

## Pine Hill Public Schools Curriculum

Content Area:		<b>Physical Education</b>	
Course Title/ Grade Level:		6 <sup>th</sup> grade	
Unit 1:	<b>Physical Fitness</b>	Weeks:	<b>All Year</b>
Unit 2:	<b>Soccer</b>	Weeks:	<b>4 weeks (16 days)</b>
Unit 3:	<b>Flag Football</b>	Weeks:	<b>4 weeks (16 days)</b>
Unit 4:	<b>Lacrosse</b>	Weeks:	<b>4 weeks (16 days)</b>
Unit 5:	<b>Floor Hockey</b>	Weeks:	<b>3-4 Weeks</b>
Unit 6:	<b>Team Handball</b>	Weeks:	<b>3-4 Weeks</b>
Unit 7:	<b>Basketball</b>	Weeks:	<b>3-4 Weeks</b>
Unit 8:	<b>Volleyball</b>	Weeks:	<b>3-4 Weeks</b>
Unit 9:	<b>Track &amp; Field</b>	Weeks:	<b>4 Weeks</b>
Unit 10:	<b>Softball</b>	Weeks:	<b>3-4 Weeks</b>
BOE Approval Date:		August 28, 2012	

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<b>Unit Title:</b> Physical Fitness		<b>Unit #: 1</b>
<b>Course or Grade Level:</b> 6 <sup>th</sup> grade		<b>Length of Time:</b> All Year
<b>Pacing</b>	1 Day per week	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How can students know and apply a variety of effective fitness principles over time to enhance personal fitness level, performance and health.</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Running, Sit ups, push- ups, stretching, Fitness testing, timed mile, circuit training, variety of exercises.</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Explain and demonstrate proper running technique</li> <li>• Demonstrate modified and regular push-ups, proper sit ups, crunches &amp; other core strength exercises. Flexibility exercises, cardiovascular endurance activities.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Fitness Testing</li> <li>• Participation</li> <li>• Teacher observation</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Use appropriate equipment depending on skill level</li> <li>• Print out rules.</li> <li>• Follow IEP recommendations</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Equipment</li> <li>• Demonstration</li> <li>• Practice</li> <li>• Other - TBD</li> </ul>	
<b>2009 NJCCCS</b>		
<b>Standard: 2.6 Fitness All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</b>		
<b>Strand(s): A. Fitness and Physical Activity</b>		
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>	
Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.	
	2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.	
	2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.	
	2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.	
	2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.	
Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness	
	2.6.6.A.7 Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.	

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<b>Unit Title:</b> Soccer		<b>Unit #:</b> 2
<b>Course or Grade Level:</b> 6 <sup>th</sup> Grade		<b>Length of Time:</b> 16 Days
<b>Pacing</b>	4 days per week	
<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>• Offence, Defense, Field positions, rules, safety.</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Passing, kicking, dribbling, scoring, throwing, game strategy</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Cooperative activities</li> <li>• Participation</li> <li>• Teacher Observation</li> <li>• Rubric grading</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Use appropriate equipment according to skill level and physical ability</li> <li>• Print out rules and positions</li> <li>• Follow IEP recommendation</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math – Keeping score</li> <li>• Other – TBD</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Equipment</li> <li>• Demonstrate</li> <li>• Practice</li> <li>• Other- TBD</li> </ul>	
<b>2009 NJCCCS</b>		
<b>Standard: 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</b>		
<b>Strand: A. Movement Skills and Concept</b>		
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>	
Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).	
	2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.	
	2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness 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.	2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance	
<b>Strand: B. Strategy</b>		
There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.	2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.	
	2.5.6.B.2 Compare and contrast strategies used to impact	

	individual and team effectiveness and make modifications for improvement.
<b>Strand: C. Sportsmanship, Rules, and Safety</b>	
Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
	2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.	2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.
<b>Standard 2.6 Fitness All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</b>	
<b>Strand A. Fitness and Physical Activity</b>	
Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.
	2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.
	2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
	2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
	2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.
	2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
	2.6.6.A.7 Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

