

Clinton-Glen Gardner School District



Curriculum Management System

Physical Education

Grades 5-8

August 2015

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 25, 2015
Revised: August 20, 2015**

CLINTON-GLEN GARDNER SCHOOL DISTRICT

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Mrs. Lisa J. Craft, Business Administrator
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Mrs. Jenine Kastner, Supervisor of Special Services

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

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Clinton-Glen Gardner School District

Mission

The mission of the Clinton-Glen Gardner School District is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

Philosophy

As part of the effort to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one's health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. The health and physical education program is comprehensive, sequential, and emphasizes the natural interdisciplinary connection between wellness and health and physical education with a focus on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community.

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness, and the curriculum fosters students that:

- Maintain physical, social, and emotional health by practicing healthy behaviors and goal setting
- Engage in a physically active lifestyle that promotes overall wellness
- Develop a variety of skills that may afford them opportunities to develop physical fitness for present and future leisure time activities.
- Are knowledgeable about health and wellness and how to access health resources
- Recognize the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services
- Advocate for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues
- Practice effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills
- Are accepting and respectful of individual and cultural differences

**New Jersey State Department of Education
Core Curriculum Content Standards**

A note about Comprehensive Health and Physical Education Standards and Cumulative Progress Indicators:

Summary of Revisions to the 2014 NJCCCS for Comprehensive Health and Physical Education

There were minor changes made to the 20014 standards. Additions to the standards included the following defining terms in the glossary: over load principle, progressive principle, principle of specificity, health, wellness, rhythm and health data. Newly passed legislation, N.J.S.A. 18A: 35-4.23a describing Dating Violence education grades 7-12, was added to the legislation section. One additional revision of the Introduction of the document was the addition to the existing definition of 21st Century Skills by the Partnership of 21st Century Skills; the phrase “Understanding national and international public health and safety issues” was added to the existing definition.

New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education INTRODUCTION

Comprehensive Health and Physical Education in the 21st Century

Health literacy is an integral component of 21st century education. Healthy students are learners who are “knowledgeable, productive, and also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

Mission: Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

Vision: A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

Intent and Spirit of the Comprehensive Health and Physical Education Standards

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

Revised Standards

The Comprehensive Health and Physical Education Standards provide the foundation for creating local curricula and meaningful assessments. Revisions to the standards include cumulative progress indicators that reflect:

- Recently enacted legislation
- An emphasis on health literacy, a 21st Century theme
- Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other countries
- Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention
- Increased awareness of and sensitivity to the challenges related to individuals with disabilities

The 2014 standards continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public schools, including those enacted from 2009-2014.

Health Literacy includes:

- Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are health enhancing.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction.
- Using available information to make appropriate health-related decisions.
- Establishing and monitoring personal and family health goals.
- Understanding national and international public health and safety issues.

Grades 5-8 Physical Education

Scope and Sequence

Quarter I	
<p>Topic: Soccer</p> <ul style="list-style-type: none"> a. Skills b. Safety c. Rules d. Sportsmanship e. Competition f. Strategy 	<p>Topic: Football</p> <ul style="list-style-type: none"> a. Skills b. Safety c. Rules d. Sportsmanship e. Competition f. Strategy
<p>Topic: Fitness</p> <ul style="list-style-type: none"> a. Skills b. Safety c. Strategy d. Technique 	<p>Topic: Teamwork/Competition</p> <ul style="list-style-type: none"> a. Skills b. Safety c. Strategy d. Sportsmanship e. Competition
<p>21st Century Skills (the ones that apply are in bold):</p> <ul style="list-style-type: none"> • Creativity & Innovation • Critical Thinking & Problem Solving • Communication & Collaboration • Media Literacy • Information Literacy • Information, Communication & Technology 	<p>21st Century Themes (the ones that apply are in bold):</p> <ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business & Entrepreneurial Literacy • Civic Literacy • Health Literacy • Environmental Literacy
<p>Differentiation: Refer to CPS Differentiation Tool Kit</p>	
<p>Assessment: District end of unit assessment; Various opportunities for formative and summative assessments throughout units</p>	

Quarter II

<p>Topic: Basketball</p> <ul style="list-style-type: none"> a. Skills b. Safety c. Rules d. Sportsmanship e. Competition f. Strategy 	<p>Topic: Volleyball</p> <ul style="list-style-type: none"> a. Skills b. Safety c. Rules d. Sportsmanship e. Competition f. Strategy
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<p>Topic: Fitness</p> <ul style="list-style-type: none"> a. Skills b. Safety c. Strategy d. Technique 	<p>Topic: Teamwork/Competition</p> <ul style="list-style-type: none"> a. Skills b. Safety c. Strategy d. Sportsmanship e. Competition
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<p>21st Century Skills (the ones that apply are in bold):</p> <ul style="list-style-type: none"> • Creativity & Innovation • Critical Thinking & Problem Solving • Communication & Collaboration • Media Literacy • Information Literacy • Information, Communication & Technology 	<p>21st Century Themes (the ones that apply are in bold):</p> <ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business & Entrepreneurial Literacy • Civic Literacy • Health Literacy • Environmental Literacy
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Differentiation: Refer to CPS Differentiation Tool Kit

