This curriculum may be modified through varying techniques, strategies, available athletic equipment and technology, gymnasiums and outdoor facilities, as per individual student's Individual Educational Plan (IEP) or teacher’s instruction based on class progression and assessment.
Table of Contents

2013 Physical Education Overview

Roselle Health & P.E. Dept. Information

Guidelines & Standards

Elementary Physical Education Unit Plans

Physical Education Unit Content & Subject Material
1. Physical Fitness & Nutrition
2. Rhythm & Dance
3. Theory & Practice of Touch/Flag Football
4. Theory & Practice of Volleyball
5. Theory & Practice of Floor Hockey
6. Theory & Practice of Basketball
7. Theory & Practice of Soccer
8. Theory & Practice of Diamond Games  (Baseball-Softball-Wiffle ball)
9. Theory & Practice of Outdoor Track & Field (Spring)

Project Base Learning (Film & Literacy )

Health & Physical Education Internet Resource Sites

Teacher Resources/Appendix
2013 Physical Education Goals

Regular physical activity helps students succeed in school – and in life!

In addition to keeping children healthy and strong, the American Heart Association statistics shows positive results from 30 minutes of exercise each day:

- Increase concentration and focus
- Improve classroom attendance and behavior
- Boost academic performance

As the places where kids spend a majority of their time, schools are important places for kids to experience and enjoy being active. That’s why, in collaboration with the groups below, the First Lady, Michelle Obama kicked off the Let’s Move! Active Schools program to help schools across the country make quality physical activity a part of every child’s day.

Modern Physical Education programs are comprehensive programs that empower school champions – P.E. teachers, classroom teachers, principals, administrators, and parents – to create active environments that enable all students to get moving and reach their full potential.

American Alliance Health Physical Education Recreation & Dance (AAHPERD) suggests teachers:

- Use documentation (journal writing), Math, Technology, Reading and Speech (projects) Human Science as students follow the Let’s Move Curriculum and Common Core Standards in their classes.
- Implement more Physical Fitness into the P.E. Curriculum than Sports
- Incorporate National Physical Education Standards and NJCCCS Health and Physical Education Standards (2009)
- Recommend Field Trips for Health & Physical Education
- Create School Events for Health & Physical Education
Physical Education Explained

What is Physical Education?

Physical Education is the development of the mind, body, and soul via physical activity & exercise. The three domains of Physical Education are Cognitive (intellectual thought), Psycho-Motor Behavior (Human Body, Movement & Balance) and Affective (Emotions & Self Esteem).

What is the Objective of Physical Education?

The objective of Physical Education is the development of knowledge and practice of Physical Fitness, increasing self esteem and social skills, and valuable use of leisure time.

What is Exercise?

Exercise is physical activity that is planned, structured, and repetitive movement done to improve or maintain one or more components of Physical Fitness.

When & Where did Physical Education come begin?

Physical Education began during the Golden Age of Greece (490-338 B.C.). In Greek academies; Art, Astronomy, Geometry, Music, Writing, and Physical Education were the first subjects taught by teachers. Gymnastics and running were two major skills taught in Physical Education class during that time for the conditioning of the human body.

<table>
<thead>
<tr>
<th>Students being Physically Educated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Means</td>
</tr>
<tr>
<td>Habits ↔ Understanding ↔ Skills</td>
</tr>
<tr>
<td>About</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yourself</th>
<th>Physical Fitness</th>
<th>Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance (Size)</td>
<td>Physical Development</td>
<td>Individual</td>
</tr>
<tr>
<td>Heart</td>
<td>Cardio Endurance</td>
<td>Dual</td>
</tr>
<tr>
<td>Health &amp; Wellness</td>
<td>Muscular Strength</td>
<td>Team</td>
</tr>
<tr>
<td>Five Senses</td>
<td>Flexibility (Stretching)</td>
<td></td>
</tr>
<tr>
<td>Metabolism</td>
<td>Balanced Nutrition</td>
<td></td>
</tr>
<tr>
<td>Human Body</td>
<td>Body Fat Composition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Balance &amp; Coordination</td>
<td></td>
</tr>
</tbody>
</table>
Roselle Public Schools

Elementary Health & Physical Education Department

Kindergarten Success Academy (K)
Harrison Elementary School (1-4)
Dr. Charles C. Polk Elementary School (1-4)
Washington Elementary School (1-4)
Leonard V Moore Middle School (5-6)

Health & Physical Education Vision Statement

Roselle Public Schools are committed to providing a daily, quality, grades K-6 health/Physical Education program that builds knowledge, fitness, movement skills, social well-being and confidence so students can live and enjoy a healthy active lifestyle.

Health & Physical Education Mission Statement

Health & Physical Education is part of the educational process which contributes to the physical, mental, social and emotional growth and well-being of each student. A regular program of physical education is provided in each grade. Our goal is to provide movement activities that will strive to:

- Develop motor skills necessary to perform a variety of physical activities
- Develop a level of physical fitness that will enable active physical participation and enhance motor skill learning
- Develop knowledge, understanding and benefit from involvement in physical activity and its contribution to a healthy lifestyle
- Promote interest and proficiency in activities that will enable students to participate successfully, now and in the future
Roselle Public Schools

Physical Education Department

Student Performance Assessment

Listed below are a variety of methods, which can be utilized to assess student performance. However, teachers are not limited to the assessments listed below:

- Students demonstrate good sportsmanship and teamwork
- Students demonstrate sound safety practices while engaged in physical activity
- Students demonstrate knowledge of rules and regulations which enhance the success of the activity
- Students demonstrate positive attitudes and behaviors for creating an avenue of self expression
- Students display active class participation
- Students performance on physical skills test
- Students will create an annual literacy project in Physical Education

P.E. Class Safety Considerations

- Any equipment not being used must be placed completely out of the way to avoid being tripped over or harming students.
- Appropriate footwear (Sneakers) must be worn at all times
- Students need to be aware of their own workers space to avoid collision
Physical Education Standards & Guidelines

NASPE (National Association Sport and Physical Education) recommends that schools provide 150 minutes of instructional physical education for elementary school children, and 225 minutes for middle and high school students per week for the entire school year. A quality physical education program provides learning opportunities, appropriate instruction, meaningful and challenging content with student and program assessment (2004).

2004 NASPE (National Association Sport and Physical Education) Standards

- **Standard 1**: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 2**: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- **Standard 3**: Participates regularly in physical activity.
- **Standard 4**: Achieves and maintains a health-enhancing level of physical fitness.
- **Standard 5**: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- **Standard 6**: Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

2008 National Advanced Physical Education Teacher Standards

- **Standard 1: Professional Knowledge**
  Advanced physical education teacher candidates come to understand disciplinary content knowledge, the application of content knowledge to teaching physical education, and modes of inquiry that form the bases for physical education programs and instruction.

- **Standard 2: Professional Practice**
  Advanced physical education teacher candidates use content knowledge and pedagogical content knowledge to design and conduct appropriate learning experiences that facilitate and enhance the growth of learners.

- **Standard 3: Professional Leadership**
  Advanced physical education teacher candidates are continuous, collaborative learners who further their own professional development and use their abilities to contribute to the profession.
2008 U.S. Professional Health & Physical Education Teacher Standards

- **Standard 1: Scientific and Theoretical Knowledge**
  Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

- **Standard 2: Skill-Based and Fitness-Based Competence**
  Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in NASPE’s K-12 Standards.

- **Standard 3: Planning and Implementation**
  Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.

- **Standard 4: Instructional Delivery and Management**
  Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

- **Standard 5: Impact on Student Learning**
  Physical education teacher candidates utilize assessments and reflection to foster student learning and to inform instructional decisions.

- **Standard 6: Professionalism**
  Physical Education teacher candidates demonstrate dispositions essential to becoming effective professionals.

