

Pine Hill Public Schools Curriculum

Content Area:	Physical Education		
Course Title/ Grade Level:	Indicated below		
Unit 1:	Archery – 12th	Month:	Fall / Spring
Unit 2:	Bowling - All	Month:	Any
Unit 3:	Basketball - All	Month:	Winter
Unit 4:	Softball – 9th and 11th	Month:	Spring
Unit 5:	Volleyball - All	Month:	Winter
Unit 6:	Football – 9th and 11th	Month:	Fall
Unit 7:	Ping Pong – All	Month:	Winter
Unit 8:	Team Handball – 10th	Month:	Fall
Unit 9:	Weight Training – All	Month:	Winter
Unit 10:	Lacrosse – 11th	Month:	Fall
Unit 11:	Tennis – 11th and 12th	Month:	Fall/ Spring
Unit 12:	Soccer – 9th	Month:	Fall
Unit 13:	Track and Field – 9th	Month:	Fall
Unit 14:	Project Adventure- 10th	Month:	Fall/Spring
Unit 15:	Fitness – All	Month:	All
Unit 16:	Pickleball – 10th	Month:	Fall/Spring
Unit 17:	Dance - All	Month:	Winter
Unit 18:	Recreation Games	Month:	Spring
Unit 19:	Floor Hockey	Month:	Fall/Spring
Date Created or Revised:	June 2012		
BOE Approval Date:			

**Pine Hill Public Schools
Curriculum**

Unit Title: Archery		Unit #: 1
Course or Grade Level: 12th		Length of Time: 15 Days
Date Created: June 2012		BOE Approval Date:
Pacing	Day 1-2: Rules, Scoring, Safety Rules, Equipment 3-5: Target Practice 6-13: Mini-Tournament 14-15: Skill Assessment and Written Assessment	
Essential Questions	<ul style="list-style-type: none"> • What are the basic skills needed to participate in archery? • What rules and strategies apply to archery? • What are the proper techniques used for archery? 	
Content	<ul style="list-style-type: none"> • Scoring • Safety Rules • Equipment • Target shooting • Field Archery 	
Skills	<ul style="list-style-type: none"> • Describe the correct scoring for archery • Compare and contrast the difference between field archery and short range shooting • Create a unique archery game • Explain the safety rules of archery • Critique a partners archery shooting skills • Summarize the steps of loading the arrow and shooting a bow 	
Assessments	<u>Formative:</u> <ul style="list-style-type: none"> • Cooperative activities • Class discussion / participation • Teacher observation • Grading rubrics • Peer assessment <u>Summative:</u> <ul style="list-style-type: none"> • Written tests • End of marking period benchmark test • Skill Test at end of unit 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Give a print out of archery rules to students <ul style="list-style-type: none"> - I.e. – native language • Move students closer to the target who are not able to reach it 	
Inter-disciplinary Connections	Math- Scoring	
Lesson resources/ Act.		

2009 NJCCCS

Standard:

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

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

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

Strand(s):

2.1 - B. Nutrition

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

2.6- A. Fitness and Physical Activity

Content Statement(s):

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

CPI # / CPI(s):

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

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

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

**Pine Hill Public Schools
Curriculum**

Unit Title: Bowling		Unit #: 2
Course or Grade Level: All		Length of Time: 10 Days
Date Created: June 2012		BOE Approval Date:
Pacing	Day: 1-2: Rules and scoring 3-4: Practice bowling 5-8: Bowling tournament 9-10: Assessment	
Essential Questions	<ul style="list-style-type: none"> • Why do I have to show good sportsmanship and follow the rules when others do not? • What are the differences between recreational bowling and competitive bowling? • What are the basic skills needed to participate in bowling? 	
Content	<ul style="list-style-type: none"> • Keeping Score • Rules • Safety • Different approaches 	
Skills	<ul style="list-style-type: none"> • Explain the safety rules for bowling in physical education class • Summarize how to score a game of bowling • Compare the different types of approaches that can be used in bowling • Critique a partner during their approach by using peer assessment tools 	
Assessments	<u>Formative:</u> <ul style="list-style-type: none"> • Cooperative activities • Class discussion / participation • Teacher observation • Grading rubrics • Peer assessment <u>Summative:</u> <ul style="list-style-type: none"> • Written tests • End of marking period benchmark test • Skill Test at end of unit 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Print out rules sheet for bowling - I.e. in native language • Move start point up for students having difficulty knocking down pins 	
Inter-discip Connections	Math- Scoring	
Lesson resources / Act.		

