

Pine Hill Public Schools Curriculum

Content Area:		Physical Education	
Course Title/ Grade Level:		7 th & 8 th Grade	
Unit 1:	Physical Fitness	Weeks:	All Year
Unit 2:	Flag Football	Weeks:	3-4 Weeks
Unit 3:	Soccer	Weeks:	3-4 Weeks
Unit 4:	Lacrosse	Weeks:	3-4 Weeks
Unit 5:	Floor Hockey	Weeks:	3-4 Weeks
Unit 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:	3-4 Weeks
Unit 10:	Softball	Weeks:	3-4 Weeks
Date Created or Revised:		September 2012	
BOE Approval Date:			

**Pine Hill Public Schools
Curriculum**

Unit Title: Physical Fitness		Unit #: 1
Course or Grade Level: 7th & 8th Grade		Length of Time: All year
Date Created: September 2012		BOE Approval Date:
Pacing	1 Day per week	
Essential Questions	<ul style="list-style-type: none"> • How can students apply fitness concepts and skills? • How does physical fitness improve health? 	
Content	<ul style="list-style-type: none"> • Fitness testing, fitness circuits, running 	
Skills	<ul style="list-style-type: none"> • Sit Ups • Push-ups • Sit and reach • Shuffle run • Timed Mile Run • Fitness related activities • Running 	
Assessments	<ul style="list-style-type: none"> • Cooperative activities • Participation • Teacher observation • Required Fitness Laps 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Decrease number of required laps • Follow IEP recommendations 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Keep count of number of each event performed - Math 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Warm-ups, explanation, demonstration, practice • Other - TBD 	

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(s): A. Movement Skills and Concepts

Content Statement(s):	CPI # / CPI(s):
<p>Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</p>	2.5.8.A.1: Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
	2.5.8.A.2 : Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
	2.5.8.A.3 : Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).

	2.5.8.A.4 : Detect, analyze, and correct errors and apply to refine movement skills.
Standard: 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
Strand: B. Strategy	
Content Statement(s):	CPI # / CPI(s):
Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork	2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
	2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance
	2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
Standard 2.5: Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
Strand C: Sportsmanship, Rules, and Safety	
Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction	2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
	2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
Movement activities provide a timeless opportunity to connect with people around the world.	2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.
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.	
Strand A. Fitness and Physical Activity	
Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
	2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
	2.6.8.A.3 Analyze how medical and technological advances impact personal fitness.
	2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
	2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
	2.6.8.A.6 Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.

**Pine Hill Public Schools
Curriculum**

Unit Title: Flag Football		Unit #: 2
Course or Grade Level: 7th & 8th Grade		Length of Time: 3-4 Weeks
Date Created: September 2012		BOE Approval Date:
Pacing	4 Days per week	
Essential Questions	<ul style="list-style-type: none"> • What are the rules of flag football? • What skills are used to play flag football? 	
Content	<ul style="list-style-type: none"> • Rules, safety, positions, offense, defense 	
Skills	<ul style="list-style-type: none"> • Throwing • Catching • Kicking • Punting • Pass plays • Running plays 	
Assessments	<ul style="list-style-type: none"> • Cooperative activities • Participation • Teacher observation 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Use appropriate equipment according to skill level and physical activity • Printed rules 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math - Score keeping, measurement • Other – TBD 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Throwing, catching, punting, kicking, practice rules, offense, defense, game plays 	

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(s): A. Movement Skills and Concepts

Content Statement(s):	CPI # / CPI(s):
Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.	2.5.8.A.1: Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
	2.5.8.A.2 : Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
	2.5.8.A.3 : Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
	2.5.8.A.4 : Detect, analyze, and correct errors and apply to refine movement skills.

Standard: 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
Strand: B. Strategy	
Content Statement(s):	CPI # / CPI(s):
Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork	2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
	2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance
	2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
Standard 2.5: Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
Strand C: Sportsmanship, Rules, and Safety	
Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction	2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
	2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
Movement activities provide a timeless opportunity to connect with people around the world.	2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.
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.	
Strand A. Fitness and Physical Activity	
Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
	2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
	2.6.8.A.3 Analyze how medical and technological advances impact personal fitness.
	2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
	2.6.8.A.6 Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.