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

- A. Personal Growth and Development
- B. Nutrition
- C. Diseases and Health Conditions
- D. Safety
- E. Social and Emotional Health

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

- A. Interpersonal Communication
- B. Decision-Making and Goal Setting
- C. Character Development
- D. Advocacy and Service
- E. Health Services and Information

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle

- A. Medicines
- B. Alcohol, Tobacco, and Other Drugs
- C. Dependency/Addiction and Treatment

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle

- A. Relationships
- B. Sexuality
- C. Pregnancy and Parenting

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle

- A. Movement Skills and Concepts
- B. Strategy
- C. Sportsmanship, Rules, and Safety

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle

- A. Fitness and Physical Activity
Roselle Public Schools
Health & Physical Education Department

Elementary Physical Education

Curriculum Unit Plans

1. Physical Fitness & Nutrition
2. Rhythm & Dance
3. Theory & Practice of Touch/Flag Flag Football
4. Theory & Practice of Volleyball
5. Theory & Practice of Floor Hockey
6. Theory & Practice of Basketball
7. Theory & Practice of Soccer
8. Theory & Practice of Diamond Games
    (Baseball-Softball-Wiffle ball and Kickball)
9. Theory & Practice of Outdoor Track & Field
Roselle Public Schools
Health & Physical Education Department

Elementary Physical Education Unit Content & Subject Material
(4-6 weeks each Unit)

*Sports/physical skills are taught first, followed by games with safety & rules.

1. Physical Fitness & Nutrition (September)
2. Rhythm & Dance (Fall)
3. Theory & Practice of Touch/Flag Flag Football (Fall)
4. Theory & Practice of Volleyball (Fall-Winter)
5. Theory & Practice of Floor Hockey (Winter)
6. Theory & Practice of Basketball (Winter)
7. Theory & Practice of Soccer (Fall or Spring)
8. Theory & Practice of Diamond Games (Spring)
   (Baseball-Softball - Wiffle ball and Kickball)
9. Theory & Practice of Outdoor Track & Field (Spring)
Course: Elementary School Physical Education
Unit 1: Physical Fitness

Objectives:
- Students will learn the general exercise theories of Physical Fitness
- Students will examine student’s Cardiovascular endurance (Aerobic), muscular strength, muscular endurance, flexibility and body composition
- Students will improve one’s physical condition by exercise and practice
- Students will develop a healthy and physically active lifestyle

Physical Education Warm Up

At the beginning of a workout, students will be involved in warm up exercises. Time spent warming up is approximately 7-12 minutes. The warm up may include abdominal work, upper body strengthening, and additional activity to raise the body temperature. The warm up assists students in gaining a "physically active" mindset and provides them with the opportunity to ready their bodies for the remainder of the class.

Possible warm up activities:
- Timed jog
- Core Work
- Relays
- An activity involving skills of the present unit
- Plyometric training
- Circuit Training/Station work

Flexibility

The most common types of stretching exercises:

1. Passive - involves external force from a partner to stretch a muscle group
2. Static - slowly moving a muscle group to a stretched position and holding it there for 20-30 seconds
3. Ballistic - fast, momentum-assisted stretching created by swinging or bouncing a body segment
4. Proprioceptive (PNF) - involves the assistance of a trained partner to stretch and apply resistance to a muscle group
5. Dynamic - Combining movement of the body, momentum, and active muscular effort to bring about a stretch
Resistance Training

(Grades 3-8) ELEMENTS RECOMMENDED:

- Warm Up:
  1. 10-15 minutes of exercise (walking, jogging, jumping rope)
  2. Flexibility
- 1st Major Muscle Groups:
  1. Legs (ex. Squats)
  2. Chest (ex. push ups, wall dips)
  3. Back (rowing with weight ball, partner rows)
- 2nd Minor Muscle:
  1. Deltoids/Shoulders Groups (basic calisthenics)
  2. Triceps
  3. Biceps
- Work Abdominals (ex. crunches, leg raises, seated pedal)
- "Pair" Exercises:
  1. Each muscle has an opposing muscle that works in a opposite motion. Example: quadriceps and hamstrings
  2. An imbalance between opposing muscles increases the risk of injury.
- Stretch After Workouts
- Include Aerobic Workouts: Three times a week for a minimum of 8-15 minutes
- Eat Well:
  1. Limit your intake of saturated fat and simple sugars
  2. Drink water daily
  3. East fruit and vegetables
- Get Adequate Sleep: 6-8 hours each night

Fitness Testing

At the beginning and end of each school year all students are challenged with the Presidents Physical Fitness Test. Students are encouraged to do their best with the primary emphasis placed on improving over past scores. Each student's results are recorded on an individualized score sheet which continues to used in their School Physical Education classes.

Following is a list of the tests currently being used to assess each student's level of Fitness:

- Sit & Reach - Flexibility
- Bent Arm Hang - Muscular Endurance (Upper Body)
- Curl-ups (1 minute) - Muscular Endurance & Core Strength
- Mile Run - Cardiovascular Endurance
- Shuttle Run (30 feet) - Agility & Speed
- Bench Press (5 Repetition max.) - Muscular Strength (Upper Body)
Grades 2 to 4

PROPER EXERCISE:

- Work slowly and smoothly through the entire range of motion.
  1. The movement up should take the same time as the movement back.
  2. Counting during the movement can be helpful
     (ex. push up- 2 seconds up, 2 seconds down)

- Do not jerk or bounce
  1. Use a weight that allows proper technique
  2. Cheating with a heavy weight often results in injury and robs the intended
     muscles of resistance.
- Never lock elbows or knees while during excise motions. Keep a slight bend.
- Exhale through the most difficult part of the lift. Remember to breathe.

QUESTIONS:

1. How do I Start Up?
   - Be sure to warm up and stretch.
   - Take it easy.
   - Pay attention to previous injuries.
   - Don't worry about body weight.
   - Watch for the development of muscle tone.

2. How often should you exercise?
   - Rule of Thumb: Three full body workouts a week with a day of rest between each
     workout.
   - A rest day between workouts is as important as the workout. Allow muscles to
     recover and rebuild. Without a day of rest muscles cannot rebuild or become
     stronger.

3. How Long Should Workouts Be?
   - 20-30 minute sessions will do.
   - Keep workouts short & focused to avoid burn-out.

4. How long should I rest between sets?
   - Rest between sets should be 45-60 seconds.
   - Too much rest between sets prevents reaping the full benefits of the training
     session.
**Components of Physical Fitness**

**Muscular Endurance**- able to perform physical activities over an extended period of time.

Ex. Weight lifting

**Muscular Strength**- able to exert force against resistance.

**Cardiovascular Endurance**- the ability of the Heart & Lungs and Blood Vessels to

Carry Oxygen + Nutrients to various parts of the body.

(Exercise with Air) Aerobics, Running, Swimming

**Flexibility**-able to move muscles & joints through a Full range of Motion.

**Motor Skills**-Balance & Coordination.

**Nutrition**- consuming a balance of food and nutrients based upon the USFDA and

recommended food guide pyramid. The human body’s reaction towards consumption.

**Body Fat Composition**- comparison of fat to muscle make up in the human body.
**Healthy Eating for Students and Teachers**

**Nutrition**

**Our Objective:** We will be able to: live a healthy life style for a week by eating according to the US FDA 10 guidelines and exercising. Also, we will have an increase in energy, less pain in joints, more relaxed sleep, and be happier. *From following these steps, we will cut down on 35% of your normal Fat, Calories and/or over eating routines.*

**United States FDA recommended exercise**

Ages 10 to 17
3 to 4 times a week

**Cardiovascular Exercise 7-15 minutes**
(walking, running, dancing, biking, swimming, roller skating, playing sports)

**Staff (Adults)**

4 to 5 times a week

**Cardiovascular Exercise 20 to 45 minutes. * Minimum 20 minutes.**

*After 20 minutes you burn Calories from Fat.*

**Nutrition Guidelines**

1. **Drink 4 to 6 glasses (8oz.) of water a day**
   *Add Lemon/Lime Juice (aids with break down of fat molecules)*

2. **No fried foods** (Fried Chicken, Fish, Shrimp, Fries, Fast Food)
   Try to Consume Baked, Grill, or broil meat and Fish. **Do Not eat the skin of the chicken.**

3. **No soda (including diet soda). Avoid Alcohol. Juice is Better!**
   Drinks such as flavored waters with artificial sweeteners

4. **Avoid buffet restaurants/over eating**

5. **Try to avoid candy (unless medical reasons)**

6. **Try to eat fruit & raw vegetables daily.**
   Salad- DO NOT ADD MORE THAN 2 Tablespoons of dressing per serving

7. **Do not consume more than 4 tablespoons of starch/carbs per meal.**
   (Pasta, Yams, Potato, Plantain, Corn, Rice)

