

# Verona Public School District Curriculum Overview

## Physical Education 5-8



**Curriculum Committee Members:**

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**Verona Public Schools Mission Statement:**

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

**Course Description:**

The purpose of the Henry B. Whitehorne Health & Physical Education program is to develop the correlation between a healthy mind and a healthy body. We will help our students develop a positive attitude towards healthy living by utilizing and demonstrating the basic principles of physical fitness, muscular strength, endurance, flexibility, and cardiovascular development. Our program consists of units in which students will have the opportunity to learn skills needed to participate in lifelong activities such as personal fitness, team sports, and individual & dual sports. This coeducational program will provide our students with an understanding of strategies, tactics, and techniques to allow them to become competent in their activity and become a more sophisticated athletic spectator at Verona, collegiate, and professional sporting events. In addition, our program will help to develop important social and cooperative skills that are essential to the 21st Century Learner and can be carried on to their adult life to become productive citizens of our global society. The curriculum has been contoured to meet the New Jersey Core Curriculum Content Standards for Physical Education. The Henry B. Whitehorne & Physical Education program continues to integrate technology into the classroom to monitor the progress of each student. At the conclusion of our program, our students will have a better understanding of flexibility, strength, and cardiovascular activities that can be used to develop their own fitness plans.

**Prerequisite(s):** Passing of Previous PE Class

<b>Standard 8: Technology Standards</b>	
<b>8.1: Educational Technology:</b> <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	<b>8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> <li>x A. Technology Operations and Concepts</li> <li>x B. Creativity and Innovation</li> <li>x C. Communication and Collaboration</li> <li>x D. Digital Citizenship</li> <li>    E. Research and Information Fluency</li> <li>x F. Critical thinking, problem solving, and decision making</li> </ul>	<ul style="list-style-type: none"> <li>x A. The Nature of Technology: Creativity and Innovation</li> <li>    B. Technology and Society</li> <li>x C. Design</li> <li>x D. Abilities for a Technological World</li> <li>    E. Computational Thinking: Programming</li> </ul>

<b>SEL Competencies and Career Ready Practices</b>	
<b>Social and Emotional Learning Core Competencies:</b> <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	<b>Career Ready Practices:</b> <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
<b>Self-awareness:</b> The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> <li>x CRP2. Apply appropriate academic and technical skills.</li> <li>x CRP9. Model integrity, ethical leadership, and effective management.</li> <li>    CRP10. Plan education and career paths aligned to personal goals.</li> </ul>
<b>Self-management:</b> The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> <li>x CRP3. Attend to personal health and financial well-being.</li> <li>x CRP6. Demonstrate creativity and innovation.</li> <li>x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>x CRP11. Use technology to enhance productivity.</li> </ul>

<p><b>Social awareness:</b> The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.</p>	<ul style="list-style-type: none"> <li>x CRP1. Act as a responsible and contributing citizen and employee.</li> <li>x CRP9. Model integrity, ethical leadership, and effective management.</li> </ul>
<p><b>Relationship skills:</b> The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.</p>	<ul style="list-style-type: none"> <li>x CRP4. Communicate clearly and effectively and with reason.</li> <li>x CRP9. Model integrity, ethical leadership, and effective management.</li> <li>x CRP12. Work productively in teams while using cultural global competence.</li> </ul>
<p><b>Responsible decision making:</b> The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.</p>	<ul style="list-style-type: none"> <li>x CRP5. Consider the environmental, social, and economic impact of decisions.</li> <li>x CRP7. Employ valid and reliable research strategies.</li> <li>x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>CRP9. Model integrity, ethical leadership, and effective management.</li> </ul>

**Standard 9: 21<sup>st</sup> Century Life and Careers**

**9.1: Personal Financial Literacy:** *This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.*

**9.2: Career Awareness, Exploration & Preparation:** *This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.*

**9.3: Career and Technical Education:** *This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.*

- x A. Income and Careers
- B. Money Management
- C. Credit and Debt Management
- D. Planning, Saving, and Investing
- E. Becoming a Critical Consumer
- F. Civic Financial Responsibility
- G. Insuring and Protecting

- A. Career Awareness (K-4)
- x B. Career Exploration (5-8)
- C. Career Preparation (9-12)

- A. Agriculture, Food & Natural Res.
- B. Architecture & Construction
- C. Arts, A/V Technology & Comm.
- D. Business Management & Admin.
- E. Education & Training
- F. Finance
- G. Government & Public Admin.
- x H. Health Science
- I. Hospital & Tourism
- J. Human Services
- K. Information Technology
- L. Law, Public, Safety, Corrections & Security
- M. Manufacturing
- N. Marketing
- O. Science, Technology, Engineering & Math
- P. Transportation, Distribution & Log.

### Course Materials

**Core Instructional Materials:** *These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.*

- New Jersey Student Learning Standards (NJSLs)
- Board of Education approved materials and equipment that allows the students of Verona to learn the rules and strategies necessary to play team sports & individual sports. Students will also use this equipment to learn lifelong fitness skills that can be applied to their own personal fitness plans both now and in the future.

