.C.3</p> <p>2.6.6.A.1 2.6.6.A.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Sprinting, jogging, discus, shotput, approach, violations	Discuses, shotputs, line markers on the field, measuring tape, cones, stopwatches	Observation of a skill as an individual, observation of skill in a practice setting, performance assessment of a task, verbal questioning

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Curriculum Guide

Grade: 6

Unit: Ultimate Football

Time Frame: 9 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Are there benefits to having rules? • What role does teamwork play in organized sports?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • The fundamental concepts related to effective execution of actions for the participation in volleyball games. • How to analyze one's own performance performing movement skills as well as receiving constructive feedback from others. • How to apply effective tactical strategies and achieve individual and team goals when competing in volleyball games. • How to practice appropriate & safe behaviors while participating in & viewing games, sports, and other competitive events. • The cultural, ethnic and historical background associated with competitive sports. • Staying healthy is a lifelong process. • Effective communication is the basis for strengthening interpersonal interactions, relationships & resolving conflicts. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Perform the following skills: kicking, punting, passing, & receiving. • Work cooperatively with other members of their class as a team during warm-up practices and game play to develop strategies to improve their performance. • Follow rules, safety precautions, and display good sportsmanship. <p>(Additional practice time of football skills with partners and within small groups.)</p>	<p>2.2.6.A.2 2.2.6.B.1 2.2.6.B.3 2.2.6.C.3</p> <p>2.5.6.A.1 2.5.6.A.2 2.5.6.A.4 2.5.6.B.1 2.5.6.B.2 2.5.6.C.1 2.5.6.C.2 2.5.6.C.3</p> <p>2.6.6.A.1 2.6.6.A.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Football, touchdown, endzone, kick-off, kick-off return, receiving, passing, man to man coverage, penalty, pass interference, contact, round robin play & The Superbowl	Footballs, cones, outdoor soccer field, kick-off tees, stopwatch, pinnes, team & game charts	Observation of a skill as an individual, observation of skill in a practice setting, observation of a skill in a game setting, performance assessment of a task, verbal questioning

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
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Grade: 6

Unit: Ultimate Frisbee

Time Frame: 3 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Are there benefits to having rules? • What role does teamwork play in organized sports?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • The fundamental concepts related to effective execution of actions for the participation in volleyball games. • How to analyze one's own performance performing movement skills as well as receiving constructive feedback from others. • How to apply effective tactical strategies and achieve individual and team goals when competing in volleyball games. • How to practice appropriate & safe behaviors while participating in & viewing games, sports, and other competitive events. • The cultural, ethnic and historical background associated with competitive sports. • Staying healthy is a lifelong process. • Effective communication is the basis for strengthening interpersonal interactions, relationships & resolving conflicts. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Perform the following skills: passing, trapping & defending. • Work cooperatively with other members of their class as a team during warm-up practices and game play to develop strategies to improve their performance. • Follow rules, safety precautions, and display good sportsmanship. <p>(Additional practice time of frisbee skills with partners and within small groups.)</p>	<p>2.2.6.A.2 2.2.6.B.1 2.2.6.B.3 2.2.6.C.3</p> <p>2.5.6.A.1 2.5.6.A.2 2.5.6.A.4 2.5.6.B.1 2.5.6.B.2 2.5.6.C.1 2.5.6.C.2 2.5.6.C.3</p> <p>2.6.6.A.1 2.6.6.A.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Pass, trap, defend, ultimate frisbee, endzone, penalties, violations, round robin tournament</p>	<p>Frisbees, outdoor field lined, cones, pinnies, game charts</p>	<p>Observation of a skill as an individual, observation of skill in a practice setting, observation of a skill in a game setting, performance assessment of a task, verbal questioning</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Curriculum Guide