8. **Eat whole wheat bread instead of white bread.**

9. **Eat foods with fiber. (Flax Seeds, Prunes, Grapes, Nuts)**

10. **The Average American day is from 6 am to 11 pm. Try to eat meals between 7 am and 7pm. Your metabolism slows down after 7 pm, (you are tired).**
Physical Education

Name_________________________ Physical Fitness Progression Log
Age____

<table>
<thead>
<tr>
<th></th>
<th>Week I</th>
<th>Week II</th>
<th>Week III</th>
<th>Week IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardio</td>
<td>4/8 Mins</td>
<td>8/12 Mins</td>
<td>12/16 Mins</td>
<td>16/20 Mins</td>
</tr>
<tr>
<td>(Squat)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bench Press (Chest)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Push ups (Chest)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rowing (Back)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Triceps Ext. Dips</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biceps Curl</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABS # of Crunches Per Day</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example Measurement Chart

<table>
<thead>
<tr>
<th>Measurements</th>
<th>Month # 1</th>
<th>Month # 2</th>
<th>Month # 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neck</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L. Arm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chest/</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hips/Glutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L. Thigh</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L. Calf</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Height</th>
<th>Month # 1</th>
<th>Month # 2</th>
<th>Month # 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weight</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Unit 1: Physical Fitness Lesson Plan

**Teacher Name:** ____________  **Grade:** “Get Fit” GYMNASIUM  
**Subject:** PHYSICAL EDUCATION K-6

![Image](https://via.placeholder.com/150)

![Image](https://via.placeholder.com/150)

## LESSON PLAN TEMPLATE

<table>
<thead>
<tr>
<th>Date:</th>
<th>Week of</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT:</td>
<td>Subject:</td>
</tr>
<tr>
<td>Physical Fitness</td>
<td>Cardio Endurance and Agility (Motor Skills)</td>
</tr>
<tr>
<td>NJCCCS/CCSS:</td>
<td>2.1 Wellness: A. Personal Growth and Development B. Nutrition</td>
</tr>
<tr>
<td></td>
<td>2.5 Motor Skills Development A. Movement Skills</td>
</tr>
<tr>
<td></td>
<td>2.6 Fitness A. Fitness and Physical Activity</td>
</tr>
</tbody>
</table>

## Objective:

**OBJ:** (SWBAT) perform and increase their Cardiovascular Endurance and Muscular Strength.  

**(Cond.-How to)** SWBAT increase their fitness levels by completing a series of Physical Fitness Activities.  

**(D.O.L.- Assessment)** SWBAT challenge their components of physical fitness by performing cardiovascular activities by increasing the length of duration in segments.  

**(SWBAT)** participate in games to test their physical fitness components (**Aerobics, Baton Relay, Various relay races, Fitness Courses**)  

## Equipment/Materials:

Gym Floor, Cones, Exercise Mats, Batons, Balls, Parachute, Music, Play groundballs

## Motivation/DO NOW:

Students will begin Cardiovascular Component  
5-8 minute Walk-Run/Aerobics  

**Technology:** Electronic Scale/Body Fat Composition, Blood Pressure, BMI machine

## Anticipatory Set:

How can we increase our Fitness Levels? Speed, Muscles Mass, Endurance, decrease Body Fat. Reduce the intake of Fried Foods /High Cholesterol, reduce eating too much Starch & Candy. **Review P.E. Word Wall**
### Presentation of Lesson:

Explain the importance of Cardiovascular Endurance, Abdominal Strength, and Muscular Strength

1. Assessment of Personal Level of Fitness
2. Health related and skill related fitness **Aerobics/Agility courses**
3. Achieve and enhance Components of Fitness
4. Achieve Fitness goals (weight, strength, cardio)

### Guided Practice:

Students will work with a partner or in groups (teams) to complete physical tasks.

Students will perform the following fitness skills—

1. Abdominals- Crunches 2. Upper Body- Pushups, shoulder activities
2. Lower Body- Squats
3. Grades K-2  6 minutes cardio, Grades 3-4 12 minutes

### HOTS/Bloom’s Taxonomy Questioning

Students will brainstorm other fitness skills that can be measured assessed. **“Why is Cardio Endurance important to your personal Health?”**

### Independent Practice/Assessment:

Students will monitor themselves during the push ups, cardio, abdominals assessments.

### Closure:

Students will explain how they feel before the work our, during and after.

Students will log progress in their folders.

### Homework Assignment:

Students should go home and reflect on their goals for Physical Fitness.

Students will need to make a list of 5 goals and achievements they would like to make physically.

**Literacy & Math:** Students will maintain a exercise and nutrition journal. Students will calculate calories intake and used.

**Technology:** Students will research on the internet, Components of Physical Fitness.

### Class Safety Considerations
- Any equipment not being used must be placed completely out of the way to avoid being tripped over or harming students.
- Appropriate footwear (Sneakers) must be worn at all times
- Students need to be aware of their own workers space to avoid collision

**Additional Guided Questions for the Physical Fitness Unit**

What is the difference between muscular strength and muscular endurance?

How does an individual use exercise to develop muscular strength and muscular endurance?

What are the benefits of cardiovascular fitness?

What is your cardiovascular fitness zone (target heart rate)?

How do we assess our target heart rate?

What are the characteristics of flexibility?

How you benefit from good flexibility?

Why it is important to balance strength and flexibility exercises?
Physical Fitness Unit/Physical Education Class  Word Wall

Physical Education- is a subject that builds mind, body and soul by practicing exercise, sports, and human growth & social development.

Gymnasium- place where Physical Education is taught, sports and exercise are performed.

Physical Education

<table>
<thead>
<tr>
<th>Health</th>
<th>Dedication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellness</td>
<td>TEAM WORK</td>
</tr>
<tr>
<td>Exercise</td>
<td>Sportsmanship</td>
</tr>
<tr>
<td>Nutrition</td>
<td>Positive Self Esteem</td>
</tr>
<tr>
<td>Heart</td>
<td>Safety</td>
</tr>
<tr>
<td>Cardiovascular Endurance</td>
<td>SPORTS</td>
</tr>
<tr>
<td>Height &amp; Weight</td>
<td>RULES</td>
</tr>
<tr>
<td>BMI</td>
<td>Vitamins</td>
</tr>
<tr>
<td>Body Fat</td>
<td>Strength</td>
</tr>
<tr>
<td>Muscle</td>
<td>Protein</td>
</tr>
<tr>
<td>Metabolism</td>
<td>GOALS</td>
</tr>
<tr>
<td>Anatomy</td>
<td>Energy / Stamina</td>
</tr>
<tr>
<td>Skelton/ Bones</td>
<td></td>
</tr>
</tbody>
</table>
Roselle Public Schools
Health & Physical Education Department

Course: Elementary School Physical Education
Unit 2: Rhythm & Dance

Objectives:

- Students will learn the general techniques of rhythm and dance:
- Cardiovascular endurance (Aerobic), muscular strength, muscular endurance, flexibility
- Students will improve one’s physical condition by movement and dance
- Students will learn the elements of dance. They will demonstrate movement skill, process sensory information, and describe movement, using the vocabulary of dance
- Students will explore various cultures through the study of dance and dance history
- Students will explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music)
- Students will respond spontaneously to different types of music, rhythms, and sounds

Areas of Dance

Jazz Dance- any dance to jazz accompaniments, composed of a profusion of forms. Jazz dance paralleled the birth and spread of jazz itself from roots in black American society and was popularized in ballrooms by the big bands of the swing era (1930s and '40s).

Tap Dance -a dance by African Americans from Harlem Renaissance era in which the rhythm or rhythmic variation is audibly tapped out with the toe or heel by a dancer wearing shoes with special hard soles or with taps.

Social Dance- are coordinated movements between a male and female as dance partners.

Line/Group Dance- are group of people performing coordinated movements at the same time in one direction.

African/Caribbean Dance- dances that originate from Africa or the Caribbean that usually tells a story and is accompanied by any kind of drum.

Latin Dance- Latin dance is a general label that refers to various forms of ballroom dance and folk dance, and can include a wide range of dances originating in Latin America.
Parts of Dance

Choreography - is the art of designing sequences of movements in which motion, form, or both are specified.

Rhythm - movement or procedure with uniform or patterned recurrence of a beat, or accent
2. The pattern of regular or irregular pulses caused in music by the occurrence of strong and weak melodic and harmonic beats.

