

## Pine Hill Public Schools Curriculum

Content Area:		<b>Physical Education</b>	
Course Title/ Grade Level:		Indicated below	
Unit 1:	<b>Archery – 12<sup>th</sup></b>	Month:	<b>Fall / Spring</b>
Unit 2:	<b>Bowling - All</b>	Month:	<b>Any</b>
Unit 3:	<b>Basketball - All</b>	Month:	<b>Winter</b>
Unit 4:	<b>Softball – 9<sup>th</sup> and 11<sup>th</sup></b>	Month:	<b>Spring</b>
Unit 5:	<b>Volleyball - All</b>	Month:	<b>Winter</b>
Unit 6:	<b>Football – 9<sup>th</sup> and 11<sup>th</sup></b>	Month:	<b>Fall</b>
Unit 7:	<b>Ping Pong – All</b>	Month:	<b>Winter</b>
Unit 8:	<b>Team Handball – 10<sup>th</sup></b>	Month:	<b>Fall</b>
Unit 9:	<b>Weight Training – All</b>	Month:	<b>Winter</b>
Unit 10:	<b>Lacrosse – 11<sup>th</sup></b>	Month:	<b>Fall</b>
Unit 11:	<b>Tennis – 11<sup>th</sup> and 12<sup>th</sup></b>	Month:	<b>Fall/ Spring</b>
Unit 12:	<b>Soccer – 9<sup>th</sup></b>	Month:	<b>Fall</b>
Unit 13:	<b>Track and Field – 9<sup>th</sup></b>	Month:	<b>Fall</b>
Unit 14:	<b>Project Adventure- 10<sup>th</sup></b>	Month:	<b>Fall/Spring</b>
Unit 15:	<b>Fitness – All</b>	Month:	<b>All</b>
Unit 16:	<b>Pickleball – 10<sup>th</sup></b>	Month:	<b>Fall/Spring</b>
Unit 17:	<b>Dance - All</b>	Month:	<b>Winter</b>
Unit 18:	<b>Recreation Games</b>	Month:	<b>Spring</b>
BOE Approval Date:		July 17, 2012	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Archery</b>		<b>Unit #: 1</b>
<b>Course or Grade Level: 12th</b>		<b>Length of Time: 15 Days</b>
<b>Pacing</b>	Day 1-2: Rules, Scoring, Safety Rules, Equipment 3-5: Target Practice 6-13: Mini-Tournament 14-15: Skill Assessment and Written Assessment	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the basic skills needed to participate in archery?</li> <li>• What rules and strategies apply to archery?</li> <li>• What are the proper techniques used for archery?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Scoring</li> <li>• Safety Rules</li> <li>• Equipment</li> <li>• Target shooting</li> <li>• Field Archery</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Describe the correct scoring for archery</li> <li>• Compare and contrast the difference between field archery and short range shooting</li> <li>• Create a unique archery game</li> <li>• Explain the safety rules of archery</li> <li>• Critique a partners archery shooting skills</li> <li>• Summarize the steps of loading the arrow and shooting a bow</li> </ul>	
<b>Assessments</b>	<u>Formative:</u> <ul style="list-style-type: none"> <li>• Cooperative activities</li> <li>• Class discussion / participation</li> <li>• Teacher observation</li> <li>• Grading rubrics</li> <li>• Peer assessment</li> </ul> <u>Summative:</u> <ul style="list-style-type: none"> <li>• Written tests</li> <li>• End of marking period benchmark test</li> <li>• Skill Test at end of unit</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Give a print out of archery rules to students - I.e. – native language</li> <li>• Move students closer to the target who are not able to reach it</li> </ul>	
<b>Inter-disciplinary Connections</b>	Math- Scoring	
<b>Lesson resources/ Act.</b>		

**2009 NJCCCS**

**Standard:**

**2.1: Wellness:** All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

**2.5: Motor Skills Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

**2.6: Fitness:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Strand(s):**

**2.1 - B. Nutrition**

**2.5 –A. Movement skills and concepts, B. Strategy, C. Sportsmanship, Rules, and Safety**

**2.6- A. Fitness and Physical Activity**

**Content Statement(s):**

- Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.
- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
- Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
- Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

**CPI # / CPI(s):**

- 2.1.12.B.1
- 2.5.12.A.1
- 2.5.12.A.2
- 2.5.12.B.2
- 2.5.12.B.3
- 2.5.12.C.1
- 2.5.12.C.2
- 2.5.12.C.3
- 2.6.12.A.1
- 2.6.12.A.2
- 2.6.12.A.3
- 2.6.12.A.4
- 2.6.12.A.5

