

# Commercial Township School District

Content Area: Physical Education K-5  
(using the NJ State Model Curriculum as a Guide)

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# Commercial Township School District

Content Area: Physical Education  
(using the NJ State Model Curriculum as a Guide)  
Grade Level: Kindergarten - 2

<b>Pacing Chart Grades K. 1 and 2</b>	
Unit Name	Marking Period
Unit 1: Movement Skills/Rhythm and Wellness (Model Curriculum Unit 1 and Unit 2)	1
Unit 2: Manipulative Skills: (Model Curriculum Unit 3)	2
Unit 3: Movement Education Locomotor/Nonlocomotor Skills (Model Curriculum Unit 4)	3
Unit 4: Lifetime and Cooperative Activities/Fitness (Model Curriculum Unit 5)	4

Commercial Township School District  
 Content Area: Physical Education  
 Grade Level: Kindergarten - 2  
 Unit 1:

Movement Skills/Rhythm (Model Curriculum Unit 1) and Wellness (Model Curriculum Unit 2))

<b>Unit Summary</b>	
This unit teaches an understanding basic movement in order to develop student’s awareness on what they are doing and they are doing it through a variety of elements involving tempo, beat and improvisation. This unit enables students to understand the components of health-related fitness (Cardiorespiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill-related fitness (speed, agility, reaction time, coordination, and power).	
<b>Student Learning Objectives NJ Model Curriculum Number, SLO, Grade Level Corresponding NJCCCS</b>	<b>Example activity</b>
1-1 Develop and refine basic gross motor skills (i.e. walking, jogging, jumping) K (2.5.P.A.1)	Gross Motor Skill stations:: Students assess motor skill development through stations
1-2 Demonstrate appropriate control while moving in personal and general space.(i.e. game, physical activity, dance) 1 (2.5.2.A.1, 2.5.2.A.2 )	Dance: Students will follow different cues from various dance songs and videos. (i.e. GoNoodle and YouTube Dance Along Videos)
1-3 Explain and demonstrate how basic movement and safety play a role in movement activity. 1 (2.5.2.C.2 )	Parachute: Keeping head visible when under parachute. Moving under parachute with hands up for safety. Traveling around parachute as a group to establish teamwork
1-4 Utilize refined gross motor skills in an applied setting. 2 (2.5.2.A.1)	Color Hoops: Moving across the Hoop Area using different locomotor skills.
1-5 Understand basic gross motor skills leads to the foundation for regular physical activity. 2 (2.6.2.A.1, 2.5.P.A.1)	Skills depend on activity.
1-6 Demonstrate levels, direction, ranges and pathways in a controlled and applied setting. K 2.5.2.A.1, 2.5.2.A.2 )	Gross Motor Skill stations:: Students assess skill development through stations and specifically running and bike mazes
1-7 Respond to a change in tempo, beat, rhythm, and musical style while performing in time, and with appropriate force and flow. 1 (2.5.2.A.3, 2.5.2.A.2)	Mirror Mirror: Students will change activity when music changes to go along with pace of the music.
1-8 Corrects movement in response to feedback provided by both teachers and peers. 2 ( 2.5.2.A.4)	Fitness Minimums: students will do the fitness activities correctly after being redirected by an Adult or classmate
1-9 Identify and demonstrate that movement skills can be modified according to the change in music (i.e. tempo,beat, rhythm ). 2 ( 2.5.2.A.2, 2.5.2.A.3)	Color Hoops: Changing gross motor movements according to the music’s beat.
2-1 Explain how one’s decisions to be active can have a direct impact on the way they feel. K (2.2.2.B.2)	Gross Motor Skill stations:: Students assess motor skill development through stations
2-2 Develop decision making skills that promote participation in moderate to vigorous age appropriate physical activities. 1 (2.6.2.A.2, 2.2.2.B.2)	Fitness minimums- Students will work on their own to complete a set of fitness task based on their abilities.

2-3 Describe how outside factors influence decision making in regards to setting a fitness goal. 2 (2.6.2.A.3, 2.2.2.B.3)	Fitness Pre Testing- Students will do several fitness tests to set a goal for future testing
2-4 Explain how regular physical activity contributes to being “well”. K (2.6.2.A.1, 2.1.2.A.1)	Gross Motor Skill stations:: Students assess motor skill development through stations
2-5 Explain what it means to be physically fit and how moderate to vigorous physical activity aids in the achievement of obtaining wellness goals. 1 (2.6.2.A.2, 2.6.2.A.3, 2.2.2.B.4)	Fitness minimums- Students will work on their own to complete a set of fitness task based on their abilities.
2-6 Develop a fitness goal and monitor how it might affect one’s overall wellness. 2 (2.6.2.A.3, 2.2.2.B.2, 2.2.2.B.4)	Fitness Pre Testing- Students will do several fitness tests to set a goal for future testing
2-7 Identify the basic safety rules that should be applied when participating in any movement activity. K (2.5.2.C.2)	Gross Motor Skill stations:: Students assess motor skill development through stations
2-8 Explain how a safe environment encourages continued participation in physical activity. 1 (2.6.2.A.1, 2.5.2.C.2)	Crazy Cones- demonstration of spatial awareness, Rules and other environmental factors that help create a safe environment.
2-9 Demonstrate basic activity and safety rules while engaging in moderate to vigorous age appropriate physical activity. 2 (2.6.2.A.2, 2.5.2.C.2)	Crazy Cones- demonstration of spatial awareness, Rules and other environmental factors that help create a safe environment.
2-13 Recognize how one’s feelings can impact the progress toward the achievement of a wellness goal. 1 (2.6.2.A.3, 2.2.2.C.3)	Fitness minimums- Students will work on their own to complete a set of fitness task based on their abilities.
2-14 Determine how participation in regular physical activity may help to prevent common health conditions (diabetes, high blood pressure, etc.). 2 (2.6.2.A.1, 2.1.2.C.1)	Fitness minimums- Students will work on their own to complete a set of fitness task based on their abilities.