**Differentiated Resources:** *These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.*

- Google Classroom
- YouTube Channels
- Student/Peer Assessment
- Teacher Assessment-verbal, visual, written
- Daily Fit Log
- Google Forms
- Google Docs
- Google Sheets
- Guest Speakers
- Grouping Strategies
- Modified Games/Implements for Students with Special Needs
- Modified Games/Implements for Students of Varying Skill
- Phone Apps
- Twitter/Social Media
- Weekly/Monthly Reflections
- Student Surveys

## Curriculum Scope & Sequence

**Subject/Grade Level: PE & HEALTH/GRADES 5 - 8**

**Course: PHYSICAL EDUCATION 5-8**

Unit	Duration	NJCCCS / Unit Goals	Transfer Goal(s)	Enduring Understandings	Essential Questions
HBW Fitness Testing Grades 5-8	1-2 Weeks	Integrated Skills 2.2.8.C.1  Motor Skill Development 2.5.8.A.1 2.5.8.A.2 2.5.8.A.4 2.5.8.C.1 2.5.8.C.2  Fitness 2.6.8.A.1 2.6.8.A.2 2.6.8.A.3 2.6.8.A.4 2.6.8.A.5	Students will be able to create a personal fitness plan intended to assist in the pursuit towards achieving individually established personal fitness goals.	1. Personal physical fitness has lifelong effects on one's wellness.  2. Personal physical fitness exercises can be modified to accommodate different variations and conditions.  3. There is a direct correlation between physical fitness and other social, mental, and emotional aspects of your life.	1. What are the benefits of an active lifestyle?  2. Why would something need to be modified?  3. How can you measure your current level of physical fitness?  4. Why should you set measurable, realistic goals?  5. How could you apply the components of physical fitness testing to develop an individualized wellness plan?

<p><b>Ultimate Team Games</b> Football Frisbee Handball Grades 7 &amp; 8</p>	<p>3-4 Weeks</p>	<p>Integrated Skills 2.2.8.C.1</p> <p>Motor Skill Development 2.5.8.A.1 2.5.8.A.2 2.5.8.A.4 2.5.8.B.1 2.5.8.B.2 2.5.8.B.3 2.5.8.C.1 2.5.8.C.2</p> <p>Fitness 2.6.8.A.1 2.6.8.A.2 2.6.8.A.4 2.6.8.A.5</p>	<p>Students will be able to determine an appropriate strategy best suited to achieve team goals based on personnel, opposition strengths, and game situations during a competitive setting.</p>	<p>1. A recreational activity can be modified to accommodate different variations and conditions.</p> <p>2. Due to its many positions, football consists of players performing different roles and skills while working together as a unit to achieve a common goal.</p> <p>3. Team strategy decisions are determined by analyzing a combination of many factors as they apply to each specific game situation.</p>	<p>1. What are some challenges that are unique to team sports?</p> <p>2. How do team sports benefit you socially?</p> <p>3. In what other context in life might people need to work together towards a common goal?</p> <p>5. If your family was a football team, what positions would each person play and why?</p> <p>6. Why is team strategy important?</p> <p>7. How or why might strategies change during a competition?</p>
<p><b>Large Group Games</b> Grades 5-8</p>	<p>Used throughout entire course</p>	<p>Integrated Skills 2.2.8.C.1</p>	<p>Students will be able to position themselves at appropriate spatial</p>	<p>1. Spatial awareness is an important component of sports in regard to safety,</p>	<p>1. How does spatial awareness affect the pace and flow of a game?</p>



		<p>Motor Skill Development</p> <p>2.5.8.A.1 2.5.8.A.2 2.5.8.A.4 2.5.8.B.1 2.5.8.B.2 2.5.8.B.3 2.5.8.C.1 2.5.8.C.2</p> <p>Fitness</p> <p>2.6.8.A.1 2.6.8.A.4</p>	<p>distances during competition to increase chances of success and team efficiency.</p> <p>Students will be able to incorporate the knowledge and skills used during large group ball games in PE class into other endeavors outside school.</p>	<p>strategy, and often success.</p> <p>2. Due to its many variations and sport combinations, speedball is an activity that can be engaging and beneficial to people of all different skill levels and interests.</p> <p>3. A large group activity can be modified to accommodate different variations and conditions.</p>	<p>2. What are some of the positives or negatives of participating in large group games?</p> <p>3. How can popular sports be modified in order to enhance the needs and experience of a PE class?</p> <p>4. What do you need to know to organize a large group game in a recreational setting outside of school?</p>
<p><b>Volleyball</b> Grades 5-8</p>	<p>4-6 Weeks</p>	<p>Integrated Skills</p> <p>2.2.8.C.1</p> <p>Motor Skill Development</p> <p>2.5.8.A.1 2.5.8.A.2 2.5.8.C.1 2.5.8.C.2</p> <p>Fitness</p> <p>2.6.8.A.1 2.6.8.A.4</p>	<p>Students will be able to demonstrate sportsmanship by displaying proper conduct and respect towards both their teammates and their competitors before, during, and after competition.</p>	<p>1. Behaving well is as important as playing well.</p> <p>2. You are accountable for how you treat people and your surroundings before, during, and after competition.</p>	<p>1. Is practicing sportsmanship a part of the rules, or are following the rules a part of good sportsmanship?</p> <p>2. How do your actions affect others around you in a competitive setting?</p>