2009 NJCCCS

Standard:

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

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

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

Strand(s):

2.1 - B. Nutrition

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

2.6- A. Fitness and Physical Activity

Content Statement(s):	CPI # / CPI(s):
<ul style="list-style-type: none"> Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness. 	2.1.12.B.1
<ul style="list-style-type: none"> Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort. 	2.5.12.A.1 2.5.12.A.2
<ul style="list-style-type: none"> 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. 	2.5.12.B.2 2.5.12.B.3
<ul style="list-style-type: none"> Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction. 	2.5.12.C.1 2.5.12.C.2 2.5.12.C.3
<ul style="list-style-type: none"> Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction. 	2.6.12.A.1 2.6.12.A.2 2.6.12.A.3 2.6.12.A.4 2.6.12.A.5

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

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

**Pine Hill Public Schools
Curriculum**

Unit Title: Basketball		Unit #: 3
Course or Grade Level: All		Length of Time: 20 Days
Date Created: June 2012		BOE Approval Date:
Pacing	Day: 1-2: Rules, Safety 3-5: Basic Skills (dribbling, passing, shooting) 5-7: Knockout shooting game 8-9: Small sided game tournament 10-18: Basketball tournament 19-20: Assessment	
Essential Questions	<ul style="list-style-type: none"> • How can basketball be utilized as a lifetime activity? • How do sports encourage wellness? • To what extent does strategy influence performance in competitive games and activities? 	
Content	<ul style="list-style-type: none"> • Safety • Rules • Shooting • Passing • Dribbling • Offense and Defense Skills 	
Skills	<ul style="list-style-type: none"> • Describe how to score a basketball game • Compare and contrast the strategies used for offense versus defense • Explain the three ways to pass a ball during a game • Identify which team is on offense and defense during a game • Summarize how to correctly shoot a jump shot, foul shot, and layup. 	
Assessments	<u>Formative:</u> <ul style="list-style-type: none"> • Cooperative activities • Class discussion / participation • Teacher observation • Grading rubrics • Peer assessment <u>Summative:</u> <ul style="list-style-type: none"> • Written tests • End of marking period benchmark test • Skill Test at end of unit 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Print out of basketball rules sheet <ul style="list-style-type: none"> - I.e. in native language 	
Inter-disciplinary Connections		

Lesson resources / Act	
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2009 NJCCCS

Standard:

- 2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.*
- 2.5: Motor Skills Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.*
- 2.6: Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.*

Strand(s):

- 2.1 - B. Nutrition**
- 2.5 –A. Movement skills and concepts, B. Strategy, C. Sportsmanship, Rules, and Safety**
- 2.6- A. Fitness and Physical Activity**

Content Statement(s):

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

CPI # / CPI(s):

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

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

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

**Pine Hill Public Schools
Curriculum**

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

Inter-disciplinary Connections							
Lesson resources / Activities							
2009 NJCCCS							
Standard:							
<i>2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</i>							
<i>2.5: Motor Skills Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i>							
<i>2.6: Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i>							
Strand(s):							
2.1 - B. Nutrition							
2.5 –A. Movement skills and concepts, B. Strategy, C. Sportsmanship, Rules, and Safety							
2.6- A. Fitness and Physical Activity							
Content Statement(s):				CPI # / CPI(s):			
<ul style="list-style-type: none"> Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness. 				2.1.12.B.1			
<ul style="list-style-type: none"> Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort. 				2.5.12.A.1			
<ul style="list-style-type: none"> 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. 				2.5.12.A.2			
<ul style="list-style-type: none"> Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction. 				2.5.12.B.2			
<ul style="list-style-type: none"> Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction. 				2.5.12.B.3			
				2.5.12.C.1			
				2.5.12.C.2			
				2.5.12.C.3			
				2.6.12.A.1			
				2.6.12.A.2			
				2.6.12.A.3			
				2.6.12.A.4			
				2.6.12.A.5			
<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

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

Lesson resources / Activities	
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2009 NJCCCS

Standard:

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

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

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

Strand(s):

2.1 - B. Nutrition

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

2.6- A. Fitness and Physical Activity

Content Statement(s):

- Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.
- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
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CPI # / CPI(s):

