

**VECC PHYSICAL EDUCATION
GRADES: 5TH – 6TH
September**

CURRICULUM GUIDE 2007

Suggested Time Line How much time will be spent on this learning?	Essential Questions and Content What will be taught?	NJCCCS What state standards will be met by these objectives?	Instructional Objectives What will the students Know or be able to do As a result of the Instruction?	Assessment What evidence will I collect that demonstrates that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
September + October <u>Sports taught:</u> *Soccer *Field hockey *Frisbee golf *Frisbee football *Recreational Games *Team building activities <u>PPF tests:</u> *Mile run *Shuttle run	-What are the rules for soccer and field hockey? -What are the skills used to play the games soccer and field hockey? -How does one perform certain skills? <u>Fitness (PPF):</u> -How to train for particular fitness tests. -What types of exercises will help improve the students Presidents challenge tests?	2.2 B-3 C-1,2 E-2,3,4 2.5 A-1,5,6,7 C-1 D-2,3 E-1 2.6 A-1,25 B-1,2,3 C-1,4	The Students will: <ul style="list-style-type: none"> • Use health data and information to formulate health goals. • Develop strategies to support the achievement of short- and long-term health goals. • Describe and demonstrate the use of offensive, defensive, and cooperative strategies 	Students will be assessed through: <ul style="list-style-type: none"> ▪ Station fitness cards. ▪ Evaluation check lists. ▪ Observation 	-Partners and or independent practices -Differentiated Instruction -Grouping -Demonstration -Lectures	The students will be engaged in: <ul style="list-style-type: none"> • Different exercise stations. • Learn and perform sport drills from the skills • Playing the game by the rules with strategies. • Presidents Challenge tests given. • Fitness station cards

*Flexibility	-What strategies can be used to improve the Presidents challenge tests results?					
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VECC PHYSICAL EDUCATION
GRADES: 7TH – 8TH
September

CURRICULUM GUIDE 2007

Suggested Time Line How much time will be spent on this learning?	Essential Questions and Content What will be taught?	NJCCCS What state standards will be met by these objectives?	Instructional Objectives What will the students know or be able to do As a result of the Instruction?	Assessment What evidence will I collect that demonstrates that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
September + October <u>Sports taught:</u> *Football *Soccer *Recreational Games *Team building activities <u>PPF tests:</u> *Mile run *Shuttle run *Flexibility	-How does one use specific sport skills more efficiently? -Sport strategies -Review of rules -Skills and drills <hr/> Fitness (PPF): -How to train for particular fitness tests. -What types of exercises will help improve the students Presidents challenge tests? -What strategies can be use to improve the Presidents challenge tests?	2.2 B-1,4,5 C-1 D-1,2 E-1,2,3 2.5 A-1,3,5,6 C1 D1,2 E-1 2.6 A-1,2,3,4,5 B-1,2,3 C-1,2,4	The Students will: <ul style="list-style-type: none"> • Use health data and information to formulate health goals. • Develop strategies to support the achievement of short- and long-term health goals. • Describe and demonstrate the use of offensive, defensive, and cooperative strategies • Investigate technological advances that 	Students will be assessed through: <ul style="list-style-type: none"> ▪ Station fitness cards. ▪ Evaluation check lists • Fitness journal • Progress cards 	-Partners and or independent practices -Differentiated Instruction -Grouping -Demonstration -Lectures	The students will be engaged in: <ul style="list-style-type: none"> • Different exercise stations. • Learn and perform sport drills from the skills • Playing the game by the rules with strategies. • Presidents Challenge tests given. • Computer logging of fitness test results • Journal/progress cards

	<p>-PPF tests-mile run, shuttle run, flexibility</p> <p>-How to use the feedback given from the fitness cards, progress cards and fitness journals to improve personal fitness?</p>		<p>impact physical activity and fitness.</p> <ul style="list-style-type: none">• Describe the relationship between physical activity, healthy eating, and body			
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VECC PHYSICAL EDUCATION
GRADES: 5TH – 6TH
October