					<p>3. Would I want myself for a teammate or a competitor?</p> <p>4. When/how might sportsmanship be more important than the game itself?</p>
<p><b>Pickleball</b> Grades 5-8</p>	<p>3-4 Weeks</p>	<p>Integrated Skills 2.2.8.A.1 2.2.8.C.1</p> <p>Motor Skill Development 2.5.8.A.1 2.5.8.A.2 2.5.8.A.4 2.5.8.B.1 2.5.8.B.2 2.5.8.B.3 2.5.8.C.1 2.5.8.C.2</p> <p>Fitness 2.6.8.A.1 2.6.8.A.4 2.6.8.A.5</p>	<p>Students will be able to create and adhere to rules and regulations with the purpose of establishing order, promoting fairness, providing safety, and managing conflict.</p>	<p>1. Due to its versatility and simplicity, pickleball can be played in many different environments and situations.</p> <p>2. The establishment and enforcement of rules throughout history allow for the success and continuity of sports and games in the present and future.</p>	<p>1. How many different areas or environments can you successfully play pickleball in?</p> <p>2. How is the game of pickleball itself an already modified variation?</p> <p>3. Why do we need rules?</p> <p>4. What would sports and games be like without rules?</p> <p>5. How are rules in sports similar or different than other rules in society and life?</p>

<p><b>Badminton</b> Grades 5-8</p>	<p>3-4 Weeks</p>	<p>Integrated Skills 2.2.8.A.1 2.2.8.C.1</p> <p>Motor Skill Development 2.5.8.A.1 2.5.8.A.2 2.5.8.A.4 2.5.8.B.1 2.5.8.B.2 2.5.8.B.3 2.5.8.C.1 2.5.8.C.2</p> <p>Fitness 2.6.8.A.1 2.6.8.A.4 2.6.8.A.5</p>	<p>Students will be able to use and interpret verbal and nonverbal cues to communicate effectively with others.</p>	<p>1. A recreational activity can be modified to generate more success while learning the game.</p> <p>2. Due to its versatility and simplicity, badminton can be played in many different environments and situations.</p> <p>3. Good communication is required to succeed while playing doubles badminton.</p>	<p>1. Why is it necessary to sometimes modify badminton skills?</p> <p>2. How many different areas or environments can you successfully play badminton in?</p> <p>3. Why is communication important?</p> <p>4. How will good communication skills benefit you socially?</p>
<p><b>Track &amp; Field</b> Grades 5 &amp; 8</p>	<p>3-4 Weeks</p>	<p>Integrated Skills 2.2.8.B.3 2.2.8.C.1</p> <p>Motor Skill Development</p>	<p>Students will be able to participate in selected activities that align with their personal</p>	<p>1. Track and field is a unique combination of team and individual sports.</p>	<p>1. How is it possible for Track and Field to serve as both a team and individual sport at the same time?</p>

		2.5.8.A.1 2.5.8.A.2 2.5.8.A.4 2.5.8.C.1 2.5.8.C.2  Fitness 2.6.8.A.1 2.6.8.A.2 2.6.8.A.4 2.6.8.A.5	strengths and interests.	2. Track and field activities can be used as non-competitive fitness activities.  3. Self-assessment is important when choosing to participate in both competitive and recreational activities.	2. How many different types of exercise does Track & Field include?  3. How can learning these new skills and events contribute to your lifelong wellness?  4. How does personal choice apply to lifelong fitness?  5. Why is self-assessment a part of personal growth?
<b>Fitness</b> Grades 5-8	Used throughout entire course	Integrated Skills 2.2.8.C.1  Motor Skill Development 2.5.8.A.1 2.5.8.A.2 2.5.8.A.4 2.5.6.A.4 2.5.8.C.1 2.5.8.C.2 2.5.8.C.3	Students will be able to independently identify an intrinsic or extrinsic driving force in order to achieve a specific goal.	1. Personal physical fitness has lifelong effects on one's wellness.  2. There is a direct correlation between physical fitness and other social, mental, and emotional aspects of your life.	1. What are the benefits of an active lifestyle?  2. What are different reasons to incorporate fitness into your lifestyle?  3. Why should you set personal fitness goals?

		Fitness 2.6.8.A.1 2.6.8.A.2 2.6.8.A.3 2.6.8.A.4 2.6.8.A.5		3. Personal fitness goals vary with the specific needs and traits of the individual.  4. Motivation and goal-setting play important roles in the success or failure of personal fitness plans.	4. Is motivation the same for everyone?  5. How many ways can people be motivated?  6. What is the best type of motivation?
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