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

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

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

**Pine Hill Public Schools
Curriculum**

Unit Title: Football		Unit #: 6
Course or Grade Level: 9th and 11th		Length of Time: 15 Days
Date Created: June 2012		BOE Approval Date:
Pacing	Day: 1: Rules and safety 2: Throwing and catching 3: Punting and kicking 4: Pass patterns and making plays 5-14: Tournament play 15: Assessment	
Essential Questions	<ul style="list-style-type: none"> • Does flag football have carry-over value for active and competent participation in adult years? • Why is it important to understand offensive and defensive strategies for football? • Why is it important to follow rules correctly and show good sportsmanship? 	
Content	<ul style="list-style-type: none"> • Rules • Safety • Throwing • Catching • Kicking • Punting • Pass Patterns • Field positions • Offense and defense 	
Skills	<ul style="list-style-type: none"> • Explain the rules of flag football for our physical education classes • Describe how to make a successful pass and catch • Compare how flag football differs from regular tackle football • Summarize the steps to make a successful punt 	
Assessments	<u>Formative:</u> <ul style="list-style-type: none"> • Cooperative activities • Class discussion / participation • Teacher observation • Grading rubrics • Peer assessment <u>Summative:</u> <ul style="list-style-type: none"> • Written tests • End of marking period benchmark test • Skill Test at end of unit 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Use different ball depending on skill level of class • Move end zones closer • Printed out rules for football <ul style="list-style-type: none"> - I.e. – in native language 	
Inter-disciplinary Connections		

Lesson resources / Activities	
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2009 NJCCCS

Standard:

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

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

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

Strand(s):

2.1 - B. Nutrition

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

2.6- A. Fitness and Physical Activity

Content Statement(s):

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

CPI # / CPI(s):

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

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

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

**Pine Hill Public Schools
Curriculum**

Unit Title: Ping Pong		Unit #: 7
Course or Grade Level: All		Length of Time: 20 Days
Date Created: June 2012		BOE Approval Date:
Pacing	Day: 1: Rules and safety 2: Serving 3: Singles play 4: Doubles play 5-18: Tournament 19-20: Assessment	
Essential Questions	<ul style="list-style-type: none"> • Why is it important to have good hand-eye coordination? • What skills are needed to participate in ping pong? • Does ping-pong promote skills that can be used for tennis? 	
Content	<ul style="list-style-type: none"> • Rules and safety • Serving • Singles rules • Doubles rules • How to hit the ball 	
Skills	<ul style="list-style-type: none"> • Explain how to play singles games in ping pong • Explain how to play doubles games in ping pong • Describe the correct way to serve the ball • Compare the tactics necessary to play doubles 	
Assessments	<u>Formative:</u> <ul style="list-style-type: none"> • Cooperative activities • Class discussion / participation • Teacher observation • Grading rubrics • Peer assessment <u>Summative:</u> <ul style="list-style-type: none"> • Written tests • End of marking period benchmark test • Skill Test at end of unit 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Printed out rules for ping pong <ul style="list-style-type: none"> - I.e. – in native language 	
Inter-disciplinary Connections		
Lesson resources / Activities		



2009 NJCCCS

Standard:

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

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

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

Strand(s):

2.1 - B. Nutrition

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

2.6- A. Fitness and Physical Activity

Content Statement(s):

- Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.
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- Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
- Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

CPI # / CPI(s):

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

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

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

**Pine Hill Public Schools
Curriculum**

Unit Title: Team Handball		Unit #: 8
Course or Grade Level: 10th Grade		Length of Time: 20 Days
Date Created: June 2012		BOE Approval Date:
Pacing	Day: 1: Rules and Safety 2: Lead up activity – keep away 3-18: Handball game tournament 19-20: Assessment	
Essential Questions	<ul style="list-style-type: none"> • What are the similarities and difference between team handball and indoor soccer? • What skills are needed to play team handball? • What is the difference between skill and health related fitness? 	
Content	<ul style="list-style-type: none"> • Throwing • Catching • Passing • Rules • Tactics for offense and defense 	
Skills	<ul style="list-style-type: none"> • Explain the game of handball • Explain how to score and move the ball around the field • Compare how defense and offense tactics are different in this game versus any other game we play • Analyze the best way to score in this game 	
Assessments	<u>Formative:</u> <ul style="list-style-type: none"> • Cooperative activities • Class discussion / participation • Teacher observation • Grading rubrics • Peer assessment <u>Summative:</u> <ul style="list-style-type: none"> • Written tests • End of marking period benchmark test • Skill Test at end of unit 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Printed out rules for handball <ul style="list-style-type: none"> - I.e. – in native language 	
Inter-disciplinary Connections		
Lesson resources / Activities		

2009 NJCCCS

Standard:

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

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

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

Strand(s):

2.1 - B. Nutrition

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

2.6- A. Fitness and Physical Activity

Content Statement(s):

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

CPI # / CPI(s):