CURRICULUM GUIDE 2007

Suggested Time Line How much time will be spent on this learning?	Essential Questions and Content What will be taught?	NJCCCS What state standards will be met by these objectives?	Instructional Objectives What will the students know or be able to do As a result of the Instruction?	Assessment What evidence will I collect that demonstrates that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
September + October <hr/> PPF tests: *Push-ups *Sit-ups *Flexibility Sports taught: *Frisbee golf *Frisbee football *Soccer *Field hockey <hr/> *Recreational Games *Team building activities	-What are the rules for Frisbee football and Frisbee golf? -How does one hold and release the Frisbee with accuracy? -How does one perform certain skills? Such as: *Defense/Offense *Positions *Working together as a team <hr/> Fitness PPF testing: -How does one train for particular fitness tests?	2.2 B-3 C-1,2 E-2,3,4 2.5 A-1,5,6,7 C-1 D-2,3 E-1 2.6 A-1,25 B-1,2,3 C1,4	The Students will: <ul style="list-style-type: none"> • Use health data and information to formulate health goals. • Develop strategies to support the achievement of short- and long-term health goals. • Describe and demonstrate the use of offensive, defensive, and cooperative strategies 	Students will be assessed through: <ul style="list-style-type: none"> ▪ Station fitness cards. ▪ Evaluation check lists. 	-Partners and or independent practices -Differentiated Instruction -Grouping -Demonstration -Lectures -Teams	The students will be engaged in: <ul style="list-style-type: none"> • Different exercise stations. • Learn and perform sport drills from the skills • Playing the game by the rules with strategies. • Presidents Challenge tests given. • Fitness station cards

	<p>-What types of exercises will help improve the students Presidents challenge tests?</p> <p>-What strategies can be use to improve the Presidents challenge tests?</p>					
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**VECC PHYSICAL EDUCATION
GRADES: 7TH – 8TH
October**

CURRICULUM GUIDE 2007

Suggested Time Line How much time will be spent on this learning?	Essential Questions and Content What will be taught?	NJCCCS What state standards will be met by these objectives?	Instructional Objectives What will the students know or be able to do As a result of the Instruction?	Assessment What evidence will I collect that demonstrates that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
October <u>PPF tests:</u> *Push-ups *Sit-ups *Flexibility <u>Sports taught:</u> *Frisbee Football *Golf *Football *Soccer *Recreational Games *Team building activities	-How does one use specific sport skills more efficiently during the game? -What strategies can be used to win the game? -What are the rules to playing Frisbee football? -What is the correct form for holding the golf club and golf swing? <hr/> Fitness PPF testing: -How does one train for particular fitness tests? -What types of	2.2 B-1,4,5 C-1 D-1,2 E-1,2,3 2.5 A-1,3,5,6 C1 D1,2 E-1 2.6 A-1,2,3,4,5 B-1,2,3 C-1,2,4	The Students will: <ul style="list-style-type: none"> • Use health data and information to formulate health goals. • Develop strategies to support the achievement of short- and long-term health goals. • Describe and demonstrate the use of offensive, defensive, and cooperative strategies • Investigate technological advances that 	Students will be assessed through: <ul style="list-style-type: none"> ▪ Station fitness cards. ▪ Evaluation check lists • Fitness journal • Progress cards 	-Partners and or independent practices -Differentiated Instruction -Grouping -Demonstration -Lectures -Teams	The students will be engaged in: <ul style="list-style-type: none"> • Different exercise stations. • Learn and perform skills • Playing the game by the rules with strategies. • Presidents Challenge tests given. • Computer logging of fitness test results • Journal/progress cards • Golf range for full

	<p>exercises will help improve the students Presidents challenge tests?</p> <p>-What strategies can be use to improve the Presidents challenge tests?</p> <p>-PPF tests-mile run, shuttle run, flexibility</p>		<p>impact physical activity and fitness.</p> <ul style="list-style-type: none">• Describe the relationship between physical activity, healthy eating, and body			<p>golf swing</p>
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**VECC PHYSICAL EDUCATION
GRADES: 5TH – 6TH
November**

CURRICULUM GUIDE 2007

Suggested Time Line How much time will be spent on this learning?	Essential Questions and Content What will be taught?	NJCCCS What state standards will be met by these objectives?	Instructional Objectives What will the students know or be able to do As a result of the Instruction?	Assessment What evidence will I collect that demonstrates that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
November <hr/> Sports taught: *Four square *Circuit Training *Cooperative games *Pickle ball *Pillow Polo *Scooter hockey *Recreational Games	-How to climb the rock wall ropes? -What are the rules for four square, pillow polo, scooter hockey and pickle ball? -What are the skills used to play these games? -How does one perform certain skills for these sports? *Working together as a team *Problem solving for cooperative games	2.2 B-1,2 C-2 D-2 E-2,3 2.5 A-1,2,3,4,5,6,7 C-2 D-2,3 2.6 A-1,2,6 B-1,2,3 C-1,2,4,5	*Develop strategies to support the achievement of short- and long-term health goals. *Evaluate personal and group contributions towards the achievement of a goal or task, analyze a group's ability to improve its performance, and provide appropriate feedback. *Describe and demonstrate the use of offensive, defensive,	Students will be assessed through: <ul style="list-style-type: none"> ▪ Station fitness cards. • Observation • Evaluation sign-up sheet 	-Partners and or independent practices -Differentiated Instruction -Grouping -Demonstration -Lectures -Teams	The students will be engaged in: <ul style="list-style-type: none"> • Different exercise stations • Learn and perform sport drills from the skills • Playing the game by the rules with strategies. • Fitness station cards • Strength training stations • Cooperative station games