Grade: 6

Unit: Volleyball

Time Frame: 2 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Are there benefits to having rules? • What role does teamwork play in organized sports?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • The fundamental concepts related to effective execution of actions for the participation in volleyball games. • How to analyze one's own performance performing movement skills as well as receiving constructive feedback from others. • How to apply effective tactical strategies and achieve individual and team goals when competing in volleyball games. • How to practice appropriate & safe behaviors while participating in & viewing games, sports, and other competitive events. • The cultural, ethnic and historical background associated with competitive sports. • Staying healthy is a lifelong process. • Effective communication is the basis for strengthening interpersonal interactions, relationships & resolving conflicts. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Perform the following skills: serving, catching, tossing, bumping, overhand hits & spiking. • Work cooperatively with other members of their class as a team during warm-up practices and game play to develop strategies to improve their performance. • Follow rules, safety precautions, and display good sportsmanship. <p>(Additional practice time of volleyball skills with partners and within small groups.)</p>	<p>2.2.6.A.2 2.2.6.B.1 2.2.6.B.3 2.2.6.C.3</p> <p>2.5.6.A.1 2.5.6.A.2 2.5.6.A.4 2.5.6.B.1 2.5.6.B.2 2.5.6.C.1 2.5.6.C.2 2.5.6.C.3</p> <p>2.6.6.A.1 2.6.6.A.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Volleyball, overhand serve, underhand serve, bump, set, block, spike, rotation, serving position, 3-hits maximum per side, double hit, violations, carrying the ball, penalties, round robin play & tournament play	Volleyballs, volleyball courts, volleyball nets, stopwatches, large scoreboard, rotation charts posted, team & game charts (Trainer volleyballs are used)	Observation of a skill as an individual, observation of skill in a practice setting, observation of a skill in a game setting, performance assessment of a task, verbal questioning

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Curriculum Guide

Grade: 6

Unit: Wiffleball/Softball

Time Frame: 5 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Are there benefits to having rules? • What role does teamwork play in organized sports?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • The fundamental concepts related to effective execution of actions for the participation in wiffleball & softball games. • How to analyze one's own performance performing movement skills as well as receiving constructive feedback from others. • How to apply effective tactical strategies and achieve individual and team goals when competing in games, sports, and other activity situations. • How to practice appropriate & safe behaviors while participating in & viewing games, sports, and other competitive events. • The cultural, ethnic and historical background associated with competitive sports. • Staying healthy is a lifelong process. • Effective communication is the basis for strengthening interpersonal interactions, relationships & resolving conflicts. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Perform the following skills: batting, base running, fielding, throwing, catching, flyballs & pitching. • Work cooperatively with other members of their class as a team during warm-up practices and game play to develop strategies to improve their performance. • Follow rules, safety precautions, and display good sportsmanship. 	<p>2.2.6.A.2 2.2.6.B.1 2.2.6.B.3 2.2.6.C.3</p> <p>2.5.6.A.1 2.5.6.A.2 2.5.6.A.4 2.5.6.B.1 2.5.6.B.2 2.5.6.C.1 2.5.6.C.2 2.5.6.C.3</p> <p>2.6.6.A.1 2.6.6.A.2</p> <p>(Additional practice time of wiffleball & softball skills with partners and within small groups.)</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Wiffleball, softball, batter, fielders (pitcher, catcher, 1st baseman, 2nd baseman, 3rd baseman, shortstop, outfielders), runs, outs, bases, homeplate, batting stance, swing, contact point, ready position, anticipation of situations.</p>	<p>Wiffleballs, wiffleball bats, bases, homeplates, volleyball, batting tees, incrediballs, gloves, softball & baseball fields</p>	<p>Observation of a skill as an individual, observation of skill in a practice setting, observation of a skill in a game setting, performance assessment of a task, verbal questioning</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Curriculum Guide

Grade: 6

Unit: Dance

Time Frame: 2 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> The elements of dance are time, space, and energy. Dance is a form of exercise that supports physical and emotional health. 	<ul style="list-style-type: none"> How does dance, music, and physical education relate to one another? How do I create a movement sequence?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts. Personal core ethical values impact the behavior of oneself and others. Proactively include peers with disabilities at school. Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in dance. Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others. There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in activities. There is a strong cultural, ethnic, and historical background associated with dance. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Perform the following skills: dance steps to counts and with music. Work cooperatively with other members of their class as a group to develop strategies to improve their performance. Build up their cardio-respiratory endurance. 	<p>2.2.6.A.2 2.2.6.C.1 2.2.6.C.3</p> <p>2.5.6.A.1 2.5.6.A.2 2.5.6.A.3 2.5.6.A.4 2.5.6.B.2 2.5.6.C.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Line dancing: step touch, sticky pump, drop step, reverse pivot, jump turn, heel taps, free style, grapevine, the "jiggy", hustle, rocks, cha cha, jazz box, turns, axis, rotation, spin, choreography</p>	<p>CD Player, CD with appropriate music, pinnies</p>	<p>Observation of a skill as an individual, observation of skill in a practice setting, performance assessment of a task, verbal questioning</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Curriculum Guide