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

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

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

**Pine Hill Public Schools
Curriculum**

Unit Title: Weight Training		Unit #: 9
Course or Grade Level: All		Length of Time: 20 Days
Date Created: June 2012		BOE Approval Date:
Pacing	Day: 1-2: Rules, safety, and go over how to use the equipment 3-19: Weight Train 20: Assessment	
Essential Questions	<ul style="list-style-type: none"> • What are the lifelong benefits of weight training? • How can a lifelong commitment to weight training positively impact my wellbeing? • What lifelong activities can I participate in to promote my own fitness? • How do I develop an appropriate personal fitness program and find the motivation to commit to it? • What is the importance of ones health related fitness to their overall wellness? • Why should an individual participate in lifelong fitness activities? 	
Content	<ul style="list-style-type: none"> • Rules • Safety • How to use equipment • Weight training principles 	
Skills	<ul style="list-style-type: none"> • Describe which exercise will be useful for each body part • Compare two different exercises for the same muscle group and explain how they work the same group • Explain the safety rules and the reason for them • Create their own weight room workout and follow it for two weeks 	
Assessments	<u>Formative:</u> <ul style="list-style-type: none"> • Cooperative activities • Class discussion / participation • Teacher observation • Grading rubrics • Peer assessment <u>Summative:</u> <ul style="list-style-type: none"> • Written tests • End of marking period benchmark test • Skill Test at end of unit 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Use different exercises depending on skill level of students • Printed out rules for weight room <ul style="list-style-type: none"> - I.e. – in native language 	
Inter-disciplinary Connections		
Lesson resources / Activities		

2009 NJCCCS

Standard:

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

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

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

Strand(s):

2.1 - B. Nutrition

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

2.6- A. Fitness and Physical Activity

Content Statement(s):

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

CPI # / CPI(s):

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

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

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

**Pine Hill Public Schools
Curriculum**

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

Lesson resources / Activities	
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2009 NJCCCS

Standard:

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

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

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

Strand(s):

2.1 - B. Nutrition

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

2.6- A. Fitness and Physical Activity

Content Statement(s):

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

CPI # / CPI(s):

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

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

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

**Pine Hill Public Schools
Curriculum**

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

Lesson resources / Activities	
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2009 NJCCCS

Standard:

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

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

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

Strand(s):

2.1 - B. Nutrition

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

2.6- A. Fitness and Physical Activity

Content Statement(s):

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

CPI # / CPI(s):

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

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

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

**Pine Hill Public Schools
Curriculum**

Unit Title: Soccer		Unit #: 12
Course or Grade Level: 9th Grade		Length of Time: 15 Days
Date Created: June 2012		BOE Approval Date:
Pacing	Days: 1: Rules and safety 2-3: passing, dribbling, kicking 4: moving the ball down the field 5: Small sided games 6: World cup 7-14: Tournament 15: Assessment	
Essential Questions	<ul style="list-style-type: none"> • How does recreational soccer display positive teamwork and a lifelong fitness value? • How can I become more mentally prepared for competition and sports performance? 	
Content	<ul style="list-style-type: none"> • Rules • Safety • Passing • Kicking • Dribbling • Scoring • Offensive and defensive positions • Passing while running • Small lead up games • World cup 	
Skills	<ul style="list-style-type: none"> • Explain how to move the ball down the field • Locate where the best place to kick the ball from on your foot is • Describe how to pass the ball to a teammate • Explain basic soccer rules and how to score in the game • Compare the difference in offensive and defensive field positions 	
Assessments	<u>Formative:</u> <ul style="list-style-type: none"> • Cooperative activities • Class discussion / participation • Teacher observation • Grading rubrics • Peer assessment <u>Summative:</u> <ul style="list-style-type: none"> • Written tests • End of marking period benchmark test • Skill Test at end of unit 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Use different bat and ball depending on skill level of class • Move bases closer • Printed out rules for softball <ul style="list-style-type: none"> - I.e. – in native language 	

Inter-disciplinary Connections	
Lesson resources / Activities	

2009 NJCCCS

Standard:

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

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

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

Strand(s):

2.1 - B. Nutrition

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

2.6- A. Fitness and Physical Activity

Content Statement(s):

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

CPI # / CPI(s):