Unit Pacing	
<i>Learning Activities will be Unit long.</i>	
Concepts/Skills	Formative Assessment
Students will: <ul style="list-style-type: none"> <li>• Demonstrate how to skip, march, dance, jump, run, hop, walk, gallop, leap, and tiptoe.</li> <li>• Express creativity through movement and dance.</li> <li>• Move in general and personal space in a safe manner.</li> <li>• Recognize the amount of exercise they need to help him/her stay fit.</li> <li>• Understand concepts of movement.</li> </ul>	<i>Students who understand the concepts are able to:</i> <ul style="list-style-type: none"> <li>• Teacher Informal Observation</li> <li>• Class Participation</li> <li>• Class Discussion</li> <li>• Oral Question and Answer Response</li> </ul>
Unit Resources	District/School Summative Assessments
Teacher Resources: Pecentral.com , Spotify, YouTube, pegames.org, AAHPERD.org, NJAHPERD.org OPENPhysEd.org	Report Cards Progress Reports

### Interdisciplinary Connections

Math and Science

### Future Learning

Understand fitness concepts and skills and integrating them into your everyday routine, supports wellness. • Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort. • Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness. • Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise. • Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.

### Prior Learning

Students will build upon previous skills to increase them creating a healthy, physically active life

### Modifications

*Modifications for not only special education students but for English Language learners, students at risk for school failure and gifted students.*

*The students will be challenged by modifying all activities that they are doing to meet each student's ability and needs.. Changes are hard to plan and will be on the fly.*

### 21st Century Themes and Skills

9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem- solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Commercial Township School District  
 Content Area: Physical Education  
 Grade Level: Kindergarten - 2  
 Unit 2: Manipulative Skills  
 (Model Curriculum Unit 3)

<b>Unit Summary</b>	
This unit teaches students recognition and competency in handling objects in a controlled fashion related to specific activities. This unit enables students to understand the components of health-related fitness (Cardiorespiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill related fitness (speed, agility, reaction time, coordination, and power).	
<b>Student Learning Objectives NJ Model Curriculum Number, SLO, Grade Level Corresponding NJCCCS</b>	<b>Example activity</b>
1 Develop spatial and coordination skills through movement and manipulative activities such as walking on a balance beam, twirling a hula- hoop, or buttoning and unbuttoning. K (2.5.P.A.3,2.5.2.C.2)	Gross Motor Skill stations:: Students assess motor skill development through stations
2 Safely demonstrate basic throwing and catching skills that develop coordination. 1 (2.5.P.A.3, 2.5.2.C.2)	Football Skill Stations: Students will use several stations to build skills involved in football to be able to play a game in the future
3 Perform various movement and manipulative skills (kicking, striking) with developmentally appropriate control during skill practice. K (2.5.2.A.1)	Gross Motor Skill stations:: Students assess motor skill development through stations
4 Demonstrate various movement and manipulative skills (throw, catch) with developmentally appropriate control during games, dance, and physical activity. 1 (2.5.2.A.1)	Soccer Skill Stations: students will perform several soccer related skill stations to improve their ability to play a game of soccer
5 Demonstrate manipulative skills (kicking, striking, bouncing) with increased mastery during skill practice, games, and other physical activities. 2 (2.5.2.A.1, 2.6.2.A.2)	Soccer Skill Stations: students will perform several soccer related skill stations to improve their ability to play a game of soccer
6 Identify body parts (hands, feet, knees, head) that may be used to control different objects during various manipulative activities. K (2.5.P.A.3)	Gross Motor Skill stations:: Students assess motor skill development through stations
7 Manipulate objects (ball, beanbags, hula- hoops) with different parts of the body during skill practice. 1 (2.5.2.A.1)	Soccer Skill Stations: students will perform several soccer related skill stations to improve their ability to play a game of soccer
8 Explain and demonstrate how objects (ball, beanbags, hula- hoops) should be used in practice, games, and other physical activity in a safe manner. 2 (2.5.2.A.1, 2.5.2.C.2)	Large Group Games time: students will experience many activities with manipulatives during Large Group Game time
9 Demonstrate changes in movement (time, force flow) while manipulating objects [bouncing, dribbling (soccer), catching] in personal and general space. 1 (2.5.2.A.1, 2.5.2.A.2, 2.5.2.C.2)	Soccer Skill Stations: students will perform several soccer related skill stations to improve their ability to play a game of soccer
10 Demonstrate the appropriate modifications of movement to experience a higher level of success during throwing, catching, bouncing, striking. 2 (2.5.2.A.2, 2.5.2.A.1)	Soccer Skill Stations: students will perform several soccer related skill stations to improve their ability to play a game of soccer