Music - an art of sound in time that expresses ideas and emotions in significant forms through the elements of rhythm, melody, harmony, and color.

Routine - performing all sections of the dance in a continuous complete set.

Bounce - or rebound of a moving object

Two Step - a ballroom dance in duple meter, marked by sliding or swaying steps side to side.

Spacing - the area between dancers.

Tempo - timed movements.

Celebrated dancers for Literacy and Historical projects in Physical Education
Martha Gram
Paula Abdul
Alvin Ailey
Debbie Allen
Josephine Baker
Savion Glover
Gregory Hines
Jenifer Lopez
Dance Warm Up Activities
1. Neck Isolations

Isolations is a term used to describe a series of warm ups in dance class that help your body to feel more agile. This warm up is usually performed with the feet shoulder-distance apart and the toes facing the front of the room. Bend your knees slightly and make sure that your spine is upright.

The point of isolations is to focus on one body part at a time. With your hands placed on your hips and the rest of your body perfectly still, begin looking to the right for a beat and then left. This warms up the muscles of the neck. You can also slowly circle the head by dropping the head down, to the right, back and left. Repeat this circling motion to the opposite side.

2. Hip Swings

The hips are another part of the body that you can warm up during isolations. Holding the same stance as in the neck isolations, move your hips to the right and then left. Be sure to keep the rest of your body as still as possible. You can also circle the hips by pushing them to the right, to the back of the room, to the left and then front. Reverse this motion to the opposite side.

3. Heel Raises

To warm up the calves and hamstrings, place your feet together with the toes facing the front of the room. You can also do this warm up with the heels together and the toes turned out, which is more commonly done in ballet. With a perfectly straight spine, raise your heels off of the floor, balancing yourself on your toes. Then lower your heels to the floor. Repeat this movement until your calves feel warm.

4. Leg Swings

To warm the entire leg, stand on one leg with the toes facing the front of the room. Lift the other leg off of the floor and bend it slightly as you swing the leg toward the front of the room and then toward the back of the room. Repeat this for a dozen repetitions on each leg. If you find that you have trouble keeping your balance, hold on to a chair or a wall.

5. Lunge Stretch

Lunge stretches are commonly done in jazz, modern and hip-hop classes and are useful for stretching the muscles of your lower body. Start with your feet together and push one leg back behind you. Your front knee will be bent. Your back leg will be as straight as possible. As you deepen this stretch, place your hands on the floor. To prevent injuries, always be sure that your front knee is in line with your foot and not too far forward.
UNIT 2: Rhythm & Dance

Subject: Hispanic Heritage Dances & Zumba Fitness

NJCCCS/CCSS:
2.1 Wellness: A. Personal Growth and Development
2.5 Motor Skills Development A. Movement Skills  B. Rhythm
2.6 Fitness  A. Fitness and Physical Activity

Unit Dance Goals
1. Perform contrasting movement qualities within a dance phrase (e.g. rise and fall, left-right, front-back tension and release, glide, bounce)
2. Study a piece of choreography and interpret it.
3. Choreograph a movement phrase (minimum of 8 counts)
4. Demonstrate dance steps on tempo with or without music
5. Demonstrate components of a quality performance
6. Perform for an audience through the use of proper execution, showmanship, appearance and difficult
7. Rehearse in the performance setting

Latin Dances
Salsa/Merengue
Macarena
Conga Line
Mexican Hat Dance Grades K-2
Zumba Fitness

Hispanic Heritage Month

About ZUMBA
Zumba Fitness® is the only Latin-inspired dance-fitness program that blends red-hot international music, created by Grammy Award-winning producers, and contagious steps to form a "fitness-party" that is downright addictive.
Since its inception in 2001, the Zumba program has grown to become the world's largest – and most successful – dance-fitness program with more than 14 million people of all shapes, sizes and ages taking weekly Zumba classes in over 140,000 locations across more than 150 countries.

OUR STORY
Sometimes great ideas are born from accidents. In the mid-'90s, no one could have predicted the success of the Zumba® program, not even Alberto "Beto" Perez, who created the Zumba experience, after what many have called a true "happy accident."

THE ORIGINAL "FITNESS-PARTY"

As a fitness instructor in his native Cali, Colombia, Beto's life took an unexpected turn one fateful day in the mid-'90s when he darted off to teach an aerobics class and forgot his traditional aerobics music. He improvised using his own mix of music from tapes he had in his backpack (salsa and merengue music he grew up with). Spontaneously he created a new kind of dance-fitness, one that focused on letting the music move you (instead of counting reps over the music).

Roselle Public Schools
Health & Physical Education Department

Course: Elementary School Physical Education
Unit 3: Theory & Practice of Touch/Flag Football

Objectives:
- Students will learn the theory, concepts, and physical skills of Touch/Flag Football
- Students will apply the theoretical components of physical fitness used in touch/flag football
- Students will develop understanding of the role energy systems and fatigue has on player performance in relation to touch/flag football
- Students will cooperatively work individually and with partners in a modified and full scale game environment while demonstrating safety at all times

Objective of the Game:

Football teams attempt to score points by moving the ball down the field toward the opponent's goal line through a series of plays. The offense may run with the ball or pass it to teammates down the field. The offense continues running consecutive plays until they score or the defense gets the ball by stopping the offense on downs, recovering a fumble, intercepting a pass, or the offense punts it to them.

Basic Rules:

- **Starting the Game:** A Kick-off is made to the receiving team who catches it and runs it back toward the kicking team. Kick-offs are also used to re-start play after a team scores.

- **Down:** Teams are given 4 downs (plays) to move the ball 10 yards forward toward the end zone.

- **Downed Ball:** Play stops when a player with the ball is tagged / touched ending the down.

- **First Down:** Whenever a team moves the ball 10 yards forward a new set of 4 downs is given.
• **Hike / Snap the Ball:** Each play starts with the ball on the ground at the line of scrimmage. Both teams must start each play on their own side of the line. After the offense gets "set" in position the center snaps the ball back to quarterback to start the play.

• **Rushing:** After the ball is snapped defensive players may move forward past the line of scrimmage to touch / tag the player with the ball. In recreational games a clear designated number of “Apple Count” (1-Apple, 2-Apple, 3-Apple, etc.) is often required prior to rushing.

**Passing:**

• Players on either team may catch passes.

• "Forward" Passes must be thrown from behind the line of scrimmage

• Laterals and pitches may be thrown anywhere on the playing field, as long the ball is thrown laterally (sideways) or backwards (behind the player carrying the ball).

• Any number of passes may be thrown in a series of downs.

• **Extra-points:** After a touchdown the offense gets one play to score additional points (Kick for 1 point or Run / Pass for 2 points). In recreational games extra-points are often eliminated.

**Scoring:**

• Official Football
  • Touchdown: 6 points
  • Field Goal: 3 points
  • Safety: 2 points
  • Extra-Points: 1 or 2 points
• Physical Education Football
  • Touchdown: 1 point
  • Safety: 1 point

**Student Players/Position:**

• Regular football teams play with 11 players on the field.

• "Touch/Flag" Football typically plays with 7 players or class divided in half.

• **Offensive Positions:** In recreational games all players including linemen and centers may catch passes.

• **Quarterback:** Calls plays, gets ball from the center, runs, hands-off, or passes to other players
• **Center**: Snaps / hikes the ball to the Quarterback and then blocks

• ** Receivers**: Run pass patterns and catch the balls thrown by the quarterback

• ** Running Backs**: Starts in the backfield, get the ball by a hand-off or pass, may block

• ** Linemen**: Block for the running backs and quarterback

• **Defensive Positions**: In recreational play any player may rush or guard receivers.  
  • Linemen: Start close to the line of scrimmage, rush to touch / tag the running backs & quarterback

• ** Linebackers**: Start behind the linemen, rush at the running backs & quarterback, guard receivers

• ** Defensive Backs**: Start behind the linebackers, primarily responsible for guarding receivers

**Penalties:**

*All P.E. Football penalties are 5-Yards penalties (from line of scrimmage) with the down being replayed.*

• **Offside**: when a player on either team moves past the line of scrimmage before the ball is snapped by the center.