Assessment: District end of unit assessment; Various opportunities for formative and summative assessments throughout units

Quarter III

<p>Topic: Floor Hockey</p> <ul style="list-style-type: none"> a. Skills b. Safety c. Rules d. Sportsmanship e. Competition f. Strategy 	<p>Topic: Tchoukball</p> <ul style="list-style-type: none"> a. Skills b. Safety c. Rules d. Sportsmanship e. Competition f. Strategy
<p>Topic: Fitness</p> <ul style="list-style-type: none"> a. Skills b. Safety c. Strategy d. Technique 	<p>Topic: Teamwork/Competition</p> <ul style="list-style-type: none"> a. Skills b. Safety c. Strategy d. Sportsmanship e. Competition
<p>21st Century Skills (the ones that apply are in bold):</p> <ul style="list-style-type: none"> • Creativity & Innovation • Critical Thinking & Problem Solving • Communication & Collaboration • Media Literacy • Information Literacy • Information, Communication & Technology 	<p>21st Century Themes (the ones that apply are in bold):</p> <ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business & Entrepreneurial Literacy • Civic Literacy • Health Literacy • Environmental Literacy
<p>Differentiation: Refer to CPS Differentiation Tool Kit</p>	
<p>Assessment: District end of unit assessment; Various opportunities for formative and summative assessments throughout units</p>	

Quarter IV

<p>Topic: Lacrosse</p> <ol style="list-style-type: none"> a. Skills b. Safety c. Rules d. Sportsmanship e. Competition f. Strategy 	<p>Topic: Softball</p> <ol style="list-style-type: none"> a. Skills b. Safety c. Rules d. Sportsmanship e. Competition f. Strategy
<p>Topic: Fitness</p> <ol style="list-style-type: none"> a. Skills b. Safety c. Strategy d. Technique 	<p>Topic: Teamwork/Competition</p> <ol style="list-style-type: none"> a. Skills b. Safety c. Strategy d. Sportsmanship e. Competition
<p>21st Century Skills (the ones that apply are in bold):</p> <ul style="list-style-type: none"> • Creativity & Innovation • Critical Thinking & Problem Solving • Communication & Collaboration • Media Literacy • Information Literacy • Information, Communication & Technology 	<p>21st Century Themes (the ones that apply are in bold):</p> <ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business & Entrepreneurial Literacy • Civic Literacy • Health Literacy • Environmental Literacy
<p>Differentiation: Refer to CPS Differentiation Tool Kit</p>	
<p>Assessment: District end of unit assessment; Various opportunities for formative and summative assessments throughout units</p>	

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grades 5-8 Physical Education	Topic: Soccer	
		Goal 1: The student will be able to perform the various skills, and understand the rules, concepts, and strategies for the game of Soccer.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
<u>5/6</u> 5-6	1.1. Demonstrate the soccer dribble by using the inside and outside of the right and left foot. (2.5.6.A.1, 2.5.8.A.1)	<p>Essential Questions:</p> <p>What are some of the skills that you need in order play the game of soccer?</p> <p>What are some of the basic rules for the game of soccer? How did the game begin?</p> <p>How does knowledge of offensive and defensive strategies assist in playing basketball?</p> <p>Conceptual Understandings:</p> <p>Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.</p>	<p>Materials: soccer balls, soccer goals, hula hoops, cones/markers, pinnies</p> <p>Learning Activities:</p> <p>Demonstration of Skills: dribbling, trapping, passing, shooting, and throw-ins</p> <p>Dribble Tag</p> <p>Soccer Baseball</p> <p>Sideline Soccer</p> <p>6 Ball Soccer</p> <p>Shooting Challenges</p> <p>Offensive/Defensive Games (3 vs. 2) or (2 vs.1)</p> <p>Scrimmages</p> <p>Assessment Models:</p> <p>Participation/Effort in Skills</p> <p>Teacher Observation</p> <p>Sportsmanship</p> <p>Individual and Partner Assessments:</p> <p>Dribbling</p> <p>Passing</p> <p>Throw-ins</p> <p>Game-Play</p>
<u>7/8</u> 8-9	1.2. Demonstrate the soccer shot by using both feet. (2.5.6.A.1, 2.5.8.A.1)		
	1.3. Demonstrate the inside of the foot trap with both feet. (2.5.6.A.1, 2.5.8.A.1)		
	1.4. Understand the rules and positions of the game. (2.6.6.C.2, 2.5.8.C.2)		
	1.5. Understand the different offensive and defensive strategies. (2.5.6.B.1, 2.5.6.B.2, 2.5.8.B.1, 2.5.6.B.2, 2.5.6.B.3)		
	1.6. Develop and improve sportsmanship skills. (2.5.6.C.1, 2.5.6.C.2, 2.5.6.C.3, 2.5.8.C.1,		