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

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

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

**Pine Hill Public Schools
Curriculum**

Unit Title: Track and Field		Unit #: 13
Course or Grade Level: 9th Grade		Length of Time: 15 Days
Date Created: June 2012		BOE Approval Date:
Pacing	Days 1: Safety and rules / create teams and choose events 2-5: Field events 6-14: Track events 15: Assessment	
Essential Questions	<ul style="list-style-type: none"> • What are the basic physical demands of each event? • What are the technical demands of each event? • What training techniques help develop your technical and physical capacities? • How do you best warm-up and cool-down for each event? • How do you prevent and care for muscle injuries? 	
Content	<ul style="list-style-type: none"> • Shot put • Discus • Javelin • Long jump • Sprint races • Mid races • Distance races • Relays 	
Skills	<ul style="list-style-type: none"> • Identify the correct number of laps on the track for each race distance • Explain the correct steps for each field event • Critique a partner during the field events and give them ways to fix them • Describe 	
Assessments	<u>Formative:</u> <ul style="list-style-type: none"> • Cooperative activities • Class discussion / participation • Teacher observation • Grading rubrics • Peer assessment <u>Summative:</u> <ul style="list-style-type: none"> • Written tests • End of marking period benchmark test • Skill Test at end of unit 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Use different trainer equipment for field events • Choose shorter races • Printed out rules for track and field <ul style="list-style-type: none"> - I.e. – in native language 	

Inter-disciplinary Connections	
Lesson resources / Activities	

2009 NJCCCS

Standard:

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

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

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

Strand(s):

2.1 - B. Nutrition

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

2.6- A. Fitness and Physical Activity

Content Statement(s):

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

CPI # / CPI(s):

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

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

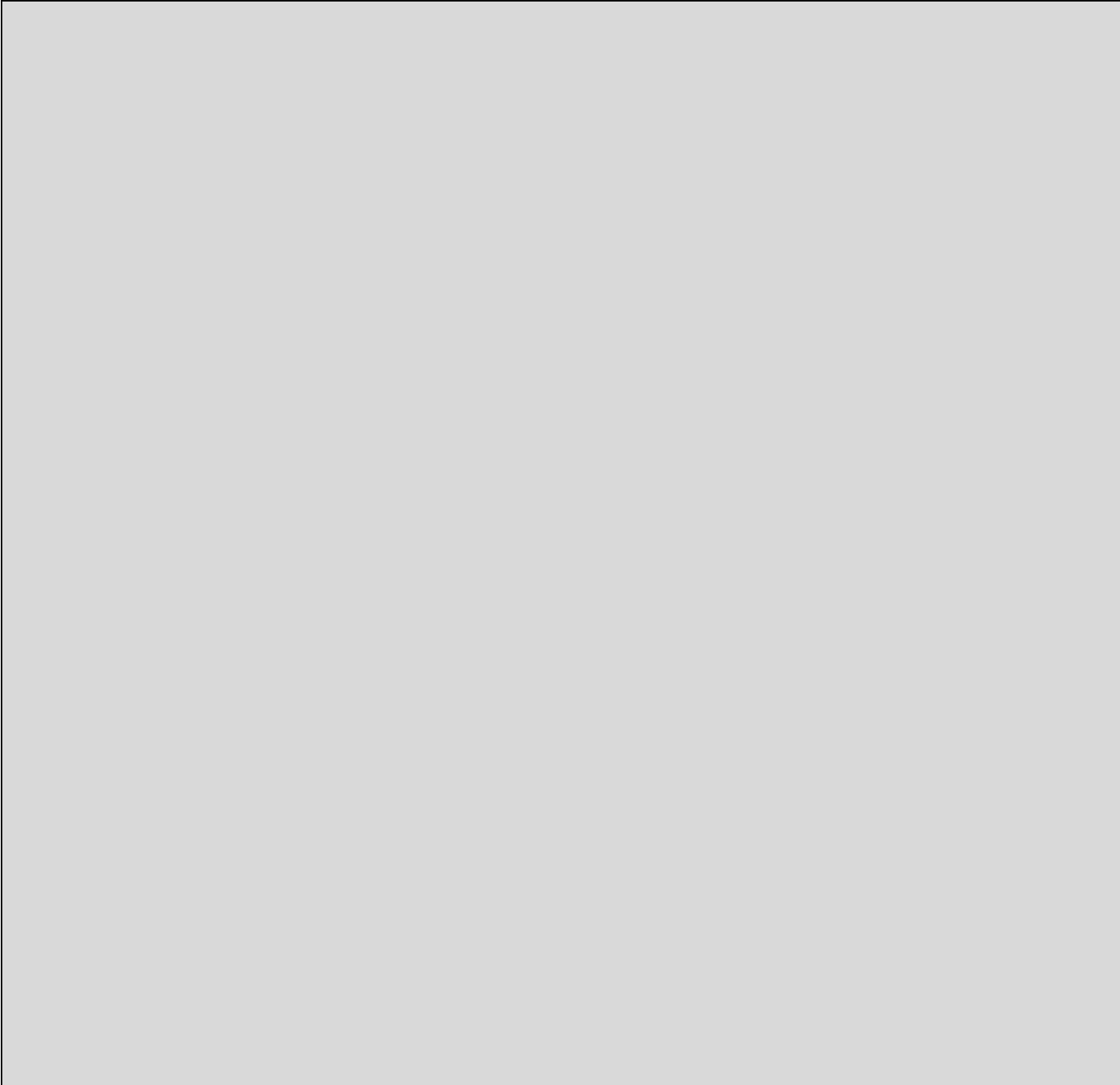
Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools
Curriculum**

