

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

**Moorestown William Allen Middle School
Health and Physical Education**

**Physical Education
*Grade 7***

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[Course Description and Fundamental Concepts](#)

The William Allen Middle School Curriculum emphasis is on individual and team sports, team building and fitness activities. Appropriate body mechanics, form, skills and strategies utilized in a wide range of sports and activities are stressed. Students are exposed to a variety of activities that prepare them to actively and effectively achieve and promote lifelong wellness.

Fundamental Concepts include instruction which focus on a variety of developmentally appropriate and sequentially progressive activities as they relate to invasion games, striking games, net games, and fitness. The 7th grade physical education curriculum is designed to practice various skills and skill concepts of games and strengthen student knowledge of various games and activities. Other important aspects of the curriculum focuses on improved physical fitness as it relates to cardiovascular endurance, muscular strength, flexibility, muscular endurance and body composition. Our program will stress the importance of recognizing the benefits of choosing a physically active lifestyle.

Additionally, the program emphasizes appropriate interpersonal relationships and working collaboratively using learned skills to solve problems. In this respect, Physical Education reinforces knowledge learned across the curriculum, serving as a laboratory for the application of content in social studies, math and science.

New Jersey Student Learning Standards (NJSLs)

Subject/Content Standards

2020 Comprehensive Health and PE Standards

Include grade appropriate subject/content standards that will be addressed

Unit Addressed	Standard #	Standard Description
1-3, 6-9, 12-15	2.2.8.MSC.1:	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
1-3, 6-9, 12-15	2.2.8.MSC.2:	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
5	2.2.8.MSC.3:	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
1-3, 6-9, 12-15	2.2.8.MSC.4:	Analyze, and correct movements and apply to refine movement skills.
3, 4, 6, 7, 8, 9, 10, 12-15	2.2.8.MSC.5:	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2, 3, 6, 7, 10, 12, 14, 15	2.2.8.MSC.6:	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
1-4, 6-10, 12-15	2.2.8.MSC.7:	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
5, 11	2.2.8.PF.1:	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
1-15	2.2.8.PF.2:	Recognize and involve others of all ability levels into a physical activity.
2, 3, 5, 6, 7, 11, 12, 14	2.2.8.PF.3:	Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
5, 11	2.2.8. PF.4:	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.

5, 11	2.2.8.PF.5:	Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
5, 11	2.2.8.LF.1:	Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
5	2.2.8.LF.2:	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
10	2.2.8.LF.3:	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
5	2.2.8.LF.4:	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
5	2.2.8.LF.5:	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
5, 10, 11	2.2.8.LF.6:	Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
5	2.2.8.LF.7:	Evaluate personal attributes as they relate to career options in physical activity and health professions.

English Companion Standards

List grade-level appropriate companion standards for *History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12*. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard #	Standard Description
5	<i>RI.7.4.</i>	<i>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</i>
5, 11	<i>NJSLSA.W6.</i>	<i>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i>

5	NJSLSA.W7.	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
5	NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
1, 4, 8, 9	NJSLSA.SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
5	SL.7.5.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
5	SL.7.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

21st-Century Skills and Technology Integration (Standard 8)

List appropriate units below for which strands (A through F) will be addressed

Standard 8.1 (K-12)		Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Unit Addressed	Strand Letter	Standard Description
5	Strand A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.
4, 5	Strand B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
4, 5	Strand C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
5	Strand D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

	Strand E	Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i>
5	Strand F	Critical thinking, problem-solving, and decision making: <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</i>

Career Ready Practices (Standard 9)

List appropriate units below for which CRPs will be addressed

Unit Addressed	Standard #	Standard Description
1-12	CRP1	<i>Act as a responsible and contributing citizen and employee.</i>
	CRP2	<i>Apply appropriate academic and technical skills.</i>
1-12	CRP3	<i>Attend to personal health and financial well-being.</i>
1-12	CRP4	<i>Communicate clearly and effectively and with reason.</i>
1-12	CRP5	<i>Consider the environmental, social and economic impacts of decisions.</i>
4	CRP6	<i>Demonstrate creativity and innovation.</i>
	CRP7	<i>Employ valid and reliable research strategies.</i>
	CRP8	<i>Utilize critical thinking to make sense of problems and persevere in solving them.</i>
4	CRP9	<i>Model integrity, ethical leadership, and effective management.</i>
	CRP10	<i>Plan education and career paths aligned to personal goals.</i>
5	CRP11	<i>Use technology to enhance productivity.</i>
6, 7, 10, 14, 15	CRP12	<i>Work productively in teams while using cultural global competence</i>