Suggested days of Instruction	Curriculum Management System	Topic: Soccer	
	<u>Subject/Grade Level:</u> Grades 5-8 Physical Education	<u>Goal 1:</u> The student will be able to perform the various skills, and understand the rules, concepts, and strategies for the game of Soccer.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>2.5.8.C.2, 2.5.8.C.3)</p> <p>1.7. Demonstrate the soccer throw-in. (2.5.6.A.1, 2.5.8.A.1)</p> <p>1.8. Develop and improve fitness and endurance. (2.6.6.A.1, 2.6.6.A.2, 2.6.8.A.1)</p> <p>1.9. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>1.10. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>1.11. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Soccer	
	<u>Subject/Grade Level:</u> Grades 5-8 Physical Education	<u>Goal 1:</u> The student will be able to perform the various skills, and understand the rules, concepts, and strategies for the game of Soccer.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	1.12. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3) 1.13. Employ appropriate conflict resolution strategies. (9.1.8.D.1)		

Suggested days of Instruction	Curriculum Management System	Topic: Football	
	Subject/Grade Level: Grades 5-8 Physical Education	Goal 2: The student will be able to perform the various skills, and understand the rules, concepts, and strategies for the game of Football.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5/6 5-6 7/8 8-9	<p>2.1. Develop and improve fitness and endurance. (2.6.6.A.1, 2.6.6.A.2, 2.6.8.A.1)</p> <p>2.2. Demonstrate the football pass. (2.5.6.A.1, 2.5.8.A.1)</p> <p>2.3. Demonstrate how to catch a pass. (2.5.6.A.1, 2.5.8.A.1)</p> <p>2.4. Demonstrate the punt and place-kick. (2.5.6.A.1, 2.5.8.A.1)</p> <p>2.5. Understand the rules of the game and positions on the field. (2.6.6.C.2, 2.6.8.C.2)</p> <p>2.6. Understand the different offensive and defensive strategies. (2.5.6.B.1, 2.5.6.B.2, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3)</p>	<p>Essential Questions: Why do we need offensive and defensive strategies? What are the positions on the field? What are some of the skills needed to be successful at the game of Football? How does knowledge of offensive and defensive strategies assist in playing basketball?</p> <p>Conceptual Understandings: Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, and recreational activities. 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.</p>	<p>Materials: footballs, tees, flag belts and pinnies, cones/markers</p> <p>Learning Activities: Demonstration of Skills: passing, catching, place-kicking, and punting Individual and Partner Activities (passing, catching, place-kicking, and punting) Quarterback Rescue Capture The Football Modified Games Scrimmages</p> <p>Assessment Models: Participation/Effort in Skills Teacher Observation Sportsmanship Individual and Partner Assessments: Throwing Catching Punting Place-Kicking Game-Play</p>

Suggested days of Instruction	Curriculum Management System	Topic: Football	
	Subject/Grade Level: Grades 5-8 Physical Education	Goal 2: The student will be able to perform the various skills, and understand the rules, concepts, and strategies for the game of Football.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>2.7. Develop and improve sportsmanship skills. (2.5.6.C.1, 2.5.6.C.2, 2.5.6.C.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.8.C.3)</p> <p>2.8. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>2.9. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>2.10. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>2.11. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p>		

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grades 5-8 Physical Education	Topic: Football	
		Goal 2: The student will be able to perform the various skills, and understand the rules, concepts, and strategies for the game of Football.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	2.12. Employ appropriate conflict resolution strategies. (9.1.8.D.1)		

