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

		ablic Schools	
	Curr	iculum	
Unit Title: Ph	ysical Fitness		Unit #: 1
Course or Grade Level: 6th grade		Length of Time: All Year	
Pacing	1 Day per week		
Essential Questions	How can students know and apply a variety fitness level, performance and health.	y of effective fitness principles over	er time to enhance personal
Content	• Running, Sit ups, push- ups, stretching, Fi	tness testing, timed mile, circuit tra	aining, variety of exercises.
Skills	 Explain and demonstrate proper running technique Demonstrate modified and regular push-ups, proper sit ups, crunches & other core strength exercises. Flexibility exercises, cardiovascular endurance activities. 		
Assessments	 Fitness Testing Participation Teacher observation 		
Interventions / differentiated instruction	 Use appropriate equipment depending on skill level Print out rules. Follow IEP recommendations 		
Inter- disciplinary Connections	• TBD		
Lesson resources / Activities	 Equipment Demonstration Practice Other - TBD 		
	2009 N	JCCCS	
Standard: 2.6 Fi maintain a health	tness All students will apply health-related a y, active lifestyle.	and skill-related fitness concepts	and skills to develop and
Strand(s): A. Fit	ness and Physical Activity		
Content Statem	ent(s):	CPI #/ CPI(s):	
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 assessment of one's personal fitth health/fitness indicators before, a 2.6.6.A.1 Analyze the social. emselected physical experiences. 2.6.6.A.2 Determine to what extra skill-related fitness versus health	ness level, and monitor during, and after the program. notional, and health benefits of ent various activities improve n-related fitness.
pori		 2.6.6.A.4 Predict how factors suenvironmental conditions, and appersonal fitness. 2.6.6.A.5 Relate physical activity composition to personal fitness and appears of the composition to personal fitness. 	y, healthy eating, and body 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 intensity, time, and type (FITT) 2.6.6.A.7 Evaluate the short- and steroids and other performance-opersonal health	training principles of frequenc to improve personal fitness d long-term effects of anabolic

personal health.

Pine Hill Public Schools			
Curriculum			
Unit Title: Socce	er	Unit #: 2	
Course or Grade	Level: 6 th Grade	Length of Time: 16 Days	
Pacing	4 days per week		
Essential Questions	*** * * *		
Content	Offence, Defense, Field positions, rules, safety.		
Skills	Passing, kicking, dribbling, scoring, throwing	ng, game strategy	
Assessments	 Cooperative activities Participation Teacher Observation Rubric grading 		
Interventions / differentiated instruction	 Use appropriate equipment according to skill level and physical ability Print out rules and positions Follow IEP recommendation 		
Inter- disciplinary Connections	• Math – Keeping score • Other – TBD		
Lesson resources / Activities	 Equipment Demonstrate Practice Other- TBD 		
maintain a health	otor Skill Development All students will utiliz ny, active lifestyle.	JCCCS e safe, efficient, and effective movement to develop and	
Strand: A. Move	ment Skills and Concept		
Content Stateme	nt(s):	CPI # / CPI(s):	
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).	
individual's ability receive constructive	ment skills effectively is often based on an y to analyze one's own performance as well as we 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. Strate			
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.
Strand: C. Sportsmanship, Rules, and Safety	
Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.	 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. 2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.
Standard 2.6 Fitness All students will apply health-related an	
maintain a healthy, active lifestyle	a skin-related refless concepts and skins to develop and
Strand A. Fitness and Physical Activity	
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			
Unit Title: Flag		Unit #: 3	
Course or Grade Level: 6th grade		Length of Time: 16 Days	
	ı	Length of Time. To Days	
Pacing	4Days per week	of flag football?	
Essential Questions	 What is the offensive and defensive strategy of flag football? What are the rules of Flag football? What is good sportsmanship? 		
Content	Rules, safety, field positions, offense, defense		
Skills	• Throwing, catching, kicking, punting, pass	pattern, running	
Assessments	Cooperative activities, participation, Teacher observation, rubic garding.		
Interventions / differentiated instruction	 Use appropriate equipment according to skill level and physical ability Print out rules and positions Follow IEP recommendations 		
Inter- disciplinary Connections	 Math – Keeping Score Other – TBD 		
Lesson resources / Activities	Equipment, demonstrate skills, practiceOther TBD		
	2009 N	JCCCS	
	Iotor Skill Development All students will healthy, active lifestyle.	utilize safe, efficient, and effective movement to develop	
Strand(s): A. M	ovement Skills and Concepts		
Content Statem	ent(s):	CPI #/ CPI(s):	
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	
Strand: B. Strat	egy		
	ionship between applying effective tactical 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.	
Stand: C. Sportsmanship, Rules, and Safety		
	2.5.6.C.1 Compare the roles and responsibilities of players and	
Practicing appropriate	observers and recommend strategies to enhance sportsmanship-	
and safe behaviors while participating in and viewing games,	like behavior.	
sports, and other competitive events contributes to enjoyment of	2.5.6.C.2 Apply rules and procedures for specific games, sports,	
the event.	and other competitive activities and describe how they enhance	
	participation and safety.	
There is a strong cultural, ethnic, and historical background	2.5.6.C.3 Relate the origin and rules associated with certain	
associated with competitive sports and dance.	games, sports, and dances to different cultures.	
Standard: 2.6 Fitness All students will apply health-rela	ted and skill-related fitness concepts and skills to develop	
and maintain a healthy, active lifestyle		
Strand: A. Fitness and Physical Activity		
	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.	
Knowing and applying a variety of effective fitness principles	2.6.6.A.4 Predict how factors such as health status, interests,	
over time enhances personal fitness level, performance, and	environmental conditions, and available time may impact	
health status.	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.	
	personal nearth.	

