

TOWNSHIP OF UNION PUBLIC SCHOOLS



Physical Education (K- 4)
Curriculum Guide
July 2015



Board Members

Mr. Francis “Ray” Perkins, President

Mr. Richard Galante, Vice President

Mr. David Arminio

Ms. Susana Vitale

Mr. Thomas Layden

Mr. Vito Nufrio

Mr. Guy Francis

Ms. Lois Jackson

Mr. Angel Salcedo



TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

District Superintendent Mr. Greg Tatum
Assistant Superintendent Dr. Noreen Lishak
Director of Student Information/Technology Ms. Ann M. Hart
Board Attorney/ Board Secretary.....Mr. James Damato
School Business Administrator.....Mr. Manuel E. Vieira
Director of Special Services.....Ms. Kim Conti

**Curriculum Committee
Physical Education (K- 4)**

Cindy StollerPhys. Ed./Health Teacher

Charlie Titus.....Phys. Ed./Health Teacher

Jill FischmanPhys. Ed./Health Teacher

Linda IontaDirector of Health & Physical Education

Table of Contents

Title Page.....	1
Board Members.....	2
Administration.....	3
Curriculum Committee.....	4
Table of Content.....	5
District Mission/Philosophy Statement.....	6
District Goals.....	7
Course Description.....	8
Course Proficiencies.....	9
Curriculum Units.....	10
Pacing Guide.....	11
Appendix: New Jersey Core Curriculum Content Standards.....	86

Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principals.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

Philosophy:

In accordance with the educational philosophy of the Union Township Schools, all elementary school children are offered opportunities for a Physical Education program which will best suit their abilities, interests and needs.

Each activity or skill that is taught in the Physical Education class should be chosen for specific reasons and goals. These may vary from practice of specific skills, social learning, leadership opportunities, and fitness value. Activities taught at each level should reflect an ordered progression in terms of difficulty.

There are many sources and hundreds of activities from which a teacher can select to include as a part of a lesson. There are thousands of equipment resources and manipulatives a teacher can choose from in order to implement a particular skill demonstration. The particular teacher will select the best method and instrument for the particular skill level he or she teaches.

Each unit was planned with the idea that the skills match the appropriate developmental age for each grade level. The units are not limited to the grade specified based on developmental readiness.

General Principles:

1. To make physical development a vital force in life.
2. To maintain excellent Physical Education offerings.
3. To assist students to develop mentally, morally, emotionally and socially, as well as physically.
4. To provide effective teaching learning situations in Physical Education at all levels from Kindergarten to Grade Four.
5. To guide youth in selecting non-school connected physical activities that will be personally satisfying and socially useful throughout life.
6. To install pride in total fitness from a physical aspect.
7. To evaluate the elementary Physical Education Program and to make changes consistent with the evaluation.

Course Proficiencies

Students will be able to...

1. To encourage positive thinking towards good development habits and skills.
2. To develop a realistic self-concept.
3. To help students recognize and deal with their physical strengths and weaknesses effectively and intelligently.
4. To recognize and understand emotional responses and to learn how to deal with them.
5. To help students begin to face some of the problems and processes of social development and learn how to get along with peers.
6. To encourage creative imagination through the use of discovery methods.
7. To develop a basic understanding and appreciation of human movement, rhythmic activities and team activities.
8. To develop determination, perseverance, courage, assertiveness and self-confidence.
9. To develop attitudes which show that physical activities can be fun and enjoyable, and provide direction towards successful participation to lifetime sports.

Curriculum Units

Unit #1 Movement Education/Rhythm

- Movement Education
- Rhythm and Dance
- Balancing, Stunts, and Tumbling

Unit #2 Wellness

- Fitness

Unit #3 Manipulative Skills

- Cup Stacking

Unit #4 Movement/Locomotor/Non-Locomotor Skills

- Basic Sport Related Motor skills
 - K-2- kicking, foot dribbling, striking, stance, batting, swing, rolling, bouncing, catching, throwing, and grip
 - 3-4- Soccer, Badminton, Volleyball, Floor Hockey/Pillow Polo, Softball/Tee Ball, Basketball, Football, Lacrosse

Unit #5 Lifetime/Cooperative Activities

- Sportsmanship
- 4th Grade Track Meet Events
- Cooperative activities and Climbing Wall
- Golf/Putting
- Tennis

Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
Unit #1 Movement Education/Rhythm	10-12 lessons
Unit #2 Wellness	10-12 lessons
Unit #3 Manipulative Skills	10-12 lessons
Unit #4 Movement/Locomotor/Non-Locomotor Skills	10-12 lessons
Unit #5 Lifetime/Cooperative Activities	10-12 lessons

Unit 1: Movement Education

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Can the children identify the body parts through movement?</p>	<p>2.5.2.A.1 Explain and perform <u>movement skills</u> with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p>2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.</p> <p>2.5.2.A.4 Correct movement errors in response to feedback.</p> <p>2.5.2.C.1 Explain what it means to demonstrate good sportsmanship</p>	<p>Chin, Ears, Elbow, Eyes, Finger, Foot, Forearm, Forehead, Hair, Hand, Head, Heel, Hip, Index Finger, Knee, Leg, Mouth, Nail, Neck, Nose, Palm, Seat, Shin, Shoulder, Skin, Sole of Foot, Stomach, Thigh, Throat, Thumb, Toes, Waist, Wrist</p>	<p>On command, point to a specified body part on self or a partner.</p> <p>Move specified body parts</p> <p>Participate in activities such as “Simon Says,” “Head, Shoulders, Knees and Toes,” “People to People”</p> <p>Locate various body parts on a chart</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Can children perform various movement skills at different levels, speeds and pathways?</p>	<p>2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</p>	<p>Students will be able to perform the following motor skills:</p> <ul style="list-style-type: none"> Crawling Creeping Galloping Hopping Jogging Leaping Rolling Running Skipping 	<p>Travel varying directions, pathway and effort</p> <p>Jump from various heights and over various obstacles</p> <p>Change speeds</p> <p>Participate in chasing and fleeing activities</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
		Sliding Stopping Walking	<p>Attempt different loco-motor skills, forward and backward with either foot leading</p> <p>Attempt locomotive skills in all directions with various movements</p> <p>Explore different approaches to traveling over lines and rope</p> <p>Traveling through general space while keeping self-space.</p> <p>Explore even/ uneven rhythms and patterns.</p> <p>Respond to cues: Start, Stop, Go, Begin, Ready, Freeze, Pose, Magic Words</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Can the children demonstrate different forms of animal movements?</p>		<p>Alligator Walk Crab Walk Frog Leap Seal Walk Bear Walk Inchworm Turtle Wax Kangaroo Hop Elephant Walk Lame Dog Walk Ostrich Walk Gorilla Walk Snake Crawl Rabbit Hop Penguin Walk Duck Walk Puppy Dog Run</p>	<p>Animal walks and crawls may be explored in general and self-space</p> <p>Animal walks and crawls can be done in relays</p> <p>Animal walks and crawls can be done along with stunts and tumbling</p> <p>Perform animal walks and crawls to music</p>