**Pine Hill Public Schools
Curriculum**

Unit Title: Soccer		Unit #: 3
Course or Grade Level: 7th & 8th Grade		Length of Time: 3-4 Weeks
Date Created: September 2012		BOE Approval Date:
Pacing	4 days per weeks	
Essential Questions	<ul style="list-style-type: none"> • What skills are needed to play soccer? • What are the rules of soccer? • What is sportsmanship in soccer? 	
Content	<ul style="list-style-type: none"> • Ball handling, offense, defense, rules, goalie skills 	
Skills	<ul style="list-style-type: none"> • Dribbling • Passing • Kicking • Goal kicks • Shooting 	
Assessments	<ul style="list-style-type: none"> • Cooperative activities • Participation • Teacher observation • Required Fitness Laps 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Softer and Larger ball • Different size goals • Smaller field • Skill specific lead up games • Follow IEP recommendations 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Keep score, field dimensions- Math 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Skill drills, lead up games, rules, offense & defense • Other - TBD 	

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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(s): A. Movement Skills and Concepts

Content Statement(s):	CPI # / CPI(s):
<p>Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</p>	2.5.8.A.1: Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
	2.5.8.A.2 : Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
	2.5.8.A.3 : Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
	2.5.8.A.4 : Detect, analyze, and correct errors and apply to refine movement skills.

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

Strand: B. Strategy

Content Statement(s):	CPI # / CPI(s):
Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork	2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
	2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance
	2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

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

Strand C: Sportsmanship, Rules, and Safety

Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction	2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
	2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
Movement activities provide a timeless opportunity to connect with people around the world.	2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.

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.

Strand A. Fitness and Physical Activity

Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
	2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
	2.6.8.A.3 Analyze how medical and technological advances impact personal fitness.
	2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
	2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
	2.6.8.A.6 Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.

Pine Hill Public Schools Curriculum	
Unit Title: Lacrosse	
Unit #: 4	
Course or Grade Level: 7th & 8th Grade	Length of Time: 3-4 Weeks
Date Created: September 2012	BOE Approval Date:
Pacing	4 days per week
Essential Questions	<ul style="list-style-type: none"> • What are the rules of Lacrosse? • What skills are needed to play Lacrosse? • How is offense and defense played in Lacrosse?
Content	<ul style="list-style-type: none"> • Rules, Safety, skills, offense and defense, small sided lead up games
Skills	<ul style="list-style-type: none"> • Statics
Assessments	<ul style="list-style-type: none"> • Cooperative activities • Participation • Teacher observation • Required Fitness Laps
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Softer ball • More drills • Repeat and review drills & rules • Printed rules • Move Goals closer • Follow IEP recommendations
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Keeping score – math • Other – TBD
Lesson resources / Activities	<ul style="list-style-type: none"> • Equipment, demonstrate and practice skills using drills and lead- up games, other TBD
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(s): A. Movement Skills and Concepts	
Content Statement(s):	CPI # / CPI(s):
<p>Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</p>	2.5.8.A.1: Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
	2.5.8.A.2 : Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
	2.5.8.A.3 : Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
	2.5.8.A.4 : Detect, analyze, and correct errors and apply to refine movement skills.
Standard: 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	

Strand: B. Strategy	
Content Statement(s):	CPI # / CPI(s):
Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork	2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
	2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance
	2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
Standard 2.5: Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
Strand C: Sportsmanship, Rules, and Safety	
Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction	2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
	2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
Movement activities provide a timeless opportunity to connect with people around the world.	2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.
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.	
Strand A. Fitness and Physical Activity	
Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
	2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
	2.6.8.A.3 Analyze how medical and technological advances impact personal fitness.
	2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
	2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
	2.6.8.A.6 Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.

**Pine Hill Public Schools
Curriculum**

Unit Title: Floor Hockey		Unit #: 5
Course or Grade Level: 7th & 8th Grade		Length of Time: 3-4 Weeks
Date Created: September 2012		BOE Approval Date:
Pacing	4 Days per week	
Essential Questions	<ul style="list-style-type: none"> • What are the rules of floor hockey? • What skills are needed to play floor hockey? 	
Content	<ul style="list-style-type: none"> • Rules, safety, offensive and defensive strategies, goalie skills 	
Skills	<ul style="list-style-type: none"> • Stick handling • Passing • Shooting 	
Assessments	<ul style="list-style-type: none"> • Cooperative activities • Participation • Teacher observation • Required Fitness Laps 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Review and repeat skills and drills • Print out rules • Follow IEP recommendations 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Keeping score - Math • History of floor hockey • Other – TBD 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Equipment, demonstration and practice of skills, game, tournaments 	

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(s): A. Movement Skills and Concepts

Content Statement(s):	CPI # / CPI(s):
Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.	2.5.8.A.1: Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
	2.5.8.A.2 : Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
	2.5.8.A.3 : Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
	2.5.8.A.4 : Detect, analyze, and correct errors and apply to refine movement skills.