Interdisciplinary Connections

List any other content standards addressed as well as appropriate units

Visual & Performing Arts Integration (Standard 1)

List appropriate units below for which standards (1.1 through 1.4) may be addressed

Unit Addressed	Standard #	Standard Description
5	Standard 1.1	The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and/or visual art.
	Standard 1.2	History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
5	Standard 1.3	Performing/Presenting/Producing: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and/or visual art.
	Standard 1.4	Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and/or visual art.

Other Interdisciplinary Content Standards

List appropriate units below for any other content/standards that may be addressed

Unit Addressed	Content / Standard #	Standard Description
1, 2, 9, 13, 15	MS-PS2-2.	Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.

3, 6, 7, 10, 12	(MS-LS1-3)	Systems may interact with other systems; they may have subsystems and be a part of larger complex systems.
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8, 11, 14	<i>(MS-LS1-6)</i>	<i>Within a natural system, the transfer of energy drives the motion and/or cycling of matter.</i>
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Pacing Guide (All Dates are approximate based on the school calendar - **each class meets every other day**)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Cooperative Games/Problem Solving, Fitness Evaluation, Invasion Games (soccer, flag football), Racket Game (Pickleball)	September (~19 days)
Continue units from September (Invasion Games/Racquet Sports)	October (~19 days)
Fitness, Striking Game (gaga, scooter hockey), Invasion Game (team handball)	November (~16 days)
Continue units from November	December (~15 days)
Fitness, Net Games (Volleyball)	January (~18 days)
Fitness, Striking Games (base running games), Net Game (badminton)	February (~18 days)
Continue units from February	March (~15-20 days)
Fitness, Net Games (table tennis), Invasion Games (floor hockey)	April (~15-20 days)
Continue units from April, Fitness Evaluations, Running/track, Frisbee, Striking games (softball), Invasion Games (basketball)	May (~18 days)
Continue units from May	June (~15 days)

Units Scope and Sequence

Unit Name: Badminton

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSL](#) - 2.2.8.MSC.1, 2.2.8.MSC.2, 2.2.8.MSC.4, 2.2.8.MSC.7, 2.2.8.PF.2

[NJSL](#) - *Technology Integration Standards* - SL1

[NJSL](#) - *College and Career Ready Practices* CRP1, CRP3, CRP4, CRP5

[NJSL](#) - *Interdisciplinary Standards* MS-PS2-2

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Fitness/Skills
- Safety
- Etiquette
- Rules
- Cooperation/Positioning
- Strategy

Objectives

Students will be able to...

- Develop ability to execute basic racquet sport skills. Participate in conditioning activities related to the skill set
- Demonstrate spatial awareness in relation to partners, equipment and boundaries
- Apply the standards of etiquette associated with Badminton
- Understand and appropriately apply Badminton rules
- Demonstrate ability to communicate and work with a partner
- Utilize concepts of strategy while participating in games
- Strikes the birdie with a mature overhand pattern in a dynamic environment
- Demonstrates the mature form of forehand and backhand strokes with a badminton racquet.
- Create open space by varying force and direction, and by moving the opponent from side to side
- Reduce offensive option for opponents by returning to mid-court or home position.
- Perform a legal underhand serve in badminton with control
- Execute consistently (at least 70% of the time) a legal underhand service to a predetermined target in badminton.
- Select offensive shot based on opponent's location hit where opponent is not)

Unit Name: Base-Running Games

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 2.2.8.MSC.7, 2.2.8.PF.2, 2.2.8.PF.3

[NJSLs - Technology Integration Standards](#)

[NJSLs - College and Career Ready Practices](#) CRP1, CRP3, CRP4, CRP5

[NJSLs - Interdisciplinary Standards](#) MS-PS2-2

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Fitness/Skills
- Safety
- Rules
- Cooperation/Positioning
- Strategy

Objectives

Students will be able to...