Grade: 7 & 8

Unit: Cooperation Activities

Time Frame: 5 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Participation in group physical activities can provide an opportunity for developing an understanding and respect of others. Cooperation, communication, and responsible behavior lead to an enjoyable and rewarding fitness experience. 	<ul style="list-style-type: none"> What are characteristics of good sportsmanship? How can individual differences enhance and contribute to group productivity? Why is the development of motor skills essential?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> The techniques to rope jump, double dutch, perform Pilates exercises, maneuver through a web, guide others through a web, and be lifted through a web and understand that quality of instruction, amount of practice, quality of assessment, quality of feedback, and effort will determine the amount of improvement with the skill. That positive mental attitudes, competent skill levels, teamwork, and tactical strategies will improve their ability as an individual and as a group. That self-initiated behaviors promoting personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior and positive social interaction. Apply training principles to enhance their personal level of fitness & performance. That developing & maintaining wellness requires ongoing evaluation of factors impacting health. Effective communication and the basis for strengthening interpersonal interactions, relationships and resolving conflicts. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Perform the following skills: Individual rope jumping, group rope jumping, double dutch rope jumping, rhythm jumping, Pilates exercises (the 100, the roll-up, single leg circles, rolling like a ball & double leg stretch), creeping through a web, passing others through a web, being passed through a web. Work cooperatively with other members of their class as a group to develop strategies to improve their performance. Follow rules, safety precautions, and display good sportsmanship. Build up their cardio-respiratory endurance and rope jumping performance. <p>(8th Grade has less demonstration time and more activity time)</p>	<p>2.1.8.A.3</p> <p>2.2.8.A.1 2.2.8.A.2 2.2.8.B.1 2.2.8.B.2 2.2.8.C.1</p> <p>2.5.8.A.1 2.5.8.A.2 2.5.8.A.4 2.5.8.B.1 2.5.8.B.2 2.5.8.B.3 2.5.8.C.1 2.5.8.C.2 2.5.8.C.3</p> <p>2.6.8.A.1 2.6.8.A.4 2.6.8.A.5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Heart rate, Target Heart Rate, Maximum Heart Rate, speed trials, interval warm-ups, pace, frequency, intensity, time, type, cooperation, verbal communication, rhythm, Pilates, core muscles, the 100, the roll-up, single leg circles, rolling like a ball, double leg stretch, spotters, base	Individual jump ropes, double dutch jump ropes, stopwatches, dry erase markers, dry eraser, dry erase board, mats, Pilates charts, spider web, spider web set-up charts & a folding chair	Observation of a skill as an individual, observation of skill in a practice setting, performance assessment of a task, verbal questioning

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Curriculum Guide

Grade: 7 & 8

Unit: Fitness

Time Frame: 1 Session (6x)

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Physical movement can be creative, enjoyable, and individually rewarding. • A healthy lifestyle requires daily physical activity and proper nutrition. 	<ul style="list-style-type: none"> • How does physical fitness improve quality of life? • How does physical education enhance social, mental, emotional, and physical health?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • How to develop and maintain wellness by evaluation of factors impacting health. • How every health-related decision has short- and long-term consequences and affects the ability to reach health goals. • How to apply a variety of effective training principles over time to enhance personal fitness levels, performance, and health status. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate flexibility of lower back & hamstrings. • Demonstrate cardio-respiratory endurance. • Demonstrate abdominal strength & endurance. • Demonstrate upper body strength & endurance. • Demonstrate speed & agility. • Work cooperatively with other members of their class as a team during warm-up practices and game play to develop strategies to improve their performance. • Follow rules, safety precautions, and display good sportsmanship. 	<p>2.1.8.A.1 2.1.8.A.2 2.1.8.A.3 2.1.8.A.4 2.1.8.B.2 2.5.8.A.1 2.5.8.A.2 2.5.8.A.3 2.5.8.A.4 2.5.8.B.1 2.5.8.B.2 2.5.8.B.3 2.5.8.C.1 2.5.8.C.2 2.6.8.A.1 2.6.8.A.2 2.6.8.A.4 2.6.8.A.5 2.6.8.A.6</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Flexibility, Cardiorespiratory Endurance, Speed, Agility, Muscular Strength, Muscular Endurance, Abdominals, Hamstrings, Frequency, Intensity, Time, Type, Resistance Training, Heart Rate, Maximum Heart Rate, Target Heart Rate</p>	<p>Jump ropes, basketballs, soccer balls, mats, music, stopwatches, volleyballs, birdies, rackets, nets, agility ladder, cones, & hula hoops</p>	<p>Observation of a skill as an individual, observation of skill in a practice setting, observation of a skill in a game setting, performance assessment of a task, verbal questioning</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Curriculum Guide