Unit 1: Rhythm and Dance

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the steps to the dances we do in class?</p> <p>What are the counts to the dances we do in class?</p> <p>What dance can you make up with the steps that you were shown in class?</p>	<p>2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.</p>	<p>Chicken Dance Shottische Bunny Hop Hokey Pokey Limbo Twist Danish dance of Greeting Ten Little Indians Muffin Man Kinder Polka Here We Go Looie-Loo Virginia Reel Macarena Electric Slide Country Line Dances Hip Hop Cha-Cha Slide Dance Dance Revolution (DDR)</p>	<p>Performance Tests</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<p>2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer</p> <p>2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment</p> <p>2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness</p>	<p>Tinikling Juggling Scarves Ribbons Lumni Sticks Band Equipment Drum Tambourine Castanets Gymnastics Balls Wands Ropes Elastic Bands Lollipop Paddles Dyna Bands Parachute Activities</p>	<p>Observation and Written tests (3-4)</p>

Unit 1: Balancing, Stunts, Tumbling

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Are the students able to perform various skills on the balance beam?</p> <p>Will the students be able to perform various balances?</p>	<p>2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.</p>	<p>Balance on right foot and right hand</p> <p>Balance on left foot and left hand</p> <p>Balance on one knee and opposite hand</p> <p>Balance on right knee and right hand</p> <p>Balance on left knee and left hand</p> <p>Balance on your head and two feet</p> <p>Balance on your seat and one foot</p> <p>Balance on one hand and two feet</p> <p>One Legged Balances: The stork stand, The airplane, Leg lift balances</p> <p>Walking Balances: Walk forward, placing toe then heel on floor, Walk forward on your tiptoes, Walk forward so the heel touches the toe on each step, Walk backwards so that the toe touches the heel on each step</p>	<p>Thread and needle</p> <p>V-sit</p> <p>Circle hand walk</p> <p>Coffee grinder</p> <p>Turk stand</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Will the students develop flexibility, agility, coordination, strength and power?</p> <p>Will the students be able to demonstrate the skills necessary to perform the skill of tumbling?</p>	<p>2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</p> <p>2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments</p> <p>2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer</p> <p>2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment</p>	<p>Walk sideways with your arms raised in front for balance, Walk sideways crossing one foot in front of the other, Walk backwards, crossing one foot in back of the other</p> <p>Building Bridges: Make a bridge, Make a bridge using two hands one foot, Make a bridge using two feet and one hand</p> <p>Simple Stunts: Partners: Bouncing Ball, Wring the Dishrag, Sawing Wood, Rocker, Chinese Get-Up, Leap Frog, Human Spring Double Forward Roll, Partner Pull-Up, Belly Swan Balance</p> <p>Tumbling: Backward Roll, Backward Roll Single Leg, Extension, Backward Straddle, Bridge, Cartwheel, Egg Roll, Forward Roll, Forward Roll Straddle, Forward Roll Walkout, Handstand, Headstand, Knee Dip, Log Roll, Mule Kick, Roll-y Poly, Round-off, Tip-Up, Tripod</p>	<p>Front Scale Elbow Dip Knee Walk Dip Knee Dip V-Sit Heel Skip Thread and Needle Turk Stand Mule Kick Corkscrew Top Seal Walk Lame Dog Rocker Knee Scale</p>

Unit 2: Wellness/ Fitness

Essential Questions	Instructional Objectives Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Are the children able to identify and demonstrate the key components of fitness?</p> <p>Do the children perform to the assessments tools proficiently?</p>	<p>2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.</p> <p>2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</p> <p>2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators</p> <p>2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.</p>	<p><u>Flexibility</u></p> <p>Alternating Toe Touches</p> <p>Arm Circles</p> <p>Arm Raise</p> <p>Double Shoulder Rolls</p> <p>Mountain Climbers</p> <p>Neck rolls</p> <p>Pretzel</p> <p>Reverse Hurdler Stretch</p> <p>Single Shoulder Rolls</p> <p>Sit and Reach</p> <p>Swimmer</p> <p>Waist Stretcher</p>	<p>Define: Flexibility, Cardiovascular Endurance, Body Composition, Muscular Strength and Endurance</p> <p>Fitness-Gram Test</p> <p>Jump Rope for Heart</p> <p>Shuttle Run</p> <p>Jump & Reach</p> <p>Fitness Stations</p> <p>Obstacle Courses</p> <p>Project Fit America</p>

Essential Questions	Instructional Objectives Skills and Benchmarks (CPIs)	Activities	Assessments
		<p>Cardiovascular Endurance:</p> <p>Target Heart Rate Range – The number of times the heart needs to beat for the heart and lungs to become stronger.</p> <p>A child’s resting heart rate may range from 60-95 beats per minute. The resting heart rate (RHR) is the number of times the heart beats in one minute when the body is completely relaxed.</p> <p>The heart rate may be felt on the wrist or on the carotid artery of the neck Use the index or middle finger or both to take the pulse. Do not use the thumb to take the pulse.</p> <p>The pulse is the rush of the blood through the arteries after each heartbeat.</p>	

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
		Cardiovascular Endurance Routines: a. Challenge Courses b. Circuit Training c. Four Corners Movement d. Jogging e. Locomotor Movements f. Parachute Fitness g. Rhythmic Aerobic Exercise h. Rope Jumping i. Squad Leader Exercises j. Step Aerobics k. Tae-Bo . Body Composition: *Photocopy Height and Weight Chart	

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
		Muscular Strength and Endurance: <ul style="list-style-type: none"> a. Arm Circles b. Inchworm c. Puppy Dog Walk d. Crab Walk e. Seal Crawl f. Coffee Grinder g. Flat Tire h. Wall Push Ups i. Modified Push Ups j. Chair Push Ups k. Flexed Arm Hang l. Pull Ups m. Chin Ups n. Rope Climbing o. Sit and Hold p. Ha q. If Curl Ups r. Sit Ups s. Rowing t. Single Knee Lifts u. Double Knee Lifts 	

Unit 3: Manipulative Skills/ Cup Stacking

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Will cup stacking help your eye-hand coordination?</p> <p>What parts of the body is used when doing cup stacking?</p> <p>Do we use teamwork in cup stacking and if so why?</p>	<p>2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.</p>	<p>Grades K-1</p> <p>3-3-3 3-6-3 Floor Relays Relays on Tables Station Work</p> <p>Grades 2-4</p> <p>3 Stack 6 Stack 3-3-3 Stack 3-6-3 Stack 6-6 Stack 6-6-6 Stack 3-3-3, 3-6-3, 6-6, 1-10-1 Cycle Floor Relays Table Relays 10 Stack</p>	<p>Journal Writing Written Tests Performance Tests</p>

Unit 4: Movement/Locomotor/Non-Locomotor Skills
Basic Sport Related Sport Skills of Volleyball