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

Strand: B. Strategy	
Content Statement(s):	CPI # / CPI(s):
Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork	2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
	2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance
	2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
Standard 2.5: Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
Strand C: Sportsmanship, Rules, and Safety	
Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction	2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
	2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
Movement activities provide a timeless opportunity to connect with people around the world.	2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.
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.	
Strand A. Fitness and Physical Activity	
Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
	2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
	2.6.8.A.3 Analyze how medical and technological advances impact personal fitness.
	2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
	2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
	2.6.8.A.6 Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.

**Pine Hill Public Schools
Curriculum**

Unit Title: Team Handball		Unit #: 6
Course or Grade Level: 7th & 8th Grade		Length of Time: 3-4 weeks
Date Created: September 2012		BOE Approval Date:
Pacing	4 times per week	
Essential Questions	<ul style="list-style-type: none"> • What are the skills of team Handball? • What skills are needed to play team handball? 	
Content	<ul style="list-style-type: none"> • Skills, offense and defense, team work 	
Skills	<ul style="list-style-type: none"> • Throwing • Catching • Shooting • Running • Goalie Techniques 	
Assessments	<ul style="list-style-type: none"> • Cooperative activities • Participation • Teacher observation • Required Fitness Laps 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Use of larger ball, change boundaries, modify rules • Follow IEP recommendations 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Keeping score- Math • Other – TBD 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Review game & rules, practice skills, play a game using 3 second adaptation, full court game, tournaments 	

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(s): A. Movement Skills and Concepts

Content Statement(s):	CPI # / CPI(s):
<p>Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</p>	2.5.8.A.1: Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
	2.5.8.A.2 : Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
	2.5.8.A.3 : Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
	2.5.8.A.4 : Detect, analyze, and correct errors and apply to refine movement skills.

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

Strand: B. Strategy

Content Statement(s):	CPI # / CPI(s):
Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork	2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
	2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance
	2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

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

Strand C: Sportsmanship, Rules, and Safety

Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction	2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
	2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
Movement activities provide a timeless opportunity to connect with people around the world.	2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.

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.

Strand A. Fitness and Physical Activity

Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
	2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
	2.6.8.A.3 Analyze how medical and technological advances impact personal fitness.
	2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
	2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
	2.6.8.A.6 Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.

**Pine Hill Public Schools
Curriculum**

Unit Title: Basketball		Unit #: 7
Course or Grade Level: 7th & 8th Grade		Length of Time: 3-4 Weeks
Date Created: September 2012		BOE Approval Date:
Pacing	4 Days per week	
Essential Questions	<ul style="list-style-type: none"> • What skills are needed to play basketball? • What are the rules of Basketball? • How does playing basketball increase fitness? • Hoops for Heart Tournament 	
Content	<ul style="list-style-type: none"> • Safety, rules, ball skills, offense and defense 	
Skills	<ul style="list-style-type: none"> • Dribbling • Passing • Shooting • Offense and defensive strategies 	
Assessments	<ul style="list-style-type: none"> • Cooperative activities • Participation • Teacher observation • Rubric Grading 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Smaller Teams • Printed rules • Follow IEP recommendations 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Score keeping- math • Other – TBD 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Skill drills, lead-up games emphasizing specific skills, explain offensive and defensive plays, ½ court games 4vs4, Hoops for Heart tournament 	

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(s): A. Movement Skills and Concepts

Content Statement(s):	CPI # / CPI(s):
<p align="center">Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</p>	2.5.8.A.1: Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
	2.5.8.A.2 : Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
	2.5.8.A.3 : Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
	2.5.8.A.4 : Detect, analyze, and correct errors and apply to refine movement skills.

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

Strand: B. Strategy

Content Statement(s):	CPI # / CPI(s):
Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork	2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
	2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance
	2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

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

Strand C: Sportsmanship, Rules, and Safety

Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction	2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
	2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
Movement activities provide a timeless opportunity to connect with people around the world.	2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.

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.

Strand A. Fitness and Physical Activity

Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
	2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
	2.6.8.A.3 Analyze how medical and technological advances impact personal fitness.
	2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
	2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
	2.6.8.A.6 Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.

**Pine Hill Public Schools
Curriculum**

Unit Title: Volleyball		Unit #: 8
Course or Grade Level: 7th & 8th Grade		Length of Time: 3-4 Weeks
Date Created: September 2012		BOE Approval Date:
Pacing	4 Days per week	
Essential Questions	<ul style="list-style-type: none"> • What are the rules of volleyball? • What skills are needed to play volleyball? • How do you keep score in volleyball? 	
Content	<ul style="list-style-type: none"> • Rules, rotation, serving (over and underhand) set, bump 	
Skills	<ul style="list-style-type: none"> • Serving • Bump • Set • Rotation • Rally scoring 	
Assessments	<ul style="list-style-type: none"> • Cooperative activities • Participation • Teacher observation • Rubric grading 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Larger & Softer ball • Follow IEP recommendations 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Score keeping – math • Rotation – math 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Small group skill work, bump, set, rotation, scoring, lead- up games. 	