	<u>*Holding the paddle</u>		and cooperative strategies. *Engage in moderate to vigorous forms of physical activity that address each component of fitness			
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**VECC PHYSICAL EDUCATION
GRADES: 7TH – 8TH
November**

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Suggested Time Line How much time will be spent on this learning?	Essential Questions and Content What will be taught?	NJCCCS What state standards will be met by these objectives?	Instructional Objectives What will the students know or be able to do As a result of the Instruction?	Assessment What evidence will I collect that demonstrates that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
November *Pickle ball * Circuit Training *Badminton *Cooperative games *Recreational Games *Floor Hockey *Pillow Polo	-How to climb the rock wall ropes? -What are the rules for pickle, floor hockey, pillow polo and badminton? -What are the skills used to play these games? -How does one perform certain skills for these sports? *Working together as a team *Problem solving for cooperative games *Forehand and back hand swing	2.2 B-1 C-1 D-1 E-1,3 2.5 A-1,3,6 C-1 D-1,2 E-1 2.6 A-1,2,3,5,6 B-1,2,3 C-1,4,5	-Analyze factors that support or hinder the achievement of personal health goals. -Demonstrate the ability to function effectively in both leadership and supportive roles. -Compare and contrast offensive, defensive, and cooperative strategies and use them effectively in applied settings -Apply training principles to establish a progression of activity that will improve each	Students will be assessed through: <ul style="list-style-type: none"> ▪ Station fitness cards. ▪ Evaluation check lists • Fitness journal • Progress cards • Observation 	-Partners and or independent practices -Differentiated Instruction -Grouping -Demonstration -Lectures -Teams	The students will be engaged in: <ul style="list-style-type: none"> • Different exercise stations • Learn and perform sport drills from the skills • Playing the game by the rules with strategies. • Fitness station cards • Strength training stations • Cooperative station games • Journal writing • Computer logging

			<p>component of fitness-</p> <ul style="list-style-type: none">-Describe and demonstrate various training methods, including isotonic, isometric, interval, and circuit methods- Use health data and information from internal and external sources to develop a personal fitness plan, and use technology to evaluate the implementation and outcomes of the plan.			<p>of fitness test results</p>
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**VECC PHYSICAL EDUCATION
GRADES: 5TH – 6TH
December**

CURRICULUM GUIDE 2007

Suggested Time Line How much time will be spent on this learning?	Essential Questions and Content What will be taught?	NJCCCS What state standards will be met by these objectives?	Instructional Objectives What will the students know or be able to do As a result of the Instruction?	Assessment What evidence will I collect that demonstrates that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
December <hr/> <u>Sports taught:</u> *Pillow Polo *Scooter hockey * Circuit training *Four squarer *Pickle ball *Cooperative games *Activities *Games	-How to climb the rock wall ropes? -What are the rules for pillow polo and scooter hockey? -What are the skills used to play the games pillow polo and scooter hockey? -How does one perform certain skills for these sports? *Working together as a team *Problem solving for cooperative games <u>*Holding the paddle</u>	2.2 B-1,2 C-2 D-2 E-2,3 2.5 A-1,2,3,4,5,6,7 C-2 D-2,3 2.6 A-1,2,6 B-1,2,3 C-1,2,4,5	*Develop strategies to support the achievement of short-and long-term health goals. *Evaluate personal and group contributions towards the achievement of a goal or task, analyze a group's ability to improve its performance, and provide appropriate feedback. *Describe and demonstrate the use of offensive, defensive, and cooperative	Students will be assessed through: <ul style="list-style-type: none"> ▪ Station fitness cards. • Observation • Evaluation sign-up sheet 	-Partners and or independent practices -Differentiated Instruction -Grouping -Demonstration -Lectures -Teams	The students will be engaged in: <ul style="list-style-type: none"> • Different exercise stations • Learn and perform sport drills from the skills • Playing the game by the rules with strategies. • Fitness station cards • Strength training stations • Cooperative station games

			strategies. *Engage in moderate to vigorous forms of physical activity that address each component of fitness			
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**VECC PHYSICAL EDUCATION
GRADES: 7TH – 8TH
December**