- Fitness/Skills – Develop ability to execute basic bat & ball/base-running sport skills. Participate in conditioning activities related to the skill set
- Safety – Demonstrate spatial awareness in relation to partners, equipment and boundaries
- Rules – Understand and appropriately apply bat & ball/base-running rules
- Cooperation/Positioning – Demonstrate ability to communicate and work with teammates
- Strategy – Be aware of and utilize concepts of offensive & defensive strategy while participating in games
- Catch a softball/baseball with a mature pattern, from different trajectories.
- Select the correct defensive play based on the situation (e.g., number of outs).

Unit Name: Basketball

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS](#) - List standards that are addressed in this unit

2.2.8.MSC.1

2.2.8.MSC.2

2.2.8.MSC.4

2.2.8.MSC.5

2.2.8.MSC.7

2.2.8.PF.2

2.2.8.PF.3

[NJSLS - Technology Integration Standards](#)

[NJSLS - College and Career Ready Practices](#)

CRP1

CRP3

CRP4

CRP5

[NJSLS - Interdisciplinary Standards](#)

MS-LS1-3

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Various Basketball Passes:
 - Chest pass
 - Bounce pass
- Dribbling skills
- Shooting skills
 - Layups
 - Jump Shot
- Positions on the court
- Proper defense and movement around the court
- Basic Rules of play
- History of basketball
- Teamwork
- Good sportsmanship
- Safety

Objectives

Students will be able to...

- Develop the skill of dribbling
- Demonstrate and know the difference between a chest pass and a bounce pass

- Learn the positions on the court
- Demonstrate good sportsmanship
- Understand the importance of using teamwork
- Effectively move safely through space while actively participating in games
- Slide in all directions while on defense without crossing feet.
- Maintain defensive-ready position, with weight on balls of feet, arms extended, and eyes on midsection of the offensive player.
- Dribble a basketball with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks.
- Create open space by staying spread on offense, and cutting and passing quickly.
- Reduce open space by denying the pass or anticipating the speed of the basketball and opponent for the purpose of interception or deflection.
- Reduce open space on defense by staying close to the opponent as he/she nears the basket.
- Demonstrate the ability to use effective interpersonal skills
- Recognize the importance of aerobic exercise in basketball
- Demonstrate an understanding and respect for themselves, each other, the equipment and the rules of the game
- Recall the history of basketball
- Work together and use their teammates to succeed
- Showcase proper skills while shooting a basketball

Unit Name: Cooperative Games

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS - List standards that are addressed in this unit](#)

2.2.8.MSC.5

2.2.8.MSC.7

2.2.8.PF.2

[NJSLS - Technology Integration Standards](#)

NJSLSA.SL1

[NJSLS - College and Career Ready Practices](#)

CRP1

CRP3

CRP4

CRP5

CRP6

CRP9

[NJSLS - Interdisciplinary Standards](#)

Strand B

Strand C

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Working together to achieve various goals
- Actively communicating as a class
- Recognizing the importance of teamwork in their everyday lives
- Challenge by Choice
- How success in cooperative activities differs than success in individualized activities.

Objectives

Students will be able to...

- Demonstrate cooperative learning techniques
- Showcase appropriate behavior towards peers and equipment
- Follow various instructions of the different activities.
- Work cooperatively and positively assist each other while participating in the activities.
- Work cooperatively and provide each other with the help they need to complete the task.
- Problem-solves with a small group of classmates during cooperative games.
- Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge.

- Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates.