Unit Title: Project Adventure		Unit #: 14
Course or Grade Level: 10th Grade		Length of Time: 35 Days
Date Created: June 2012		BOE Approval Date:
Pacing	<p>Day:</p> <ol style="list-style-type: none"> 1: Gotcha, Bumpity bump bump, Categories 2: Everybody's it, Pairs tag, Blob tag 3: Zip Zap, Quick line up 4: Hog call, Paper scissors rock 5: Warp speed, Group Juggle 6: Turn style 7: 1,2,3 = ? 8: Have you ever, Look across 9: Moon Ball 10: Cyclops tag, Asteroids 11: Impulse 12: Hidden Maze 13: Key Punch 14: Traffic Jam 15: Trust lean, Two and three person 16: Willow in the wind, Human knot 17: Stepping Stones 18: Introduce safety equipment and usage 19 until the end: Swing shot, Centipede, Ladder, Pamper pole 	
Essential Questions	<ul style="list-style-type: none"> • What does it mean to put the “success of the group in front of success of the individual”? • How can learning to work together to achieve a goal be used as a life long tool? • What are the skills needed to participate in project adventure? 	
Content	<p>Warm up Stretch Games Initiatives- problem solving activities Low elements High elements Spotting Proper use of equipment Climbing Debriefing</p>	
Skills	<ul style="list-style-type: none"> • Demonstrate responsible personal and social behavior by working cooperatively with others • Demonstrate effective interpersonal skills during group activities • Solve problems while actively participating in group activities • Explain and set individual goals for climbing activities to be reached by the end of the unit • List the safety commands for climbing and spotting activities • Describe how to put on a safety harness and helmet • Describe how to properly lock down a carabineer 	

Assessments	<u>Formative:</u> <ul style="list-style-type: none"> • Cooperative activities • Class discussion / participation • Teacher observation • Grading rubrics • Peer assessment <u>Summative:</u> <ul style="list-style-type: none"> • Written tests • End of marking period benchmark test • Skill Test at end of unit
Interventions / differentiated instruction	
Inter-disciplinary Connections	- Math - Problem solving skills
Lesson resources / Activities	
2009 NJCCCS	
Standard: <i>2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</i> <i>2.5: Motor Skills Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i> <i>2.6: Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i>	
Strand(s): 2.1 - B. Nutrition 2.5 –A. Movement skills and concepts, B. Strategy, C. Sportsmanship, Rules, and Safety 2.6- A. Fitness and Physical Activity	
Content Statement(s): <ul style="list-style-type: none"> • Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness. • Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort. • Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork. • Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction. • Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction. 	CPI # / CPI(s): 2.1.12.B.1 2.5.12.A.1 2.5.12.A.2 2.5.12.B.2 2.5.12.B.3 2.5.12.C.1 2.5.12.C.2 2.5.12.C.3 2.6.12.A.1 2.6.12.A.2 2.6.12.A.3 2.6.12.A.4 2.6.12.A.5

<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		



**Pine Hill Public Schools
Curriculum**

Unit Title: Fitness		Unit #: 15
Course or Grade Level: All Grades		Length of Time: 20 Days
Date Created: June 2012		BOE Approval Date:
Pacing	Days: 1: Introduction, expectations 2-19: track days, physical fitness testing 20: Assessment	
Essential Questions	<ul style="list-style-type: none"> • How can staying fit help a person live a long and healthy life? • What lifelong activities can I participate in to promote my own fitness? • What minimum amount of exercise can I do to stay physically fit? • How do I develop an appropriate personal fitness program and find the motivation to commit to it? • How do you realize age-appropriate fitness? • What is the importance of ones health related fitness to their overall wellness? • What is the difference between skill and health related fitness? • Why should an individual participate in lifelong fitness activities? 	
Content	<ul style="list-style-type: none"> • Track days • Fitness testing days • Fitness-gram testing • Pushups • Sit-ups • Timed mile 	
Skills	<ul style="list-style-type: none"> • Describe the fitness component related to each physical fitness test • Describe how participating independently in health-enhancing physical fitness activities will better your future health • Compare and contrast starting physical fitness test results to end of marking period results and discuss why they improved or did not improve 	
Assessments	<u>Formative:</u> <ul style="list-style-type: none"> • Cooperative activities • Class discussion / participation • Teacher observation • Grading rubrics • Peer assessment • Track days and fitness testing <u>Summative:</u> <ul style="list-style-type: none"> • Written tests • End of marking period benchmark test • Skill Test at end of unit 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Printed out rules for fitness <ul style="list-style-type: none"> - I.e. – in native language 	
Inter-disciplinary Connections		
Lesson resources / Activities		