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Are the students able to demonstrate and identify the skills necessary of volleyball to enhance their participation in a variety of lead- up games?</p> <p>Are the children able to demonstrate and identify appropriate game play, strategy, sportsmanship and safety in regards to volleyball skills and expectations?</p>	<p>2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.</p>	<p>Overhand Pass (Set) Stand with knees bent, feet in an easy comfortable position Have elbows bent and out to the side Hold hands at forehead level with fingers spread apart, thumbs pointing towards each other (forms a window) Move underneath the ball and contact it with fingertips Extend boy upward and forward, straightening legs and follow through with arms and hands</p> <p>Forearm Pass (Bump) Stand with knees bent, feet shoulder width apart Clasp hands together so that forearms are kept parallel Place the back of one hand in the palm of the other, bend wrist downward which causes elbows to rotate in, forming a flat surface with the forearms.</p>	<p>Circle Keep It Up Wall Volley Zigzag Volley Shuttle Volley One-Line Volleyball Toss and Hit Target Ball Circuit Stations Newcomb Modified Volleyball</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<p>2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</p> <p>2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments</p> <p>2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer</p> <p>2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</p>	<p>Move underneath the ball and contact it Allow the ball to rebound off arms with movement of shrugging the shoulders (not swinging arms upward) Straighten legs on ball contact Follow through in the direction of the ball</p> <p>Dig Reach sideways with one arm Stiffen arm Rebound the ball off of cupped fist, heel of hand, or inside of forearm Use this only as an emergency return when unable to return the ball with an overhand or forearm pass</p>	

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
		<p>Underhand Serve Stand with the non-hitting foot slightly forward of the hitting foot Put weight on the near foot and bend the body slightly forward Extend the hitting arm backward and upward Swing the hitting arm down and forward, and at the same time begin to shift weight to front foot Hit the ball with the heel of the hand or side of fist Follow through with the hitting arm and step forward with the hitting foot</p>	

Unit 4: Movement/Locomotor/Non-Locomotor Skills
Basic Sport Related Sport Skills of Badminton

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Are the students able to demonstrate and identify the skills necessary of badminton to enhance their participation in a variety of lead- up games?</p> <p>Are the children able to demonstrate and identify appropriate game play, strategy, sportsmanship and safety in regards to badminton skills and expectations?</p>	<p>2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.</p>	<p>Grip (Forehand) The grip is used for all strokes that are received on the right hand side of the body and for the serves. The paddle is taken with the small edge upward and grasped as if shaking hands. The fingers and thumb are wrapped around the handle with a “V” being formed by them along the handle. The handle is gripped by the fingers and thumb</p> <p>Grip (Backhand) This grip is used for all strokes that are received on the left side of the body. From the forehand grip position, the hand is moved one-quarter turn to the left so that the palm is directly over the handle as one looks down on the edge of the paddle.</p>	<p>Verify cues for ready position Verbal cues for grip (forehand and backhand) Partner serves Partner overhead Partner underhand clear Wall smash One-on-one (Singles) Two-on-two (Doubles)</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<p>2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</p> <p>2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments</p> <p>2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer</p> <p>2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment</p>	<p>The thumb is placed along the back of the handle in a slightly diagonal direction.</p> <p>Ready Position When waiting to receive the shuttle, a player should always assume a stance facing the net, the left foot slightly ahead of the right. The weight is evenly distributed and slightly forward. The paddle is held up in front of the body and pointed at the opponent. From this position, one can move quickly in any direction and have the paddle ready for overhead returns.</p>	

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
		<p>Serve Hold shuttle by feathers. Eye on shuttle. Take a semi-crouched position, knees bent, upper body forward, with shuttle and paddle well below waist level. Swing back, drop shuttle, swing forward, whip and hit Follow shuttle with paddle</p> <p>Overhand Clear Eyes on shuttle Swing back and hit all in one motion. Elbow leads forward swing Reach for shuttle Follow through toward the ceiling</p>	

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
		<p>Underhand Clear A defensive shot Hit bird high and deep into the court The mechanics of the stroke are the same as those of the serve, <u>except</u> the bird is often hit when it is at a point above the waist, and the stroke may be taken on either the forehand or backhand side.</p> <p>Smash Eyes on shuttle Reach high and contact shuttle in front of body Bring paddle down on shuttle</p>	

Unit 4: Movement/Locomotor/Non-Locomotor Skills
Basic Sport Related Sport Skills of Floor Hockey/Pillow Polo

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Are the students able to demonstrate and identify the skills necessary of floor hockey to enhance their participation in a variety of lead- up games?</p> <p>Are the children able to demonstrate and identify appropriate game play, strategy, sportsmanship and safety in regards to floor hockey skills and expectations?</p>	<p>2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.</p>	<p>Grip and Carry Grasp the stick in the middle with preferred hand. Grasp the top of the stick with non-preferred hand; thumb pointing down to the blade. Place the blade on the floor. Carry the stick with the blade close to the ground while running. Keep the stick at or below waist level.</p> <p>Dribbling Give a series of short taps in the desired direction. Dribble slightly to the right or left of the feet. Make this movement come from the shoulders rather than the wrist. Rotate wrists, rather than change grip when dribbling with both sides of the stick.</p>	<p>Dribble Tag Change of Direction Obstacle Dribble Partner Quick Pass One vs. One Circle Keep Away End Line Hockey Sideline Hockey Six vs. Six</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<p>2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</p> <p>2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments</p> <p>2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer</p> <p>2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment</p>	<p>Driving Move hands closer together on stick when approaching puck/ball. Point non-preferred shoulders in desired direction of puck/ball. Keep head over puck/ball. Swing arms back. Bring arms forward and downward. Contact ball off non-preferred foot. Follow through low and direction of hit.</p> <p>Scoop Lean forward with preferred foot in front. Tilt stick back. Place stick under puck/ball. Make a strong lifting, shovel-like action with preferred arm.</p> <p>Dodging Attempt to move puck/ball past opponent. Push puck/ball to one side of the opponent. Run around to the other side. Pick up own pass.</p>	

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
		<p>Time the pass so as to prevent the opponent from gaining possession.</p> <p>Face-Off Stand on one side of the puck/ball with opponent on the other side. Place the blade of stick on the ground. Lift stick at same time as opponent and to touch sticks above puck/ball. Touch the ground next to puck/ball. Repeat Steps 3 and 4 three times. Play the puck/ball after the third hit.</p> <p>Goalkeeping Stand in front of the goal line and move between goal posts. Move in front of the puck/ball when it is hit toward the goal. Block the puck/ball with any part of body. Gain control of the puck/ball. Pass the puck/ball to a teammate immediately</p>	

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
		<p>Receiving Place the stick at a right angle to the direction of the oncoming puck/ball. Loosen grip slightly as the puck/ball impacts the stick to absorb the impact of the puck/ball. Contact the puck/ball as far away from the body as possible to allow the force to be absorbed over the greater distance. Gain control of the puck/ball.</p>	

Unit 4: Movement/Locomotor/Non-Locomotor Skills
Basic Sport Related Sport Skills of Softball/ T-Ball