<b>Unit Pacing</b>	
<i>Learning Activities will be Unit long.</i>	
<b>Concepts/Skills</b>	<b>Formative Assessment</b>
Students will ... <ul style="list-style-type: none"> <li>• Demonstrate how to throw and catch with various size balls</li> <li>• Manipulate various pieces of equipment to improve manipulative skills.</li> <li>• Manipulate equipment in a safe manner.</li> <li>• Recognize the amount of exercise they need to help him/her stay fit.</li> <li>• Understand concepts of movement.</li> </ul>	<i>Students who understand the concepts are able to:</i> <ul style="list-style-type: none"> <li>• Teacher Informal Observation</li> <li>• Class Participation</li> <li>• Class Discussion</li> <li>• Oral Question and Answer Response</li> </ul>
<b>Unit Resources</b>	<b>District/School Summative Assessments</b>
Teacher Resources: Pecentral.com , Spotify, YouTube, pegames.org, AAHPERD.org, NJAHPERD.org OPENPhysEd.org	Report Cards Progress Reports

<b>Interdisciplinary Connections</b>
Math and Science

<b>Future Learning</b>
Throwing, catching, and kicking • Striking with one’s feet • Hitting a target with accuracy • Know and understand concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. • Understand fitness concepts and skills and integrating them into your everyday routine, supports wellness. • Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort. • Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness. • Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise. • Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.
<b>Prior Learning</b>
Students will build upon previous skills to increase them creating a healthy, physically active life

<b>Modifications</b>
<i>Modifications for not only special education students but for English Language learners, students at risk for school failure and gifted students.</i> <i>The students will be challenged by modifying all activities that they are doing to meet each student's ability and needs.. Changes are hard to plan and will be on the fly.</i>

### **21st Century Themes and Skills**

9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Commercial Township School District  
 Content Area: Physical Education  
 Grade Level: Kindergarten - 2  
 Unit 3: Movement Education Locomotor/Nonlocomotor Skills  
 (Model Curriculum Unit 4)

<b>Unit Summary</b>	
This unit teaches student’s motor control while giving attention to balance, coordination, directionality, laterality, and special awareness. This unit enables students to understand the components of health-related fitness (Cardiorespiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill related fitness (speed, agility, reaction time, coordination, and power).	
<b>Student Learning Objectives NJ Model Curriculum Number, SLO, Grade Level Corresponding NJCCCS</b>	<b>Example activity</b>
1 Develop and refine fine and stationary gross motor skills while in self- space. (e.g. twisting, bending e.g., work towards using smaller sized manipulative during activity). K (2.5.P.A.1, 2.5.P.A.2)	Scooters: Students use Scooters to “skate” in different pathways and ranges according to the teachers call.
2 Demonstrate changes in time, force, and flow while moving in self- space. (e.g. stretching, curling) 1 (2.5.2.A.2)	Scooters: Students use Scooters to “skate” in different pathways and ranges according to the teachers call.
3 Demonstrate movement in self- space (stationary) at different levels, directions, and ranges while correcting movement errors in response to teacher feedback. 2 (2.5.2.A.2, 2.5.2.A.4)	Crazy Cones- demonstration of spacial awareness, Rules and other environmental factors that help create a safe environment.
4 Demonstrate basic activity and safety rules when refining nonlocomotor skills (e.g. twisting, bending, stretching, curling). K (2.5.2.C.2)	Crazy Cones- demonstration of spacial awareness, Rules and other environmental factors that help create a safe environment.
5 Demonstrate basic activity and safety rules and explain how they contribute to stationary movement ( e.g twisting, curling) in a safe environment. 1 (2.5.2.C.2)	Scooters: Students use Scooters to “skate” in different pathways and ranges according to the teachers call.
6 Explain the role that nonlocomotor skills (e.g. twisting, bending, stretching, curling) play in regular physical activity in relation to personal health. 2 (2.6.2.A.1)	Crazy Cones- demonstration of spacial awareness, Rules and other environmental factors that help create a safe environment.