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(s): A. Movement Skills and Concepts

Content Statement(s):	CPI # / CPI(s):
Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.	2.5.8.A.1: Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
	2.5.8.A.2 : Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
	2.5.8.A.3 : Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
	2.5.8.A.4 : Detect, analyze, and correct errors and apply to refine movement skills.

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

Strand: B. Strategy

Content Statement(s):	CPI # / CPI(s):
Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork	2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
	2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance
	2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

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

Strand C: Sportsmanship, Rules, and Safety

Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction	2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
	2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
Movement activities provide a timeless opportunity to connect with people around the world.	2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.

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.

Strand A. Fitness and Physical Activity

Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
	2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
	2.6.8.A.3 Analyze how medical and technological advances impact personal fitness.
	2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
	2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
	2.6.8.A.6 Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.

**Pine Hill Public Schools
Curriculum**

Unit Title: Track & Field		Unit #: 9
Course or Grade Level: 7th & 8th Grade		Length of Time: 3-4 Weeks
Date Created: September 2012		BOE Approval Date:
Pacing	4 days per week	
Essential Questions	<ul style="list-style-type: none"> • What are the events in track and field? • What are the technical demands of each event? 	
Content	<ul style="list-style-type: none"> • Shot put, Javelin, Discus, relay races 	
Skills	<ul style="list-style-type: none"> • Running • Baton Passing • Throwing 	
Assessments	<ul style="list-style-type: none"> • Cooperative activities • Participation • Teacher observation • Rubric grading 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Use different equipment for field events • Shorter races • Print rules 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Measure distance - Math • Gather time for racer – Math • Other - TBD 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Explain and demonstrate events, shot put, discuss, javelin, relay races, practice events and skills • Track meet 	

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(s): A. Movement Skills and Concepts

Content Statement(s):	CPI # / CPI(s):
Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.	2.5.8.A.1: Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
	2.5.8.A.2 : Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
	2.5.8.A.3 : Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
	2.5.8.A.4 : Detect, analyze, and correct errors and apply to refine movement skills.

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

Strand: B. Strategy

Content Statement(s):	CPI # / CPI(s):
Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork	2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
	2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance
	2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
Standard 2.5: Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
Strand C: Sportsmanship, Rules, and Safety	
Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction	2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
	2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
Movement activities provide a timeless opportunity to connect with people around the world.	2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.
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.	
Strand A. Fitness and Physical Activity	
Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
	2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
	2.6.8.A.3 Analyze how medical and technological advances impact personal fitness.
	2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
	2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
	2.6.8.A.6 Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.

**Pine Hill Public Schools
Curriculum**

Unit Title: softball		Unit #: 10
Course or Grade Level: 7th & 8th Grade		Length of Time: 3-4 Weeks
Date Created: September 2012		BOE Approval Date:
Pacing	4 Days per week	
Essential Questions	<ul style="list-style-type: none"> • How is softball played ? • What are the skills needed to play softball? • What are the rules of softball ? 	
Content	<ul style="list-style-type: none"> • Skills through guided drills, practice, lead up games 	
Skills	<ul style="list-style-type: none"> • Throwing • Catching • Batting • Base running 	
Assessments	<ul style="list-style-type: none"> • Cooperative activities • Participation • Teacher observation • Rubric Grading 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Softer and or larger ball • Plastic bat • Shorter distance between bases 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Keeping score – Math 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Explain and demonstrate equipment, skills, rules, strategy, lead-up games, regular games. 	

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(s): A. Movement Skills and Concepts

Content Statement(s):	CPI # / CPI(s):
Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.	2.5.8.A.1: Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
	2.5.8.A.2 : Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
	2.5.8.A.3 : Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
	2.5.8.A.4 : Detect, analyze, and correct errors and apply to refine movement skills.

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

Strand: B. Strategy	
Content Statement(s):	CPI # / CPI(s):
Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork	2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
	2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance
	2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
Standard 2.5: Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
Strand C: Sportsmanship, Rules, and Safety	
Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction	2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
	2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
Movement activities provide a timeless opportunity to connect with people around the world.	2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.
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.	
Strand A. Fitness and Physical Activity	
Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
	2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
	2.6.8.A.3 Analyze how medical and technological advances impact personal fitness.
	2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
	2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
	2.6.8.A.6 Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.