**21<sup>st</sup> Century Themes**

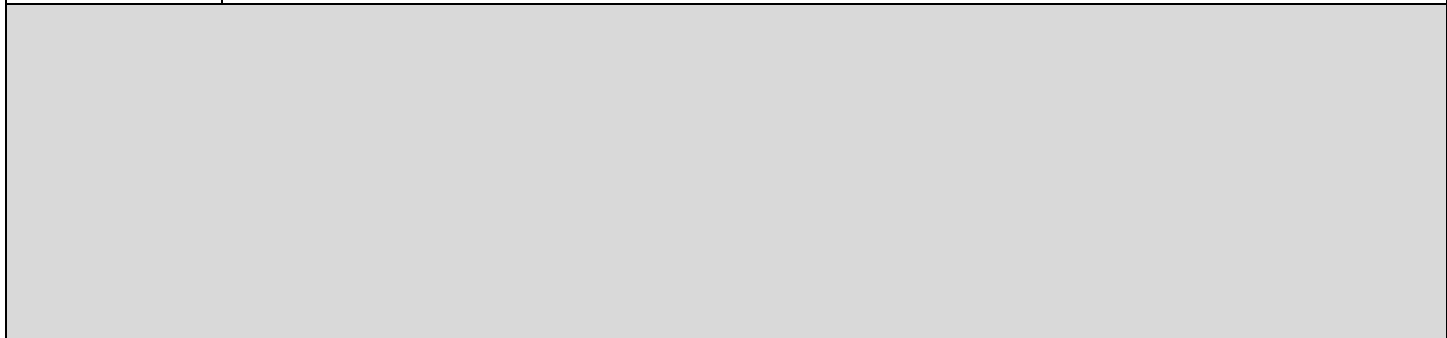
Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Bowling</b>		<b>Unit #: 2</b>
<b>Course or Grade Level: All</b>		<b>Length of Time: 10 Days</b>
<b>Pacing</b>	Day: 1-2: Rules and scoring 3-4: Practice bowling 5-8: Bowling tournament 9-10: Assessment	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Why do I have to show good sportsmanship and follow the rules when others do not?</li> <li>• What are the differences between recreational bowling and competitive bowling?</li> <li>• What are the basic skills needed to participate in bowling?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Keeping Score</li> <li>• Rules</li> <li>• Safety</li> <li>• Different approaches</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Explain the safety rules for bowling in physical education class</li> <li>• Summarize how to score a game of bowling</li> <li>• Compare the different types of approaches that can be used in bowling</li> <li>• Critique a partner during their approach by using peer assessment tools</li> </ul>	
<b>Assessments</b>	<u>Formative:</u> <ul style="list-style-type: none"> <li>• Cooperative activities</li> <li>• Class discussion / participation</li> <li>• Teacher observation</li> <li>• Grading rubrics</li> <li>• Peer assessment</li> </ul> <u>Summative:</u> <ul style="list-style-type: none"> <li>• Written tests</li> <li>• End of marking period benchmark test</li> <li>• Skill Test at end of unit</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Print out rules sheet for bowling - I.e. in native language</li> <li>• Move start point up for students having difficulty knocking down pins</li> </ul>	
<b>Inter-discip Connections</b>	Math- Scoring	
<b>Lesson resources / Act.</b>		



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**2.6: Fitness:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Strand(s):**

**2.1 - B. Nutrition**

**2.5 –A. Movement skills and concepts, B. Strategy, C. Sportsmanship, Rules, and Safety**

**2.6- A. Fitness and Physical Activity**

**Content Statement(s):**

**CPI # / CPI(s):**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.</li> </ul>  | 2.1.12.B.1   |
| <ul style="list-style-type: none"> <li>• Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</li> </ul>   | 2.5.12.A.1<br>2.5.12.A.2   |
| <ul style="list-style-type: none"> <li>• Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.</li> </ul> | 2.5.12.B.2<br>2.5.12.B.3   |
| <ul style="list-style-type: none"> <li>• Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.</li> </ul>       | 2.5.12.C.1<br>2.5.12.C.2<br>2.5.12.C.3                             |
| <ul style="list-style-type: none"> <li>• Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.</li> </ul>     | 2.6.12.A.1<br>2.6.12.A.2<br>2.6.12.A.3<br>2.6.12.A.4<br>2.6.12.A.5 |

**21<sup>st</sup> Century Themes**

Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools  
Curriculum**

**Unit Title: Basketball**

**Unit #: 3**

**Course or Grade Level: All**

**Length of Time: 20 Days**

**Pacing**

Day:  
1-2: Rules, Safety  
3-5: Basic Skills (dribbling, passing, shooting)  
5-7: Knockout shooting game  
8-9: Small sided game tournament  
10-18: Basketball tournament  
19-20: Assessment

**Essential Questions**

- How can basketball be utilized as a lifetime activity?
- How do sports encourage wellness?
- To what extent does strategy influence performance in competitive games and activities?

**Content**

- Safety
- Rules
- Shooting
- Passing
- Dribbling
- Offense and Defense Skills

**Skills**

- Describe how to score a basketball game
- Compare and contrast the strategies used for offense versus defense
- Explain the three ways to pass a ball during a game
- Identify which team is on offense and defense during a game
- Summarize how to correctly shoot a jump shot, foul shot, and layup.

**Assessments**

- Formative:
- Cooperative activities
  - Class discussion / participation
  - Teacher observation
  - Grading rubrics
  - Peer assessment
- Summative:
- Written tests
  - End of marking period benchmark test
  - Skill Test at end of unit

**Interventions / differentiated instruction**

- Print out of basketball rules sheet
  - I.e. in native language

**Inter-disciplinary Connections**

TBD

**Lesson resources / Act**

TBD

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- 2.5: Motor Skills Development: All students will utilize safe, efficient, and effective movement to develop and**

*maintain a healthy, active lifestyle.*

**2.6: Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.**

**Strand(s):**

**2.1 - B. Nutrition**

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**2.6- A. Fitness and Physical Activity**

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**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Softball</b>		<b>Unit #: 4</b>
<b>Course or Grade Level: 9<sup>th</sup> Grade</b>		<b>Length of Time: 20 Days</b>
<b>Date Created: June 2012</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	Day: 1: Rules, Safety, Scoring 2-3: Throwing and catching 3-4: Hitting 5-18: Tournament play 19-20: Assessment	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How can I become more mentally prepared for competition and sports performance?</li> <li>• To what extent does strategy influence performance in competitive games and activities?</li> <li>• How can softball be utilized as a life long activity?</li> <li>• What are the advantages of having good hand-eye coordination?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Rules</li> <li>• Safety</li> <li>• Throwing</li> <li>• Catching</li> <li>• Batting</li> <li>• Fielding</li> <li>• Base running</li> <li>• Making plays to bases</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Describe the basic rules of softball</li> <li>• Explain the safety rules used in physical education class</li> <li>• Deconstruct the skills necessary to make a successful throw</li> <li>• Explain how to hit the ball in softball</li> <li>• Compare and contrast the responsibilities of infield versus outfield players</li> </ul>	
<b>Assessments</b>	<u>Formative:</u> <ul style="list-style-type: none"> <li>• Cooperative activities</li> <li>• Class discussion / participation</li> <li>• Teacher observation</li> <li>• Grading rubrics</li> <li>• Peer assessment</li> </ul> <u>Summative:</u> <ul style="list-style-type: none"> <li>• Written tests</li> <li>• End of marking period benchmark test</li> <li>• Skill Test at end of unit</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Use different bat and ball depending on skill level of class</li> <li>• Move bases closer</li> <li>• Printed out rules for softball               <ul style="list-style-type: none"> <li>- I.e. – in native language</li> </ul> </li> </ul>	
<b>Inter-disciplinary Connections</b>	TBD	
<b>Lesson resources / Activities</b>	TBD	