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Are the students able to demonstrate and identify the skills necessary of Softball to enhance their participation in a variety of lead- up games?</p> <p>Are the children able to demonstrate and identify appropriate game play, strategy, sportsmanship and safety in regards to softball skills and expectations?</p>	<p>2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.</p>	<p>Throwing (Overhand) Stand in a stride position, facing sideways to your target. Hold ball in dominant hand. Put your weight back on your throwing foot and swing your arm back and up toward ear. Bend your knees and swing your throwing arm forward, rotating hips. At the same time, bring your non-throwing foot forward and release ball towards your target. Follow direction of the ball with your arm so that the fingers end up pointing at the target.</p> <p>Catching (Below the Waist) Stand in stride position. Cup your hands with fingers spread and held down. Relay your body, bend slightly forward, knees bent and keep eyes on the ball. Extend arms and “give” with impact of ball.</p>	<p>Batting off tee or cone Homerun derby Pepper Pitch Backs Burn Ball Around the Bases Overtake the base Pitch and Catch Pitching with a Target Fielding Triangle Softball Pop Up Kick- Pin Softball</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<p>2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</p> <p>2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments</p> <p>2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer</p> <p>2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment</p>	<p>Catching (Above Waist) Stand in stride position with weight evenly distributed on both feet. Hold hands in front of chest, fingers spread and pointed up, thumbs slightly apart and pointed at your chest. Keep your eyes on the ball and extend your arms slightly Relax your body and arms to “give” with the impact of the ball. Grip the ball with your fingers as it rests in the palm of your hand.</p> <p>Batting Grip the bar with hands together, fingers and thumbs wrapped around the handle. Place the lower hand (left for right-handed batters, right for left-handed batters) about one or two inches from knob Stance Stand with feet parallel to the plate, knees flexible</p>	

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
		<p>Face the plate squarely with hips and shoulders</p> <p>Bend elbows and hold them away from the body (back elbow is raised to shoulder level and points backwards)</p> <p>Hold the bat back of the head at about shoulder height</p> <p>Swing</p> <p>Shift weight to the rear foot as the pitch is made and move front foot forward</p> <p>Rotate shoulders and project weight forward</p> <p>Pivot at the hips as the bat comes around, with hands leading the swing in front of the body</p> <p>Keep eyes on ball</p> <p>Snap the wrists to contact the ball</p> <p>Roll hands and follow through</p>	

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
		<p>Base Running First base, second base, third base, home plate Tag all bases</p> <p>Fielding Grounders Face the batter with feet spread, knees bent, weight forward and eyes on the ball Move to get in line with the ball Keep body and glove low to the ground with throwing foot forward Look the ball into the glove and secure it with the throwing hand Stand up and step in the direction of the throw</p> <p>Underhand Pitching Stand with both feet on the pitcher's rubber, facing the batter Hold the ball in front with both hands about waist height Hold the ball in pitching hand with palm facing up Bring pitching arm down and back</p>	

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
		<p>Take a step forward on non-throwing foot as the pitching arm swings forward and close to the body, releasing the ball Follow through with the pitching arm</p> <p>Fielding Fly Balls Stand with feet spread, knees bent, weight forward, and eyes on the ball Move in line with the ball Catch the ball slightly above eye level Absorb the force of the ball with the glove Either run the ball to the infield or assume throwing position</p>	

Unit 4: Movement/Locomotor/Non-Locomotor Skills
Basic Sport Related Sport Skills of Basketball

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Are the children able to demonstrate and identify all of the components of the proper techniques of the basketball skills?</p> <p>Are the children able to demonstrate and identify appropriate game play, strategy, sportsmanship and safety in regards to basketball skills and expectations?</p>	<p>2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.</p>	<p>Dribbling: Stand with knees flexed and head up Relax wrist and spread fingers Push ball to floor with fingertips and flexed wrists Move fingers, wrist and arm backward on the rebound</p> <p>Chest Pass: Stand with both feet together Hold the ball at chest level with fingers spread and thumbs close together Flex elbows and hold them close to the body Step forward on one foot, extending arms and releasing the ball in a pushing action off fingertips</p>	<p>Dribbling Tag Sideline Basketball Basketball Baseball Basketball Relays Fire Passes Six-Lane Basketball Make It – Take It Relay</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<p>2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</p> <p>2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments</p> <p>2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer</p> <p>2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</p>	<p>Bounce Pass Stand with both feet together Hold the ball at waist level with fingers spread, and thumbs close together Flex elbows and hold them close to the body Step forward on one foot, extending arms and releasing the ball in a pushing action off fingertips</p> <p>Two-Hand Set Shot Stand with one foot slightly ahead of the other, flexed knees and weight evenly distributed Hold the ball with fingers spread and thumbs close together, elbows close to side Straighten knees and extend arms and body upward and forward Release the ball with snap of wrists and fingers</p>	

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
		<p>Receiving Position feet about shoulder width apart, knees bent, body crouched low. Give a hand target for the passer. Step toward the ball in flight; keep your eyes on the ball all the way into your hands. The target hand acts like a glove, while the other hand tucks the ball into blocking hand. Reach for the ball, bending your elbows upon contact. Give with your fingers, wrist and arms to absorb the force. Keep balanced and ready upon receiving the ball.</p> <p>Pivoting Stand with weight evenly distributed on both feet. Hold ball in both hands with elbows out to protect the ball. Keep pivot foot in contact with the floor.</p>	

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
		<p>Turn in any direction on pivot foot. Move on pivoting foot in any direction.</p> <p>Guarding Stand in stride position with weight on balls of feet. Flex ankles, knees and hips. Keep head up. Place one hand high to defend shot and one hand low to defend pass; both hands low to guard against dribbler. Stay between player and basket. Keep eyes on opponent's midsection</p>	

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
		<p>Lay-Up Approach basket at a 45-degree angle. Place shooting hand on top and slightly behind ball, and non-shooting hand in front and under ball. Shift weight to inside foot (non-shooting foot) and lift body by bringing up outside knees. Carry ball to shoulder height and push off non-shooting foot. Release non-shooting hand, as shooting arm directs ball up to the backboard. Follow through with palm of shooting hand in direction of backboard.</p> <p>Free Throw Stand with knees slightly bent and body loose with shooting foot pointed at basket. Pull shooting elbow in above the hip. Hold the ball in both hands. Raise the ball to the level for slighting over the top and cock the</p>	

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
		<p>wrist. Begin thrust from legs and move up through the body as the arm is extended. Release the ball so it rolls off the fingertips. Follow through with arm fully extended in a straight line</p>	

Unit 4: Movement/Locomotor/Non-Locomotor Skills
Basic Sport Related Sport Skills of Football

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Are the children able to demonstrate and identify all of the components of the proper techniques of the football skills?</p> <p>Are the children able to demonstrate and identify appropriate game play, strategy, sportsmanship and safety in regards to football skills and expectations?</p>	<p>2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.</p>	<p>Gripping the Ball Place fingers across the laces. Comfortably spread all fingers. Form a “V” with the thumb and index finger. Grip the ball firmly but not too tightly.</p> <p>Forward Pass Stand with weight evenly distributed on both feet, opposite foot to throwing arm forward and pointing in the direction of the throw. Hold the ball with both hands. Shift the ball back past the ear, guiding it with the non-throwing hand and rotate the body away from the throw. Keep the elbow of the throwing arm high and away from the body.</p>	