Unit Name: Fitness

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 2.2.8.MSC.3, 2.2.8.PF.1, 2.2.8.PF.2, 2.2.8.PF.3, 2.2.8.PF.4, 2.2.8.PF.5, 2.2.8.LF.1, 2.2.8.LF.2, 2.2.8.LF.4, 2.2.8.LF.5, 2.2.8.LF.6, 2.2.8.LF.7

[NJSLs - Technology Integration Standards](#) RI.7.4., NJSLSA.W6, NJSLSA.W7, NJSLSA.W8, SL.7.5, SL.7.6

[NJSLs - College and Career Ready Practices](#) CRP1, CRP3, CRP4, CRP5 CRP11

21st-Century Skills and Technology Integration ([Standard 8](#)) Strand A, Strand B, Strand C, Strand D, Strand F

[NJSLs - Interdisciplinary Standards](#) Standard 1.1, Standard 1.3

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Cardio Endurance, Muscular Endurance, Muscular Strength, Flexibility, and Body composition.
- Target heart rate, maximum heart rate, minimum heart rate.
- Importance of warm up/cool down
- Importance of flexibility and range of motion
- Body composition
- Safety related to exercise performance
- Fitness Level
- Weight Management

Objectives

Students will be able to...

- Safety – Perform thorough warm up, cool down and event - related stretching routine
- Know and understand the five components of health related physical fitness and exercises that help to develop these five components.
- Explain and demonstrate appropriate and safe training techniques related to cardiovascular and muscular strength and endurance.
- Learn the equipment, what each piece is used for and how to properly perform all exercises.
- Explain and demonstrate the importance of sanitizing equipment as related to communicable disease and personal safety.
- Know how to measure their own Heart Rate and utilize a heart rate monitor.
- Fitness/Skills – Develop Cardiovascular & Muscular strength and endurance.
- Use proper etiquette in the cardiovascular/fitness room and respect fellow students while participating in various fitness activities.
- Describes how muscles pull on bones to create movement in pairs by relaxing and contracting
- Designs a warm-up and cool-down regimen for a self-selected physical activity.
- Participates in a variety of strength and endurance fitness activities such as Pilates, resistance training, bodyweight training and light free-weight training.
- Participates in a variety of strength and endurance-fitness activities such as weight or resistance training
- Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least 3 times a week.

Unit Name: Flag Football

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS](#) - List standards that are addressed in this unit

2.2.8.MSC.1

2.2.8.MSC.2

2.2.8.MSC.4

2.2.8.MSC.5

2.2.8.MSC.7

2.2.8.PF.2

2.2.8.PF.3

[NJSLS - Technology Integration Standards](#)

[NJSLS - College and Career Ready Practices](#)

CRP1

CRP3

CRP4

CRP5

CRP12

[NJSLS - Interdisciplinary Standards](#)

MS-LS1-3

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Safety Procedures
- History and Origin of Football
- Proper Passing and Catching Techniques.
- Rules and strategies in the game of football
- Offensive/Defensive Strategy
- Concepts on route running/Cutting for the ball
- Teamwork
- Learn and perform various different football style games (2v2, pass/catch/run).

Objectives

Students will be able to...

- Demonstrate a proper throw/catch of a football
- Throw a football with the appropriate distance and power in a mature pattern
- Throw, while moving, a leading pass to a moving receiver.
- Execute an offensive skill with defensive pressure designed to create open space in a small-sided game.
- Reduce open space by not allowing a catch or anticipating the speed of the football and receiver for the purpose of interception or deflection.
- Catch a football with a mature pattern in small-sided game play.

- Identify the history and the cultural impact of football
- Demonstrate in game play the correct rules and regulations of the game
- Showcase defensive and offensive skills in flag football

Unit Name: Floor Hockey

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS](#) - List standards that are addressed in this unit

2.2.8.MSC.1

2.2.8.MSC.2

2.2.8.MSC.4

2.2.8.MSC.5

2.2.8.MSC.7

2.2.8.PF.2

2.2.8.PF.3

[NJSLS - Technology Integration Standards](#)

[NJSLS - College and Career Ready Practices](#)

CRP1

CRP3

CRP4

CRP5

CRP12

[NJSLS - Interdisciplinary Standards](#)

MS-LS1-3

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Fitness/Skills
- Safety
- Rules
- Offense/Defense
- Cooperation/Positioning
- Strategy

Objectives

Students will be able to...