CURRICULUM GUIDE 2007

Suggested Time Line How much time will be spent on this learning?	Essential Questions and Content What will be taught?	NJCCCS What state standards will be met by these objectives?	Instructional Objectives What will the students know or be able to do As a result of the Instruction?	Assessment What evidence will I collect that demonstrates that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
December *Floor Hockey *Circuit Training *Pillow Polo *Cooperative games *Recreational Games *Badminton *Pickle ball	-How to climb the rock wall ropes? -What are the rules for pillow polo and hockey? -What are the skills used to play the games pillow polo and hockey? -How does one perform certain skills for these sports? *Working together as a team *Problem solving for cooperative games *Forehand and back	2.2 B-1 C-1 D-1 E-1,3 2.5 A-1,3,6 C-1 D-1,2 E-1 2.6 A-1,2,3,5,6 B-1,2,3 C-1,4,5	-Analyze factors that support or hinder the achievement of personal health goals. -Demonstrate the ability to function effectively in both leadership and supportive roles. -Compare and contrast offensive, defensive, and cooperative strategies and use them effectively in applied settings -Apply training principles to establish a progression of activity that will improve each	Students will be assessed through: <ul style="list-style-type: none"> ▪ Station fitness cards. ▪ Evaluation check lists • Fitness journal • Progress cards • Observation 	-Partners and or independent practices -Differentiated Instruction -Grouping -Demonstration -Lectures -Teams	The students will be engaged in: <ul style="list-style-type: none"> • Different exercise stations • Learn and perform sport drills from the skills • Playing the game by the rules with strategies. • Fitness station cards • Strength training stations • Cooperative station games

	<u>hand swing</u>		component of fitness. – -Describe and demonstrate various training methods, including isotonic, isometric, interval, and circuit methods - Use health data and information from internal and external sources to develop a personal fitness plan, and use technology to evaluate the implementation and outcomes of the plan.			<ul style="list-style-type: none">• Journal writing• Computer logging of fitness test results
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VECC PHYSICAL EDUCATION
GRADES: 5TH – 6TH
January

CURRICULUM GUIDE 2007

Suggested Time Line How much time will be spent on this learning?	Essential Questions and Content What will be taught?	NJCCCS What state standards will be met by these objectives?	Instructional Objectives What will the students Know or be able to do As a result of the Instruction?	Assessment What evidence will I collect that demonstrates that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
January <u>Sports to be taught:</u> *Basketball *Activities *Circuit training *Jump rope for heart *Recreational Games *Newcomb *Intro beach volleyball *IPod aerobics	*What are the rules for playing basketball and new comb? *How and when does one perform certain skills for basketball and new comb? *How does one create and use strategies during for the game? *How to climb the rock wall ropes? *What are some heart problems? *What are some reasons for heart problems? *What are some things a person can do to help prevent	2.2 B-1,4 C-1,2 D-2 E-1,2,3,4 2.5 A-1,5,7 C-1 D-1,2,3 2.6 A-1,2 B-1,2,3 C-1,2,4	<ul style="list-style-type: none"> • Describe and demonstrate the use of offensive, defensive, and cooperative strategies. • Develop strategies to support the achievement of short- and long-term health goals. • Demonstrate effective decision making in health and safety situations. • Describe the relationship 	<ul style="list-style-type: none"> • Fitness station cards • Rubrics • Observation • Skills test • Oral response • Evaluation check list 	-Partners and or independent practices -Differentiated Instruction -Grouping -Demonstration -Lectures -Teams	The students will be engaged in: <ul style="list-style-type: none"> • Different exercise stations • Learn and perform sport drills • Playing the game by the rules with strategies. • Fitness station cards • Strength training stations • Cooperative station games • Shooting hoops and or hula hoops • Activities

	<p>heart problems? *What are the benefits of incorporate aerobics into my personal fitness goals?</p>		<p>between physical activity, healthy eating, and body composition.</p> <ul style="list-style-type: none">• Engage in moderate to vigorous forms of physical activity that address each component of fitness.• Engage in physical activity at a target heart rate for a minimum of 20 minutes			
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VECC PHYSICAL EDUCATION
GRADES: 7TH – 8TH
January

CURRICULUM GUIDE 2007

Suggested Time Line How much time will be spent on this learning?	Essential Questions and Content What will be taught?	NJCCCS What state standards will be met by these objectives?	Instructional Objectives What will the students know or be able to do As a result of the Instruction?	Assessment What evidence will I collect that demonstrates that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
January <u>Sports to be taught:</u> *Basketball *Activities *Circuit training *Jump rope for heart *Recreational Games *Balance /tumbling *IPod aerobics	*What are the rules for playing basketball? *How and when does one perform certain skills for basketball? *How does one create and use strategies during for the game? *How to climb the rock wall ropes? *What are some heart problems? *What are some reasons for heart problems? *What are some things a person can do to help prevent heart problems?	2.2 B-1,2,4 C-1 E-1,2,3,4,5 2.5 A1,3 C-1 D-1,2 E-1 2.6 A-1,2,3,5 B-1,2,3 C-1,2,4	-Compare and contrast the influence of peers, family, the media, and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages. -Analyze factors that support or hinder the achievement of personal health goals. -Analyze participant and observer behaviors for evidence of good sportsmanship. -Use specific strategies, including visualization and positive self-talk, to prepare for physical	<ul style="list-style-type: none"> • Fitness station cards • Rubrics • Observation • Skills test • Oral response • Fitness journal 	-Partners and or independent practices -Differentiated Instruction -Grouping -Demonstration -Lectures -Teams	The students will be engaged in: <ul style="list-style-type: none"> • Different exercise stations • Learn and perform sport drills • Playing the game by the rules with strategies. • Fitness station cards • Strength training stations • Cooperative station games • Shooting hoops and or hula hoops • Activities