Grade: 7 & 8

Unit: Physical Fitness Challenge

Time Frame: 12 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Physical movement can be creative, enjoyable, and individually rewarding. • There is a direct correlation between level of fitness and heart health. • A healthy lifestyle requires daily physical activity and proper nutrition. • Pulse rate is an indication of how hard you are exercising. 	<ul style="list-style-type: none"> • How fit is healthy for someone your age? • How do you measure physical fitness? • How does physical fitness improve quality of life? • How does physical education enhance social, mental, emotional, and physical health?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • How to develop and maintain wellness by evaluation of factors impacting health. • How every health-related decision has short- and long-term consequences and affects the ability to reach health goals. • How to apply a variety of effective training principles over time to enhance personal fitness levels, performance, and health status. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate flexibility of lower back & hamstrings • Cardio-respiratory endurance • Abdominal strength & endurance • Upper body strength & endurance • Speed & agility 	<p>2.1.8.A.1 2.1.8.A.2 2.1.8.A.3 2.1.8.A.4 2.6.8.A.1 2.6.8.A.2 2.6.8.A.4 2.6.8.A.5 2.6.8.A.6</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Flexibility, Cardio-respiratory Endurance, Speed, Agility, Muscular Strength, Muscular Endurance, Abdominals, Hamstrings, Frequency, Intensity, Time, Type, Resistance Training, Heart Rate, Maximum Heart Rate, Target Heart Rate</p>	<p>Physical Fitness Charts (Presidential, National & Health), Physical Fitness Certificates (Presidential, National & Health), Fitness Cards, Pens, Highlighters (Blue, Yellow & Pink), Stopwatches, Sit & Reach Box, Mats, Distance calculator, Wooden blocks, Pull-up bar, Chair, Shuttle Run Course, Mile Course</p>	<p>Sit & Reach Assessment, The Mile Assessment, Push-up Assessment, Pull-up Assessment, Flexed-Arm Hang Assessment, Curl-up Assessment, Shuttle Run Assessment</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Curriculum Guide

Grade: 7 & 8

Unit: Organized Mass Games

Time Frame: 5 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Participation in group physical activities can provide an opportunity for developing an understanding and respect of others. Cooperation, communication, and responsible behavior lead to an enjoyable and rewarding fitness experience. 	<ul style="list-style-type: none"> What are characteristics of good sportsmanship? How can individual differences enhance and contribute to group productivity?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> The techniques to play mass games and understand that quality of instruction, amount of practice, quality of assessment, quality of feedback, and effort will determine the amount of improvement with the skill. That positive mental attitudes, competent skill levels, teamwork, and tactical strategies will improve their ability as an individual and as a team. That self-initiated behaviors promoting personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior and positive social interaction. How to apply cardio-respiratory training principles to enhance their personal level of fitness & performance. How to work toward common goals with individuals of different abilities and backgrounds. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Perform various skills: running, dodging, capturing, flag ripping, throwing, catching, side-to-side movement, & kicking. Work cooperatively with other members of their class as a team during a game play to develop strategies to improve their performance. Follow rules, safety precautions, and display good sportsmanship. Build up their cardio-respiratory endurance and distance running performance. 	<p>2.2.8.C.1</p> <p>2.5.8.A.1 2.5.8.A.2 2.5.8.A.4 2.5.8.B.1 2.5.8.B.2 2.5.8.B.3 2.5.8.C.1 2.5.8.C.2 2.5.8.C.3</p> <p>2.6.8.A.1 2.6.8.A.4 2.6.8.A.5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Capture the Flag, Melt, Snowball Mania, Doctor Doctor, Big Blue, Super kickball</p>	<p>Flag belts, cones, hula hoops, rubber chickens, pinnies, soft multipurpose balls, cheerleading mats, scooters, individual flags, kickballs, & bases</p>	<p>Observation of a skill as an individual, observation of a skill in a game setting, performance assessment of a task, verbal questioning</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Curriculum Guide