		blic Schools culum	
Unit Title: La	crosse		Unit #: 4
Course or Grade Level: 6th grade		Length of Time: 16 Days	
Date Created: S	eptember 2012	BOE Approval Date:	
Pacing	4 Days per week	I	
Essential Questions	What skills are needed to play lacrosse? What are the rules of lacrosse?		
Content	Equipment, rules, ball control, offensive an	nd defensive tactics and safety	
Skills	Scooping, catching, cradling		
Assessments	ParticipationTeacher observationCooperative activities		
Interventions / differentiated instruction	 Drills at a slower pace More lead- up games Softer ball, Follow IEP Recommendations Print out rules 		
Inter- disciplinary Connections	• TBD		
Lesson resources / Activities	 Equipment Demonstrate skills Drills Practice Lead-up games Other –TBD 		
		JCCCS	
	Iotor Skill Development All students will healthy, active lifestyle.	utilize safe, efficient, and effo	ective movement to develop
Strand: A. Mov	ement Skills and Concepts		
Content Stateme	ent(s):	CPI #/ CPI(s):	
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 n mechanically correct movement isolated settings (i.e., skill practi games, sports, dance, and recrea 2.5.6.A.2 Explain concepts of fo control while modifying force, fi relationships in interactive dynamics.	in smooth flowing sequences in ce) and applied settings (i.e., tional activities). rce and motion and demonstrate low, time, space, and
games, spo Performing mov individual's ability	of fundamental concepts related to effective as provides the foundation for participation in orts, dance, and recreational activities. The ement skills effectively is often based on an orto analyze one's own performance as well as constructive feedback from others.	2.5.6.A.3 Create and demonstrat individually and with others, bas music (creative, cultural, social, 2.5.6.A.4 Use self-evaluation an and correct errors in one's move	e planned movement sequences, sed on tempo, beat, rhythm, and and fitness dance). d external feedback to detect

Strand: B. Strategy		
There is a relationship between applying effective tactical	2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.	
strategies and achieving individual and team goals when 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.	
Strand: C. Sportsmanship, Rules, and Safety		
Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.	 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. 2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures. 	
Standard: 2.6 Fitness All students will apply health-rela and maintain a healthy, active lifestyle Strand: A. Fitness and Physical Activity	ted and skill-related fitness concepts and skills to develop	
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. 	