- Fitness/Skills – Develop ability to execute basic stick & ball skills. Participate in conditioning activities related to the skill set
- Safety – Demonstrate spatial awareness in relation to partners, opponents, equipment & goals
- Rules – Understand and appropriately apply Floor Hockey rules
- Cooperation/Positioning – Demonstrate ability to communicate and work with teammates. Demonstrate ability to play both offensive & Defensive positions
- Strategy – Be aware of and utilize invasion/defensive strategies while participating in games
- Slide in all directions while on defense without crossing feet during small-sided Floor Hockey games.

- Reduce open space by using locomotor movements in combination with movement concepts such as reducing the angle in the space, reducing distance between player and goal.
- Create open space by staying spread on offensive, and cutting and passing quickly during floor hockey activities and small-sided floor hockey activities.
- Rescue open space on defense by staying close to the opponent as he/she nears the goal during floor hockey activities and small-sided games.
- Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates during floor hockey activities and small-sided games.
- Position as goalkeeper, to cut down the shooting angle during floor hockey activities and small-sided games.
- Transition to shoot accurately after receiving a pass.

Unit Name: Frisbee

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - List standards that are addressed in this unit

- 2.2.8.MSC.1
- 2.2.8.MSC.2
- 2.2.8.MSC.4
- 2.2.8.MSC.5
- 2.2.8.MSC.7
- 2.2.8.PF.2

[NJSLs - Technology Integration Standards](#)

NJLSA.SL1

[NJSLs - College and Career Ready Practices](#)

- CRP1**
- CRP3**
- CRP4**
- CRP5**

[NJSLs - Interdisciplinary Standards](#)

MS-LS1-6

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Fitness/Skills
- Safety
- Rules
- Offense/Defense
- Cooperation/Positioning
- Strategy

Objectives

Students will be able to...

- Fitness/Skills – Develop ability to execute basic Frisbee throwing and catching skills. Participate in conditioning activities related to the skill set
- Safety – Demonstrate spatial awareness in relation to partners, opponents & equipment
- Rules – Understand and appropriately apply Ultimate Frisbee rules
- Cooperation/Positioning – Demonstrate ability to communicate and work with teammates. Demonstrate ability to play both offensive & defensive positions
- Strategy – Be aware of and utilize invasion/defensive strategies while participating in games

- Pass accurately using short passes with a backhand technique
- Catch the Frisbee efficiently to move forward
- Guard an opposing player in open play to make it difficult for that player to find space to receive a pass.
- Execute the give-and-go by using the target player to create shooting opportunities.
- Throws a frisbee, while moving, a leading pass to a moving teammate.

Unit Name: Pickleball

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - List standards that are addressed in this unit

2.2.8.MSC.1

2.2.8.MSC.2

2.2.8.MSC.4

2.2.8.MSC.5

2.2.8.MSC.7

2.2.8.PF.2

[NJSLs - Technology Integration Standards](#)

NJLSA.SL1

[NJSLs - College and Career Ready Practices](#)

CRP1

CRP3

CRP4

CRP5

[NJSLs - Interdisciplinary Standards](#)

MS-PS2-2

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Fitness/Skills
- Safety
- Etiquette
- Rules
- Cooperation/Positioning
- Strategy

Objectives

Students will be able to...

- Fitness/Skills – Develop ability to execute basic racquet sport skills. Participate in conditioning activities related to the skill set
- Safety – Demonstrate spatial awareness in relation to partners, equipment and boundaries
- Etiquette – Learn and apply the standards of etiquette associated with Pickleball
- Rules – Understand and appropriately apply Pickleball rules
- Cooperation/Positioning – Demonstrate ability to communicate and work with a partner
- Strategy – Be aware of and utilize concepts of strategy while participating in games
- Demonstrate the mature form of forehand and backhand strokes with a pickleball racket.