	<p>*How can you apply your journal and fitness cards to preventing heart problems? *What are the benefits of incorporate aerobics into my personal fitness goals? **How does one perform forward/backward rolls and make human pyramids?</p>		<p>activity and assess their effectiveness.</p> <p>-Describe ways to achieve a healthy body composition through healthy eating and physical activity.</p>			
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**VECC PHYSICAL EDUCATION
GRADES: 5TH – 6TH
February**

CURRICULUM GUIDE 2007

Suggested Time Line How much time will be spent on this learning?	Essential Questions and Content What will be taught?	NJCCCS What state standards will be met by these objectives?	Instructional Objectives What will the students know or be able to do As a result of the Instruction?	Assessment What evidence will I collect that demonstrates that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
January <u>Sports to be taught:</u> *Basketball *Activities *Strength/circuit training *Jump rope for heart *Recreational Games *Newcomb *Intro beach volleyball *IPod aerobics *Balance/Tumbling	*What are the rules for playing basketball and new comb? *How and when does one perform certain skills for basketball and new comb? *How does one create and use strategies during for the game? *How to climb the rock wall ropes? *What are some heart problems? *What are some reasons for heart problems? *What are some	2.2 B-1,4 C-1,2 D-2 E-1,2,3,4 2.5 A-1,5,7 C-1 D-1,2,3 2.6 A-1,2 B-1,2,3 C-1,2,4	<ul style="list-style-type: none"> • Describe and demonstrate the use of offensive, defensive, and cooperative strategies. • Develop strategies to support the achievement of short- and long-term health goals. • Demonstrate effective decision making in health and safety situations. • Describe the 	<ul style="list-style-type: none"> • Fitness station cards • Rubrics • Observation • Skills test • Oral response • Evaluation check list 	-Partners and or independent practices -Differentiated Instruction -Grouping -Demonstration -Lectures -Teams	The students will be engaged in: <ul style="list-style-type: none"> • Different exercise stations • Learn and perform sport drills • Playing the game by the rules with strategies. • Fitness station cards • Strength training stations • Cooperative station games • Shooting hoops and or hula hoops

	<p>things a person can do to help prevent heart problems? *What are the benefits of incorporate aerobics into my personal fitness goals? *How does one perform forward/backward rolls and make human pyramids?</p>		<p>relationship between physical activity, healthy eating, and body composition.</p> <ul style="list-style-type: none">• Engage in moderate to vigorous forms of physical activity that address each component of fitness.• Engage in physical activity at a target heart rate for a minimum of 20 minutes			<ul style="list-style-type: none">• Activities
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VECC PHYSICAL EDUCATION
GRADES: 7TH – 8TH
February

CURRICULUM GUIDE 2007

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January <u>Sports to be taught:</u> *Basketball *Circuit training *Jump rope for heart *Recreational Games *Balance /tumbling *IPod aerobics	*What are the rules for playing basketball? *How and when does one perform certain skills for basketball? *How does one create and use strategies during for the game? *How to climb the rock wall ropes? *What are some heart problems? *What are some reasons for heart problems? *What are some things a person can do to help prevent heart problems?	2.2 B-1,2,4 C-1 E-1,2,3,4,5 2.5 A1,3 C-1 D-1,2 E-1 2.6 A-1,2,3,5 B-1,2,3 C-1,2,4	-Compare and contrast the influence of peers, family, the media, and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages. -Analyze factors that support or hinder the achievement of personal health goals. -Analyze participant and observer behaviors for evidence of good sportsmanship. -Use specific strategies, including visualization and positive self-talk, to prepare for physical	<ul style="list-style-type: none"> • Fitness station cards • Rubrics • Observation • Skills test • Oral response • Fitness journal 	-Partners and or independent practices -Differentiated Instruction -Grouping -Demonstration -Lectures -Teams	The students will be engaged in: <ul style="list-style-type: none"> • Different exercise stations • Learn and perform sport drills • Playing the game by the rules with strategies. • Fitness station cards • Strength training stations • Cooperative station games • Shooting hoops and or hula hoops • Activities