		iblic Schools culum	
Unit Title:	Floor Hockey		Unit #: 5
Course or Grade Level: 6 th grade		Length of Time: 3-4 Weeks	
Date Created: S	eptember 2012	BOE Approval Date:	
Pacing	3 Days per week		
Essential Questions	 How is floor hockey played? What are the rules of floor hockey? What skills are needed to play floor hockey?		
Content	Rules, safety, offensive and defensive strat	egies, goalie techniques	
Skills	• Locomotor, passing, dribbling, shooting, tea	amwork, cardiovascular endurance,	eye-hand coordination.
Assessments	 Cooperative activities Participation Teacher observation Rubric grading 		
Interventions / differentiated instruction	Softer equipment Printed rules Follow IEP recommendations		
Inter- disciplinary Connections	 Math – Keeping Score Other – TBD 		
Lesson resources / Activities	Materials, equipment, demonstration of skill	ls, rules & Strategies, lead up game	S.
	2009 N	JCCCS	
and maintain a	Iotor Skill Development All students will healthy, active lifestyle.	utilize safe, efficient, and effec	ctive movement to develop
Strand: A. Mov	ement Skills and Concepts		
Content Statem	ent(s):	CPI # / CPI (s):	
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 mechanically correct movement in isolated settings (i.e., skill practic games, sports, dance, and recreati 2.5.6.A.2 Explain concepts of forcontrol while modifying force, florelationships in interactive dynamics.	n smooth flowing sequences in e) and applied settings (i.e., onal activities). ce and motion and demonstrate ow, time, space, and
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 individually and with others, base music (creative, cultural, social, a	planned movement sequences, ed on tempo, beat, rhythm, and
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 and correct errors in one's moven	
Strand: B. Strat	tegy	1	
	ionship between applying effective tactical achieving individual and team goals when	2.5.6.B.1 Demonstrate the use of cooperative strategies in individua	

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.
Strand: C. Sportsmanship, Rules, and Safety	
Practicing appropriate and safe behaviors while participating in	2.5.6.C.2 Apply rules and procedures for specific games, sports,
and viewing games, sports, and other competitive events	and other competitive activities and describe how they enhance
contributes to enjoyment of the event.	participation and safety.
There is a strong cultural, ethnic, and historical background	2.5.6.C.3 Relate the origin and rules associated with certain
associated with competitive sports and dance.	games, sports, and dances to different cultures.
	ted and skill-related fitness concepts and skills to develo
and maintain a healthy, active lifestyle	•
Strand: A. Fitness and Physical Activity	
	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.
Knowing and applying a variety of effective fitness principles	2.6.6.A.4 Predict how factors such as health status, interests,
over time enhances personal fitness level, performance, and	environmental conditions, and available time may impact
health status.	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.
	Personal mental

Pine Hill Public Schools				
Curriculum				
Unit Title:	Team Handball		Unit #: 6	
Course or Grade Level: 6th grade		Length of Time: 3-4 Weeks		
Date Created: S	September 2012	BOE Approval Date:		
Pacing	3 Days per week			
Essential Questions	What is Team Handball?What skills are needed to perform team handball?			
Content	Explain game, rules, defensive and offen	sive stratagies		
Skills	• Throwing, catching, passing, rules, defen	se offense.		
Assessments	 Cooperative activities Participation Teacher observation Rubric grading 			
Interventions / differentiated instruction	Use of larger ball, change boundaries, follow IEP recommendations, print rules			
Inter- disciplinary Connections	• Math – Keeping Score • Other – TBD			
Lesson resources / Activities	• Materials, equipment, demonstration of skills, rules & Strategies, lead up games, answer students questions.			
	2009 N	JCCCS		
	Notor Skill Development All students will healthy, active lifestyle.	utilize safe, efficient, and eff	ective movement to develop	
Strand: A. Mov	ement Skills and Concepts			
Content Statem	ent(s):	CPI #/ CPI(s):		
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 n mechanically correct movement isolated settings (i.e., skill practigames, sports, dance, and recrea 2.5.6.A.2 Explain concepts of for	in smooth flowing sequences in ce) and applied settings (i.e., tional activities).	
		control while modifying force, f relationships in interactive dyna	low, time, space, and mic environments.	
execution of actio	of fundamental concepts related to effective ns provides the foundation for participation in orts, dance, and recreational activities.	2.5.6.A.3 Create and demonstratindividually and with others, basemusic (creative, cultural, social,	sed on tempo, beat, rhythm, and	
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 an and correct errors in one's move		