Suggested days of Instruction	Curriculum Management System	Topic: Basketball	
	Subject/Grade Level: Grades 5-8 Physical Education	Goal 3: The student will be able to perform the various skills, and understand the rules, concepts, and strategies for the game of Basketball.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5/6 5-6 7/8 8-9	<p>3.1. Develop and improve fitness and endurance. (2.6.6.A.1, 2.6.6.A.2, 2.6.8.A.1)</p> <p>3.2. Demonstrate the dribble using both the right and left hand. (2.5.6.A.1, 2.5.8.A.1)</p> <p>3.3. Demonstrate the chest and bounce pass. (2.5.6.A.1, 2.5.8.A.1)</p> <p>3.4. Demonstrate the basketball shot using the one and two hand approach. (2.5.6.A.1, 2.5.8.A.1)</p> <p>3.5. Understand the different offensive and defensive strategies. (2.5.6.B.1, 2.5.6.B.2, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3)</p> <p>3.6. Understand the rules of the game and positions on the court.</p>	<p>Essential Questions: What is a traveling violation? What is a double dribble? Why is teamwork so important? How does knowledge of offensive and defensive strategies assist in playing basketball?</p> <p>Conceptual Understandings: Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others. There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.</p>	<p>Materials: basketballs of varying sizes, cones/markers, pinnies</p> <p>Learning Activities: Demonstration of Skills: dribbling, passing, shooting Individual and Partner Activities: Dribble Tag, Dribble Relays, Chest Pass and Bounce Pass with and partner and in relay formation Basketball 21 Championship Basketball Knockout Horse Around the World Scrimmage</p> <p>Assessment Models: Participation/Effort in Skills Teacher Observation Sportsmanship Individual and Partner Assessments: Dribbling Passing Game-Play</p>

Suggested days of Instruction	Curriculum Management System	Topic: Basketball	
	Subject/Grade Level: Grades 5-8 Physical Education	Goal 3: The student will be able to perform the various skills, and understand the rules, concepts, and strategies for the game of Basketball.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	(2.6.6.C.2, 2.6.8.C.2) 3.7. Develop and improve sportsmanship skills. (2.5.6.C.1, 2.5.6.C.2, 2.5.6.C.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.8.C.3) 3.8. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1) 3.9. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1) 3.10. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2) 3.11. Employ appropriate conflict resolution strategies. (9.1.8.D.1)		

Suggested days of Instruction	Curriculum Management System	Topic: Volleyball	
	Subject/Grade Level: Grades 5-8 Physical Education	Goal 4: The student will be able to perform the various skills, and understand the rules, concepts, and strategies for the game of Volleyball.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5/6 5-6 7/8 8-9	<p>4.1. Develop and improve fitness and endurance. (2.6.6.A.1, 2.6.6.A.2, 2.6.8.A.1)</p> <p>4.2. Demonstrate the bump pass. (2.5.6.A.1, 2.5.8.A.1)</p> <p>4.3. Demonstrate the set pass. (2.5.6.A.1, 2.5.8.A.1)</p> <p>4.4. Demonstrate the underhand serve. (2.5.6.A.1)</p> <p>4.5. Demonstrate the overhand serve. (2.5.8.A.1)</p> <p>4.6. Understand the different offensive and defensive strategies. (2.5.6.B.1, 2.5.6.B.2, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3)</p> <p>4.7. Understand the rules of the game and positions on the</p>	<p>Essential Questions: How does teamwork help out in the game of Volleyball? What are the strategies needed to play the game of Volleyball? How does knowledge of offensive and defensive strategies assist in playing volleyball?</p> <p>Conceptual Understandings: Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, and recreational activities. 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.</p>	<p>Materials: volleyballs, volleyball trainers, beach balls, volleyball nets</p> <p>Learning Activities: Demonstration of Skills: bumping, setting, underhand serve, overhand serve Individual and Partner Activities: bumping, setting, serving Keep it Up (Circle Game) Modified Game (Trainers/Beach Balls Scrimmages)</p> <p>Assessment Models: Participation/Effort in Skills Teacher Observation Sportsmanship Individual and Partner Performance Assessments: Bump Set Serve (underhand 5-8, overhand 7-8) Game Play</p>