Grade: 7 & 8

Unit: Relaxation & Stress Management

Time Frame: 1 Session

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Stress we encounter everyday has a direct impact on our behavior and health. Daily relaxation techniques can help you management stress in your life. 	<ul style="list-style-type: none"> How can I effectively deal with stress in my life? How do I achieve wellness and once I have it, how do I keep it?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> The impacts of genetics, family history, personal health practices, and environment on personal growth. That eating patterns are influenced by many factors. The impact of mental illness on physical, social, and emotional well-being. Social and emotional development impacts components of wellness. Stress management skills impact an individual's ability to cope with different types of emotional situations. Ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Individually perform tasks to reduce stress and put their mind at ease. Respect the individuals working around them, by being respectful as the program is in session. Discuss some ways in which they choose to decrease their stress levels. 	<p>2.1.8.A.2 2.1.8.B.1 2.1.8.C.3 2.1.8.E.1 2.1.8.E.3 2.1.8.E.4 2.6.8.A.4</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Eustress, distress, relaxation, meditation, causes of stress, impact of stress, healthy diet, exercise, personal growth, mental illnesses, wellness, lifestyle behaviors</p>	<p>Cheerleading mats, vacuum, Relaxation/Yoga Mediation CD, CD player and amplifier</p>	<p>Performance assessment of a task & verbal questioning</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Curriculum Guide

Grade: 7 & 8

Unit: Badminton

Time Frame: 5 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Are there benefits to having rules? • What role does teamwork play in organized sports?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • The techniques to play a game of badminton game and understand that quality of instruction, amount of practice, quality of assessment, quality of feedback, and effort will determine the amount of improvement with the skill. • That positive mental attitudes, competent skill levels, teamwork, and tactical strategies will improve their ability as an individual and as a team. • That self-initiated behaviors promoting personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior and positive social interaction. • How to work toward common goals with individuals of different abilities and backgrounds. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Perform the following skills: serving, net drops, smashes, & overhead clears. • Work cooperatively with other members of their class as a team during warm-up practices and game play to develop strategies to improve their performance. • Follow rules, safety precautions, and display good sportsmanship. 	<p>2.2.8.C.1</p> <p>2.5.8.A.1</p> <p>2.5.8.A.2</p> <p>2.5.8.A.4</p> <p>2.5.8.B.1</p> <p>2.5.8.B.2</p> <p>2.5.8.B.3</p> <p>2.5.8.C.1</p> <p>2.5.8.C.2</p> <p>2.5.8.C.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Badminton, shuttlecock (birdie), underhand serve, net drop, overhead clear, smash, rotation, serving position, violations, penalties, round robin play & tournament play</p>	<p>Badminton rackets, badminton courts, badminton nets, shuttlecocks, stopwatches, pencils, pencil sharpeners, team & game charts</p>	<p>Observation of a skill as an individual, observation of skill in a practice setting, observation of a skill in a game setting, performance assessment of a task, verbal questioning</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
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Grade: 7 & 8

Unit: Basketball

Time Frame:

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Are there benefits to having rules? • What role does teamwork play in organized sports?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • The techniques to play a game of basketball and understand that quality of instruction, amount of practice, quality of assessment, quality of feedback, and effort will determine the amount of improvement with the skill. • That positive mental attitudes, competent skill levels, teamwork, and tactical strategies will improve their ability as an individual and as a team. • That self-initiated behaviors promoting personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior and positive social interaction. • How to work toward common goals with individuals of different abilities and backgrounds. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Perform the following skills: ball handling, dribbling, passing, shooting, boxing out, & throwing a ball inbounds. • Work cooperatively with other members of their class as a team during warm-up practices and game play to develop strategies to improve their performance. • Follow rules, safety precautions, and display good sportsmanship. 	<p>2.2.8.C.1 2.5.8.A.1 2.5.8.A.2 2.5.8.A.4 2.5.8.B.1 2.5.8.B.2 2.5.8.B.3 2.5.8.C.1 2.5.8.C.2 2.5.8.C.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Basketball, ball handling, dribble, pass, shoot, throw-ins, offense, defense, boxing out, quarters, 1-point shots (foul shots), 2-point shots, 3-point shots, tip off, possession, round robin play & tournament play</p>	<p>Basketballs, basketball courts, stopwatches, pinnies, large scoreboard, small scoreboard, team & game charts</p>	<p>Observation of a skill as an individual, observation of skill in a practice setting, observation of a skill in a game setting, performance assessment of a task, verbal questioning</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Curriculum Guide