**2009 NJCCCS**

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**Strand(s):**

**2.1 - B. Nutrition**

**2.5 –A. Movement skills and concepts, B. Strategy, C. Sportsmanship, Rules, and Safety**

**2.6- A. Fitness and Physical Activity**

**Content Statement(s):**

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**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Volleyball</b>		<b>Unit #: 5</b>
<b>Course or Grade Level: All</b>		<b>Length of Time: 20 Days</b>
<b>Date Created: June 2012</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	Day: 1: Rules and Safety 2: Bump, Set, Spike 3: Serving 4-18: Tournament play 19-20: Assessment	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How is playing recreational volleyball different from playing competitive team volleyball?</li> <li>• What are the differences between recreational and competitive sports?</li> <li>• How can I become more mentally prepared for competition and sports performance?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Rules</li> <li>• Bump</li> <li>• Set</li> <li>• Spike</li> <li>• Serve</li> <li>• Rotation</li> <li>• Tournament</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Describe a rotation for a volleyball game</li> <li>• Compare and contrast the difference between serving, setting, and a bump</li> <li>• Explain when a player should use a set versus a bump in a game situation</li> <li>• Describe the difference in the two types of serves</li> <li>• Create and prepare a volleyball game using different rules</li> </ul>	
<b>Assessments</b>	<u>Formative:</u> <ul style="list-style-type: none"> <li>• Cooperative activities</li> <li>• Class discussion / participation</li> <li>• Teacher observation</li> <li>• Grading rubrics</li> <li>• Peer assessment</li> </ul> <u>Summative:</u> <ul style="list-style-type: none"> <li>• Written tests</li> <li>• End of marking period benchmark test</li> <li>• Skill Test at end of unit</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Use trainer volleyball</li> <li>• Play modified games (one bounce, elimination, Newcomb)</li> <li>• Printed out rules for volleyball             <ul style="list-style-type: none"> <li>- I.e. – in native language</li> </ul> </li> </ul>	
<b>Inter-disciplinary Connections</b>	TBD	
<b>Lesson resources / Activities</b>	TBD	

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**Strand(s):**

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**2.6- A. Fitness and Physical Activity**

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Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Football</b>		<b>Unit #: 6</b>
<b>Course or Grade Level: 9<sup>th</sup> and 11<sup>th</sup></b>		<b>Length of Time: 15 Days</b>
<b>Pacing</b>	Day: 1: Rules and safety 2: Throwing and catching 3: Punting and kicking 4: Pass patterns and making plays 5-14: Tournament play 15: Assessment	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Does flag football have carry-over value for active and competent participation in adult years?</li> <li>• Why is it important to understand offensive and defensive strategies for football?</li> <li>• Why is it important to follow rules correctly and show good sportsmanship?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Rules</li> <li>• Safety</li> <li>• Throwing</li> <li>• Catching</li> <li>• Kicking</li> <li>• Punting</li> <li>• Pass Patterns</li> <li>• Field positions</li> <li>• Offense and defense</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Explain the rules of flag football for our physical education classes</li> <li>• Describe how to make a successful pass and catch</li> <li>• Compare how flag football differs from regular tackle football</li> <li>• Summarize the steps to make a successful punt</li> </ul>	
<b>Assessments</b>	<u>Formative:</u> <ul style="list-style-type: none"> <li>• Cooperative activities</li> <li>• Class discussion / participation</li> <li>• Teacher observation</li> <li>• Grading rubrics</li> <li>• Peer assessment</li> </ul> <u>Summative:</u> <ul style="list-style-type: none"> <li>• Written tests</li> <li>• End of marking period benchmark test</li> <li>• Skill Test at end of unit</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Use different ball depending on skill level of class</li> <li>• Move end zones closer</li> <li>• Printed out rules for football             <ul style="list-style-type: none"> <li>- I.e. – in native language</li> </ul> </li> </ul>	
<b>Inter-disciplinary Connections</b>	TBD	
<b>Lesson resources / Activities</b>	TBD	

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- 2.5.12.C.2
- 2.5.12.C.3
- 2.6.12.A.1
- 2.6.12.A.2
- 2.6.12.A.3
- 2.6.12.A.4
- 2.6.12.A.5

**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools  
Curriculum**

**Unit Title: Ping Pong**

**Unit #: 7**

**Course or Grade Level: All**

**Length of Time: 20 Days**

**Pacing**

Day:  
1: Rules and safety  
2: Serving  
3: Singles play  
4: Doubles play  
5-18: Tournament  
19-20: Assessment

**Essential Questions**

- Why is it important to have good hand-eye coordination?
- What skills are needed to participate in ping pong?
- Does ping-pong promote skills that can be used for tennis?