Suggested days of Instruction	Curriculum Management System	Topic: Volleyball	
	Subject/Grade Level: Grades 5-8 Physical Education	Goal 4: The student will be able to perform the various skills, and understand the rules, concepts, and strategies for the game of Volleyball.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>court. (2.6.6.C.2, 2.6.8.C.2)</p> <p>4.8. Develop and improve sportsmanship skills. (2.5.6.C.1, 2.5.6.C.2, 2.5.6.C.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.8.C.3)</p> <p>4.9. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>4.10. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>4.11. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>4.12. Model leadership skills</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Volleyball	
	Subject/Grade Level: Grades 5-8 Physical Education	Goal 4: The student will be able to perform the various skills, and understand the rules, concepts, and strategies for the game of Volleyball.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>4.13. Employ appropriate conflict resolution strategies. (9.1.8.D.1)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Floor Hockey	
	Subject/Grade Level: Grades 5-8 Physical Education	Goal 5: The student will be able to perform the various skills, and understand the rules, concepts, and strategies for the game of Floor Hockey.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
<u>5/6</u> 5-6 <u>7/8</u> 8-9	5.1. Develop and improve fitness and endurance. (2.6.6.A.1, 2.6.6.A.2, 2.6.8.A.1) 5.2. Demonstrate the proper way to handle a hockey stick. (2.5.6.A.1, 2.5.8.A.1) 5.3. Demonstrate the hockey dribble. (2.5.6.A.1, 2.5.8.A.1) 5.4. Demonstrate the hockey pass. (2.5.6.A.1, 2.5.8.A.1) 5.5. Demonstrate the hockey shot. (2.5.6.A.1, 2.5.8.A.1) 5.6. Understand the different offensive and defensive strategies. (2.5.6.B.1, 2.5.6.B.2, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3) 5.7. Understand the rules of the	Essential Questions: Why do we have to keep our stick low when shooting? What are some of the rules for the game of Floor Hockey? Why is it important to use teamwork when playing Hockey? How does knowledge of offensive and defensive strategies assist in playing volleyball? Conceptual Understandings: Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.	Materials: hockey sticks of varying sizes, hockey balls (soft Nerf balls), hockey goals, cones/markers, pinnies Learning Activities: Demonstration of Skills: dribbling, passing shooting Individual and Partner Activities: dribbling, passing, shooting Dribbling, Passing, Shooting Relays 3 vs. 2 offense vs. defense 2 vs. 1 offense vs. defense Scrimmages Assessment Models: Participation/Effort in Skills Teacher Observation Sportsmanship Individual and Partner Assessments: Dribbling Passing Shooting Game-Play

Suggested days of Instruction	Curriculum Management System	Topic: Floor Hockey	
	Subject/Grade Level: Grades 5-8 Physical Education	Goal 5: The student will be able to perform the various skills, and understand the rules, concepts, and strategies for the game of Floor Hockey.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>game and positions on the court. (2.6.6.C.2, 2.6.8.C.2)</p> <p>5.8. Develop and improve sportsmanship skills. (2.5.6.C.1, 2.5.6.C.2, 2.5.6.C.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.8.C.3)</p> <p>5.9. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>5.10. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>5.11. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Floor Hockey	
	Subject/Grade Level: Grades 5-8 Physical Education	Goal 5: The student will be able to perform the various skills, and understand the rules, concepts, and strategies for the game of Floor Hockey.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>5.12. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>5.13. Employ appropriate conflict resolution strategies. (9.1.8.D.1)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Tchoukball	
	Subject/Grade Level: Grades 5-8 Physical Education	Goal 6: The student will be able to perform the various skills, and understand the rules, concepts, and strategies for the game of Tchoukball.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5/6 3-4 7/8 5-6	6.1. Develop and improve fitness and endurance. (2.6.6.A.1, 2.6.6.A.2, 2.6.8.A.1) 6.2. Identify different ways to score points. (2.5.6.B.1, 2.5.6.B.2, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3) 6.3. Demonstrate ways to throw and catch. (2.5.6.A.1, 2.5.8.A.1) 6.4. Understand the different offensive and defensive strategies. (2.5.6.B.1, 2.5.6.B.2, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3) 6.5. Understand the rules of the game and positions on the court. (2.6.6.C.2, 2.6.8.C.2) 6.6. Develop and improve sportsmanship skills.	Essential Questions: How does knowledge of offensive and defensive strategies assist in playing Tchoukball? How does understanding the cultural and historical background of a game assist in playing it? Conceptual Understandings: There is a strong cultural, ethnic, and historical background associated with competitive sport. 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.	Materials: Tchoukball ball, Tchoukball frames, pinnies Learning Activities: Demonstration of Skills: throwing, catching Individual and Partner Activities: throwing, catching, throwing & catching using frame Modified Games (3 vs. 2) (2 vs. 1) Game Play Assessment Models: Participation/Effort in Skills Teacher Observation Sportsmanship Individual and Partner Assessments: Game Play