2009 NJCCCS

Standard:

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

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

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

Strand(s):

2.1 - B. Nutrition

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

2.6- A. Fitness and Physical Activity

Content Statement(s):

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

CPI # / CPI(s):

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

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

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

**Pine Hill Public Schools
Curriculum**

Unit Title: Pickleball		Unit #: 16
Course or Grade Level: 10th Grade		Length of Time: 20 Days
Date Created: June 2012		BOE Approval Date:
Pacing	Day: 1: Rules and Safety 2: forehand and backhand 3: serving 4-18: singles and doubles tournament games 19-20: assessment	
Essential Questions	<ul style="list-style-type: none"> • What are the rules and regulations for pickleball? • What are the similarities and differences between pickleball and tennis? • What are the skills needed to participate in pickleball? 	
Content	<ul style="list-style-type: none"> • Rules • How to play the game • Serving • Forehand • Backhand • “Shots” • Scoring 	
Skills	<ul style="list-style-type: none"> • Explain the rules of pickleball to a partner • Identify the two different types of strokes • Critique a partner during peer assessment on their serve • Compare and contrast the similarities and differences between pickleball and tennis 	
Assessments	<u>Formative:</u> <ul style="list-style-type: none"> • Cooperative activities • Class discussion / participation • Teacher observation • Grading rubrics • Peer assessment <u>Summative:</u> <ul style="list-style-type: none"> • Written tests • End of marking period benchmark test • Skill Test at end of unit 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Use different bat and ball depending on skill level of class • Move bases closer • Printed out rules for softball <ul style="list-style-type: none"> - I.e. – in native language 	
Inter-disciplinary Connections		
Lesson resources / Activities		

Standard:

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

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

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

Strand(s):

2.1 - B. Nutrition

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

2.6- A. Fitness and Physical Activity

Content Statement(s):

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

CPI # / CPI(s):

2.1.12.B.1

2.5.12.A.1

2.5.12.A.2

2.5.12.B.2

2.5.12.B.3

2.5.12.C.1

2.5.12.C.2

2.5.12.C.3

2.6.12.A.1

2.6.12.A.2

2.6.12.A.3

2.6.12.A.4

2.6.12.A.5

21st Century Themes

Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

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

**Pine Hill Public Schools
Curriculum**

Unit Title: Dance		Unit #: 17
Course or Grade Level: 10th Grade		Length of Time: 5 Days
Date Created: June 2012		BOE Approval Date:
Pacing	Day: 1-4: Square dancing and line dancing 5: Assessment	
Essential Questions	<ul style="list-style-type: none"> • How can people express themselves through dance? • What are the health benefits of dancing? • Will I be able to use this in my future? 	
Content	<ul style="list-style-type: none"> • Square dancing • Line dancing • Create a dance assessment 	
Skills	<ul style="list-style-type: none"> • Create a dance routine to perform using skills taught in class • Explain the difference between a square dance and line dance • List the health benefits of dance 	
Assessments	<p><u>Formative:</u></p> <ul style="list-style-type: none"> • Cooperative activities • Class discussion / participation • Teacher observation • Grading rubrics • Peer assessment <p><u>Summative:</u></p> <ul style="list-style-type: none"> • Written tests • End of marking period benchmark test • Skill Test at end of unit 	
Interventions / differentiated instruction		
Inter-disciplinary Connections		
Lesson resources / Activities		

2009 NJCCCS

Standard:

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

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

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

Strand(s):

2.1 - B. Nutrition

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

2.6- A. Fitness and Physical Activity

<p>Content Statement(s):</p> <ul style="list-style-type: none"> • Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness. • Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort. • Design and lead a rhythmic activity that includes variations in time, spaced, force, flow, and relationships. • Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork. • Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction. • Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction. 	<p>CPI # / CPI(s):</p> <p>2.1.12.B.1</p> <p>2.5.12.A.1 2.5.12.A.2 2.5.12.A.3</p> <p>2.5.12.B.2 2.5.12.B.3</p> <p>2.5.12.C.1 2.5.12.C.2 2.5.12.C.3</p> <p>2.6.12.A.1 2.6.12.A.2 2.6.12.A.3 2.6.12.A.4 2.6.12.A.5</p>
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21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