- Transfer weight with correct timing using a low to high striking pattern on the forehand side with a pickleball racket.
- Demonstrate two-hand volleys with control in a dynamic environment.
- Create open space in a pickleball game by varying force and direction, and by moving the opponent from side to side.
- Select the correct offensive shot based on the opponent's location.
- Vary the speed and/or trajectory of the shot to hit the pickleball into open space.
- Execute consistently (at least 70% of the time) a legal underhand serve to a predetermined target in pickleball.

Unit Name: Recreational Activities

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS](#) - List standards that are addressed in this unit

2.2.8.MSC.5

2.2.8.MSC.7

2.2.8.PF.2

2.2.8.LF.3

2.2.8.LF.6

[NJSLS - Technology Integration Standards](#)

[NJSLS - College and Career Ready Practices](#)

CRP1

CRP3

CRP4

CRP5

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MS-LS1-3

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Fitness/Skills
- Safety
- Rules
- Invasion Concepts/Defensive Concepts
- Cooperation/Positioning
- Strategy

Objectives

Students will be able to...

- Fitness/Skills – Develop ability to execute basic group game skills. Participate in conditioning activities related to the skill set
- Safety – Demonstrate spatial awareness in relation to partners, opponents, & boundaries
- Rules – Understand and appropriately apply rules of the game.
- Cooperation/Positioning – Demonstrate ability to communicate and work with teammates. Demonstrate ability to apply both Offensive & Defensive concepts
- Strategy – Be aware of and utilize invasion/defensive strategies while participating in games

- Develop responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates.

Unit Name: Running/Track and Field

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - List standards that are addressed in this unit

2.2.8.PF.1

2.2.8.PF.2

2.2.8.PF.3

2.2.8.PF.4

2.2.8.PF.5

2.2.8.LF.1

2.2.8.LF.6

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MS-LS1-6

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Fitness/Muscular & Cardiovascular Endurance vs. Strength
- Importance of Warm up/Cool down
- Stretching; pre & post event
- Pacing
- Strategy

Objectives

Students will be able to...

- Fitness/Skills – Develop Cardiovascular & Muscular endurance. Participate in conditioning activities related to the skill set
- Safety – Perform thorough warm up, cool down and event - related stretching routine
- Explain and demonstrate the importance of pacing.
- Strategy – Apply event- appropriate pacing strategies

- Describe why dynamic warm-ups (before activity) and static stretches (after activity) are helpful and important.
- Describe the role of flexibility in injury prevention.
- Demonstrate how to warm-up and cool down properly
- Pass a baton to a moving teammate
- Recall the different types of relay races
- Demonstrate the ability to perform and compete in a variety of track events

Unit Name: Soccer

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS - List standards that are addressed in this unit](#)

2.2.8.MSC.1

2.2.8.MSC.2

2.2.8.MSC.4

2.2.8.MSC.5

2.2.8.MSC.7

2.2.8.PF.2

2.2.8.PF.3

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MS-LS1-3

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Passing
- Trapping
- Dribbling
- Shooting
- Positions on a soccer field
- History of soccer
- Benefits of exercise while playing soccer

Objectives

Students will be able to...

- Effectively move safely through space while actively participating in games
- Demonstrate the ability to use effective interpersonal skills
- Recognize the importance of aerobic exercise when playing soccer.
- Demonstrate an understanding and respect for themselves, each other, the equipment and the rules of the game
- Recall the history of soccer

- Work together and use their teammates to succeed
- Showcase proper skills while passing, trapping, and dribbling a soccer ball
- Shoot on goal with power and accuracy in small-sided soccer games.
- Combine foot-dribbles with passing in a variety of soccer practice tasks
- Pass and receive with feet in combination with locomotor patterns of running and change of direction and speed with competency in soccer games.
- Demonstrate proper technique while punting the soccer ball
- Demonstrate proper technique while participating as a goalie

Unit Name: Table Tennis

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - List standards that are addressed in this unit

2.2.8.MSC.1

2.2.8.MSC.2

2.2.8.MSC.4

2.2.8.MSC.5

2.2.8.MSC.7

2.2.8.PF.2

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[MS-PS2-2](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Fitness/Skills
- Safety
- Etiquette
- Rules
- Cooperation/Positioning
- Strategy

Objectives

Students will be able to...