**Content**

- Rules and safety
- Serving
- Singles rules
- Doubles rules
- How to hit the ball

**Skills**

- Explain how to play singles games in ping pong
- Explain how to play doubles games in ping pong
- Describe the correct way to serve the ball
- Compare the tactics necessary to play doubles

**Assessments**

- Formative:
- Cooperative activities
  - Class discussion / participation
  - Teacher observation
  - Grading rubrics
  - Peer assessment
- Summative:
- Written tests
  - End of marking period benchmark test
  - Skill Test at end of unit

**Interventions / differentiated instruction**

- Printed out rules for ping pong  
- I.e. – in native language

**Inter-disciplinary Connections**

TBD

**Lesson resources / Activities**

TBD

**2009 NJCCCS**

**Standard:**

**2.1: Wellness:** All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

**2.5: Motor Skills Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

**2.6: Fitness:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Strand(s):**

**2.1 - B. Nutrition**

**2.5 –A. Movement skills and concepts, B. Strategy, C. Sportsmanship, Rules, and Safety**

**2.6- A. Fitness and Physical Activity**

**Content Statement(s):**

- Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.
- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
- Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
- Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

**CPI # / CPI(s):**

- 2.1.12.B.1
- 2.5.12.A.1
- 2.5.12.A.2
- 2.5.12.B.2
- 2.5.12.B.3
- 2.5.12.C.1
- 2.5.12.C.2
- 2.5.12.C.3
- 2.6.12.A.1
- 2.6.12.A.2
- 2.6.12.A.3
- 2.6.12.A.4
- 2.6.12.A.5

**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools  
Curriculum**

**Unit Title: Team Handball**

**Unit #: 8**

**Course or Grade Level: 10<sup>th</sup> Grade**

**Length of Time: 20 Days**

<b>Pacing</b>	Day: 1: Rules and Safety 2: Lead up activity – keep away 3-18: Handball game tournament 19-20: Assessment
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the similarities and difference between team handball and indoor soccer?</li> <li>• What skills are needed to play team handball?</li> <li>• What is the difference between skill and health related fitness?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Throwing</li> <li>• Catching</li> <li>• Passing</li> <li>• Rules</li> <li>• Tactics for offense and defense</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Explain the game of handball</li> <li>• Explain how to score and move the ball around the field</li> <li>• Compare how defense and offense tactics are different in this game versus any other game we play</li> <li>• Analyze the best way to score in this game</li> </ul>
<b>Assessments</b>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>• Cooperative activities</li> <li>• Class discussion / participation</li> <li>• Teacher observation</li> <li>• Grading rubrics</li> <li>• Peer assessment</li> </ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>• Written tests</li> <li>• End of marking period benchmark test</li> <li>• Skill Test at end of unit</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Printed out rules for handball               <ul style="list-style-type: none"> <li>- I.e. – in native language</li> </ul> </li> </ul>
<b>Inter-disciplinary Connections</b>	TBD
<b>Lesson resources / Activities</b>	TBD





**2009 NJCCCS**

**Standard:**

**2.1: Wellness:** All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

**2.5: Motor Skills Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

**2.6: Fitness:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Strand(s):**

**2.1 - B. Nutrition**

**2.5 –A. Movement skills and concepts, B. Strategy, C. Sportsmanship, Rules, and Safety**

**2.6- A. Fitness and Physical Activity**

**Content Statement(s):**

- Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.
- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
- Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
- Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

**CPI # / CPI(s):**

- 2.1.12.B.1
- 2.5.12.A.1
- 2.5.12.A.2
- 2.5.12.B.2
- 2.5.12.B.3
- 2.5.12.C.1
- 2.5.12.C.2
- 2.5.12.C.3
- 2.6.12.A.1
- 2.6.12.A.2
- 2.6.12.A.3
- 2.6.12.A.4
- 2.6.12.A.5

**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools  
Curriculum**

**Unit Title: Weight Training**

**Unit #: 9**

**Course or Grade Level: All**

**Length of Time: 20 Days**

**Pacing**

Day:  
1-2: Rules, safety, and go over how to use the equipment  
3-19: Weight Train  
20: Assessment

**Essential Questions**

- What are the lifelong benefits of weight training?
- How can a lifelong commitment to weight training positively impact my wellbeing?
- What lifelong activities can I participate in to promote my own fitness?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
- What is the importance of ones health related fitness to their overall wellness?
- Why should an individual participate in lifelong fitness activities?

**Content**

- Rules
- Safety
- How to use equipment
- Weight training principles

**Skills**

- Describe which exercise will be useful for each body part
- Compare two different exercises for the same muscle group and explain how they work the same group
- Explain the safety rules and the reason for them
- Create their own weight room workout and follow it for two weeks

**Assessments**

- Formative:
- Cooperative activities
  - Class discussion / participation
  - Teacher observation
  - Grading rubrics
  - Peer assessment
- Summative:
- Written tests
  - End of marking period benchmark test
  - Skill Test at end of unit

**Interventions / differentiated instruction**

- Use different exercises depending on skill level of students
- Printed out rules for weight room
  - I.e. – in native language

**Inter-disciplinary Connections**

TBD

**Lesson resources / Activities**

TBD

**Standard:**

**2.1: Wellness:** All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

**2.5: Motor Skills Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

**2.6: Fitness:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Strand(s):**

**2.1 - B. Nutrition**

**2.5 –A. Movement skills and concepts, B. Strategy, C. Sportsmanship, Rules, and Safety**

**2.6- A. Fitness and Physical Activity**

**Content Statement(s):**

- Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.
- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
- Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
- Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