<b>Unit Pacing</b>	
<i>Learning Activities will be Unit long.</i>	
<b>Concepts/Skills</b>	<b>Formative Assessment</b>
Students will ... <ul style="list-style-type: none"> <li>• Demonstrate how to throw and catch with various size balls</li> <li>• Manipulate various pieces of equipment to improve manipulative skills.</li> <li>• Manipulate equipment in a safe manner.</li> <li>• Recognize the amount of exercise they need to help him/her stay fit.</li> </ul>	<i>Students who understand the concepts are able to:</i> <ul style="list-style-type: none"> <li>• Teacher Informal Observation</li> <li>• Class Participation</li> <li>• Class Discussion</li> <li>• Oral Question and Answer Response</li> </ul>

<ul style="list-style-type: none"> <li>Understand concepts of movement.</li> </ul>	
<b>Unit Resources</b>	<b>District/School Summative Assessments</b>
Teacher Resources: pcentral.com Spotify YouTube pegames.org AAHPERD.org NJAHPERD.org OPENPhysEd.org	Report Cards Progress Reports

<b>Interdisciplinary Connections</b>
Math and Science

<b>Future Learning</b>
<ul style="list-style-type: none"> <li>Move in general space at different levels, speed, and direction.</li> <li>Participate in game activities using cooperative skills.</li> <li>Demonstrate body control during balancing and tumbling skills.</li> <li>Demonstrate good sportsmanship.</li> <li>Recognize the amount of exercise they need to help him/her stay fit.</li> <li>Understand concepts of movement.</li> </ul>
<b>Prior Learning</b>
Students will build upon previous skills to increase them creating a healthy, physically active life

<b>Modifications</b>
<i>Modifications for not only special education students but for English Language learners, students at risk for school failure and gifted students.</i>  <i>The students will be challenged by modifying all activities that they are doing to meet each student's ability and needs.. Changes are hard to plan and will be on the fly.</i>

<b>21st Century Themes and Skills</b>
9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem- solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Commercial Township School District  
 Content Area: Physical Education  
 Grade Level: Kindergarten - 2  
 Unit 4: Lifetime and Cooperative Activities/Fitness  
 (Model Curriculum Unit 5)

<b>Unit Summary</b>	
This unit teaches students to perform activities that instill within them a desire for participation, fitness, and well-being throughout their lives. This unit enables students to understand the components of health related fitness (Cardiorespiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill-related fitness (speed, agility, reaction time, coordination, and power)	
<b>Student Learning Objectives NJ Model Curriculum Number, SLO, Grade Level Corresponding NJCCCS</b>	<b>Example activity</b>
1 Distinguish between an offensive player and a defensive player during game play. K (2.5.2.B.2)	Soccer: Student will learn the difference of being an offensive player and defensive player through game play.
2 Explain and demonstrate the roles of offensive and defensive players and the impact they have during game play. 1 (2.5.2.B.2, 2.5.2.B.4)	Soccer: Student will learn the difference of being an offensive player and defensive player through game play and trying to score.
3 Independently transition from offensive to defensive effectively during games or recreational activities. 2 (2.5.2.B.2, 2.5.2.B.4)	Soccer: Student will transition from just having to score to getting points for not allowing a score.
4 Explain what it means to display good sportsmanship. K (2.5.2.C.1)	Use of applause for teams or individuals that do well in an activity
5 Demonstrate good sportsmanship in games or other activities. 1 (2.5.2.B.3, 2.5.2.C.1)	Use of applause for teams or individuals that do well in an activity
6 Determine how basic safety, good sportsmanship and attitudes impact physical performance in games or recreational activities. 2 (2.5.2.B.3, 2.5.2.C.1, 2.5.2.C.2)	Use of applause for teams or individuals that do well in an activity
7 Demonstrate cooperative and competitive strategies in movement activities and modified games. K (2.5.2.A.1, 2.5.2.B.1, 2.5.2.B.4)	Soccer: Student will transition from just having to score to getting points for not allowing a score. Stress students cannot always play offense and must assist in defense
8 Compare and contrast cooperative versus competitive strategies in games, sports, and movement activities. 1 2.5.2.B.1, 2.5.2.B.4	Review games that students have played. Have students state what category they belong in.
9 Explain and demonstrate how student attitudes affect cooperative strategies when trying to attain a common goal. 2 2.5.2.B.1, 2.5.2.B.3, 2.5.2.B.4	Have students play a game. After they have attempted it, have them retry the game with strategies from the teacher.

Unit Pacing	
<i>Learning Activities will be Unit long.</i>	
Concepts/Skills	Formative Assessment
Students will ... Demonstrate how to throw and catch with various size balls <ul style="list-style-type: none"> <li>• Manipulate various pieces of equipment to improve manipulative skills.</li> <li>• Manipulate equipment in a safe manner.</li> <li>• Recognize the amount of exercise they need to help him/her stay fit.</li> <li>• Understand concepts of movement. E</li> <li>• Demonstrate how to throw and catch with various size balls</li> <li>• Manipulate various pieces of equipment to improve manipulative skills.</li> <li>• Manipulate equipment in a safe manner.</li> <li>• Recognize the amount of exercise they need to help him/her stay fit.</li> <li>• Understand concepts of movement.</li> </ul>	<i>Students who understand the concepts are able to:</i> <ul style="list-style-type: none"> <li>• Teacher Informal Observation</li> <li>• Class Participation</li> <li>• Class Discussion</li> <li>• Oral Question and Answer Response</li> </ul>
Unit Resources	District/School Summative Assessments
Teacher Resources: Pecentral.com , Spotify, YouTube, pegames.org, AAHPERD.org, NJAHPERD.org OPENPhysEd.org	Report Cards Progress Reports