Grade: 7 & 8

Unit: Flag Football

Time Frame: 9 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Are there benefits to having rules? • What role does teamwork play in organized sports?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • The techniques to play a game of flag football and understand that quality of instruction, amount of practice, quality of assessment, quality of feedback, and effort will determine the amount of improvement with the skill. • That positive mental attitudes, competent skill levels, teamwork, and tactical strategies will improve their ability as an individual and as a team. • That self-initiated behaviors promoting personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior and positive social interaction. • How to work toward common goals with individuals of different abilities and backgrounds 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Perform the following skills: kicking, punting, passing, receiving, snapping & running with a ball, flag tearing, juking, spinning & diversion of opponents. • Work cooperatively with other members of their class as a team during warm-up practices and game play to develop strategies to improve their performance. • Follow rules, safety precautions, and display good sportsmanship. 	<p>2.2.8.C.1</p> <p>2.5.8.A.1 2.5.8.A.2 2.5.8.A.4 2.5.8.B.1 2.5.8.B.2 2.5.8.B.3 2.5.8.C.1 2.5.8.C.2 2.5.8.C.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Football, touchdown, endzone, yard markers, line of scrimmage, positions (center, quarterback, running back & receiver) kick-off, kick-off return, receiving, passing, juking, spinning, diversion of opponents, offensive plays, pass play, running play, punt, defensive plays, man to man coverage, blitz, penalty, offside, pass interference, contact, round robin play, tournament play, & The Superbowl</p>	<p>Footballs, cones, outdoor soccer field, kick-off tees, stopwatch, flag belts, team & game charts</p>	<p>Observation of a skill as an individual, observation of skill in a practice setting, observation of a skill in a game setting, performance assessment of a task, verbal questioning</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Curriculum Guide

Grade: 7 & 8

Unit: Floor Hockey

Time Frame: 9 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Are there benefits to having rules? • What role does teamwork play in organized sports?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • The techniques to play a game of floor hockey game and understand that quality of instruction, amount of practice, quality of assessment, quality of feedback, and effort will determine the amount of improvement with the skill. • That positive mental attitudes, competent skill levels, teamwork, and tactical strategies will improve their ability as an individual and as a team. • That self-initiated behaviors promoting personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior and positive social interaction. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Perform the following skills: stickhandling, passing, shooting, goaltending, and face-offs.. • Work cooperatively with other members of their class as a team during warm-up practices and game play to develop strategies to improve their performance. • Follow rules, safety precautions, and display good sportsmanship. • Build up their cardio-respiratory endurance and distance running performance. 	<p>2.5.8.A.1 2.5.8.A.2 2.5.8.A.4 2.5.8.B.1 2.5.8.B.2 2.5.8.B.3 2.5.8.C.1 2.5.8.C.2 2.5.8.C.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Hockey stick, blade, shaft, puck, ball, goal, forehand, backhand, pass, shoot, wristshot, slapshot, snapshot, backhand shot, one-timer, goaltender, mask, glove, goalie stick, high-sticking, slashing, checking, face-off, penalty, defense, forward, center.</p>	<p>Hockey sticks, hockey balls, wiffle balls, mini-goals, hockey goals, stopwatches, goalie sticks, goalie gloves, goalie masks, bacterial wipes, small scoreboard.</p>	<p>Observation of a skill as an individual, observation of skill in a practice setting, observation of a skill in a game setting, performance assessment of a task, verbal questioning</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Curriculum Guide

Grade: 7& 8

Unit: Soccer

Time Frame: 8 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Are there benefits to having rules? • What role does teamwork play in organized sports?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • The techniques to play a game of soccer and understand that quality of instruction, amount of practice, quality of assessment, quality of feedback, and effort will determine the amount of improvement with the skill. • That positive mental attitudes, competent skill levels, teamwork, and tactical strategies will improve their ability as an individual and as a team. • That self-initiated behaviors promoting personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior and positive social interaction. • And apply a cardio-respiratory training principles to enhance their personal level of fitness & performance. • How to work toward common goals with individuals of different abilities and backgrounds. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Perform the following skills: dribbling, passing, trapping, shooting & throwing a ball inbounds. • Work cooperatively with other members of their class as a team during warm-up practices and game play to develop strategies to improve their performance. • Follow rules, safety precautions, and display good sportsmanship. • Build up their cardio-respiratory endurance and distance running performance. 	<p>2.2.8.C.1</p> <p>2.5.8.A.1 2.5.8.A.2 2.5.8.A.4 2.5.8.B.1 2.5.8.B.2 2.5.8.B.3 2.5.8.C.1 2.5.8.C.2 2.5.8.C.3</p> <p>2.6.8.A.1 2.6.8.A.4 2.6.8.A.5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Soccer, dribble, pass, trap, shoot, throw-ins, corner kicks, goal kicks, goal, goalie, offense, defense, sweeper, stopper, midfielder, striker (forward), running, jogging, pace, round robin play, tournament play, & World Cup</p>	<p>Soccer balls, cones, outdoor soccer field, soccer goals, mile course lined, stopwatch, pinnies, team & game charts</p>	<p>Observation of a skill as an individual, observation of skill in a practice setting, observation of a skill in a game setting, performance assessment of a task, verbal questioning</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Curriculum Guide