**CPI # / CPI(s):**

2.1.12.B.1

2.5.12.A.1

2.5.12.A.2

2.5.12.B.2

2.5.12.B.3

2.5.12.C.1

2.5.12.C.2

2.5.12.C.3

2.6.12.A.1

2.6.12.A.2

2.6.12.A.3

2.6.12.A.4

2.6.12.A.5

**21<sup>st</sup> Century Themes**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Lacrosse</b>		<b>Unit #: 10</b>
<b>Course or Grade Level: 11<sup>th</sup> Grade</b>		<b>Length of Time: 15 Days</b>
<b>Date Created: June 2012</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	Day: 1: Rules, safety, Cradling 2-3: Line drills – running and scooping (ground balls) Line drills – running and passing (right hand then left) 4-5: Small sided games 6-14: Tournament 15: Assessment	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Why do we want to practice the skills related to a team sport?</li> <li>• Why is offensive and defensive strategy important to the game of lacrosse?</li> <li>• What skills are needed to participate in lacrosse?</li> <li>• What is the difference between skill and health related fitness?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Rules</li> <li>• Safety</li> <li>• Cradling</li> <li>• Scooping</li> <li>• Passing with right hand</li> <li>• Passing with left hand</li> <li>• Offensive tactics</li> <li>• Defensive tactics</li> <li>• Small sided lead up games</li> <li>• Keep away</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Describe the basic rules of lacrosse</li> <li>• Explain what it means to cradle the ball</li> <li>• Compare lacrosse to another game they have already played</li> <li>• Summarize the objectives of the offense and defense in a lacrosse game</li> <li>• Design a small game using the basic lacrosse rules</li> </ul>	
<b>Assessments</b>	<u>Formative:</u> <ul style="list-style-type: none"> <li>• Cooperative activities</li> <li>• Class discussion / participation</li> <li>• Teacher observation</li> <li>• Grading rubrics</li> <li>• Peer assessment</li> </ul> <u>Summative:</u> <ul style="list-style-type: none"> <li>• Written tests</li> <li>• End of marking period benchmark test</li> <li>• Skill Test at end of unit</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Use different small sided games to lead up</li> <li>• Move goals closer</li> <li>• Printed out rules for lacrosse               <ul style="list-style-type: none"> <li>- I.e. – in native language</li> </ul> </li> </ul>	
<b>Inter-disciplinary Connections</b>	TBD	

Lesson resources / Activities	TBD
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**2009 NJCCCS**

**Standard:**

*2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.*

*2.5: Motor Skills Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.*

*2.6: Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.*

**Strand(s):**

**2.1 - B. Nutrition**

**2.5 –A. Movement skills and concepts, B. Strategy, C. Sportsmanship, Rules, and Safety**

**2.6- A. Fitness and Physical Activity**

**Content Statement(s):**

- Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.
- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
- Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
- Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

**CPI # / CPI(s):**

- 2.1.12.B.1
- 2.5.12.A.1
- 2.5.12.A.2
- 2.5.12.B.2
- 2.5.12.B.3
- 2.5.12.C.1
- 2.5.12.C.2
- 2.5.12.C.3
- 2.6.12.A.1
- 2.6.12.A.2
- 2.6.12.A.3
- 2.6.12.A.4
- 2.6.12.A.5

**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Tennis</b>		<b>Unit #: 11</b>
<b>Course or Grade Level: 11<sup>th</sup> and 12<sup>th</sup></b>		<b>Length of Time: 15 Days</b>
<b>Date Created: June 2012</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	Days: 1: Rules and safety 2: Serving 3-4: forehand/ backhand 5: doubles vs. singles play 6-14: Tournament 15: Assessment	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Why is it important to understand the rules and regulations of tennis?</li> <li>• Why is it important to show good sportsmanship when competing in team sports?</li> <li>• What are the similarities and difference between tennis and pickle ball</li> <li>• What skills are needed to play tennis?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Rules</li> <li>• Safety</li> <li>• Singles rules</li> <li>• Doubles rules</li> <li>• Serving</li> <li>• Forehand</li> <li>• Backhand</li> <li>• Returning a served ball</li> <li>• Around the world</li> <li>• Lead up games</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Explain the basic tennis rules</li> <li>• Compare and contrast singles rules versus doubles rules</li> <li>• Describe how to choose a forehand or a backhand stroke when returning a ball</li> <li>• Critique a partners serving skills and give ways to improve on it</li> <li>• List the steps required to complete a good serve</li> </ul>	
<b>Assessments</b>	<u>Formative:</u> <ul style="list-style-type: none"> <li>• Cooperative activities</li> <li>• Class discussion / participation</li> <li>• Teacher observation</li> <li>• Grading rubrics</li> <li>• Peer assessment</li> </ul> <u>Summative:</u> <ul style="list-style-type: none"> <li>• Written tests</li> <li>• End of marking period benchmark test</li> <li>• Skill Test at end of unit</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Use lead up games (i.e. pickle ball)</li> <li>• Printed out rules for tennis             <ul style="list-style-type: none"> <li>- I.e. – in native language</li> </ul> </li> </ul>	
<b>Inter-disciplinary Connections</b>	TBD	

Lesson resources / Activities	TBD
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**2009 NJCCCS**

**Standard:**

*2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.*

*2.5: Motor Skills Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.*

*2.6: Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.*

**Strand(s):**

**2.1 - B. Nutrition**

**2.5 –A. Movement skills and concepts, B. Strategy, C. Sportsmanship, Rules, and Safety**

**2.6- A. Fitness and Physical Activity**

**Content Statement(s):**

- Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.
- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
- Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
- Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

**CPI # / CPI(s):**

- 2.1.12.B.1
- 2.5.12.A.1
- 2.5.12.A.2
- 2.5.12.B.2
- 2.5.12.B.3
- 2.5.12.C.1
- 2.5.12.C.2
- 2.5.12.C.3
- 2.6.12.A.1
- 2.6.12.A.2
- 2.6.12.A.3
- 2.6.12.A.4
- 2.6.12.A.5