• **Delay of Game**: taking too long between plays to snap the ball

• **Illegal Forward Pass**

• **Illegal Procedure**: Offensive Player moving forward or moving the ball prior to the snap

• **Pass Interference**: Hitting or holding a receiver attempting to catch a pass

• **Illegal contact**: Physical blocking, rough or dangerous play, etc.

**Violations and their penalty: Grades 3-5**

Delay of game 5-yards  
False start 5-yards  
Encroachment 5-yards  
Grasping the opponents face mask 5-yards  
Illegal formation, shift, motion 5-yards  
Offside 5-yards  
Running into the kicker: **3 minute time out (student sits out)**  
Throwing a forward pass from beyond the line of scrimmage 5-yards and loss of down  
Offensive and defensive holding 5-yards  
Fair catch interference 5-yards  
Unsportsmanlike conduct 15-yards  
Clipping **5 minute time out (student sits out)**  
Unnecessary roughness **3 minute time out (student sits out)**
Roughing the passer  3 minute time out (student sits out)
Roughing the kicker  3 minute time out (student sits out)

Touch/Flag Football

Basic Defensive Drills
Because there's no tackling to teach, you can focus more time on defensive skills, such as backpedaling and the speed rush.

Backpedaling is especially important for players who will be covering speedy and shifty wide receivers; you must be able to move backward and side to side without losing much speed or taking time to shift body position. Defenders should focus on keeping an athletic stance, benched slightly at the waist and never crossing feet.

To speed rush the quarterback, a player starts in a 3-point stance -- bent over, one hand on the ground with his head up -- and try to rush past any blockers. It's important to teach that he is not allowed to make intentional contact with blockers in most flag leagues.

Flag-Pulling Drill
Pulling an opponents flag from his waistband is flag football's equivalent of tackling, so the ability to snatch an opponent's flag is vital in preventing big plays.

In this drill, you designate a defender and line up four of five offensive players who form a single-file line. The offensive players run across the line of scrimmage with the ball, cutting right and left alternating, and increasing speed as the drills progresses.

The defender must close in on the ball-carrier quickly, bent at the waist and ready to slow slightly and lunge for the flag.

Open Man Drill
A quarterback must be able to quickly diagnose the defense, find the open man and deliver the ball. In this drill, three receivers run around the field defended by three defensive backs. Simultaneously, two quarterbacks throw the ball back and forth to each other.

At any point, a quarterback may opt to throw the ball to a receiver. This drill not only teaches quarterbacks to make sudden decisions, but also teaches receivers to run various routes and develops coverage ability in defensive backs.
**Chase Drill**

Just as players must learn to grab flags, they also must be able to avoid having their flags pulled on offense.

Have players take turns being the defensive and offensive player and set up two cones 20 yards upfield, 10 yards apart. The ball carrier gets the ball along with a 3- to 5-yard head start. When the whistle blows, she races for the condensed end zone while trying to move quickly and laterally avoid having her flag grabbed.

This drill also is good for flag-grabbing, and defensive players should focus on watching the ball carrier's hips at all times.

**Unit 3: Theory & Practice of Touch/Flag Football**

**Touch/Flag Football Skills taught in Class**
- Throwing the football
- Catching the football
- Running with football
- Punting
- Pulling Flags
- 3 Point Stance
- Holding opponent without pushing
- Offense & Defense
- Player positions
- Rules & Regulations
- Class Safety
**LESSON PLAN TEMPLATE**

<table>
<thead>
<tr>
<th>Date:</th>
<th></th>
</tr>
</thead>
</table>

| UNIT: Subject: | Theory & Practice of Touch/Flag Football  
Eye-Hand Coordination  
FOOTBALL (Throwing & Catching, Running with the Football) |
|---------------|-----------------------------------------------------------------------------------|

| NJCCS/CCSS: | 2.1 Wellness: A. Personal Growth and Development B. Nutrition  
2.5 Motor Skills Development A. Movement Skills  
2.6 Fitness A. Fitness and Physical Activity |
|-------------|-----------------------------------------------------------------------------------|

| Objective: | (SWBAT) perform and increase their Cardiovascular Endurance and Muscular Strength levels by completing a series of Physical Fitness Activities.  
(SWBAT): test & improve their skills of **Throwing** & receiving a football by using the proper grip and technique.  
(SWBAT): Identify and understand the **Football positions**, **throwing**, **passing catching**, and **rules of the game**.  
(SWBAT) participate in games to test their physical fitness components (**Football Relay races**) |
|-------------|-----------------------------------------------------------------------------------|

<table>
<thead>
<tr>
<th>Equipment/ Materials:</th>
<th>Footballs, Cones, Outdoor</th>
</tr>
</thead>
</table>

| Motivation/DO NOW: | Students will begin Cardiovascular Component  
5-8 minute Walk-Run. **What sports require Eye Hand Coordination?** Baseball,  
**Football**, Soccer, Tennis  
Technology: Internet- Show Football game to class |
|-------------------|-----------------------------------------------------------------|

| Anticipatory Set: | How can we increase our Fitness Levels? Speed, Muscles Mass, Endurance, decrease Body Fat.  
What is fatigue, and how is it caused? Do football players become fatigue?  
What is the goals of the football players?  
How are points scored in football?  
Why do players shake hands before and after the game?  
**Review Football Word Wall** |
|------------------|-----------------------------------------------------------------|

| Presentation of Lesson: | **Football:** Students will be asked to name NFL football Players. Why are they good? Why are they fast? What are some of the Physical Skills Football Players practice?  
**Explain the importance of Cardiovascular Endurance, Abdominal Strength, and Muscular Strength in Football**  
1. Assessment of Personal Level of Fitness  
2. Health related and skill related fitness  
3. Achieve and enhance Components of Fitness |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Practice:</td>
<td>Achieve Fitness goals (weight, strength, cardio)</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Guided Practice:</td>
<td>Students will work with a partner or in groups (teams) to complete physical tasks. <strong>Throwing &amp; Catching the Football</strong> Students will perform the following fitness skills—</td>
</tr>
<tr>
<td><strong>Physical Skills Analysis:</strong> B.E.E.F (Throwing)</td>
<td>Balance-square body to target Eyes- eyes on target Elbow-should be at shoulder level Follow thru release ball, snap wrist (fingers) on laces.</td>
</tr>
<tr>
<td><strong>Physical Skills Analysis:</strong> (Receiving)</td>
<td>Receiving High: Hands Up (Thumbs Up) Mickey Mouse Ears Receiving Low: Hands Down (pinky fingers together)</td>
</tr>
<tr>
<td>Guided Practice:</td>
<td>Distance Throwing Catching- Groups (Boys/Girls) 10, feet, 20 feet, 40 feet Throw, Catch, Run Flag Football Students will work with a partner or in groups (teams) to complete physical tasks and practice <strong>Football Skills.</strong></td>
</tr>
</tbody>
</table>

**HOTS/Bloom’s Taxonomy**

**Questioning**

- What should the player do when he catches the football before he/she runs? Why?
- Why is it important for the players to keep their heads up?
- Is it OK for one player to knock another down when he doesn’t have the ball?

**Independent Practice/Assessment:**

- Students will monitor themselves during football skills assessments. Throwing & catching, running with football with a partner/group.

**Closure:**

- Students will explain how they feel before the work out, during and after. What exercise can I do to increase my skills for Football?

**Homework Assignment:**

- Students should go home and reflect on their goals for Physical Fitness. Students will need to make a list of 5 goals and achievements they would like to make physically. **Watch a Football game and write a summary? (Game MVP, winner, Players, Team)** Write down all the ways football players can score points, and how much is each point worth?
Class Safety Considerations

- Any equipment not being used must be placed completely out of the way to avoid being tripped over or harming students.

- Appropriate footwear (Sneakers) must be worn at all times

- Students need to be aware of their own workers space to avoid collision

P.E. TOUCH/FLAG FOOTBALL

Basic Rules:

- Players: A team of 3 consists of a center, quarterback and receiver. Center may snap ball and then become receiver. Teams of 4 will use the additional player as a running back or 3rd receiver.
- Starting Game and After a Score: The game is started with a kick off to the receiving team.
- Fumble: A fumble is when a player with possession of the ball drops it. Either team may recover a fumble (PE fumbles are only recovered by the offense). A dropped forward pass is not a fumble.
- Downed Ball: A player is downed when a player is tagged.