Interdisciplinary Connections
Math and Science

Future Learning
<ul style="list-style-type: none"> <li>• Move in general space at different levels, speed, and direction.</li> <li>• Participate in game activities using cooperative skills.</li> <li>• Demonstrate body control during balancing and tumbling skills.</li> <li>• Demonstrate good sportsmanship.</li> <li>• Recognize the amount of exercise they need to help him/her stay fit.</li> <li>• Understand concepts of movement.</li> </ul>
Prior Learning
Students will build upon previous skills to increase them creating a healthy, physically active life

### **Modifications**

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### **21st Century Themes and Skills**

9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem- solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

# Commercial Township School District

**Content Area: Physical Education**  
(using the NJ State Model Curriculum as a Guide)  
**Grade Level: 3-5**



<b>Pacing Chart Grades 3, 4, and 5</b>	
<b>Unit Name</b>	<b>Marking Period</b>
Unit 1: Fitness/Movement Skills (Model Curriculum Unit 1 and 2)	1
Unit 2: Fitness/Manipulative Skills (Model Curriculum Unit 2 and 3)	2
Unit 3: Fitness/Cooperative Activities (Model Curriculum Unit 2 and 5)	3
Unit 4: Fitness/Lifetime Activities (Model Curriculum Unit 2 and 5)	4

Commercial Township School District  
Content Area: Physical Education  
Grade Level: 3 - 5  
Unit 1: Fitness/Movement Skills  
(Model Curriculum Unit 1 and 2)

<b>Unit Summary</b>	
This unit will involve students learning skills and techniques that are associated with fitness. Students will use various movements associated with rhythm and cadence. Feedback, both from teacher and student will be used to reinforce proper movements. Combined together the two elements will help students created proper movements in physical education and promote wellness through fitness.	
<b>Student Learning Objectives NJ Model Curriculum Number, SLO, Grade Level Corresponding NJCCCS</b>	<b>Example activity</b>
1.1 Demonstrate essential elements of movement while performing non locomotor (stretching, bending) and locomotor (galloping, running) activities. 3 (2.5.4.A.1,2.5.4.A.3)	Relay races where students will participate in various movements. Perform essential elements
1.2 Perform essential elements of movement in a rhythmic activity. 3 (2.5.4.A.1,2.5.4.A.3,2.6.4.A.2)	Fitness stations- students will perform exercises in rhythm with music
1.3 Demonstrate appropriate control when engaging in game, activity, or dance in various applied settings. 3 (2.5.4.A.2)	Skills Drills- during drills involving skills students will be able to adjust in order to control movement.
1.4 Explain how executing essential elements of movement may affect one’s personal health and fitness. 4 (2.5.4.A.1,2.5.4.A.3,2.6.4.A.2)	Skills Drills- during drills involving skills students will be able to adjust in order to control movement. .
1.5 Explain how the correction of movement errors in response to teacher/peer feedback will improve movement in games, activities or dance. 4 (2.5.4.A.4)	Redirect- during activity students will be stopped and the skill will be broken down into specific parts in order to achieve the goal
1.6 Combine accurate rhythm, coordination, and movement patterns while participating in games, activities and dance. 4 (2.5.6.A.1,2.5.4.A.1)	Cha-cha Slide- Students will engage in a dance session at the end of class to promote rhythm.
1.7 Explain and engage in a games, activities,, or dance from a variety of different cultures and historical periods. (i.e. cricket, salsa, line dance) 5 (2.5.6.C.3)	Cha-cha Slide- Students will engage in a dance session at the end of class to promote rhythm.
1.8 Create an demonstrate a rhythmic routine/dance of smooth flowing sequential movement patterns 5 (2.5.6.A.1)	Students will create their own dance to one of the current dance songs
1.9 Demonstrate a synchronized group rhythmic activity that engages students in moderate to vigorous physical activity 5 (2.5.6.A.1, 2.5.6.A.2)	Students will create their own dance to one of the current dance songs
2.1 Identify each health-related and skill-related fitness component of fitness. 3 (2.6.4.A.2 )	Fitness Time- Circuit of various exercises that will relate to endurance and strength
2.4 Determine the short and long term physical, social, emotional and intellectual benefits of participating in regular physical activity. 3 (2.6.4.A.1)	Fitness Time- Circuit of various exercises that will relate to endurance and strength

2.7 Identify and monitor health/fitness indicators through the development and implementation of a personal fitness plan. 5 (2.6.6.A.3)	Fitness Time- Circuit of various exercises that will relate to endurance and strength
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<b>Unit Pacing</b>	
<i>Learning Activities will be Unit long.</i>	
<b>Concepts/Skills</b>	<b>Formative Assessment</b>
Unit Concept- The concept for this unit is to refine motor movement and link fitness to wellness. Students will be able to: <ul style="list-style-type: none"> <li>• Combine movement skills to achieve a goal.</li> <li>• Use fitness skills to enhance lifestyle.</li> <li>• Use feedback from teacher and self evaluation to correct movements.</li> </ul>	<i>Students who understand the concepts are able to:</i> <ul style="list-style-type: none"> <li>• Teacher Informal Observation</li> <li>• Class Participation</li> <li>• Class Discussion</li> <li>• Oral Question and Answer Response</li> </ul>
<b>Unit Resources</b>	<b>District/School Summative Assessments</b>
Teacher Resources: Pecentral.com , Spotify, YouTube, pegames.org, AAHPERD.org, NJAHPERD.org OPENPhysEd.org	Report Cards Progress Reports