**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Soccer</b>		<b>Unit #: 12</b>
<b>Course or Grade Level: 9<sup>th</sup> Grade</b>		<b>Length of Time: 15 Days</b>
<b>Pacing</b>	Days: 1: Rules and safety 2-3: passing, dribbling, kicking 4: moving the ball down the field 5: Small sided games 6: World cup 7-14: Tournament 15: Assessment	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does recreational soccer display positive teamwork and a lifelong fitness value?</li> <li>• How can I become more mentally prepared for competition and sports performance?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Rules</li> <li>• Safety</li> <li>• Passing</li> <li>• Kicking</li> <li>• Dribbling</li> <li>• Scoring</li> <li>• Offensive and defensive positions</li> <li>• Passing while running</li> <li>• Small lead up games</li> <li>• World cup</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Explain how to move the ball down the field</li> <li>• Locate where the best place to kick the ball from on your foot is</li> <li>• Describe how to pass the ball to a teammate</li> <li>• Explain basic soccer rules and how to score in the game</li> <li>• Compare the difference in offensive and defensive field positions</li> </ul>	
<b>Assessments</b>	<u>Formative:</u> <ul style="list-style-type: none"> <li>• Cooperative activities</li> <li>• Class discussion / participation</li> <li>• Teacher observation</li> <li>• Grading rubrics</li> <li>• Peer assessment</li> </ul> <u>Summative:</u> <ul style="list-style-type: none"> <li>• Written tests</li> <li>• End of marking period benchmark test</li> <li>• Skill Test at end of unit</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Use different bat and ball depending on skill level of class</li> <li>• Move bases closer</li> <li>• Printed out rules for softball             <ul style="list-style-type: none"> <li>- I.e. – in native language</li> </ul> </li> </ul>	
<b>Inter-disciplinary Connections</b>	TBD	



Lesson resources / Activities	TBD
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**2009 NJCCCS**

**Standard:**

*2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.*

*2.5: Motor Skills Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.*

*2.6: Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.*

**Strand(s):**

**2.1 - B. Nutrition**

**2.5 –A. Movement skills and concepts, B. Strategy, C. Sportsmanship, Rules, and Safety**

**2.6- A. Fitness and Physical Activity**

**Content Statement(s):**

- Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.
- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
- Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
- Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

**CPI # / CPI(s):**

- 2.1.12.B.1
- 2.5.12.A.1
- 2.5.12.A.2
- 2.5.12.B.2
- 2.5.12.B.3
- 2.5.12.C.1
- 2.5.12.C.2
- 2.5.12.C.3
- 2.6.12.A.1
- 2.6.12.A.2
- 2.6.12.A.3
- 2.6.12.A.4
- 2.6.12.A.5

**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Track and Field</b>		<b>Unit #: 13</b>
<b>Course or Grade Level: 9<sup>th</sup> Grade</b>		<b>Length of Time: 15 Days</b>
<b>Pacing</b>	Days 1: Safety and rules / create teams and choose events 2-5: Field events 6-14: Track events 15: Assessment	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the basic physical demands of each event?</li> <li>• What are the technical demands of each event?</li> <li>• What training techniques help develop your technical and physical capacities?</li> <li>• How do you best warm-up and cool-down for each event?</li> <li>• How do you prevent and care for muscle injuries?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Shot put</li> <li>• Discus</li> <li>• Javelin</li> <li>• Long jump</li> <li>• Sprint races</li> <li>• Mid races</li> <li>• Distance races</li> <li>• Relays</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Identify the correct number of laps on the track for each race distance</li> <li>• Explain the correct steps for each field event</li> <li>• Critique a partner during the field events and give them ways to fix them</li> <li>• Describe</li> </ul>	
<b>Assessments</b>	<u>Formative:</u> <ul style="list-style-type: none"> <li>• Cooperative activities</li> <li>• Class discussion / participation</li> <li>• Teacher observation</li> <li>• Grading rubrics</li> <li>• Peer assessment</li> </ul> <u>Summative:</u> <ul style="list-style-type: none"> <li>• Written tests</li> <li>• End of marking period benchmark test</li> <li>• Skill Test at end of unit</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Use different trainer equipment for field events</li> <li>• Choose shorter races</li> <li>• Printed out rules for track and field             <ul style="list-style-type: none"> <li>- I.e. – in native language</li> </ul> </li> </ul>	
<b>Inter-disciplinary Connections</b>	TBD	
<b>Lesson resources / Activities</b>	TBD	

**2009 NJCCCS**

**Standard:**

**2.1: Wellness:** All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

**2.5: Motor Skills Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

**2.6: Fitness:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Strand(s):**

**2.1 - B. Nutrition**

**2.5 –A. Movement skills and concepts, B. Strategy, C. Sportsmanship, Rules, and Safety**

**2.6- A. Fitness and Physical Activity**

**Content Statement(s):**

- Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.
- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
- Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
- Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

**CPI # / CPI(s):**

- 2.1.12.B.1
- 2.5.12.A.1
- 2.5.12.A.2
- 2.5.12.B.2
- 2.5.12.B.3
- 2.5.12.C.1
- 2.5.12.C.2
- 2.5.12.C.3
- 2.6.12.A.1
- 2.6.12.A.2
- 2.6.12.A.3
- 2.6.12.A.4
- 2.6.12.A.5

**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools  
Curriculum**

**Unit Title: Project Adventure**

**Unit #: 14**

**Course or Grade Level: 10<sup>th</sup> Grade**

**Length of Time: 35 Days**

**Pacing**

Day:

- 1: Gotcha, Bumpity bump bump, Categories
- 2: Everybody's it, Pairs tag, Blob tag
- 3: Zip Zap, Quick line up
- 4: Hog call, Paper scissors rock
- 5: Warp speed, Group Juggle
- 6: Turn style
- 7: 1,2,3 = ?
- 8: Have you ever, Look across
- 9: Moon Ball
- 10: Cyclops tag, Asteroids
- 11: Impulse
- 12: Hidden Maze
- 13: Key Punch
- 14: Traffic Jam
- 15: Trust lean, Two and three person
- 16: Willow in the wind, Human knot
- 17: Stepping Stones
- 18: Introduce safety equipment and usage
- 19 **until the end:** Swing shot, Centipede, Ladder, Pamper pole

**Essential Questions**

- What does it mean to put the "success of the group in front of success of the individual"?
- How can learning to work together to achieve a goal be used as a life long tool?
- What are the skills needed to participate in project adventure?