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grades 5-8 Physical Education	Topic: Tchoukball	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>(2.5.6.C.1, 2.5.6.C.2, 2.5.6.C.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.8.C.3)</p> <p>6.7. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>6.8. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>6.9. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>6.10. Employ appropriate conflict resolution strategies. (9.1.8.D.1)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Lacrosse	
	Subject/Grade Level: Grades 5-8	Goal 7: The student will be able to perform the various skills, and understand the rules, concepts, and strategies for the game of Lacrosse.	
	Subject	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:		
5/6 5-6	7.1. Develop and improve fitness and endurance. (2.6.6.A.1, 2.6.6.A.2, 2.6.8.A.1)	<p>Essential Questions: Why is it important to cradle the ball? What are some of the positions on the field? What are some of the Rules? How does knowledge of offensive and defensive strategies assist in playing lacrosse?</p> <p>Conceptual Understandings: Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</p> <p>There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.</p> <p>Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.</p>	<p>Materials: lacrosse sticks, soft lacrosse balls, goals, pinnies, cones/markers</p> <p>Learning Activities: Demonstration of skills: cradling, throwing, catching, shooting Individual & Partner Activities: throwing, catching, shooting, cradling Shooting Games Offensive & Defensive Games (3 vs. 2 and 2 vs.1) Game Play</p> <p>Assessment Models: Participation/Effort in Skills Teacher Observation Sportsmanship Individual and Partner Assessments: throwing, catching, shooting Game Play</p>
7/8 8-9	7.2. Demonstrate the cradle. (2.5.6.A.1, 2.5.8.A.1)		
	7.3. Demonstrate the proper way to throw and catch. (2.5.6.A.1, 2.5.8.A.1)		
	7.4. Demonstrate the proper way to pick up the lacrosse ball. (2.5.6.A.1, 2.5.8.A.1)		
	7.5. Demonstrate different ways to shoot the lacrosse ball. (2.5.6.A.1, 2.5.8.A.1)		
	7.6. Understand the different offensive and defensive strategies. (2.5.6.B.1, 2.5.6.B.2, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3)		
	7.7. Understand the rules of the game and positions on the		

Suggested days of Instruction	Curriculum Management System	Topic: Lacrosse	
	<u>Subject/Grade Level:</u> Grades 5-8	<u>Goal 7:</u> The student will be able to perform the various skills, and understand the rules, concepts, and strategies for the game of Lacrosse.	
	Subject		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	field. (2.6.6.C.2, 2.6.8.C.2) 7.8. Develop and improve sportsmanship skills. (2.5.6.C.1, 2.5.6.C.2, 2.5.6.C.3, 2.5.8.C.1, 2.5.6.C.2, 2.5.6.C.3) 7.9. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1) 7.10. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1) 7.11. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2) 7.12. Model leadership skills		

Suggested days of Instruction	Curriculum Management System	Topic: Lacrosse	
	Subject/Grade Level: Grades 5-8	Goal 7: The student will be able to perform the various skills, and understand the rules, concepts, and strategies for the game of Lacrosse.	
	Subject		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>7.13. Employ appropriate conflict resolution strategies. (9.1.8.D.1)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Softball	
	Subject/Grade Level: Grades 5-8 Physical Education	Goal 8: The student will be able to perform the various skills, and understand the rules, concepts, and strategies for the game of softball.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5/6 5-6 7/8 8-9	<p>8.1. Develop and improve fitness and endurance. (2.6.6.A.1, 2.6.6.A.2, 2.6.8.A.1)</p> <p>8.2. Demonstrate ways to throw and catch. (2.5.6.A.1, 2.5.8.A.1)</p> <p>8.3. Demonstrate ways to hit the softball. (2.5.6.A.1, 2.5.8.A.1)</p> <p>8.4. Understand the different offensive and defensive strategies. (2.5.6.B.1, 2.5.6.B.2, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3)</p> <p>8.5. Understand the rules of the game and positions on the field. (2.6.6.C.2, 2.6.8.C.2)</p> <p>8.6. Develop and improve sportsmanship skills. (2.5.6.C.1, 2.5.6.C.2, 2.5.6.C.3, 2.5.8.C.1,</p>	<p>Essential Questions: How does developing your ability with game related skills (fielding, catching, hitting) improve game play? How does knowledge of offensive and defensive strategies assist in playing lacrosse?</p> <p>Conceptual Understandings: Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.</p>	<p>Materials: softballs, bats, gloves, softball field, bases, cones/markers</p> <p>Learning Activities: Demonstration of skills: throwing, catching, batting, grounders, fly balls Individual & Partner Activities: throwing, catching, catching grounders and fly balls, batting practice</p> <p>Assessment Models: Participation/Effort in Skills Teacher Observation Sportsmanship Individual and Partner Assessments: Throwing Catching Game Play</p>