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<b>Unit Title:</b> Flag Football		<b>Unit #: 3</b>
<b>Course or Grade Level:</b> 6 <sup>th</sup> grade		<b>Length of Time:</b> 16 Days
<b>Pacing</b>	4Days per week	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is the offensive and defensive strategy of flag football?</li> <li>• What are the rules of Flag football?</li> <li>• What is good sportsmanship?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Rules, safety, field positions, offense, defense</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Throwing, catching, kicking, punting, pass pattern, running</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Cooperative activities, participation, Teacher observation, rubic garding.</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Use appropriate equipment according to skill level and physical ability</li> <li>• Print out rules and positions</li> <li>• Follow IEP recommendations</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math – Keeping Score</li> <li>• Other – TBD</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Equipment, demonstrate skills, practice</li> <li>• Other TBD</li> </ul>	
<b>2009 NJCCCS</b>		
<b>Standard: 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</b>		
<b>Strand(s): A. Movement Skills and Concepts</b>		
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>	
Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).	
	2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.	
	2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness 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.	2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance	
<b>Strand: B. Strategy</b>		
There is a relationship between applying effective tactical strategies and achieving individual and team goals when	2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.	

competing in games, sports, and other activity situations.	2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
<b>Stand: C. Sportsmanship, Rules, and Safety</b>	
Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
	2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.	2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.
<b>Standard: 2.6 Fitness All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</b>	
<b>Strand: A. Fitness and Physical Activity</b>	
Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.
	2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.
	2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
	2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
	2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.
	2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
	2.6.6.A.7 Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

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<b>Unit Title:</b> Lacrosse		<b>Unit #: 4</b>
<b>Course or Grade Level:</b> 6 <sup>th</sup> grade		<b>Length of Time:</b> 16 Days
<b>Date Created:</b> September 2012		<b>BOE Approval Date:</b>
<b>Pacing</b>	4 Days per week	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What skills are needed to play lacrosse?</li> <li>• What are the rules of lacrosse?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Equipment, rules, ball control, offensive and defensive tactics and safety</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Scooping, catching, cradling</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Teacher observation</li> <li>• Cooperative activities</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Drills at a slower pace</li> <li>• More lead- up games</li> <li>• Softer ball,</li> <li>• Follow IEP Recommendations</li> <li>• Print out rules</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Equipment</li> <li>• Demonstrate skills</li> <li>• Drills</li> <li>• Practice</li> <li>• Lead-up games</li> <li>• Other –TBD</li> </ul>	

**2009 NJCCCS**

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

**Strand: A. Movement Skills and Concepts**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
	2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness 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.	2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance

<b>Strand: B. Strategy</b>	
There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.	2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
	2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
<b>Strand: C. Sportsmanship, Rules, and Safety</b>	
Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.	2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.
<b>Standard: 2.6 Fitness All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</b>	
<b>Strand: A. Fitness and Physical Activity</b>	
Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.
	2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.
	2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
	2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
	2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.
	2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
	2.6.6.A.7 Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.



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<b>Unit Title:</b> Floor Hockey		<b>Unit #: 5</b>
<b>Course or Grade Level:</b> 6 <sup>th</sup> grade		<b>Length of Time:</b> 3-4 Weeks
<b>Date Created:</b> September 2012		<b>BOE Approval Date:</b>
<b>Pacing</b>	3 Days per week	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How is floor hockey played?</li> <li>• What are the rules of floor hockey?</li> <li>• What skills are needed to play floor hockey?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Rules, safety, offensive and defensive strategies, goalie techniques</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Locomotor, passing, dribbling, shooting, teamwork, cardiovascular endurance, eye-hand coordination.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Cooperative activities</li> <li>• Participation</li> <li>• Teacher observation</li> <li>• Rubric grading</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Softer equipment</li> <li>• Printed rules</li> <li>• Follow IEP recommendations</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math – Keeping Score</li> <li>• Other – TBD</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Materials, equipment, demonstration of skills, rules &amp; Strategies, lead up games.</li> </ul>	

**2009 NJCCCS**

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

**Strand: A. Movement Skills and Concepts**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
	2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness 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.	2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance

**Strand: B. Strategy**

There is a relationship between applying effective tactical strategies and achieving individual and team goals when	2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
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competing in games, sports, and other activity situations.	2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
<b>Strand: C. Sportsmanship, Rules, and Safety</b>	
Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.	2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.
<b>Standard: 2.6 Fitness All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</b>	
<b>Strand: A. Fitness and Physical Activity</b>	
Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.
	2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.
	2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
	2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
	2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.
	2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
	2.6.6.A.7 Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

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<b>Unit Title: Team Handball</b>		<b>Unit #: 6</b>
<b>Course or Grade Level: 6<sup>th</sup> grade</b>		<b>Length of Time: 3-4 Weeks</b>
<b>Date Created: September 2012</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	<b>3 Days per week</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is Team Handball?</li> <li>• What skills are needed to perform team handball?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Explain game, rules, defensive and offensive strategies</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Throwing, catching, passing, rules, defense offense.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Cooperative activities</li> <li>• Participation</li> <li>• Teacher observation</li> <li>• Rubric grading</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Use of larger ball, change boundaries, follow IEP recommendations, print rules</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math – Keeping Score</li> <li>• Other – TBD</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Materials, equipment, demonstration of skills, rules &amp; Strategies, lead up games, answer students questions.</li> </ul>	

**2009 NJCCCS**

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

**Strand: A. Movement Skills and Concepts**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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	2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness 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.	2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance

<b>Strand: B. Strategy</b>	
There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.	2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
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<b>Strand: C. Sportsmanship, Rules, and Safety</b>	
Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.	2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.
<b>Standard: 2.6 Fitness All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</b>	
<b>Strand: A. Fitness and Physical Activity</b>	
Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.
	2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.
	2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
	2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
	2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.
	2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
	2.6.6.A.7 Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> Basketball		<b>Unit #: 7</b>
<b>Course or Grade Level:</b> 6 <sup>th</sup> grade		<b>Length of Time:</b> 3-4 Weeks
<b>Date Created:</b> September 2012		<b>BOE Approval Date:</b>
<b>Pacing</b>	4 Days per week	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How is basketball played?</li> <li>• What skills are needed to play basketball?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Rules, safety, offensive and defensive strategies</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Passing, dribbling, shooting, teamwork, offense &amp; defensive skills and strategies. How to keep score.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Cooperative activities</li> <li>• Participation</li> <li>• Teacher observation</li> <li>• Rubric grading</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• More lead up games</li> <li>• Printed rules</li> <li>• Follow IEP recommendations</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math – Keeping Score</li> <li>• Other – TBD</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Basic Skills ( ball handling) passing and shooting. Lead up games. Hoops for Heart.</li> <li>• Other – TBD</li> </ul>	

**2009 NJCCCS**

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

**Strand: A. Movement Skills and Concepts**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
	2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness 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.	2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance

**Strand: B. Strategy**

There is a relationship between applying effective tactical strategies and achieving individual and team goals when	2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
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competing in games, sports, and other activity situations.	2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
<b>Strand: C. Sportsmanship, Rules, and Safety</b>	
Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.	2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.
<b>Standard: 2.6 Fitness All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</b>	
<b>Strand: A. Fitness and Physical Activity</b>	
Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.
	2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.
	2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
	2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
	2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.
	2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
	2.6.6.A.7 Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> Volleyball		<b>Unit #: 8</b>
<b>Course or Grade Level:</b> 6 <sup>th</sup> grade		<b>Length of Time:</b> 3-4 Weeks
<b>Date Created:</b> September 2012		<b>BOE Approval Date:</b>
<b>Pacing</b>	4 Days per week	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the rules of volleyball?</li> <li>• What skills are needed to play volleyball?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Rules, rotation, serving (underhand), set, bump</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Bump, set, serve rotation, rally scoring</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Cooperative activities</li> <li>• Participation</li> <li>• Teacher observation</li> <li>• Rubric grading</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Softer &amp; Larger equipment</li> <li>• Lower net</li> <li>• Allow more hits</li> <li>• Printed rules</li> <li>• Follow IEP recommendations</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math – Keeping Score</li> <li>• Science – Follow correct rotation</li> <li>• Other – TBD</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Small group skill work, bump only, set only, rotation, scoring, lead up games.</li> </ul>	