**Content**

Warm up  
Stretch  
Games  
Initiatives- problem solving activities  
Low elements  
High elements  
Spotting  
Proper use of equipment  
Climbing  
Debriefing

**Skills**

- Demonstrate responsible personal and social behavior by working cooperatively with others
- Demonstrate effective interpersonal skills during group activities
- Solve problems while actively participating in group activities
- Explain and set individual goals for climbing activities to be reached by the end of the unit
- List the safety commands for climbing and spotting activities
- Describe how to put on a safety harness and helmet
- Describe how to properly lock down a carabineer

**Assessments**

- Formative:
- Cooperative activities
  - Class discussion / participation
  - Teacher observation
  - Grading rubrics
  - Peer assessment
- Summative:
- Written tests
  - End of marking period benchmark test
  - Skill Test at end of unit

<b>Interventions / differentiated instruction</b>	TBD
<b>Inter-disciplinary Connections</b>	- Math - Problem solving skills
<b>Lesson resources / Activities</b>	TBD

**2009 NJCCCS**

**Standard:**

*2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.*

*2.5: Motor Skills Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.*

*2.6: Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.*

**Strand(s):**

**2.1 - B. Nutrition**

**2.5 –A. Movement skills and concepts, B. Strategy, C. Sportsmanship, Rules, and Safety**

**2.6- A. Fitness and Physical Activity**

**Content Statement(s):**

- Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.
- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
- Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
- Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

**CPI # / CPI(s):**

- 2.1.12.B.1
- 2.5.12.A.1
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- 2.5.12.B.2
- 2.5.12.B.3
- 2.5.12.C.1
- 2.5.12.C.2
- 2.5.12.C.3
- 2.6.12.A.1
- 2.6.12.A.2
- 2.6.12.A.3
- 2.6.12.A.4
- 2.6.12.A.5

**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools  
Curriculum**

**Unit Title: Fitness**

**Unit #: 15**

**Course or Grade Level: All Grades**

**Length of Time: 20 Days**

**Pacing**

Days:  
1: Introduction, expectations  
2-19: track days, physical fitness testing  
20: Assessment

**Essential Questions**

- How can staying fit help a person live a long and healthy life?
- What lifelong activities can I participate in to promote my own fitness?
- What minimum amount of exercise can I do to stay physically fit?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
- How do you realize age-appropriate fitness?
- What is the importance of ones health related fitness to their overall wellness?
- What is the difference between skill and health related fitness?
- Why should an individual participate in lifelong fitness activities?

**Content**

- Track days
- Fitness testing days
- Fitness-gram testing
- Pushups
- Sit-ups
- Timed mile

**Skills**

- Describe the fitness component related to each physical fitness test
- Describe how participating independently in health-enhancing physical fitness activities will better your future health
- Compare and contrast starting physical fitness test results to end of marking period results and discuss why they improved or did not improve

**Assessments**

- Formative:
- Cooperative activities
  - Class discussion / participation
  - Teacher observation
  - Grading rubrics
  - Peer assessment
  - Track days and fitness testing
- Summative:
- Written tests
  - End of marking period benchmark test
  - Skill Test at end of unit

**Interventions / differentiated instruction**

- Printed out rules for fitness
  - I.e. – in native language

**Inter-disciplinary Connections**

TBD

**Lesson resources / Activities**

TBD

**2009 NJCCCS**

**Standard:**

**2.1: Wellness:** All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

**2.5: Motor Skills Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

**2.6: Fitness:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Strand(s):**

**2.1 - B. Nutrition**

**2.5 –A. Movement skills and concepts, B. Strategy, C. Sportsmanship, Rules, and Safety**

**2.6- A. Fitness and Physical Activity**

**Content Statement(s):**

- Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.
- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
- Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
- Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

**CPI # / CPI(s):**

- 2.1.12.B.1
- 2.5.12.A.1
- 2.5.12.A.2
- 2.5.12.B.2
- 2.5.12.B.3
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- 2.5.12.C.2
- 2.5.12.C.3
- 2.6.12.A.1
- 2.6.12.A.2
- 2.6.12.A.3
- 2.6.12.A.4
- 2.6.12.A.5

**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Pickleball</b>		<b>Unit #: 16</b>
<b>Course or Grade Level: 10<sup>th</sup> Grade</b>		<b>Length of Time: 20 Days</b>
<b>Pacing</b>	Day: 1: Rules and Safety 2: forehand and backhand 3: serving 4-18: singles and doubles tournament games 19-20: assessment	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the rules and regulations for pickleball?</li> <li>• What are the similarities and differences between pickleball and tennis?</li> <li>• What are the skills needed to participate in pickleball?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Rules</li> <li>• How to play the game</li> <li>• Serving</li> <li>• Forehand</li> <li>• Backhand</li> <li>• “Shots”</li> <li>• Scoring</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Explain the rules of pickleball to a partner</li> <li>• Identify the two different types of strokes</li> <li>• Critique a partner during peer assessment on their serve</li> <li>• Compare and contrast the similarities and differences between pickleball and tennis</li> </ul>	
<b>Assessments</b>	<u>Formative:</u> <ul style="list-style-type: none"> <li>• Cooperative activities</li> <li>• Class discussion / participation</li> <li>• Teacher observation</li> <li>• Grading rubrics</li> <li>• Peer assessment</li> </ul> <u>Summative:</u> <ul style="list-style-type: none"> <li>• Written tests</li> <li>• End of marking period benchmark test</li> <li>• Skill Test at end of unit</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Use different bat and ball depending on skill level of class</li> <li>• Move bases closer</li> <li>• Printed out rules for softball               <ul style="list-style-type: none"> <li>- I.e. – in native language</li> </ul> </li> </ul>	
<b>Inter-disciplinary Connections</b>	TBD	
<b>Lesson resources / Activities</b>	TBD	