<b>Interdisciplinary Connections</b>
Math and Science

<b>Future Learning</b>
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<b>Prior Learning</b>
Students will build upon previous skills to increase them creating a healthy, physically active life

<b>Modifications</b>
<i>Modifications for not only special education students but for English Language learners, students at risk for school failure and gifted students.</i>  <i>The students will be challenged by modifying all activities that they are doing to meet each student's ability and needs.. Changes are hard to plan and will be on the fly.</i>

<b>21st Century Themes and Skills</b>
9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem- solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Commercial Township School District  
 Content Area: Physical Education  
 Grade Level: 3 - 5  
 Unit 2: Fitness/Manipulative Skills  
 (Model Curriculum Unit 2 and 3)

**Unit Summary**

Students will learn to use individual gross motor skills. These skills will be combined with other skills to use in the future. As fitness skills are learned students will continue to use the skills to evaluate their fitness level.

<b>Student Learning Objectives NJ Model Curriculum Number, SLO, Grade Level Corresponding NJCCCS</b>	<b>Example activity</b>
2.1 Identify each health-related and skill-related fitness component of fitness. 3 (2.6.4.A.2 )	Fitness Time- Circuit of various exercises that will relate to endurance and strength
2.3 Explain and demonstrate specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components. 5 ( 2.6.6.A.2)	Fitness Time- Circuit of various exercises that will relate to endurance and strength
2.4 Determine the short and long term physical, social, emotional and intellectual benefits of participating in regular physical activity. 3 (2.6.4.A.1)	Fitness Time- Circuit of various exercises that will relate to endurance and strength
2.5 Develop health-related fitness goals based on the assessment of one’s personal fitness- level and track progress using health/fitness indicators. 4 (2.6.4.A.3 , 2.2.4.B.4)	Fitness pre and post testing
2.6 Develop a personal fitness plan based on the assessment of one’s personal fitness levels and goals. 5 (2.6.6.A.3)	Fitness pre and post testing
3.1 Manipulate a variety of objects with control in personal and general space. 3 (2.5.4.A.1)	Floor Hockey- Students will dribble the puck up and around a cone staying in a line and not running into other classmates.
3.2 Explain and demonstrate throwing, catching, dribbling, shooting, and striking an object from a stationary position with mechanical correctness. 4 (2.5.4.A.2)	Basketball Shooting drill- Student will stand on a spot, position hands, push and release ball with proper spin
3.3 Explain and demonstrate how to dribble, pass, and receive an object while moving with a partner. 4 (2.5.4.A.2)	Floor Hockey- Students will dribble the puck up and around a cone staying in a line and not running into other classmates.
3.4 Explain and demonstrate throwing and catching using correct mechanical techniques in games, sports and activities. 5 ( 2.5.6.A.1, 2.5.6.A.2)	Baseball Skills Unit: Students will work on pitching a baseball to a target
3.8 Explain and demonstrate striking and kicking of an object with and without an implement, using correct mechanical techniques in games, sports and activities. 3 (2.5.4.A.1 )	Soccer Shot Station- Student will take turns shooting a goal (protected by a goalie) in the proper technique

<b>Unit Pacing</b>	
<i>Learning Activities will be Unit long.</i>	
<b>Concepts/Skills</b>	<b>Formative Assessment</b>
<p>Students will learn skills associated with striking, throwing, catching, and kicking. Students will also continue to advance with fitness skills</p> <p>Students will be able to</p> <ul style="list-style-type: none"> <li>• Use a variety of individual movements as an individual to use in various games and activities.</li> <li>• Extend knowledge of fitness to develop a plan for lifelong health.</li> <li>• Be aware of sportsmanship and how to act according to different situations in a game.</li> </ul>	<p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> <li>• Teacher Informal Observation</li> <li>• Class Participation</li> <li>• Class Discussion</li> <li>• Oral Question and Answer Response</li> </ul>
<b>Unit Resources</b>	<b>District/School Summative Assessments</b>
<p>Teacher Resources:</p> <p>Pecentral.com , Spotify, YouTube, pegames.org, AAHPERD.org, NJAHPERD.org OPENPhysEd.org</p>	<p>Report Cards</p> <p>Progress Reports</p>

<b>Interdisciplinary Connections</b>
Music (Rhythm), Math (Calculations), Science (body systems)

<b>Future Learning</b>
•
<b>Prior Learning</b>
Students will build upon previous skills to increase them creating a healthy, physically active life

<b>Modifications</b>
<p><i>Modifications for not only special education students but for English Language learners, students at risk for school failure and gifted students.</i></p> <p><i>The students will be challenged by modifying all activities that they are doing to meet each student's ability and needs.. Changes are hard to plan and will be on the fly.</i></p>