	<p>*How can you apply your journal and fitness cards to preventing heart problems? *What are the benefits of incorporate aerobics into my personal fitness goals? *How does one perform forward/backward rolls and make human pyramids?</p>		<p>activity and assess their effectiveness.</p> <p>-Describe ways to achieve a healthy body composition through healthy eating and physical activity.</p>			
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**VECC PHYSICAL EDUCATION
GRADES: 5TH – 6TH
March**

CURRICULUM GUIDE 2007

Suggested Time Line How much time will be spent on this learning?	Essential Questions and Content What will be taught?	NJCCCS What state standards will be met by these objectives?	Instructional Objectives What will the students know or be able to do As a result of the Instruction?	Assessment What evidence will I collect that demonstrates that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
March <u>Sport to be taught:</u> *Volleyball (beach-ball/large ball) *Games *Activities *Circuit training *Intro to Track and Field	*How does one perform the bump? *How does a team rotate? *How does one serve the ball? *When does a team score a point? *How does a team work together to return a serve? *What are the rules for volleyball?	2.2 C-1,2 E-1,4 2.5 A-1,5,6 C-1 D-2,3 2.6 A-1,6 B-1,2,3 C-1,4	-Use visual and verbal cues to improve performance during a physical activity. -Evaluate the critical elements of a movement skill or skill combination and provide appropriate feedback -Describe and demonstrate the use of offensive, defensive, and cooperative strategies. -Discuss the relationship between	<ul style="list-style-type: none"> • Fitness station cards • Rubrics • Observation • Skills test • Evaluation Check list 	-Partners and or independent practices -Differentiated Instruction -Grouping -Demonstration -Lectures -Teams	The students will be engaged in: <ul style="list-style-type: none"> • Different exercise stations • Learn and perform volleyball skills • Playing the game by the rules • Fitness station cards • Strength training stations/activities

			practice, training, and injury prevention.			
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VECC PHYSICAL EDUCATION
GRADES: 7TH – 8TH
March

CURRICULUM GUIDE 2007

Suggested Time Line How much time will be spent on this learning?	Essential Questions and Content What will be taught?	NJCCCS What state standards will be met by these objectives?	Instructional Objectives What will the students Know or be able to do As a result of the Instruction?	Assessment What evidence will I collect that demonstrates that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
March <u>Sport to be taught:</u> *Volleyball (small/large ball) *Games *Activities *Circuit training *Intro to track and field	*What is a defensive strategy against an over hand serve? *What is an offensive strategy for a return? *How does one perform the bump? *How does a team rotate? *How does one serve the ball? *When does a team score a point? *How does a team work together to return a serve? *What are the rules for volleyball?	2.2 B-1 C-1 E-1,2,3 2.5 A-1,6 C-1 E-1 2.6 A-1,2 B-2,3 C-1,4	-Detect and correct errors in personal movement performance and modify it in response to internal and external feedback. -Compare and contrast offensive, defensive, and cooperative strategies and use them effectively in applied settings. -Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time. -Describe and demonstrate various training methods,	<ul style="list-style-type: none"> ● Fitness station cards ● Rubrics ● Observation ● Skills test ● Evaluation 	-Partners and or independent practices -Differentiated Instruction -Grouping -Demonstration -Lectures -Teams	The students will be engaged in: <ul style="list-style-type: none"> ● Different exercise stations ● Learn and perform volleyball skills and drills ● Playing the game by the rules ● Fitness station cards ● Strength training stations/activities

			<p>including isotonic, isometric, interval, and circuit methods.</p> <p>-Use health data and information from internal and external sources to develop a personal fitness plan, and use technology to evaluate the implementation and outcomes of the plan.</p>			
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VECC PHYSICAL EDUCATION
GRADES: 5TH – 7TH
April

CURRICULUM GUIDE 2007

Suggested Time Line How much time will be spent on this learning?	Essential Questions and Content What will be taught?	NJCCCS What state standards will be met by these objectives?	Instructional Objectives What will the students Know or be able to do As a result of the Instruction?	Assessment What evidence will I collect that demonstrates that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
April <u>Sports to be taught:</u> *Certain track and Field events *Activities *Competitive field events in teams *Short and long distance running form *Beach volleyball	*How does one perform the high jump and long jump? *How does one run with correct arm and foot form? *What is efficient running? *How does a team accumulate points to win in a track and field event?	2.2 B-1,3 2.5 A-1,2,3,5,6,7 C-1 D-1,2,3 E-1 2.6 A-1,2,6 B-1,2,3 C-1,4	-Evaluate personal and group contributions towards the achievement of a goal or task, analyze a group's ability to improve its performance, and provide appropriate feedback. -Compare the use of cooperative and competitive strategies to achieve a group goal and recommend strategies to keep a group on target and free from conflict. -Demonstrate developmentally appropriate form when	<ul style="list-style-type: none"> • Fitness station cards • Rubrics • Observation • Skills test • Evaluation check list 	-Partners and or independent practices -Differentiated Instruction -Grouping -Demonstration -Lectures -Teams	The students will be engaged in: <ul style="list-style-type: none"> • Track and Field team events • Different exercise stations • Learn and perform sport drills • Playing the game by the rules with strategies. • Fitness station cards • Strength training stations • Activities

			using movement skills in applied settings. -Apply a learned skill to another movement setting			
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VECC PHYSICAL EDUCATION
GRADES: 7TH – 8TH
April