Strand: B. Strategy		
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.	
Strand: C. Sportsmanship, Rules, and Safety	mpro comenu	
Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.	 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. 2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures. 	
Standard: 2.6 Fitness All students will apply health-rela and maintain a healthy, active lifestyle Strand: A. Fitness and Physical Activity	ted and skill-related fitness concepts and skills to develo	
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 frequencintensity, 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				
Unit Title:	Basketball		Unit #: 7	
Course or Grade Level: 6 th grade Length of Time: 3-4 Weeks				
Date Created: S	eptember 2012	BOE Approval Date:		
Pacing	4 Days per week	I		
Essential Questions	 How is basketball played? What skills are needed to play basketball?			
Content	Rules, safety, offensive and defensive strat	egies		
Skills	• Passing, dribbling, shooting, teamwork, offer	ense & defensive skills and strateg	ies. How to keep score.	
Assessments	 Cooperative activities Participation Teacher observation Rubric grading 			
Interventions / differentiated instruction	Interventions / differentiated • More lead up games • Printed rules			
Inter- disciplinary Connections	Math – Keeping Score Other – TBD			
Lesson resources / Activities	Basic Skills (ball handling) passing and sho Other – TBD	ooting. Lead up games. Hoops for	Heart.	
	2009 N	JCCCS		
	Iotor Skill Development All students will healthy, active lifestyle.	utilize safe, efficient, and effe	ective movement to develop	
Strand: A. Mov	ement Skills and Concepts			
Content Stateme	ent(s):	CPI #/ CPI(s):		
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 mechanically correct movement isolated settings (i.e., skill practing games, sports, dance, and recreat 2.5.6.A.2 Explain concepts of for control while modifying force, florelationships in interactive dynamics.	in smooth flowing sequences in ce) and applied settings (i.e., cional activities). ree and motion and demonstrate ow, time, space, and	
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 individually and with others, based on tempo, beat, music (creative, cultural, social, and fitness dance).		e planned movement sequences, ed on tempo, beat, rhythm, and		
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.				

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.	
Strand: C. Sportsmanship, Rules, and Safety		
Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.	 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. 2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures. 	
and maintain a healthy, active lifestyle	ted and skill-related fitness concepts and skills to develop	
Strand: A. Fitness and Physical Activity		
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			
Unit Title:	Volleyball	Culum	Unit #: 8
Course or Grade Level: 6 th grade Length of Time: 3-4 Weeks			
Date Created: S		BOE Approval Date:	
Pacing	4 Days per week		
Essential Questions	Essential • What are the rules of volleyball?		
Content	• Rules, rotation, serving (underhand), set, b	oump	
Skills	Bump, set, serve rotation, rally scoring		
Assessments	 Cooperative activities Participation Teacher observation Rubric grading 		
Interventions / differentiated instruction	S/ • Softer & Larger equipment		
Inter- disciplinary Connections	 Math – Keeping Score Science – Follow correct rotation Other – TBD 		
Lesson resources / Activities	resources /		
	2009 N	JCCCS	
	Iotor Skill Development All students will healthy, active lifestyle.	utilize safe, efficient, and eff	ective movement to develop
Strand: A. Movement Skills and Concepts			
Content Statement(s): CPI #/ CPI(s):			
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 in mechanically correct movement isolated settings (i.e., skill practing games, sports, dance, and recreation 2.5.6.A.2 Explain concepts of for control while modifying force, for relationships in interactive dynamics.	in smooth flowing sequences in ice) and applied settings (i.e., tional activities). orce and motion and demonstrate low, time, space, and
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 planne individually and with others, based on te music (creative, cultural, social, and fitness)		te planned movement sequences, sed on tempo, beat, rhythm, and	