Unit 4: Movement/Locomotor/Non-Locomotor Skills
Basic Sport Related Sport Skills of Football (contd.)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<p>2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</p> <p>2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments</p> <p>2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer</p> <p>2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</p>	<p>Extend the non-throwing hand out for counterbalance just before the beginning of the pass. Stride forward with the front foot as the ball starts forward and shoulders and hips are rotated. Lead with the elbow on the throw. Snap the wrist and fingers forward on the release. Follow through in the direction of the intended flight.</p> <p>Lateral Pass Stand with feet spread apart. Hold the ball with two hands at about stomach level. Shift the ball to the opposite side of the intended throw. Bring the ball across the body and release it about waist high. Pass the ball sideways or backwards with an underhand toss. Follow through with arms and body in the direction of the thro</p>	<p>Pass and Receive Run, Turn and Pass Target Pass and Hit Center Pass, Receive and Handoff Pass Patterns Punt and Receive Center, Punt, Receive and Run Kickoff Football One Down Football Football Endball Football Softball Touchdown Keep Away</p>

Unit 4: Movement/Locomotor/Non-Locomotor Skills
Basic Sport Related Sport Skills of Football (contd.)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
		<p>Centering (Stance and Grip) Place the ball on the ground ahead of the shoulders. Stand in a wide straddle with knees bent and body weight forward. Place the dominant hand on the ball as in passing. Place the non-dominant hand on the opposite side of the ball toward the rear tip. Extend the arms and elbows straight.</p> <p>Hiking Move the ball with a short slide backward, lifting the ball with a simultaneous rotating of the wrist. Keep elbows straight and swing ball upward, using the wrists (top hand is power hand, lower hand is guide). Snap the ball so it smacks into the upper receiving hand of the quarterback.</p>	

<u>Essential Questions</u>	<u>Instructional Objectives/ Skills and Benchmarks (CPIs)</u>	Activities	<u>Assessments</u>
		<p>Move with both hands, going forward to block.</p> <p>Quarterback's Receiving Position</p> <p>Stand with feet shoulder width apart.</p> <p>Receive the snap and bring the ball to stomach.</p> <p>Prepare to run, hand-off, pitch-out or pass.</p> <p>Catching</p> <p>Focus eyes on ball and "lock" the ball into hands.</p> <p>Position hands together so that little fingers are together, fingers pointed down for low balls, up for high balls.</p> <p>Thumbs together, fingers pointed up for ball coming directly at receiver.</p> <p>Give with hands and arms as ball is caught.</p> <p>Tuck the ball into body gripping the end tightly, placing the forearm on the opponent</p>	

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
		<p>the outside of the ball and forcing the other end of the ball toward the armpit. Carry the ball in the arm away from the opponent.</p> <p>Punting Stand with kicking foot slightly forward, weight evenly distributed over both feet. Hold the ball at waist level, laces up, with the non-kicking side hand forward and to the side. Take a short step with the kicking foot and natural stride with non-kicking leg. Drop the ball as kicking leg starts forward, toes pointed toward the ground. Contact the ball with the top and slightly outer side of the foot, with the kicking leg extended at contact. Extend arms sideways to assist balance</p>	

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
		<p>Kicking Off a Tee Place football on a tee at a 45-degree angle with laces facing away from kicker. Eyes on ball. Step on left foot. Bring right leg forward with knee bent, toes pointing toward target. Kick ball with instep. Follow through with leg in direction of target.</p>	

Unit 4: Movement/Locomotor/Non-Locomotor Skills
Basic Sport Related Sport Skills of Soccer

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Are the students able to demonstrate and identify the skills necessary of soccer to enhance their participation in a variety of lead- up games?</p> <p>Are the children able to demonstrate and identify appropriate game play, strategy, sportsmanship and safety in regards to soccer skills and expectations?</p>	<p>2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.</p>	<p>Dribbling Stand feet apart, weight evenly distributed Step forward on left foot Tap ball with inside or outside of right foot Place right foot down Tap ball with inside or outside of left foot Continue this until the ball is passed</p> <p>Foot Trap Keep eyes on ball Move toward ball Shift weight to non-trapping leg Point toe up, heel down of trapping foot Trap ball between foot and ground</p>	<p>Bounce and Trap Box Soccer Circle Passing Cone Dribble Dribble Tag End-line Soccer Keep the Ball Up Kick and Mark Line Dribble Partner Punting Red Light Trap Roll and Trap Sideline Soccer Six-on-Six Soccer Soccer Bowling Throw and Trap Toss and Head Two-on-Two Soccer Wall Passing</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<p>2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</p> <p>2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments</p> <p>2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer</p> <p>2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</p>	<p>Inside of Foot Trap Face ball Keep eyes on ball Bend knee and point toe outward Contact ball in front of body, trapping it between ground and inside of foot. Withdraw foot slightly on contact to avoid rebound</p> <p>Inside of Foot Kick (Passing) Stand, feet apart, weight even distributed. Keep eyes on ball. Move toward the ball. Flex knees and shift weight to non-kicking leg. Swing kicking foot toward the ball. Contact the ball with the inside of the foot</p>	

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
		<p>Heading Keep eyes on ball at all times. Bend knees slightly as ball approaches and place one foot behind the other, rocking back, transferring weight onto back leg. Keep arms out for balance. Arch upper body back, then snap upper body, neck, and head forward as ball is contacted on forehead. Transfer weight to front leg on contact. Drive head “through” ball and follow through.</p> <p><u>Chest Trap</u> Face ball and keep eyes on ball. Extend arms for balance. Put one foot in front of the other and arch trunk back. Contact ball at top of chest. Recoil on contact to take speed off ball.</p>	

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
		<p>Throw-Ins Hold the ball with both hands overhead. Flex knees and shift weight forward while throwing the ball. Swing arms forward when releasing the ball. Stay balanced with weight on two feet, behind the line, until ball is released.</p> <p>Punt Kicking Hold ball in front of body. Stride forward with non-kicking foot, shifting weight onto that foot while bringing kicking foot back. Drop ball and keep eyes on ball. Bring foot through, making contact with ball on instep. Follow through.</p>	

Unit 4: Movement/Locomotor/Non-Locomotor Skills
Basic Sport Related Sport Skills of Lacrosse

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Are the children able to demonstrate and identify all of the components of the proper techniques of the lacrosse skills?</p> <p>Are the children able to demonstrate and identify appropriate game play, strategy, sportsmanship and safety in regards to lacrosse skills and expectations?</p>	<p>2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves</p>	<p>Grip Start by putting dominant hand on top of the stick. Non-dominant hand goes on the bottom of the stick, close to the edge.</p> <p>Cradle To cradle, use your elbows as hinges and pull your stick across your body. The crosse (net) should go ear to ear.</p> <p>Throwing To throw, lift your dominant hand and snap it forward. Your non-dominant hand should end up just below your elbow. The crosse of your stick should be facing the direction you threw.</p> <p>Catching To catch, remember to “give” with the stick and cradle at least twice</p>	<p>Poison apple Three-Line Lacrosse Multi-Ball Lacrosse Make It You Take It Treasure Island</p>

	performance.	after the ball is caught.	
--	--------------	---------------------------	--