Suggested days of Instruction	Curriculum Management System	Topic: Softball	
	Subject/Grade Level: Grades 5-8 Physical Education	Goal 8: The student will be able to perform the various skills, and understand the rules, concepts, and strategies for the game of softball.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>2.5.8.C.2, 2.5.8.C.3)</p> <p>8.7. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>8.8. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>8.9. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>8.10. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>8.11. Employ appropriate conflict resolution strategies. (9.1.8.D.1)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Track and Field Events	
	Subject/Grade Level: Grades 5-8 Physical Education	Goal 9: The student will become familiar with strategies and techniques associated with a variety of Track and Field Events.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5/6 4-5 7/8 6-7	9.1. Develop and improve fitness and endurance. (2.6.6.A.1, 2.6.6.A.2, 2.6.8.A.1) 9.2. Demonstrate the long jump. (2.5.6.A.1, 2.5.6.A.2, 2.5.8.A.1, 2.5.8.A.2) 9.3. Demonstrate the shot putt. (2.5.6.A.1, 2.5.6.A.2, 2.5.8.A.1, 2.5.8.A.2) 9.4. Demonstrate the hurdle jump. (2.5.6.A.1, 2.5.6.A.2, 2.5.8.A.1, 2.5.8.A.2) 9.5. Demonstrate muscular strength/endurance by performing the 100m, 400m, 800m and 1500m run. (2.5.6.A.1, 2.5.6.A.2, 2.5.8.A.1, 2.5.8.A.2) 9.6. Understand the different track and field strategies. (2.5.6.B.1, 2.5.6.B.2, 2.5.8.B.1, 2.5.8.B.2,	Essential Questions: Why is technique so important when performing track and field events? What are some different strategies used when performing the different running events? Where did Track and Field Events originate? Conceptual Understandings: Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others. Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.	Materials: shot putts, hurdles, cones/markers/ marking paint, measuring tape Learning Activities: Demonstration of Skills: Shot Putt Long Jump Hurdles 100m Dash 400m Run 800m Run Mile Run Assessment Models: Participation/Effort in Skills Teacher Observation Sportsmanship Individual Assessments: 100m run, 400m run, 800m run, mile run

Suggested days of Instruction	Curriculum Management System	Topic: Track and Field Events	
	Subject/Grade Level: Grades 5-8 Physical Education	Goal 9: The student will become familiar with strategies and techniques associated with a variety of Track and Field Events.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>2.5.8.B.3)</p> <p>9.7. Develop and improve sportsmanship skills. (2.5.6.C.1, 2.5.6.C.2, 2.5.6.C.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.8.C.3)</p> <p>9.8. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>9.9. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>9.10. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>9.11. Employ appropriate conflict resolution strategies. (9.1.8.D.1)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Fitness Testing	
	Subject/Grade Level:	Goal 10: The student will be able to develop and improve their endurance, strength, agility and flexibility.	
	Grades 5-8		
	Subject		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
5/6 6-7	10.1. Develop and improve fitness and endurance. (2.6.6.A.1, 2.6.6.A.2, 2.6.8.A.1)	<p>Essential Questions:</p> <p>Why is it important to learn how to pace yourself when performing a long-distance run?</p> <p>What are some examples of lifetime fitness activities?</p> <p>What is the best way to improve your fitness results?</p> <p>Conceptual Understandings:</p> <p>Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.</p>	<p>Materials: sit & reach machine, pull-up bar, mats, stop watches, tape, shuttle run blocks, heart rate monitors/pedometers</p> <p>Learning Activities:</p> <p>Sit-Ups</p> <p>Pull-Ups</p> <p>Shuttle Run</p> <p>Sit & Reach</p> <p>100m Run</p> <p>400m Run</p> <p>800m Run</p> <p>Mile Run</p> <p>Assessment Models:</p> <p>Participation/Effort in Skills</p> <p>Teacher Observation</p> <p>Sportsmanship</p> <p>Individual Assessments:</p> <p>100m Run</p> <p>400m Run</p> <p>800m Run</p> <p>Mile Run</p> <p>Pull-Up</p> <p>Sit-Up</p> <p>Shuttle Run</p> <p>Sit & Reach</p>
7/8 7-8	10.2. Demonstrate the shuttle run. (2.5.6.A.1, 2.5.8.A.1)		
	10.3. Demonstrate the pull-up. (2.5.6.A.1, 2.5.8.A.1)		
	10.4. Demonstrate the sit-up. (2.5.6.A.1, 2.5.8.A.1)		
	10.5. Demonstrate the sit & reach. (2.5.6.A.1, 2.5.8.A.1)		
	10.6. Check their heart beat/rate. (2.6.6.A.3, 2.6.6.A.4, 2.6.6.A.5, 2.6.6.A.6, 2.6.8.A.2, 2.6.8.A.4, 2.6.8.A.5)		
	10.7. Develop proper attitude, and understand the different fitness levels. (2.6.6.A.1, 2.6.6.A.2, 2.6.6.A.3, 2.6.6.A.4, 2.6.6.A.5, 2.6.6.A.6,		