CURRICULUM GUIDE 2007

Suggested Time Line How much time will be spent on this learning?	Essential Questions and Content What will be taught?	NJCCCS What state standards will be met by these objectives?	Instructional Objectives What will the students know or be able to do As a result of the Instruction?	Assessment What evidence will I collect that demonstrates that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
April <u>Sports to be taught:</u> *Most track and Field events *Activities *Competitive field events *Short and long distance running form *Volleyball	*How does one perform the high jump and long jump? *How does one run with correct arm and foot form? *How does a team accumulate points to win in a track and field event? *How does one perform the shot-putt and disc? *How do team strategies for points in certain field events?	2.2 B-1 C-1 D-1 E-1,2,3 2.5 A-1,3,6 C-1 D-2 E-1 2.6 A-1 B-2,3 C-1,2,3,4	Apply training principles to establish a progression of activity that will improve each component of fitness. Describe and demonstrate various training methods, including isotonic, isometric, interval, and circuit methods. Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.	<ul style="list-style-type: none"> • Fitness station cards • Rubrics • Observation • Skills test • Oral response • Fitness journal • Evaluation check list 	-Partners and or independent practices -Differentiated Instruction -Grouping -Demonstration -Lectures -Teams	The students will be engaged in: <ul style="list-style-type: none"> • Track and Field team events • Different exercise stations • Learn and perform sport drills • Playing the game by the rules with strategies. • Fitness station cards • Strength training stations • Activities • Fitness Journal goals

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VECC PHYSICAL EDUCATION
GRADES: 5TH – 6TH
May

CURRICULUM GUIDE 2007

Suggested Time Line How much time will be spent on this learning?	Essential Questions and Content What will be taught?	NJCCCS What state standards will be met by these objectives?	Instructional Objectives What will the students Know or be able to do As a result of the Instruction?	Assessment What evidence will I collect that demonstrates that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
May <u>Sports to be taught:</u> *Softball *Cricket *Activities <u>PPF retesting:</u> *Mile run *Shuttle run *Flexibility	-What are the rules for softball and cricket? -What are the skills used to play the games softball and cricket? -How to work together as a team. -How much better are my fitness test results? -Did my fitness cards help me reach my fitness goals?	2.2 B-2,3,4 C-1,2 D-1,2 E-2,4 2.5 A-1,5,6,7 C-1 D-2,3 2.6 A-1,2,3,6 B-1,2,3 C-4	-Critique significant health decisions and discuss how the outcome(s) might have changed if the appropriate communication and decision-making skills had been employed. -Analyze factors that support or hinder the achievement of personal health goals. -Develop and articulate a group's goals, shared values, and vision. -Summarize the potential short- and long-term physical, social, and emotional	<ul style="list-style-type: none"> • Fitness station cards • Observation • PPF testing • Oral response • Evaluation Check list 	-Partners and or independent practices -Differentiated Instruction -Grouping -Demonstration -Lectures -Teams -Discussion - Reflective inquiry/Thinking	The students will be engaged in: <ul style="list-style-type: none"> • Different exercise stations • Playing the game by the rules • Fitness station cards • Activities • Game • Activities • Creating personal fitness brochures

			benefits of regular physical activity.			
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VECC PHYSICAL EDUCATION
GRADES: 7TH – 8TH
May

CURRICULUM GUIDE 2007

Suggested Time Line How much time will be spent on this learning?	Essential Questions and Content What will be taught?	NJCCCS What state standards will be met by these objectives?	Instructional Objectives What will the students Know or be able to do As a result of the Instruction?	Assessment What evidence will I collect that demonstrates that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
May <u>Sports to be taught:</u> *Softball *Golf *Activities <u>PPF retesting:</u> *Mile run *Shuttle run *Flexibility	-What are the rules for softball? -What are the mechanics to swinging a golf club? -How does one hold a golf club? -What are the skills used to play the games softball and cricket? -How much better are my fitness test results? -Did my fitness cards and fitness journal help me reach my fitness goals?	2.2 B-1,2,4,5 C-1 D-1 E-1,2,3,5 2.5 A-1,2,6 C-1 D-1,2 E-1 2.6 A-1,2,3,5 B-1,2 C-1,2,4	-Critique significant health decisions and discuss how the outcome(s) might have changed if the appropriate communication and decision-making skills had been employed. -Analyze factors that support or hinder the achievement of personal health goals. -Develop and articulate a group's goals, shared values, and vision. -Summarize the potential short- and long-term physical, social, and emotional	<ul style="list-style-type: none"> • Fitness station cards • Observation • PPF testing • Oral response • Evaluation Check list • Fitness journal 	-Partners and or independent practices -Differentiated Instruction -Grouping -Demonstration -Lectures -Teams -Discussion - Reflective inquiry/Thinking	The students will be engaged in: <ul style="list-style-type: none"> • Different exercise stations • Playing the game by the rules • Fitness station cards • Activities • Game • Activities • Creating personal fitness Portfolio