Unit 4: Movement/Locomotor/Non-Locomotor Skills
Basic Sport Related Sport Skills of Lacrosse (cont)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<p>2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</p> <p>2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments</p> <p>2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer</p> <p>2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</p>	<p>Throwing at a target Shooting on goal Scooping Dominant hand on top of the stick. Non-dominant hand goes on the bottom of the stick, close to the edge. Right-handed person, right foot forward and left-handed person, left foot forward. Bend at knees getting body weight low. Push crosse of stick underneath the ball using a shoveling motion. Once the ball is in the crosse, immediately follow with a cradle to secure the ball.</p>	

Unit 2: K-2 Basic Motor Skills
Including: Kicking, Foot Dribbling, Striking

	Unit 2: K-2 Basic Motor Skills Including: Kicking, Foot Dribbling, Striking		
Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Do the children demonstrate kicking using proper technique?</p> <p>Are the students able to demonstrate dribbling with the foot, using proper techniques and control?</p>	<p>2.5.2.A.1 Explain and perform <u>movement skills</u> with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p>2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.</p> <p>2.5.2.A.4 Correct movement errors in response to feedback.</p> <p>2.5.2.C.1 Explain what it means to demonstrate good sportsmanship</p>	<p>Kicking Face the direction the ball will be going, Stand in stride position two steps behind ball, Keep eyes on ball, Step forward on non-kicking foot, Swing, kicking foot straightforward, Contact ball with toe slightly below center of ball, Continue forward and upward with kicking foot</p> <p>Foot Dribbling Stand with feet apart, weight evenly distributed, Step forward on left foot, Tap ball with inside or outside of right foot, Place right foot down, Tap ball with inside or outside of left foot, Continue this until the ball is passed</p>	<p>Kick a large ball</p> <p>Attempt running and kicking a large ball</p> <p>Attempt kicking a ball towards various targets at different levels</p> <p>Attempt kicking a ball back and forth to a partner</p> <p>Participate in kicking games</p> <p>Attempt to move ball in a small and large space</p> <p>Attempt to move ball in different directions</p> <p>Attempt to move ball at various speeds</p> <p>Attempt to move ball around various obstacles</p> <p>Dribble to a whistle signal</p>

--	--	--	--

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Are the students able to demonstrate appropriate form of striking?</p> <p>Are the students able to demonstrate striking using body parts and manipulatives?</p>	<p>2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment</p>	<p>Striking Focus on following principles of striking: Speed of struck objects, Amount of momentum, Stance should provide a solid base, Hitting surfaces may vary, Eyes on object, Hit just below center of object, Follow through to direction of object</p> <p>Striking with Implements</p> <p>Batting Grip the bat with hands together, fingers and thumbs wrapped around the handle Place the lower hand (left for right-handed batters, right for left-handed batters) about one or two inches from knob.</p> <p>Stance Stand with feet parallel to the plate, knees flexed</p>	<p>Strike a large stationary object with or without an implement</p> <p>Strike a large moving object with or without an implement</p> <p>Vary force and effort</p> <p>Strike a ball continuously in the air</p> <p>Strike an object alternately with a partner or different body parts.</p> <p>Batting with a tee</p> <p>Informal hitting</p> <p>Pepper</p> <p>Homerun Derby</p>

		Face the plate squarely with hips and shoulders	
--	--	---	--

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
		<p>Bend elbows and hold them away from the body (back elbow is raised to shoulder level and points backwards)</p> <p>Hold the back of the head at about shoulder height</p> <p>Swing</p> <p>Shift weight to the rear foot as the pitch is made and move front foot forward</p> <p>Rotate shoulders and project weight forward</p> <p>Pivot at the hips as the bat comes around with hands, leading the swing in front of the body</p> <p>Keep eyes on the ball</p> <p>Snap the wrists to contact the ball</p> <p>Roll hands and follow through</p>	

--	--	--	--

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
		<p>Foam Paddle</p> <p>Grip: (Sideways) Shake hands with the paddle with thumb and index finger forming a “V” on top of middle of handle.</p> <p>Face of paddle perpendicular to the ground</p> <p>Stance: Side into object</p> <p>Feet parallel and shoulder width apart</p> <p>Knees flexed</p> <p>Swing: Shift weight back to rear foot, Swing arm back so racket is pointing behind you, Step forward and shift weight to front foot, Swing arm forward, contacting ball off of front foot, Follow through in front of body and bring back foot forward, feet parallel</p>	<p>Beanbag Paddle Play</p> <p>Beach Bag Paddle Play</p> <p>Small Ball Paddle Play</p> <p>Birdie Paddle Play</p>

--	--	--	--

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
		<p>Grip: (Striking Upwards) Hold the paddle in handshake grip, with the “V” between the thumb and forefinger, pointing towards the edge of the paddle.</p> <p>Grip: (Striking Downwards) Hold the paddle in handshake grip with the “V” between the thumb and forefinger, pointing towards the edge of the paddle.</p>	

			Participate in bouncing games such as "Follow the Leader"
Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
Are the children using the proper technique while dribbling with their feet?		<p>Foot Dribbling: Stand with feet apart, weight evenly distributed</p> <p>Step forward on left foot</p> <p>Tap ball with inside or outside of right foot</p> <p>Place right foot down</p> <p>Tap ball with inside or outside of left foot</p> <p>Continue this until the ball is passed</p>	<p>Attempt to move ball in a small and large space</p> <p>Attempt to move ball in different directions</p> <p>Attempt to move ball at various speeds</p> <p>Attempt to move ball around various obstacles</p> <p>Dribble to a whistle signal</p>
Are the children using the proper technique while throwing underhand?		<p>Throwing underhand: Stand in stride position, holding ball in both hands</p> <p>Bend knees slightly</p>	<p>Throw a small object toward a target</p> <p>Throw a small object using various speeds and levels</p> <p>Throw a small object back and forth with a partner</p> <p>Throw a small object at, through and into stationary and moving objects</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Are the children using the proper technique while catching below the waist?</p>		<p>Hold ball in dominate hand with palm facing the ceiling</p> <p>Swing arm straight back, step forward with opposite foot, bring ball forward and upward straightening knees</p> <p>Release ball at waist level</p> <p>Follow direction of the ball with your arm so that the fingers end up pointing at the target</p> <p>Catching Below Waist: Stand in stride position</p> <p>Cup hands with fingers spread and held down</p> <p>Relax body, bend slightly forward with knees bent and keep eyes on the ball</p> <p>Extend arms and “give” with impact of ball</p>	<p>Participate in various activities using underhand throwing</p> <p>Catch a small object from a rebound</p> <p>Catch a large object from kick/strike/roll</p> <p>Catch an object from a partner</p> <p>Participate in activities such as Hot Potatoes</p>