<b>21st Century Themes and Skills</b>
Health Literacy, Critical Thinking and Problem Solving, Flexibility and Adaptability, Leadership and Responsibility

**Commercial Township School District**  
**Content Area: Physical Education**  
**Grade Level: 3 - 5**  
Unit 3: Fitness/Cooperative Activities  
(Model Curriculum Unit 2 and 5)

**Unit Summary**

This unit will allow students to participate and learn rules and strategy to be involved in various situations where team skills are required. Individual skills are required in order for students to make achievements in these areas. Fitness will be stressed in this unit in order to increase the components of health

<b>Student Learning Objectives</b> <b>NJ Model Curriculum Number, SLO, Grade Level</b> <b>Corresponding NJCCCS</b>	<b>Example activity</b>
2.1 Identify each health-related and skill-related fitness component of fitness. 3 (2.6.4.A.2 )	Fitness Time- Circuit of various exercises that will relate to endurance and strength
2.2 Describe specific strategies that will maintain or improve each health-related and skill- related fitness component. 4 (2.6.4.A.2 )	Fitness Time- Circuit of various exercises that will relate to endurance and strength
2.3 Explain and demonstrate specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components. 5 ( 2.6.6.A.2)	Push Up testing. This exercise, if done enough, will help increase muscular strength
2.4 Determine the short and long term physical, social, emotional and intellectual benefits of participating in regular physical activity. 3 (2.6.4.A.1)	Fitness Time- Circuit of various exercises that will relate to endurance and strength
2.5 Develop health-related fitness goals based on the assessment of one’s personal fitness- level and track progress using health/fitness indicators. 4 (2.6.4.A.3 , 2.2.4.B.4)	Fitness Time- Circuit of various exercises that will relate to endurance and strength
2.6 Develop a personal fitness plan based on the assessment of one’s personal fitness levels and goals. 5 (2.6.6.A.3)	Fitness pre and post testing
2.8 Identify which factors (personal, hereditary, environmental) might play a role in determining one’s personal fitness level. 3 (2.6.4.A.4)	Fitness pre and post testing
2.9 Identify factors (health status, interests, environmental) that impact personal fitness and explain their potential positive and negative effects. 4 (2.6.4.A.4, 2.1.4.B.1, 2.2.4.B.3 , 2.1.4.A.2 , 2.1.4.B.1)	Fitness Time- Circuit of various exercises that will relate to endurance and strength
2.10 Use knowledge of the health factors to explain how decision making affects physical activity, and nutrition in relation to attaining personal health and fitness goals. 5 (2.6.6.A.5, 2.2.6.B.1)	Fitness Time- Circuit of various exercises that will relate to endurance and strength
5.6 Describe how team members may motivate each other for success during cooperative games and activities. 3 (2.5.4.B.2)	Students are encouraged to give praise to each other during all activities.
5. 7 Demonstrate effective team building skills in a variety of cooperative physical challenges and activities. 4 (2.5.6.B.1, 2.5.4.B.2)	Partner/ Team Building Stations: Ski Walkers, 3 leg walk, partner ball carry, Group Fitness, etc
5.9 Demonstrate appropriate sportsmanship behaviors and apply specific rules during competitive games, sports, and other cooperative activities. 4 (2.5.4.C.1, 2.5.4.C.2)	This is done through daily discussion. Students are always encouraged to show proper altitude to each other.

5.11 Demonstrate knowledge of rules, procedures and safety concepts and apply them effectively as an observer or participant in games, sports and activities. 5 (2.5.6.C.1)	Safety- Before games are played students are reminded on rules and safety precautions of the games. These rules are essential to safety and positive game play
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Unit Pacing	
<i>Learning Activities will be Unit long.</i>	
Concepts/Skills	Formative Assessment
<p>Students will use skills learned in the previous unit (individual skills) and apply them in different team settings. These skills will be used in various games and sports. Students will continue to engage in fitness programs. At this time students should be able to combine all components of fitness to develop their fitness to their best potential.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use individual skills and engage in team and group activities.</li> <li>• Acquire the skills to work together as a group.</li> <li>• Use problem solving and cooperation to attain a goal.</li> <li>• Combine aspects of fitness to examine how their health if affected by fitness in their lives</li> </ul>	<p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> <li>• Teacher Informal Observation</li> <li>• Class Participation</li> <li>• Class Discussion</li> <li>• Oral Question and Answer Response</li> </ul>
Unit Resources	District/School Summative Assessments
<p>Teacher Resources:</p> <p>Pecentral.com , Spotify, YouTube, pegames.org, AAHPERD.org, NJAHPERD.org OPENPhysEd.org</p>	<p>Report Cards Progress Reports</p>

Interdisciplinary Connections
Music (Rhythm), Math (Calculations), Science (body systems)

Future Learning
•
Prior Learning
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Modifications
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**21st Century Themes and Skills**

Health Literacy, Critical Thinking and Problem Solving, Flexibility and Adaptability, Leadership and Responsibility

**Commercial Township School District**  
**Content Area: Physical Education**  
**Grade Level: 3 - 5**  
 Unit 4: Fitness/Lifetime Activities  
 (Model Curriculum Unit 2 and 5)

**Unit Summary**

This unit will consist of students using skills and procedures learned throughout the year. At this time students will understand the components of fitness and use them to lead a healthy lifestyle. Lifetime activities involve students learning different skills and activities in order lead a lifestyle that is active.