Rules Continued

- First Downs: In PE touch football there are no new first downs. Each team gets four downs or chances to move the ball the length of the field to score.
- Hiking the Ball: The ball begins on the ground at the line of scrimmage. The offense will be set in the shotgun position. The center will snap the ball back to quarterback on the signal.
- Rushing: The defense may proceed beyond the line of scrimmage once the ball is hiked and after a clear count of a designated "Apple" count (1-Apple, 2-Apple, 3-Apple, etc.).
- After a Touchdown: Teams attempt extra-points after a touchdown (Kick for 1 point or Run / Pass for 2 points). In PE Football there are no extra-point attempts.
- Passing: The following regulations govern passing.
  - All players on both teams are eligible to catch passes.
  - Forward passes may be thrown from any point behind the line of scrimmage
  - Lateral passes and pitches may be thrown anywhere on the playing field, as long the ball is thrown laterally or pitched to the side or behind the present position of the ball.
  - Any number of passes may be thrown in a series of downs.

Scoring:
• Official Football
  o Touchdown: 6 points
  o Field goal: 3 points
  o Safety: 2 points
  o Extra-Points: 1 or 2 points
• Physical Education Football
  o Touchdown: 1 point
  o Safety: 1 point

General Penalties: (P.E. Football)

All P.E. Football infractions result in a 5-Yard Penalty (from line of scrimmage) & the down is Replayed

• Offside
• Delay of game
• Illegal forward pass
• Moving ball off line of scrimmage (example: taking ball to huddle with you)
• Illegal contact

Additional Terms:

A. Block: The action made by one of the linesmen or backs to ward off an opponent trying to get to the player with the ball. In PE football this is done without contact by blocking or getting in the path of the other player.
B. Center: Offensive player who hikes or snaps ball to quarterback and then blocksl. In PE football the center may also be a receiver.
C. Defensive Team: The team without the ball. (Composed of Defensive Backs & Rushers)
D. Defensive Back: Defensive player who keeps the receiver from catching a pass. He or she will also be watching for running plays where the runner gets past the rushers.
E. Fumble: When a player who has the ball loses control of it.
F. Guards & Tackles: Players that block on offense or rush the quarterback on defense.
G. Handoff: A play where the ball is handed to another player who attempts to run for a gain. Usually performed by the quarterback to another back.
H. Kick off: The ball is held upright on the ground using three fingers. The laces should be facing away from kicker. A Kick off is used to start a game and after each score.
I. Lateral: A play where the ball is thrown, with a spiral, in an underhand manner to another player. The lateral cannot be thrown forward unless behind the line of scrimmage. Past the line of scrimmage it must be thrown to another player who is behind or to the side of the passer.
J. Line of Scrimmage: This is an imaginary line that marks the ends of the ball nearest each team's goal line. There is a line of scrimmage for each team, with the zone between the lines called the "neutral zone".
K. Offensive Team: Team with the ball attempting to score.
L. Offside: This is an infraction of the rules. It happens when a player on either team moves past his or her line of scrimmage, before the ball is snapped by the center.
M. Pitch: Underhand pass with no spin or an overhand end-over-end pass
N. Punt: Kicking the ball from your hand. Punters receive the ball from a center snap. A punt is used as a choice on the fourth down based on distance from end zone.
O. Quarterback: Offensive player in charge of calling the plays, signaling the snap from the center, and starting the play (pass, handoff, etc)
P. Receiver: Offensive player who runs the designated pattern and works to get open to catch a pass from the quarterback.
Q. Running Back: Offensive player that starts in the backfield and has the options of getting the ball from the Quarterback behind the line of scrimmage, blocking, or going out for a pass.
R. Rusher: Defensive player attempting to tag the Quarterback behind the line of scrimmage.
S. Safety: An offensive player who has the ball is tagged in his or her own end zone. The defense scores 2 points and the offense must also kick off to the defense. This usually happens when the offensive team is near its own end zone.
T. Shotgun Formation: A formation where the quarterback lines up 5-7 yards behind the center.
U. Signals: The numbers called by the quarterback before the ball is hiked to indicate to the offensive players what the play will be.
V. Triple Threat: A player who is good at running, passing, and kicking.
W. Touchback: When the ball goes into the end zone after a punt or kick off. The ball is then taken out to a designated line for the receiving team to start their offense.
Course: Elementary School Physical Education
Unit 4: Theory & Practice of Volleyball

Objectives:
- Students will learn the theory, concepts, and physical skills of Volleyball
- Students will apply the theoretical components of physical fitness used in Volleyball
- Students will develop understanding of the role energy systems and fatigue has on player performance in relation to Volleyball
- Students will cooperatively work individually and with partners in a modified and full scale game environment while demonstrating safety at all times

Objective of the game:
Volleyball is a game that's played between two teams with six players on the court at the same time -- three in a front row and three in a back row. Another objective of sports and competition, including volleyball, is to teach lessons that can be carried into life off the court. Complete a serve by hitting the ball overhand/underhand, from behind the back out-of-bounds line, over the net to the opposing team. This should begin a rally, which is the term given to the act of both teams hitting the ball back and forth over the net. A rally ends when the ball touches the floor and a point is awarded.

VOLLEYBALL PHYSICAL SKILLS taught in Class:

FOREARM PASS / BUMP
- Keep thumbs parallel
- Keep arms straight
- Keep right foot forward, bend knees, and reach out for the ball
- Contact ball on forearms
- Use legs and shrug shoulders on contact
- Do NOT swing arms

SET
- Hold hands above eyes, elbows bent
- Contact ball with the pads of the fingers. All 10 fingers should be used when setting.
- Follow through by extending arms and hands
- Move to get under ball and set your shoulders square to the direction you want to set
- Step forward on the Right foot and set through the ball

SPIKE
- A hard downward hit of the ball from the top of a jump
- Use open hand and snap wrist
Use a three step approach: left, right, left (for right handers and the opposite for left handers)

SERVE

- Use the heel of an open hand
- Use one or no steps (step with the opposite foot of the serving arm)
- Make “high” contact with the ball
- Control and placement is more important than power

BLOCK

- Jumping and using hands to prevent the ball from crossing the net
- May reach over the net provided a team has completed their attack
- A block does not count as a hit

VOLLEYBALL GAME STRATEGIES:

- Teams attempt to serve to the opponent's weakest area or player.
- Teams work to have three hits on their side (bump - set - spike).
- The receiving team attempts to bump the ball to a setter at the net.
- A team's second hit is played by a setter who sets the ball to a hitter (front or back row) for an attack.
- Attacking players attempt to put the ball on the opponent's floor using spikes or tips.
- The defense attempts to block or dig an attack and return the ball over the net by setting up a return attack of their own.
- Anytime a ball is coming over the net, players should "call the ball" multiple times to avoid confusion as to who will pass it.

BASIC RULES

1. Teams have 6 players in assigned front row and back row positions on the court. A "Libero" is a player with specialized rules for the position.
2. HS Matches are the best of 3 out of 5 games. HS games are played to 25 points with a team needing a two-point lead to win. If a fifth game is needed to determine the winner of the match this game is played to 15 points.
3. In high school, collegiate, and international play, rally scoring (a point is scored on each serve) is being used.
4. At the beginning of a game, the 1st player to serve is the right back player. If a point is scored, the same server continues to serve. If the receiving team wins the point a side-out occurs. The receiving team rotates clockwise one position so their right front player will be their next server. This pattern continues throughout the game.
5. A team may have no more than three hits on a side.
6. A player may reach over the net to block an "attack" from the other team. A block does not count as one of the team’s hits. Only front row players are allowed to block.
7. A ball landing on a boundary line is good.
8. A player may serve from anywhere directly behind the end line. Stepping on the line is illegal. A player may jump serve provided the takeoff is behind line and the ball is contacted while the player is in the air. A server gets one attempt to send the ball over the net.
9. Any ball hitting the net and going over is good and play continues. This includes the serve. If a ball touches the net antenna, it is a side-out.
10. A player may not touch the net. A player's foot or hand may be on the centerline but not completely across the line.
11. A back row player may spike provided the jump is from behind the 10' line. Any player may set the ball for an attack.
12. Players may go outside the courts boundary lines to play a ball.
13. The net height is set for a particular group:
   - Women’s net 7’4.25”
   - Men’s net 8’
   - Co-ed net 7’8”
14. For keeping score in a recreational format the server should always call the score of the serving team first and then the receiving team's score.