--	--	--	--

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Are the children demonstrating the proper technique of throwing overhand?</p>	<p>(above)</p>	<p>Throwing Overhand: Stand in a stride position facing sideways to target</p> <p>Hold ball in dominate hand</p> <p>Put weight back on throwing foot and swing arm back and up toward ear</p> <p>Bend knees and swing throwing arm forward, rotating the hips</p> <p>At the same time, bring non-throwing foot forward and release ball towards target</p> <p>Follow direction of the ball with arm so that the fingers end up pointing at the target</p>	<p>Throw a small object toward a target</p> <p>Throw a small object using various speeds and levels</p> <p>Throw a small object back and forth with a partner</p> <p>Throw a small object at, through, and into stationary and moving objects</p> <p>Participate in various activities using underhand throwing skill</p>

--	--	--	--

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Are the children using the proper technique when catching above the waist?</p>	<p>(above)</p>	<p>Catching above waist: Stand in stride position with weight evenly distributed on both feet</p> <p>Hold hands in front of chest, fingers spread and pointed up, thumbs slightly apart and pointed at chest</p> <p>Keep eyes on the ball and extend arms slightly</p> <p>Relax body and arms to “give” with the impact of the ball</p> <p>Grip the ball with fingers as it rests in the palm of your hands</p>	<p>Catch a small object from a rebound</p> <p>Catch a large object from kick/strike/roll</p> <p>Catch an object from a partner</p> <p>Participate in activities such as Hot Potatoes</p>

--	--	--	--

Unit 5: Lifetime/Cooperative Activities of Golf/ Putting

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Are the students able to demonstrate and identify the skills necessary of golf to enhance their participation in a variety of lead- up games?</p> <p>Are the children able to demonstrate and identify appropriate game play, strategy, sportsmanship and safety in regards to golf skills and expectations?</p>	<p>2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.5.4.A.4 Correct movement errors in response to feedback and</p>	<p>Grip Non-dominant hand goes around top of putter as if shaking hands. Dominant hand goes directly underneath.</p> <p>Stance Feet are parallel and no wider than the width of shoulders. Head over the ball.</p> <p>Putting On contact, eyes on ball, slight back swing by both arms at the same time Contact ball with putter and follow through slowly.</p>	<p>Putting stations at different distances. Putting using different size balls (sponge or Nerf) Putting in miniature golf course using different size targets.</p>

	explain how the change improves performance.		
Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<p>2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</p> <p>2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments</p> <p>2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer</p> <p>2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment</p>		

Unit 5: Lifetime/Cooperative Activities of Tennis

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Are the students able to demonstrate and identify the skills necessary of tennis to enhance their participation in a variety of lead- up games?</p> <p>Are the children able to demonstrate and identify appropriate game play, strategy, sportsmanship and safety in regards to tennis skills and expectations?</p>	<p>2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.</p>	<p>Ready Position While waiting for the ball, the player always assumes a position in which he/she faces the net. Weight is evenly distributed over both feet, knees slightly bent, and weight slightly forward so he/she can move quickly in any direction. The racket is held with the left hand slightly below the head and the right in a forehand grip with the racket pointing at the net.</p> <p>Forehead Stroke Shake hands with paddle Eyes on the ball Side to the net Swing big Step into the ball Wrist firm Twist and reach for target Back to ready position</p>	<p>Handball against wall Wall paddle tennis Wall volley Forehand volley against wall Backhand against wall Serve against wall Circuit Stations Partner toss Simple Volley</p> <ol style="list-style-type: none"> a. Eyes on ball b. Punch ball c. Pivot from hips d. Keep firm grip

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<p>2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</p> <p>2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments</p> <p>2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer</p> <p>2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment</p>	<p>Backhand Stroke Right hand shifted to the left “V” points straight down the left side of the handle The thumb is held behind the handle to give support The turn and footwork are the reverse of those in the forehand stroke The player watches the ball over the right shoulder with right side to net The back swing and follow-through are the same as in the forehand Failure to turn the side squarely to the net is one of the most common faults</p> <p>Serve Eyes on ball Stand in a forward stride position Toss ball, bring racket down Bring racket up fast, crash down on ball Throw racket toward target Step forward onto right foot</p>	

Unit 5: Lifetime/ Cooperative Activities
Including: Play Day, Coop Activities, Climbing Wall

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Explain what it means to demonstrate good sportsmanship?</p>	<p>2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space)</p> <p>2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments</p> <p>2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer</p>	<p>Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</p>	

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<p>2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment</p> <p>2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness</p>	<p>Potato Sack Scooter Ride Soccer Run Tunnel Tire Combo Turtle Race Cooperative Play Day- Connecticut Farms Basket Building Relay Basketball Relay High Stepper Relay Hockey Relay Hula Hoop Hula Hoop Pass Jump Rope Relay Kangaroo Hop Poison Hoop Ring the Cone Rolling Tire Relay Scooter Relay Soccer Relay Sponge Relay Spoon/Line Relay Statute of Liberty Team Long Jump Timed Basketball Throw Under/Over</p>	

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
		Waitress Relay Cooperative Play Day Hannah Caldwell Atomic Blast Ball n Cup Blindfolds n Buckets Bowling Bring Home the Bacon Buddy Walkers Buddy Worm Chop Stick Relay Climbing Wall Coconut Relay Connect the Dots Cross the River Frisbee Toss Having a Ball Hey Batter Hip Hop Hula-Hoop Pass Ladder Crawl Laundry Fun Mini Golf Pasta Relay Pizza Delivery Relay Potato Race	

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Summarize characteristics of good sportsmanship?</p> <p>Compare and contrast strategies used to make improvements?</p> <p>Explain and perform essential elements of movement skills in an isolated setting and applied setting?</p>		<p>Roll Away Ship Wreck Soccer Relay Cooperative Activities: Air Lights Buddy Walkers Buddy Worms Cube Jumping Jacks are Wild Nuclear Waste Number Punch Pile of Ropes Plank Boards River Rafts Survivor Island Tarps Team Jump Rope Wacky Noodles</p>	

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Explain and perform essential elements of movement skills in an isolated setting and applied setting?</p>		<p>Recreational Activities Baget Bean Bag Bowling Checkers Four Squares Hop Scotch Jacks Maze Nok Hockey Pedometers Ping Pong Playground Equipment – Tot Lot Potato Sack Races Shuffleboard Skittles Target Wall Team Maze Tetherball Tire Tug of War Tug of War Twister</p>	

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
Explain and perform movement skills relating to wall climbing?		<p>Climbing Wall The students will learn to build strength, flexibility and coordination by traversing on the climbing wall. Students will also learn problem solving, patience, perseverance and courage Students will increase cardiovascular fitness by making longer and faster traverses on the climbing wall.</p>	<p>Practice on poly spots on floor. Traverse 1/3 of climbing wall Traverse 1/2 of climbing wall Traverse entire climbing wall</p> <p>Retrieve numbers on wall Guide through hula-hoops on wall Engage in activities such as the following, but not limited to:</p> <ul style="list-style-type: none"> a. Color Elimination b. Freeze Frame c. Mirror, Mirror d. Mystery Maze e. Shuttle Climb f. Wall Scramble