- Fitness/Skills – Develop ability to execute basic racquet sport skills. Participate in conditioning activities related to the skill set
- Safety – Demonstrate spatial awareness in relation to partners, equipment and boundaries
- Etiquette – Learn and apply the standards of etiquette associated with Table Tennis
- Rules – Understand and appropriately apply Table Tennis rules
- Cooperation/Positioning – Demonstrate ability to communicate and work with a partner
- Strategy – Be aware of and utilize concepts of strategy while participating in games
- Executes consistently (at least 70 percent of the time) a legal underhand serve to a predetermined target
- Strikes with a mature overhand pattern in a dynamic table-tennis environment
- Demonstrate the mature form of forehand and backhand stroke with a table-tennis paddle.

- Create open space in a table tennis game by varying force and direction, and by moving opponent from side to side.
- Select an offensive shot based on the opponent's location.
- Use a variety of shots to hit the ball into open space.

Unit Name: Team Handball

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSL - List standards that are addressed in this unit](#)

2.2.8.MSC.1

2.2.8.MSC.2

2.2.8.MSC.4

2.2.8.MSC.5

2.2.8.MSC.7

2.2.8.PF.2

2.2.8.PF.3

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MS- LSI-6

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Fitness/Skills
- Safety
- Rules
- Offense/Defense
- Cooperation/Positioning
- Strategy

Objectives

Students will be able to...

- Fitness/Skills – Develop ability to execute basic stick & ball skills. Participate in conditioning activities related to the skill set
- Safety – Demonstrate spatial awareness in relation to partners, opponents, boundaries & crease
- Rules – Understand and appropriately apply Team Handball rules. Explain the combination of other team sport concepts that apply to Team Handball

- Cooperation/Positioning – Demonstrate ability to communicate and work with teammates.
Demonstrate ability to play both Offensive & Defensive positions
- Strategy – Be aware of and utilize invasion/defensive strategies while participating in games
- Throws a handball with a mature pattern for distance with the appropriate pattern.
- Catch a handball with a mature pattern from a variety of trajectories
- Pass and receive in combination with locomotor patterns of running and change of direction and speed with competency in team handball.
- Throws leading pass to a moving teammate in Handball.
- Executes at least 2 of the following designed to create open space during small-sided game play: pivots, fakes, jab steps.
- Perform the following offensive skills with defensive pressure: pivot, give and go, and fakes.
- Shoot on goal with power and accuracy in small-sided game play.
- Reduce open space by using locomotor movements in combination with movement concepts such as reducing the angle in the space, reducing distance between player and goal.
- Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give and go.
- Creates open space by staying spread on offense, and cutting and passing quickly,
- Reduces open space on defense by staying close to the opponent as he/she nears the goal.
- Reduces open space by not allowing the catch or anticipating the speed of the object and person for the purpose of interception or deflection.
- Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.

Unit Name: Volleyball

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - List standards that are addressed in this unit

2.2.8.MSC.1

2.2.8.MSC.2

2.2.8.MSC.4

2.2.8.MSC.5

2.2.8.MSC.7

2.2.8.PF.2

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MS-PS2-2

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Students will learn and demonstrate the skills of: passing, bumping, setting, and serving.
- Safety Procedures
- History and Origin of Volleyball
- Effective underhand serve
- The skill of bumping
- Proper passing and setting techniques
- Rules of the game
- Proper rotation on a court
- Teamwork

Objectives

Students will be able to...

- Understand the positions of the players on the court.
- Demonstrate the proper way to rotate on the court
- Demonstrate an effective underhand serve and bump
- Work together and showcase proper teamwork.
- Executes consistently (at least 70 percent of the time) a legal underhand serve to a predetermined target
- Strikes with a mature overhand pattern in a dynamic environment
- Two-hand-volleys with control in a dynamic environment

- Selects offensive shot based on opponent's location (hit where opponent is not).
- Varies the speed and/or trajectory of the shot based on location of the object in relation to the target.

Please contact content supervisor for any questions.