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

**Strand: A. Movement Skills and Concepts**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
	2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness 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.	2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance

**Strand: B. Strategy**

<p>There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.</p>	<p>2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</p> <p>2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.</p>
<p><b>Strand: C. Sportsmanship, Rules, and Safety</b></p>	
<p>Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p>	<p>2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</p>
<p>There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.</p>	<p>2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.</p>
<p><b>Standard: 2.6 Fitness All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</b></p>	
<p><b>Strand: A. Fitness and Physical Activity</b></p>	
<p>Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.</p>	<p>2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.</p> <p>2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.</p> <p>2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.</p> <p>2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.</p> <p>2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.</p> <p>2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.</p> <p>2.6.6.A.7 Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.</p>



**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> Track and Field		<b>Unit #: 9</b>
<b>Course or Grade Level:</b> 6 <sup>th</sup> grade		<b>Length of Time:</b> 4 Weeks
<b>Date Created:</b> September 2012		<b>BOE Approval Date:</b>
<b>Pacing</b>	4 Days per week	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the events?</li> <li>• What are the technical demands of each event?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Shot put, discus, running relay races</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Running, baton passing, throwing</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Cooperative activities</li> <li>• Participation</li> <li>• Teacher observation</li> <li>• Rubric grading</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Softer &amp; Larger equipment</li> <li>• Shorter races</li> <li>• Use different equipment for field events</li> <li>• Printed rules</li> <li>• Follow IEP recommendations</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math – Measure distance</li> <li>• Science – Gather data - times for races</li> <li>• Other – TBD</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Explain and demonstrate events</li> <li>• Discuss events in track and field</li> <li>• Practice events &amp; skills               <ul style="list-style-type: none"> <li>*Shot put</li> <li>*Discus</li> <li>*Relay Races</li> </ul> </li> </ul>	

**2009 NJCCCS**

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

**Strand: A. Movement Skills and Concepts**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
	2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness 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.	2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance

<b>Strand: B. Strategy</b>	
There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.	2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
	2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
<b>Strand: C. Sportsmanship, Rules, and Safety</b>	
Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.	2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.
<b>Standard: 2.6 Fitness All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</b>	
<b>Strand: A. Fitness and Physical Activity</b>	
Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.
	2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.
	2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
	2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
	2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.
	2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
	2.6.6.A.7 Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> Softball		<b>Unit #: 10</b>
<b>Course or Grade Level:</b> 6 <sup>th</sup> grade		<b>Length of Time:</b> 3-4 Weeks
<b>Date Created:</b> September 2012		<b>BOE Approval Date:</b>
<b>Pacing</b>	4 Days per week	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do you play the game of Softball?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Softball activities, skills through guided drills and practice lead up games</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Throwing, catching &amp; batting, base running rules, strategy, offense &amp; defense, team work</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Cooperative activities</li> <li>• Participation</li> <li>• Teacher observation</li> <li>• Rubric grading</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Softer equipment</li> <li>• Plastic bat</li> <li>• Shorter distance between bases</li> <li>• Printed rules</li> <li>• Follow IEP recommendations</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math – Keeping Score</li> <li>• Science – Follow correct rotation</li> <li>• History – of the game</li> <li>• Other – TBD</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Explain and demonstrate equipment, skills, rules, strategy, lead up games.</li> </ul>	

**2009 NJCCCS**

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

**Strand: A. Movement Skills and Concepts**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
	2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness 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.	2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance

**Strand: B. Strategy**

There is a relationship between applying effective tactical strategies and achieving individual and team goals when	2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
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competing in games, sports, and other activity situations.	2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
<b>Strand: C. Sportsmanship, Rules, and Safety</b>	
Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.	2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.
<b>Standard: 2.6 Fitness All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</b>	
<b>Strand: A. Fitness and Physical Activity</b>	
Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.
	2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.
	2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
	2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
	2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.
	2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
	2.6.6.A.7 Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

Revised: December 18, 2012