<b>Student Learning Objectives</b> <b>NJ Model Curriculum Number, SLO, Grade Level</b> <b>Corresponding NJCCCS</b>	<b>Example activity</b>
2.3 Explain and demonstrate specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components. 5 ( 2.6.6.A.2)	Fitness Time- Circuit of various exercises that will relate to endurance and strength
2.4 Determine the short and long term physical, social, emotional and intellectual benefits of participating in regular physical activity. 3 (2.6.4.A.1)	Fitness Time- Circuit of various exercises that will relate to endurance and strength  Students will be asked, “Why are you out of breath now?” and “Why can you run longer the next time you participate?”
2.5 Develop health-related fitness goals based on the assessment of one’s personal fitness- level and track progress using health/fitness indicators. 4 (2.6.4.A.3 , 2.2.4.B.4)	Fitness pre and post testing
2.7 Identify and monitor health/fitness indicators through the development and implementation of a personal fitness plan. 5 2.6.6.A.3)	Fitness pre and post testing
5.1 Demonstrate fundamental offensive and defensive strategies (faking, dodging, defending open space) in an isolated setting (skill practice). 3 (2.5.4.A.1, 2.5.4.B.1)	One catch football drills: QB, WR, DB Drill: Students have chance to be on offence and defense while doing a football related skill activity. QB will pass to the WR with a defensive back playing defense
5.2 Compare and contrast the proper situations for strategies (faking, dodging, defending open space) to be implemented. 4 (2.5.4.A.1, 2.5.4.B.1)	One catch football drills: QB, WR, DB Drill: Students have chance to be on offence and defense while doing a football related skill activity. QB will pass to the WR with a defensive back playing defense
5.3 Explain and demonstrate passing and receiving an object while moving cooperatively with a partner or small group in games, sports and activities. 4 (2.5.4.B.1, 2.5.4.B.2)	One catch football drills: QB, WR, DB Drill: Students have chance to be on offence and defense while doing a football related skill activity
5.4 Demonstrate the ability to perform both offensive and defensive strategies in applied settings (2.5.6.A.1, 2.5.6.B.1)	Playing a game of one catch football. Use f the learned strategies on the offence and defense sides of the game

5.5 Explain and demonstrate how to maintain team possession in competitive, partner and small group games, sports and activities. 5 ( 2.5.6.B.1)	Soccer- Students will use passing forward and backward in order to keep the ball in possession. Emphasis is on not only moving the ball forward.
5.8 Identify the characteristics of good sportsmanship that are displayed by both players and observers. 3 (2.5.4.C.1)	This is done through daily discussion. Students are always encouraged to show proper altitude to each other.
5.9 Demonstrate appropriate sportsmanship behaviors and apply specific rules during competitive games, sports, and other cooperative activities. 4 (2.5.4.C.1, 2.5.4.C.2)	This is done through daily discussion. Students are always encouraged to show proper altitude to each other.

Unit Pacing	
<i>Learning Activities will be Unit long.</i>	
Concepts/Skills	Formative Assessment
<p>This unit is intended for students to learn activities that they will engage in throughout their lives and use fitness skills to continue to achieve positive results in fitness.</p> <p>Students will able to:</p> <ul style="list-style-type: none"> <li>• Use individual skills and team skills to play in a variety of games.</li> <li>• Participate, learn and excel in games that could be played throughout life.</li> <li>• Have an understanding of why being active will lead to a healthy lifestyle.</li> <li>• Use fitness skills, results and plans to use in a fitness program that will enhance wellness</li> </ul>	<p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> <li>• Teacher Informal Observation</li> <li>• Class Participation</li> <li>• Class Discussion</li> <li>• Oral Question and Answer Response</li> </ul>
Unit Resources	District/School Summative Assessments
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**21st Century Themes and Skills**

Health Literacy, Critical Thinking and Problem Solving, Flexibility and Adaptability, Leadership and Responsibility

**Curriculum Development Resources: Click the links below to access additional resources used to design this unit:**

<https://www.state.nj.us/education/aps/cccs/chpe/>

<https://www.state.nj.us/education/modelcurriculum/peh/>

[http://totowa.k12.nj.us/curriculum/Specials/Physical%20Education/curriculum\\_pe.html](http://totowa.k12.nj.us/curriculum/Specials/Physical%20Education/curriculum_pe.html)

[www.pecentral.org](http://www.pecentral.org)

[www.OPENphysed.org](http://www.OPENphysed.org)

[www.pegames.org](http://www.pegames.org)

[www.AAHPERD.org](http://www.AAHPERD.org)

[www.NJAHPERD.org](http://www.NJAHPERD.org)