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

**Pine Hill Public Schools
Curriculum**

Unit Title: Recreation Games		Unit #: 18
Course or Grade Level: 12th Grade		Length of Time: 20 Days
Date Created: June 2012		BOE Approval Date:
Pacing	Day: 1-19: Recreation games 20: Assessment	
Essential Questions	<ul style="list-style-type: none"> • How can people use these games outside of school? • What types of games are considered recreation games? • Will I be able to use this in my future? 	
Content	<ul style="list-style-type: none"> • Horseshoes • Bocheball • Crocket • Badminton • Washer toss • Ladder toss • Assessment 	
Skills	<ul style="list-style-type: none"> • List the ways recreation games can be incorporated into future events • Explain the difference between the recreation games • Create an event around the recreation games 	
Assessments	<p><u>Formative:</u></p> <ul style="list-style-type: none"> • Cooperative activities • Class discussion / participation • Teacher observation • Grading rubrics • Peer assessment <p><u>Summative:</u></p> <ul style="list-style-type: none"> • Written tests • End of marking period benchmark test • Skill Test at end of unit 	
Interventions / differentiated instruction		
Inter-disciplinary Connections		
Lesson resources / Activities		

2009 NJCCCS

Standard:

- 2.1: Wellness:** All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
- 2.5: Motor Skills Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
- 2.6: Fitness:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

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

<p>Content Statement(s):</p> <ul style="list-style-type: none"> Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness. Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort. Design and lead a rhythmic activity that includes variations in time, spaced, force, flow, and relationships. Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork. Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction. Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction. 	<p>CPI # / CPI(s):</p> <p>2.1.12.B.1</p> <p>2.5.12.A.1 2.5.12.A.2 2.5.12.A.3</p> <p>2.5.12.B.2 2.5.12.B.3</p> <p>2.5.12.C.1 2.5.12.C.2 2.5.12.C.3</p> <p>2.6.12.A.1 2.6.12.A.2 2.6.12.A.3 2.6.12.A.4 2.6.12.A.5</p>
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21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

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

**Pine Hill Public Schools
Curriculum**

Unit Title: Floor Hockey		Unit #: 18
Course or Grade Level: 11th		Length of Time: 15 Days
Date Created: June 2012		BOE Approval Date:
Pacing	Day 1: Rules, Scoring, Safety Rules, Equipment 3-5: Skills 6-13: Mini-Tournament	

	14-15: Skill Assessment and Written Assessment
Essential Questions	<ul style="list-style-type: none"> • What are the basic skills needed to participate in floor hockey? • What rules and strategies apply to hockey? • What is the purpose of playing floor hockey?
Content	<ul style="list-style-type: none"> • Scoring • Safety Rules • Equipment • Skills • Game strategy • Tournament play
Skills	<ul style="list-style-type: none"> • Describe the correct scoring for hockey • Compare and contrast the difference between offensive and defensive strategies • Explain the safety rules of floor hockey • Participate in successful game play
Assessments	<p><u>Formative:</u></p> <ul style="list-style-type: none"> • Cooperative activities • Class discussion / participation • Teacher observation • Grading rubrics • Peer assessment <p><u>Summative:</u></p> <ul style="list-style-type: none"> • Written tests • End of marking period benchmark test • Skill Test at end of unit
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Give a print out of floor hockey rules to students - I.e. – native language
Inter-disciplinary Connections	Math- Scoring
Lesson resources/ Act.	
2009 NJCCCS	
<p>Standard:</p> <p><i>2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</i></p> <p><i>2.5: Motor Skills Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</i></p> <p><i>2.6: Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p>	
<p>Strand(s):</p> <p>2.1 - B. Nutrition</p> <p>2.5 –A. Movement skills and concepts, B. Strategy, C. Sportsmanship, Rules, and Safety</p> <p>2.6- A. Fitness and Physical Activity</p>	

<p>Content Statement(s):</p> <ul style="list-style-type: none"> • Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness. • Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort. • Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork. • Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction. • Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction. 	<p>CPI # / CPI(s):</p> <p>2.1.12.B.1</p> <p>2.5.12.A.1 2.5.12.A.2</p> <p>2.5.12.B.2 2.5.12.B.3</p> <p>2.5.12.C.1 2.5.12.C.2 2.5.12.C.3</p> <p>2.6.12.A.1 2.6.12.A.2 2.6.12.A.3 2.6.12.A.4 2.6.12.A.5</p>
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21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

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