**TERMS**

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ace</td>
<td>Point scored as a direct result of a serve</td>
</tr>
<tr>
<td>Dig</td>
<td>Pass used to save a ball that was attacked by the opponents</td>
</tr>
<tr>
<td>Double Hit</td>
<td>Contacting the ball twice on one attempt (legal only on a team's 1st hit)</td>
</tr>
<tr>
<td>Lift</td>
<td>When the ball rests for any time on the hands or forearms (illegal)</td>
</tr>
<tr>
<td>Tip</td>
<td>Off-speed attack designed to catch the opponent off guard</td>
</tr>
<tr>
<td>Volley</td>
<td>Continuous action in a game until the ball is called dead</td>
</tr>
</tbody>
</table>

**Class Safety Considerations**

- Any equipment not being used must be placed completely out of the way to avoid being tripped over or harming students.
- Appropriate footwear (Sneakers) must be worn at all times
- Students need to be aware of their own workers space to avoid collision
**Teacher**

**Room:** “Get Fit” GYMNASIUM

**Subject:** PHYSICAL EDUCATION K-6

<table>
<thead>
<tr>
<th>LESSON PLAN TEMPLATE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date:</strong></td>
</tr>
<tr>
<td><strong>UNIT:</strong></td>
</tr>
<tr>
<td><strong>Subject:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>NJCCCS/CCSS:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Objective:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Equipment/ Materials:</strong></td>
</tr>
<tr>
<td><strong>Motivation/DO NOW:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Anticipatory Set:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Presentation of Lesson:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
| **Guided Practice:** | 3-Hold Ball In Left hand.  
4- Perform a pendulum Swing Contacting ball with Heal of hand  
**Z Rotation**  
Scoring “2 serving 5” “Service” |
|---------------------|-------------------------------------------------|
| **SWBAT: SET/Bump** | **SWBAT: SERVE the** Volleyball to their partners at least 3 
consecutive times.  
**SWBAT: SERVE the** Volleyball over the NET at least 2 consecutive 
times and at different distances. |
| **What is a rotational position?** | Volleyball court has six steady **rotational positions**. Those are steady 
positions on certain spots on the court - a player rotates from one 
rotational position to the next rotational position when sideout occurs. |
| | Rotational positions are called for example  
Zone 1, Zone 2, Zone 3, etc. |
| | From rotational position (Zone 1, Zone 2, etc)  
the player is allowed to move to the **playing position** (middle blocker, right side hitter, etc)  
after the serve when appropriate. |
| | **Most often these rotational positions are being called..**  
P1; Right Back  
P2; Right Front  
P3; Middle Front  
P4; Left Front  
P5; Left Back  
P6; Middle Back |
| **HOTS/Bloom’s Taxonomy Questioning** | Students will brainstorm other fitness skills that can be measured 
assessed in volleyball. “Why is Cardio Endurance important to 
your personal Health?  
How can you propel the Volleyball?  
Why should volleyball player’s “call” for the ball?  
Why should players keep their heads up?  
Explaining Floor or Player Spacing |
| **Independent Practice/Assessment:** | Students will monitor themselves during the Bump, Setting, and 
Serving assessments. Students will Rotate based on a captain 
calling “Rotate” after Serve. |
| **Closure:** | Students will explain how they feel before the work our, during 
and after.  
Students will review and explain Volleyball skills and concepts 
learned. |
Homework Assignment: Students should go home and reflect on their goals for Volleyball. Write a self-assessment on how you can improve on your toughest performance skills in volleyball.

Technology: Students will use the internet to research Volleyball terms and Olympic US champions.

Additional Volleyball information

GAME STRATEGY:

- Receive a serve with a bump (forearm pass) or overhead pass.
- Advanced teams attempt to pass the ball to the net, slightly to the right of center on the court.
- The setter will set to options including players in front row or back row who attack the ball over the net.
- The setter seeks to disguise who is being set to keep the defense from being able to set up a multiple block.
- The second hit should always be a set by the setter if at all possible.
- Players should work to have three hits on their side.
- The first line of defense is a **good block**.
- Diggers let the spike rebound off their arms attempting to absorb the force and direct the ball to their own setter.
- "Transition" from defense to offense is very important for teams to be successful.
- Serves are directed towards the opponents weakest receivers or areas of the court that are difficult to defend.

BASIC RULES:

1. A team may have no more than three hits on a side. **A block does not count as one of the hits.**
2. A team may have 6 players on the court at one time.
3. A ball landing on the line is good.
4. A side out is the loss of service and does result in a point for the opponents.
5. A ball hitting the net during play is good and the team should continue to play it.
6. A ball must cross the net between the net antennas and the imaginary line extended to ceiling to be legal.
7. A ball hitting the ceiling on your side of the court is considered inbounds and play continues provided you have hits remaining. If the ball rebounds into your opponents side of the court it is illegal. **Serves** that hit the ceiling are illegal.
8. Rules related to the Serve
   - The player serving is in the Right Back position.
   - Players may serve from **anywhere** behind the end line.
   - A serve hitting the net and going over is good and the opponents must continue to play it.
   - The server must be standing behind the end line and may not step on the line or on to the court when serving.
   - Rally scoring (a point being scored on every serve) is now being used at the HS, Collegiate, and International levels.
The Right Front player rotates back to serve following a side out by the opponents.

- A server gets one attempt on each serve to send the ball over the net.
- If the server tosses the ball and makes no attempt to serve they are given one reserve per term of service.
- A server continues to serve as long as the serving team continues to win the points.

9. Illegal hits include:
   - catching or holding the ball
   - open palms underhand
   - throwing the ball
   - changing the direction of the ball
   - double hits are legal on a team's first hit but not on subsequent hits
   - contacting the ball with any player part below the waist is now legal at most levels of play

10. A player may not:
    - touch the net
    - reach under the net
    - reach over the net and play a ball that is playable, except after a completed attack by the opponents
    - step completely past the center line in the opponents court
    - hit the ball two times in a row except following a block or simultaneous contact with a teammate
    - attack or block a serve

11. A ball in play may be played out of the net.

12. It is illegal for a back row player to attack / block a ball that is completely above the height of the net when on or in front of the 10' line. Only front row players may attack / block the ball from on or in front of the 10' line.

13. A player may go outside the courts boundary lines to play a ball. A ball that is hit over the net from out-of-bounds must cross the net between the sidelines / net antennas.

14. Rules related to Scoring:
    - Regulation HS matches are the best 3 out of 5 games played to 25 points. If the fifth (deciding) game is needed it is played to 15 points.
    - A team must have a 2 point lead to win a game.
    - The score of the serving team is always called first.
    - When a point is scored, no rotation occurs. The same server continues serving.
    - The last point of the game is called "game point."
    - Rally scoring is used at the HS, Collegiate, & International levels. A point is scored on every serve. (Example: Serving team misses serve - Receiving team gets a point and the ball.)

15. When a side out occurs, the new serving team rotates clockwise. The right front player goes back to serve.

16. The volleyball court is 30’ x 60’.

17. The net is set at the height requirement for the group playing. Women’s net: 7’4.25".
    Men’s net: 8’. Co-ed: 7’8"

18. Substitutions are strictly limited. A player may only substitute into the game for one of the 6 positions as rotated around the court. Once in the game a player may only enter the game for that same rotational position wherever it is. Teams are also limited to a total of 18 substitutions during one game.
19. The "Libero" is a specialized player with specific rules related to the position. Some of the Rules for the Libero include:

- The uniform jersey must be contrasting in color to the rest of the team.
- Between points the libero is allowed to replace any player in a back-row position.
- The same player whom the libero replaced is the only one who can replace the libero.
- The libero replacements are unlimited and do not count toward a team’s 18 substitutions.
- When the libero is replaced she may not return until after a rally (serve) has occurred.
- The libero is not allowed to spike a ball that is totally above the net or block an opponent’s attack.
- The libero is only allowed to hand set the ball for an attack while positioned behind the 10’ attack line.