			<p>benefits of regular physical activity.</p> <p>-Use health data and information from internal and external sources to develop a personal fitness plan, and use technology to evaluate the implementation and outcomes of the plan.</p>			
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VECC PHYSICAL EDUCATION
GRADES: 5TH – 6TH
June

CURRICULUM GUIDE 2007

Suggested Time Line How much time will be spent on this learning?	Essential Questions and Content What will be taught?	NJCCCS What state standards will be met by these objectives?	Instructional Objectives What will the students Know or be able to do As a result of the Instruction?	Assessment What evidence will I collect that demonstrates that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
June <u>Sport to be taught:</u> *Softball *Kick ball *Matt Ball *Games *Activities *IPod aerobics <u>PPF retesting:</u> *Sit ups *Pull ups *Flexibility	-How can aerobics be applied to my personal fitness training goals? -What are the rules for softball and cricket? -What are the skills used to play the games softball and cricket? -How much better are my fitness test results? -Did my fitness cards help me reach my fitness goals?	2.2 B-2,3,4 C-1,2 D-1,2 E-2,4 2.5 A-1,5,6,7 C-1 D-2,3 2.6 A-1,2,3,6 B-1,2,3 C-4	-Critique significant health decisions and discuss how the outcome(s) might have changed if the appropriate communication and decision-making skills had been employed. -Analyze factors that support or hinder the achievement of personal health goals. -Develop and articulate a group's goals, shared values, and vision. -Summarize the potential short- and long-term physical, social, and emotional benefits of regular	<ul style="list-style-type: none"> • Fitness station cards • Observation • PPF testing • Oral response • Evaluation Check list 	Partners and or independent practices -Differentiated Instruction -Grouping -Demonstration -Lectures -Teams -Discussion - Reflective inquiry/Thinking	The students will be engaged in: <ul style="list-style-type: none"> • Different exercise stations • Playing the game by the rules • Fitness station cards • Activities • Games • Creating personal fitness brochures (if not finished)

			physical activity.			
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VECC PHYSICAL EDUCATION
GRADES: 7TH – 8TH
June

CURRICULUM GUIDE 2007

Suggested Time Line How much time will be spent on this learning?	Essential Questions and Content What will be taught?	NJCCCS What state standards will be met by these objectives?	Instructional Objectives What will the students Know or be able to do As a result of the Instruction?	Assessment What evidence will I collect that demonstrates that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
June <u>Sport to be taught:</u> *Softball *Cricket *Games *Activities *IPod aerobics <u>PPF retesting:</u> *Sit ups *Pull ups *Flexibility	-What are the rules for softball and cricket? -What are the skills used to play the games softball and cricket? <hr/> -How can aerobics be applied personal fitness training? -How much better are my fitness test results? -Did my fitness cards and fitness journal help me reach my fitness goals?	2.2 B-1,2,4,5 C-1 D-1 E-1,2,3,5 2.5 A-1,2,6 C-1 D-1,2 E-1 2.6 A-1,2,3,5 B-1,2 C-1,2,4	-Critique significant health decisions and discuss how the outcome(s) might have changed if the appropriate communication and decision-making skills had been employed. -Analyze factors that support or hinder the achievement of personal health goals. -Develop and articulate a group's goals, shared values, and vision. -Summarize the potential short- and long-term physical, social, and emotional	<ul style="list-style-type: none"> • Fitness station cards • Observation • PPF testing • Oral response • Evaluation • Fitness journal 	-Partners and or independent practices -Differentiated Instruction -Grouping -Demonstration -Lectures -Teams -Discussion - Reflective inquiry/Thinking	The students will be engaged in: <ul style="list-style-type: none"> • Different exercise stations • Playing the game by the rules • Fitness station cards • Activities • Game • Activities • Creating personal fitness Portfolio (if not finished)

			<p>benefits of regular physical activity.</p> <p>-Use health data and information from internal & external sources to develop personal fitness plan, and technology to evaluate the implementation and outcome of the plan.</p>			
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