Unit 5: K- 4 Track and Field

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What part of the body is the most important when performing the standing long jump?</p> <p>What is the difference between the Dash and the ¼ mile run?</p> <p>Explain what it means to demonstrate good sportsmanship?</p>	<p>2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space</p> <p>2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments</p> <p>2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer</p> <p>2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment</p> <p>2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness</p>	<p>Standing Long Jump</p> <p>50 and 60 Yard Dash</p> <p>¼ Mile Run</p> <p>Soccer Kick</p> <p>Infield Drill</p> <p>Football Punt</p> <p>Football Throw</p> <p>Football Kick Off (using Tee)</p> <p>Hot Shot Shooting for 1 min</p> <p>Softball Throw</p>	<p>Teacher Evaluation</p> <p>Scoring</p>

<u>Essential Questions</u>	<u>Instructional Objectives/ Skills and Benchmarks (CPIs)</u>	<u>Activities</u>	<u>Assessments</u>
	<p>2.5.2 Sportsmanship Rules and Safety</p> <ol style="list-style-type: none"> 1. Explain what it means to demonstrate good sportsmanship. 2. Demonstrate how basic activity and safety rules and explain how they contribute to moving in a safe environment. 	<ol style="list-style-type: none"> 1. Discuss what good sportsmanship means. 2. Model good sportsmanship 3. Explain the value of safety rules. 4. List examples of safety rules 	<p>Teacher evaluation and observation</p>

New Jersey Core Curriculum Content Standards
Academic Area

Content Area	Comprehensive Health and Physical Education		
Standard	2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		
Strand	A. Movement Skills and Concepts		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
		2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
		2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
		2.5.2.A.4	Correct movement errors in response to feedback.
4	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
		2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects,

			and boundaries in personal and general space.
		2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
	Ongoing feedback impacts improvement and effectiveness of movement actions.	2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.

Content Area	Comprehensive Health and Physical Education		
Standard	2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		
Strand	B. Strategy		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	Teamwork consists of effective communication and other interactions between team members.	2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
		2.5.2.B.2	Explain the difference between offense and defense.
		2.5.2.B.3	Determine how attitude impacts physical performance.
		2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals.
4	Offensive, defensive, and cooperative strategies are applied in most games, sports,	2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending

	and other activity situations.		space).
		2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

Content Area	Comprehensive Health and Physical Education		
Standard	2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		
Strand	C. Sportsmanship, Rules, and Safety		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
		2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
4	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
		2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

Content Area		Comprehensive Health and Physical Education	
Standard		2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.	
Strand		A. Fitness and Physical Activity	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	Appropriate types and amounts of physical activity enhance personal health.	2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
		2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
		2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
4	Each component of fitness contributes to personal health as well as motor skill performance.	2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
		2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness .
		2.6.4.A.3	Develop a health-related fitness goal and track progress using health/fitness indicators.
		2.6.4.A.4	Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

DIFFERENT KINDS OF FAMILIES

Different kinds of families refers to the many family structures represented in classrooms and in society today, including, but not limited to: A traditional two-parent (i.e., mother and father) families, blended families, single-parent families, multi-racial families, multi-generational families, and same-sex-parent families.

ESSENTIAL ELEMENTS OF MOVEMENT SKILLS

Essential elements of movement means the knowledge and demonstration of mechanically correct technique when executing a movement skill.

FITT

FITT stands for the basic philosophy of what is necessary to gain a training effect from an exercise program.

The FITT acronym represents:

1. Frequency - How often a person exercises
2. Intensity - How hard a person exercises
3. Time - How long a person exercises
4. Type - What type of activity a person does when exercising

HEALTH-RELATED FITNESS

Health-related fitness incorporates the five major components of fitness related to improved health:

1. *Cardio-respiratory endurance* is the ability of the blood vessels, heart, and lungs to take in, transport, and utilize oxygen. This is a critically important component of fitness because it impacts other components of fitness and decreases the risk of cardiovascular diseases.
2. *Muscular strength* is the maximum amount of force a muscle or muscle group can exert.
3. *Muscular endurance* is the length of time a muscle or muscle group can exert force prior to fatigue.
4. *Flexibility* refers to the range of motion in the joints.
5. *Body composition* shows the amount of fat versus lean mass (bone, muscle, connective tissue, and fluids). While some

fat is essential for insulation and providing energy, too much fat can cause serious health problems.

HPV

Human papillomavirus (HPV) is a common virus that infects the skin and mucous membranes. There are about 100 types of HPV, and approximately 30 of those are spread through genital contact (typically sexual intercourse). Around 12 types - called "low-risk" types of HPV - can cause genital warts. In addition, there are approximately 15 "high-risk" types of HPV that can cause cervical cancer. Infection with the common types of "genital" HPV can be prevented with the HPV vaccine. However, vaccination is only fully effective if administered before a girl or young woman has been exposed to those types of HPV through sexual contact. In addition, the vaccine does not protect against all types of HPV that can cause cervical cancer.

INTENTIONAL AND UNINTENTIONAL INJURIES

Intentional injuries are injuries arising from purposeful action (e.g., violence and suicide).

Unintentional injuries are injuries arising from unintentional events (e.g., motor vehicle crashes and fires).

MOVEMENT SKILLS

Movement skills encompass locomotor, non-locomotor, and manipulative movement:

1. *Locomotor movement* occurs when an individual moves from one place to another or projects the body upward (e.g., walking, jumping, skipping, galloping, hopping, jumping, sliding, running).
2. *Non-locomotor movement* occurs when an individual moves in self-space without appreciable movement from place to place (e.g., twisting, bending, stretching, curling).
3. *Manipulative movement* occurs when an individual controls a variety of objects with different body parts (e.g., throwing, catching, kicking, striking, dribbling).

PERSONAL ASSETS

Personal assets refer to individual strengths and weaknesses regarding personal growth.

PROTECTIVE FACTORS

Protective factors refer to the skills, strengths, and resources that help individuals deal more effectively with stressful situations.

RESILIENCY

Resiliency is the ability to overcome the negative effects of risk exposure.

SERVICE PROJECTS

Service projects are initiatives that represent relevant social and civic needs.

SKILL-RELATED FITNESS

Skill-related fitness refers to components of physical fitness that contribute to the ability to successfully participate in sports:

1. *Agility* is the ability to rapidly and accurately change the direction of the whole body while moving in space.
2. *Balance* is the ability to maintain equilibrium while stationary or moving.
3. *Coordination* is the ability to use the senses and body parts in order to perform motor tasks smoothly and accurately.
4. *Power* is the amount of force a muscle can exert over time.
5. *Reaction time* is the ability to respond quickly to stimuli.
6. *Speed* is the amount of time it takes the body to perform specific tasks while moving.

STIS

Sexually transmitted infection (STI), also known as sexually transmitted disease (STD), is an illness that has a significant probability of transmission between humans or animals by means of sexual contact, including vaginal intercourse, oral sex, and anal sex.

TRAFFIC SAFETY SYSTEM

Traffic safety system refers to the concept of traffic (moving people safely and efficiently), the specific components of the traffic safety system (e.g., laws, safety, signs, travel modes, routes, and responsibilities), and the people who are part of the traffic safety system (e.g., walkers, bicyclists, police, and automobile, bus, and train operators).