**2009 NJCCCS**

**Standard:**

**2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**



**2.5: Motor Skills Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

**2.6: Fitness:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Strand(s):**

**2.1 - B. Nutrition**

**2.5 –A. Movement skills and concepts, B. Strategy, C. Sportsmanship, Rules, and Safety**

**2.6- A. Fitness and Physical Activity**

**Content Statement(s):**

- Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.
- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
- Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
- Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

**CPI # / CPI(s):**

- 2.1.12.B.1
- 2.5.12.A.1
- 2.5.12.A.2
- 2.5.12.B.2
- 2.5.12.B.3
- 2.5.12.C.1
- 2.5.12.C.2
- 2.5.12.C.3
- 2.6.12.A.1
- 2.6.12.A.2
- 2.6.12.A.3
- 2.6.12.A.4
- 2.6.12.A.5

**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Dance</b>		<b>Unit #: 17</b>
<b>Course or Grade Level: 10<sup>th</sup> Grade</b>		<b>Length of Time: 5 Days</b>
<b>Pacing</b>	Day: 1-4: Square dancing and line dancing 5: Assessment	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How can people express themselves through dance?</li> <li>• What are the health benefits of dancing?</li> <li>• Will I be able to use this in my future?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Square dancing</li> <li>• Line dancing</li> <li>• Create a dance assessment</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Create a dance routine to perform using skills taught in class</li> <li>• Explain the difference between a square dance and line dance</li> <li>• List the health benefits of dance</li> </ul>	
<b>Assessments</b>	<p style="text-align: center;"><u>Formative:</u></p> <ul style="list-style-type: none"> <li>• Cooperative activities</li> <li>• Class discussion / participation</li> <li>• Teacher observation</li> <li>• Grading rubrics</li> <li>• Peer assessment</li> </ul> <p style="text-align: center;"><u>Summative:</u></p> <ul style="list-style-type: none"> <li>• Written tests</li> <li>• End of marking period benchmark test</li> <li>• Skill Test at end of unit</li> </ul>	
<b>Interventions / differentiated instruction</b>	TBD	
<b>Inter-disciplinary Connections</b>	TBD	
<b>Lesson resources / Activities</b>	TBD	
<b>2009 NJCCCS</b>		
<b>Standard:</b> <i>2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</i> <i>2.5: Motor Skills Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i> <i>2.6: Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i>		
<b>Strand(s):</b> <b>2.1 - B. Nutrition</b> <b>2.5 –A. Movement skills and concepts, B. Strategy, C. Sportsmanship, Rules, and Safety</b> <b>2.6- A. Fitness and Physical Activity</b>		
<b>Content Statement(s):</b>		<b>CPI # / CPI(s):</b>

<ul style="list-style-type: none"> <li>• Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.</li> <li>• Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</li> <li>• Design and lead a rhythmic activity that includes variations in time, spaced, force, flow, and relationships.</li> <li>• Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.</li> <li>• Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.</li> <li>• Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.</li> </ul>	<p>2.1.12.B.1</p> <p>2.5.12.A.1 2.5.12.A.2 2.5.12.A.3</p> <p>2.5.12.B.2 2.5.12.B.3</p> <p>2.5.12.C.1 2.5.12.C.2 2.5.12.C.3</p> <p>2.6.12.A.1 2.6.12.A.2 2.6.12.A.3 2.6.12.A.4 2.6.12.A.5</p>
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<b>21<sup>st</sup> Century Themes</b>
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Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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<b>21<sup>st</sup> Century Skills</b>
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Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
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Media Literacy	ICT Literacy	Life and Career Skills
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**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Recreation Games</b>		<b>Unit #: 18</b>
<b>Course or Grade Level: 12<sup>th</sup> Grade</b>		<b>Length of Time: 20 Days</b>
<b>Pacing</b>	Day: 1-19: Recreation games 20: Assessment	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How can people use these games outside of school?</li> <li>• What types of games are considered recreation games?</li> <li>• Will I be able to use this in my future?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Horseshoes</li> <li>• Bocheball</li> <li>• Crocket</li> <li>• Badminton</li> <li>• Washer toss</li> <li>• Ladder toss</li> <li>• Assessment</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• List the ways recreation games can be incorporated into future events</li> <li>• Explain the difference between the recreation games</li> <li>• Create an event around the recreation games</li> </ul>	
<b>Assessments</b>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>• Cooperative activities</li> <li>• Class discussion / participation</li> <li>• Teacher observation</li> <li>• Grading rubrics</li> <li>• Peer assessment</li> </ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>• Written tests</li> <li>• End of marking period benchmark test</li> <li>• Skill Test at end of unit</li> </ul>	
<b>Interventions / differentiated instruction</b>	TBD	
<b>Inter-disciplinary Connections</b>	TBD	
<b>Lesson resources / Activities</b>	TBD	

**2009 NJCCCS**

**Standard:**

**2.1: Wellness:** All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

**2.5: Motor Skills Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

**2.6: Fitness:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Strand(s):****2.1 - B. Nutrition****2.5 –A. Movement skills and concepts, B. Strategy, C. Sportsmanship, Rules, and Safety****2.6- A. Fitness and Physical Activity****Content Statement(s):**

- Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.
- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- Design and lead a rhythmic activity that includes variations in time, spaced, force, flow, and relationships.
- Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
- Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
- Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

**CPI # / CPI(s):**

2.1.12.B.1

2.5.12.A.1

2.5.12.A.2

2.5.12.A.3

2.5.12.B.2

2.5.12.B.3

2.5.12.C.1

2.5.12.C.2

2.5.12.C.3

2.6.12.A.1

2.6.12.A.2

2.6.12.A.3

2.6.12.A.4

2.6.12.A.5

**21<sup>st</sup> Century Themes**

Global Awareness

Financial, Economic,  
Business, and Entrepreneurial  
Literacy

Civic Literacy

Health Literacy

**21<sup>st</sup> Century Skills**Creativity and  
InnovationCritical Thinking and Problem  
SolvingCommunication and  
Collaboration

Information Literacy

Media Literacy

ICT Literacy

Life and Career Skills