Grade: 7 & 8

Unit: Track & Field

Time Frame: 5 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Are there benefits to having rules? • What role does teamwork play in organized sports?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • The techniques to sprint a 100-yard dash, throw a discus & shotput and understand that quality of instruction, amount of practice, quality of assessment, quality of feedback, and effort will determine the amount of improvement with the skill. • That positive mental attitudes, competent skill levels, and tactical strategies will improve their ability as an individual. • That self-initiated behaviors promoting personal success include safety practices, adherence to rules, etiquette, cooperation, ethical behavior and positive social interaction. • How to work toward common goals with individuals of different abilities and backgrounds. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Perform the following skills: proper warm-up techniques for sprinting, sprinting, discus throwing, & shotput throwing. • Work cooperatively with other members of their class as a group during practices and to develop strategies to improve their performance. • Follow rules, safety precautions, and display good sportsmanship with group members. • How to work toward common goals with individuals of different abilities and backgrounds. 	<p>2.2.8.C.1</p> <p>2.5.8.A.1 2.5.8.A.2 2.5.8.A.4 2.5.8.B.1 2.5.8.B.2 2.5.8.B.3 2.5.8.C.1 2.5.8.C.2 2.5.8.C.3</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Sprinting, jogging, discus, shotput, approach, violations	Discus, shotputs, line markers on the field, measuring tape, cones, stopwatches	Observation of a skill as an individual, observation of skill in a practice setting, performance assessment of a task, verbal questioning

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Curriculum Guide

Grade: 7 & 8

Unit: Ultimate Frisbee

Time Frame: 3 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Are there benefits to having rules? • What role does teamwork play in organized sports?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • The techniques to play a game of ultimate frisbee and understand that quality of instruction, amount of practice, quality of assessment, quality of feedback, and effort will determine the amount of improvement with the skill. • That positive mental attitudes, competent skill levels, teamwork, and tactical strategies will improve their ability as an individual and as a team. • That self-initiated behaviors promoting personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior and positive social interaction. • How to work toward common goals with individuals of different abilities and backgrounds. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Perform the following skills: passing, trapping, defending. • Work cooperatively with other members of their class as a team during warm-up practices and game play to develop strategies to improve their performance. • Follow rules, safety precautions, and display good sportsmanship. 	<p>2.2.8.C.1</p> <p>2.5.8.A.1 2.5.8.A.2 2.5.8.A.4 2.5.8.B.1 2.5.8.B.2 2.5.8.B.3 2.5.8.C.1 2.5.8.C.2 2.5.8.C.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Pass, trap, defend, ultimate frisbee, endzone, penalties, violations, round robin tournament</p>	<p>Frisbees, outdoor field lined, cones, pinnies, game charts</p>	<p>Observation of a skill as an individual, observation of skill in a practice setting, observation of a skill in a game setting, performance assessment of a task, verbal questioning</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Curriculum Guide

Grade: 7 & 8

Unit: Volleyball

Time Frame: 9 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Are there benefits to having rules? • What role does teamwork play in organized sports?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • The techniques to play a game of volleyball game and understand that quality of instruction, amount of practice, quality of assessment, quality of feedback, and effort will determine the amount of improvement with the skill. • That positive mental attitudes, competent skill levels, teamwork, and tactical strategies will improve their ability as an individual and as a team. • That self-initiated behaviors promoting personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior and positive social interaction. • How to work toward common goals with individuals of different abilities and backgrounds. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Perform the following skills: serving, bumping, setting, spiking, & blocking. • Work cooperatively with other members of their class as a team during warm-up practices and game play to develop strategies to improve their performance. • Follow rules, safety precautions, and display good sportsmanship. 	<p>2.2.8.C.1</p> <p>2.5.8.A.1</p> <p>2.5.8.A.2</p> <p>2.5.8.A.4</p> <p>2.5.8.B.1</p> <p>2.5.8.B.2</p> <p>2.5.8.B.3</p> <p>2.5.8.C.1</p> <p>2.5.8.C.2</p> <p>2.5.8.C.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Volleyball, overhand serve, underhand serve, bump, set, block, rotation, serving position, 3-hits maximum per side, double hit, carrying the ball, violations, penalties, round robin play & tournament play</p>	<p>volleyballs, volleyball courts, volleyball nets, stopwatches, large scoreboard, rotation charts posted, team & game charts (7th graders use the trainer volleyballs & 8th graders use the high school volleyballs)</p>	<p>Observation of a skill as an individual, observation of skill in a practice setting, observation of a skill in a game setting, performance assessment of a task, verbal questioning</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Curriculum Guide