2.5.6.A.4 Use self-evaluation and external feedback to detect

and correct errors in one's movement performance

Strand: B. Strategy

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.B.1 Demonstrate the use of offensive, defensive, and	
There is a relationship between applying effective tactical	cooperative strategies in individual, dual, and team activities.	
strategies and achieving individual and team goals when	2.5.6.B.2 Compare and contrast strategies used to impact	
competing in games, sports, and other activity situations.	individual and team effectiveness and make modifications for	
	improvement.	
Strand: C. Sportsmanship, Rules, and Safety		
Practicing appropriate and safe behaviors while participating in	2.5.6.C.2 Apply rules and procedures for specific games, sports,	
and viewing games, sports, and other competitive events	and other competitive activities and describe how they enhance	
contributes to enjoyment of the event.	participation and safety.	
There is a strong cultural, ethnic, and historical background	2.5.6.C.3 Relate the origin and rules associated with certain	
associated with competitive sports and dance.	games, sports, and dances to different cultures.	
• •		
Grand Company		
Standard: 2.6 Fitness All students will apply health-rela and maintain a healthy, active lifestyle	ted and skill-related fitness concepts and skills to develop	
Strand: A. Fitness and Physical Activity		
	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.	
Unaving and applying a variety of affective fitness principles	2.6.6.A.4 Predict how factors such as health status, interests,	
Knowing and applying a variety of effective fitness principles	environmental conditions, and available time may impact	
over time enhances personal fitness level, performance, and health status.	personal fitness.	
nearth status.	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			
Unit Title:	Гrack and Field		Unit #: 9
Course or Grad	e Level: 6 th grade	Length of Time: 4 Weeks	
Date Created: S	eptember 2012	BOE Approval Date:	
Pacing	4 Days per week		
Essential Questions	What are the events? What are the technical demands of each events.	nt?	
Content	Shot put, discus, running relay races		
Skills	Running, baton passing, throwing		
Assessments	 Cooperative activities Participation Teacher observation Rubric grading 		
Interventions / differentiated instruction	 Softer & Larger equipment Shorter races Use different equipment for field events Printed rules Follow IEP recommendations 		
Inter- disciplinary Connections	Math – Measure distance Science – Gather data - times for races Other – TBD		
Lesson resources / Activities • Explain and demonstrate events • Discuss events in track and field • Practice events & skills *Shot put *Discus *Relay Races			
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

Content Statement(s):	CPI #/ CPI (s):	
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 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.
Strand: C. Sportsmanship, Rules, and Safety	mpro rememb
Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.	 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. 2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.
Standard: 2.6 Fitness All students will apply health-rela and maintain a healthy, active lifestyle Strand: A. Fitness and Physical Activity	ted and skill-related fitness concepts and skills to develo
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

		ıblic Schools culum	
Unit Title:	Softball		Unit #: 10
Course or Grade Level: 6 th grade		Length of Time: 3-4 Weeks	
Date Created: S	eptember 2012	BOE Approval Date:	
Pacing	4 Days per week		
Essential Questions	How do you play the game of Softball?		
Content	Softball activities, skills through guided dr.	ills and practice lead up games	
Skills	• Throwing, catching & batting, base running	rules, strategy, offense & defense,	team work
Assessments	 Cooperative activities Participation Teacher observation Rubric grading 		
Interventions / differentiated instruction	 Softer equipment Plastic bat Shorter distance between bases Printed rules Follow IEP recommendations 		
Inter- disciplinary Connections	 Math – Keeping Score Science – Follow correct rotation History – of the game Other – TBD Explain and demonstrate equipment, skills, rules, strategy, lead up games. 		
resources / Activities	Explain and demonstrate equipment, same,	raios, salatogy, four up gamos.	
	2009 N	JCCCS	
	Iotor Skill Development All students will healthy, active lifestyle.	utilize safe, efficient, and effe	ective movement to develop
Strand: A. Mov	ement Skills and Concepts		
Content Statem	ent(s):	CPI #/ CPI(s):	
execution of action games, spo	of fundamental concepts related to effective ns provides the foundation for participation in orts, dance, and recreational activities.	2.5.6.A.1 Explain and perform mechanically correct movement isolated settings (i.e., skill practing games, sports, dance, and recreat 2.5.6.A.2 Explain concepts of for control while modifying force, florelationships in interactive dynamics.	in smooth flowing sequences in ce) and applied settings (i.e., tional activities). The and motion and demonstrations, time, space, and motion environments.
execution of action	of fundamental concepts related to effective ns provides the foundation for participation in orts, dance, and recreational activities.	2.5.6.A.3 Create and demonstrating individually and with others, bas music (creative, cultural, social,	ed on tempo, beat, rhythm, and
individual's ability	ement skills effectively is often based on an y to analyze one's own performance as well as constructive feedback from others.	2.5.6.A.4 Use self-evaluation and and correct errors in one's move	

2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.

Strand: B. Strategy

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.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.	
Strand: C. Sportsmanship, Rules, and Safety		
Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.	 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. 2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures. 	
Standard: 2.6 Fitness All students will apply health-rela and maintain a healthy, active lifestyle Strand: A. Fitness and Physical Activity	ted and skill-related fitness concepts and skills to develop	
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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