Suggested days of Instruction	Curriculum Management System	Topic: Fitness Testing	
	Subject/Grade Level: Grades 5-8 Subject	Goal 10: The student will be able to develop and improve their endurance, strength, agility and flexibility.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>2.6.8.A.1, 2.6.8.A.2, 2.6.8.A.3, 2.6.8.A.4, 2.6.8.A.5)</p> <p>10.8. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>10.9. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>10.10. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>10.11. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Teamwork/Competition	
	Subject/Grade Level: Grades 5-8 Physical Education	Goal 11: The student will be able to apply game concepts and skills to develop sportsmanship, teamwork, and identify different levels of competition.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
On-going	<p>11.1. Develop and improve fitness and endurance. (2.6.6.A.1, 2.6.6.A.2, 2.6.8.A.1)</p> <p>11.2. Understand the different strategies. (2.5.6.B.1, 2.5.6.B.2, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3)</p> <p>11.3. Understand the rules of the game. (2.6.6.C.2, 2.6.8.C.2)</p> <p>11.4. Develop and improve sportsmanship skills. (2.5.6.C.1, 2.5.6.C.2, 2.5.6.C.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.8.C.3)</p> <p>11.5. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>11.6. Determine an individual's responsibility for personal</p>	<p>Essential Questions: How does knowledge of offensive and defensive strategies assist in playing organized sports? What is good sportsmanship?</p> <p>Conceptual Understandings: There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event</p>	<p>Materials: whiffle balls, whiffle ball bats, kickballs, dodge balls, soft Nerf balls, mats, bases, cones/markers, goals, badminton racquets/birdies/nets, bowling pins, Nerf footballs</p> <p>Learning Activities: Wiffle Ball Team Handball Kickball Star Wars Goofyball Football Fantasy Kingball Badminton</p> <p>Assessment Models: Participation/Effort in Skills Teacher Observation Sportsmanship</p>

Suggested days of Instruction	Curriculum Management System	Topic: Teamwork/Competition	
	Subject/Grade Level: Grades 5-8 Physical Education	Goal 11: The student will be able to apply game concepts and skills to develop sportsmanship, teamwork, and identify different levels of competition.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>actions and contributions to group activities. (9.1.8.C.1)</p> <p>11.7. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>11.8. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>11.9. Employ appropriate conflict resolution strategies. (9.1.8.D.1)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Dance	
	Subject/Grade Level: Grades 5-8 Physical Education	Goal 12: The student will be able to perform the various skills and understand the different movements associated with dance.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2-3	<p>12.1. Develop and improve fitness, flexibility, coordination, and endurance. (2.6.6.A.1, 2.6.6.A.2, 2.6.6.A.3, 2.6.6.A.4, 2.6.8.A.1, 2.6.8.A.2, 2.6.8.A.3, 2.6.8.A.4)</p> <p>12.2. Understand the different movements associated with the different dances. (2.5.6.A.1, 2.5.6.A.2, 2.5.6.A.3, 2.5.6.A.4, 2.5.8.A.1, 2.5.8.A.2, 2.5.8.A.3, 2.5.8.A.4)</p> <p>12.3. Demonstrate working with a partner or group to perform a variety of different dances. (2.5.6.B.2, 2.5.6.B.3, 2.5.8.B.2)</p> <p>12.4. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>12.5. Determine an individual's</p>	<p>Essential Questions: What are some different types of dance? How does dance improve your fitness levels?</p> <p>Conceptual Understandings: Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</p>	<p>Materials: music CDs, DDR, spots/markers</p> <p>Learning Activities: Line Dances Popular Dances Social Dances Square Dances Aerobic/Fitness Dances</p> <p>Assessment Models: Participation/Effort in Skills Teacher Observation Sportsmanship</p>

Suggested days of Instruction	Curriculum Management System	Topic: Dance	
	<u>Subject/Grade Level:</u> Grades 5-8 Physical Education	<u>Goal 12:</u> The student will be able to perform the various skills and understand the different movements associated with dance.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>12.6. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>12.7. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>12.8. Employ appropriate conflict resolution strategies. (9.1.8.D.1)</p>		

Grades 5-8 Physical Education Course Benchmarks

1. To develop, understand, and improve the components of cardiovascular strength, cardiovascular endurance, agility, muscular strength, muscular endurance, balance and flexibility.
2. To introduce and develop and understanding of rules, strategies, and skills and apply them to game situations.
3. To introduce students to activities, and games that will promote lifetime fitness.
4. To develop and improve eye-hand/eye-foot coordination.
5. To encourage and develop teamwork, sportsmanship and positive thinking of fitness and sports.
6. To introduce students to basic concepts, skills and evaluative tools necessary to understand and improve physical fitness.
7. To introduce, learn, and refine skills in a safe environment.