Grade: 7 & 8

Unit: Wiffleball/Softball

Time Frame: 5 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Movement concepts, principles, strategies, and tactics are essential in organized games. • Practice in a variety of physical activities can lead to skill proficiency and competence. 	<ul style="list-style-type: none"> • Why are skills and game knowledge important to participate in organized games? • Are there benefits to having rules? • What role does teamwork play in organized sports?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • The techniques to play a game of wiffleball & softball game and understand that quality of instruction, amount of practice, quality of assessment, quality of feedback, and effort will determine the amount of improvement with the skill. • That positive mental attitudes, competent skill levels, teamwork, and tactical strategies will improve their ability as an individual and as a team. • That self-initiated behaviors promoting personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior and positive social interaction. • How to apply cardio-respiratory training principles to enhance their personal level of fitness & performance. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Perform the following skills: batting, base running, fielding, throwing, catching, flyballs & pitching. • Work cooperatively with other members of their class as a team during warm-up practices and game play to develop strategies to improve their performance. • Follow rules, safety precautions, and display good sportsmanship. • Build up their cardio-respiratory endurance and distance running performance. 	<p>2.5.8.A.1 2.5.8.A.2 2.5.8.A.4 2.5.8.B.1 2.5.8.B.2 2.5.8.B.3 2.5.8.C.1 2.5.8.C.2 2.5.8.C.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Wiffleball, softball, batter, fielders (pitcher, catcher, 1st baseman, 2nd baseman, 3rd baseman, shortstop, outfielders), runs, outs, bases, homeplate, batting stance, swing, contact point, ready position, anticipation of situations.</p>	<p>Wiffleballs, wiffleball bats, bases, homeplates, volleyball, batting tees, incrediballs, gloves, softball & baseball fields</p>	<p>Observation of a skill as an individual, observation of skill in a practice setting, observation of a skill in a game setting, performance assessment of a task, verbal questioning</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Physical Education Curriculum Guide

Grade: 7 & 8

Unit: Dance

Time Frame: 2 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> The elements of dance are time, space, and energy. Dance is a form of exercise that supports physical and emotional health. 	<ul style="list-style-type: none"> How does dance, music, and physical education relate to one another? How do I create a movement sequence?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> The techniques to perform and create a dance routine and understand that quality of instruction, amount of practice, quality of assessment, quality of feedback, and effort will determine the amount of improvement with the skill. That positive mental attitudes, competent skill levels, teamwork, and tactical strategies will improve their ability as an individual and as a group. That self-initiated behaviors promoting personal and group success include safety practices, etiquette, cooperation, teamwork, ethical behavior and positive social interaction. Effective communication and the basis for strengthening interpersonal interactions, relationships and resolving conflicts. How to work together toward common goals with individuals of different abilities and backgrounds. Movement activities provide a timeless opportunity to connect with people around the world. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Perform the following skills: dance steps to counts and with music. Work cooperatively with other members of their class as a group to develop strategies to improve their performance. Build up their cardio-respiratory endurance. 	<p>2.2.8.A.2 2.2.8.C.1 2.2.8.C.2 2.5.8.A.1 2.5.8.A.3 2.5.8.A.4 2.5.8.B.3 2.5.8.C.1 2.5.8.C.3</p> <p>(7th Grade is a square dance & 8th grade is a swing dance)</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Swing dancing: counts, basic single time swing step, turns, axis, rotation, spin, underarm turn, dishrag turn, octopus turn, choreography & Square dancing: counts, step-close-step-jump, step-touches, pivot turns, walks, jumps, choreography, turns, axis, rotation, spin</p>	<p>CD Player, CD with appropriate music, pinnies</p>	<p>Observation of a skill as an individual, observation of skill in a practice setting, performance assessment of a task, verbal questioning</p>