**ADDITIONAL VOLLEYBALL TERMINOLOGY:**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ace</td>
<td>A point scored as a direct result of a serve</td>
</tr>
<tr>
<td>Antennae</td>
<td>Attachments on the net extending up toward the ceiling to mark the sideline. Balls must pass between these or their imaginary extensions to be considered legally crossing the net.</td>
</tr>
<tr>
<td>Back Row Attack</td>
<td>When a back row player jumps to attack (spike) a ball that is totally above the net. The jump must be from behind the 10' line in order to be a legal play.</td>
</tr>
<tr>
<td>Block</td>
<td>Defense of the net by jumping and using both hands to prevent the ball from crossing</td>
</tr>
<tr>
<td>Bump</td>
<td>A two arm forearm volley used to pass the ball up to the front row, specially the setter</td>
</tr>
<tr>
<td>Dig</td>
<td>A pass that is used to save a ball from hitting the ground. May be one or two arms / hands.</td>
</tr>
<tr>
<td>Double Hit</td>
<td>Illegal contact when a player hits the ball 2 times in succession. Exceptions include: when the 2 hits are one attempt to dig an attack or if 2 players simultaneously contact the 1st ball and either player may then play the next ball</td>
</tr>
<tr>
<td>Free Ball</td>
<td>A ball coming over the net that was hit with upward flight and no attempt to attack it</td>
</tr>
<tr>
<td>Kill</td>
<td>Playing the ball in such a way that the other team is unable to control it resulting in a point or side out</td>
</tr>
<tr>
<td>Lift or Carry</td>
<td>When the ball rests for any time on the hands or forearms</td>
</tr>
<tr>
<td>Replay</td>
<td>A point is played again when both teams commit a fault simultaneously or play is interrupted</td>
</tr>
<tr>
<td>Roll Shot</td>
<td>A fake spike that is just rolled over the net using top spin</td>
</tr>
<tr>
<td>Rotation</td>
<td>Moving 1 position clockwise</td>
</tr>
<tr>
<td>Serve</td>
<td>How a play is initiated from behind the end line</td>
</tr>
</tbody>
</table>
**Setter**
player who acts as the "quarterback" on the team by running the offense

**Side Out**
the non-serving team earns the right to serve because the serving team failed to keep the ball in play

**Spike**
jumping to hit the ball with a hard driven one arm attack from above the head

**Tip**
A soft shot that is off the fingertips and is directed to an open spot on the court

**Transition**
going from playing defense to offense during a rally

**Volley**
continuous action in a game until the ball is called dead

**VARIATIONS:** These are not for regulation School games but are used in International and Professional competitions.

**K-2** will play Beach ball volleyball, and lower the net.

1. **Doubles:** (Beach Volleyball)
   - two players on a court
   - players may play anywhere
   - no restrictions on who may block or attack
   - must alternate serving duty

2. **Triples:**
   - three players on a court
   - players may play anywhere but usually set up in a "triangle formation" w/ a setter at the net
   - no restrictions on who may block or attack
   - must maintain a serving order

3. **Fours:**
   - four players on a court
   - players may play anywhere but usually set up in a "diamond formation" w/ a setter at the net
   - no restrictions on who may block or attack
   - must maintain serving order

**P.E. Classes and Indoor volleyball courts have common characteristics:**

4. **Boundary lines:** Mark the court’s perimeter and include the end lines to mark the length, and the sidelines to mark the width, of the court.

5. **Net:** The ball must be hit over a net placed approximately seven and a half feet above the ground for girls and eight feet for boys.

6. **Antennae:** Poles sticking up from each side of the net that signify the court sidelines. Any ball contacting or hit outside the antennae is considered out of bounds.

7. **Attack lines:** Separates the frontcourt from the backcourt. Back-row players may only jump from behind this line (must jump before line, but may land on other side). Also called 3-meter line.

8. **Frontcourt:** Area between net and attack line where front-row players are positioned.
9. **Backcourt**: Area between the attack line and the end line where back-row players are positioned.

10. **Center line**: Line directly below the net that divides the court in half. A fault is called if a player crosses this line with any part of the body (a player may touch line, but not cross it).

11. **Service area**: Space beyond either end line where a player stands while serving

---

**Course**: Elementary School Physical Education  
**Unit 5**: Theory & Practice of Floor Hockey

**Objectives**:
- Students will learn the theory, concepts, and physical skills of Floor Hockey
- Students will apply the theoretical components of physical fitness used in Floor Hockey
- Students will develop understanding of the role energy systems and fatigue has on player performance in relation to Floor Hockey
- Students will cooperatively work individually and with partners in a modified and full scale game environment while demonstrating safety at all times

**Objective of the game**:

The objective of the game is to score goals by hitting a rubber disk, puck, or ball into one of the nets placed at opposites ends of the floor. Grades K-2 will use foam hockey sticks and grades 3 and higher use rubber hockey sticks for safety. Students will play Floor Hockey with the consideration of Safety and Good Sportsmanship with respect of the rules.

---

**Floor Hockey**

**Positions**:
- **Center**: player who is allowed to move the length of the floor in a full game. This player also leads the offensive play.
- **Wings or Forwards (right and left)**: players who cannot go past the centerline into the defensive area, responsible for working with the center on offensive play
- **Defenders**: players who cannot go past the centerline into the offensive area, responsible for keeping the puck out of the defensive half of the floor
- **Goalie**: player allowed to stop the puck with hands, feet, or stick, attempts to block all shots on the goal, and works with defenders to prevent the other team from scoring

**Floor Hockey Physical Skills taught in class**
- Stick Handling
- Shooting

---

47
Techniques for Play:

- Always play in a safe manner & use good stick and body control.
- In PE floor hockey the sticks & puck must remain in contact w/ the floor.
- Keep your eye on the puck.
- Pass to a teammate if they are in better position.
- Passing is faster than dribbling or handling the puck.
- When passing to a teammate, be sure to pass just ahead of them.
- Follow all shots on goal and use a deflected puck to shoot again.
- Wrist action is very important in floor hockey.
- Defense players should never attempt to clear a puck in front of their goal.
- Defensive players should clear the puck out to the side.
- Offensive players should position themselves in front of the goal to receive a pass.
- Offensive players should center the puck (pass to a teammate in front of the goal).

Floor Hockey Terms:

- **Centering the Puck**: passing to a teammate who is in front of your opponent's goal.
- **Forehand**: when a player shoots or passes with the bottom hand pushing the stick forward.
- **Backhand**: when a player shoots or passes with the bottom hand pulling the stick forward.
- **Clear the Puck**: getting the puck out of your zone to prevent your opponents from scoring.
- **Cutting Down the Angle**: when the goalie comes out to force a player to shoot farther away from the goal. If the goalie comes too early or too far the offensive player may go around them to score an easy goal.
- **Dribble**: also known as stick handling or puck handling. It is the ability to use both sides of the blade to move the puck.
- **Face-off**: face-offs are used at the beginning of the game, after a score, and after each stoppage in play. The puck is dropped between 2 opponents with all other players being outside the face-off circle / area. The object is to pull the puck back to your side. Both players' sticks must start on their side and remain in contact with the floor until the puck is dropped. Face-offs may be in the center circle or in either team's zone.
- **Goal**: scoring in floor hockey. Each goal is worth one point. A goal counts when a puck crosses the goal line. A puck kicked or hit by the hand into the goal is not a score.
- **High sticking**: a penalty called when a player lifts the blade above the waist, winds up, or follows through when attempting an illegal shot (slap-shot)
- **Hooking**: the illegal use of the hockey stick to "hook" another player. This is a penalty.
- **Icing**: when a player on the defensive side of the floor sends the puck down the length of the floor and it crosses the designated line without being touched by a teammate.
- **Offside**: when players move or cross out of the designated areas assigned to their position.
- **Penalty**: given for roughing, high sticking, hooking, or other misconduct fouls that are illegal. The player charged with the penalty will sit out of the game for a designated period of time (usually two minutes in official hockey). Any player who accumulates five penalties during a game will be disqualified from playing.
- **Power play**: when the team with all their players (full strength) has an advantage over a team charged with a penalty that now must play with less players (short-handed).
- **Roughing**: play that endangers. Examples of roughing may be slashing, contact with the goalie, pushing, blocking with the body, or tripping.
- **Short handed**: when a team must continue playing with fewer players because of a penalty.
- **Slap shot**: involves swinging the stick back followed by a “powerful” slapping of the puck and follow through which brings the stick high (illegal in PE floor hockey)
- **Stick handling**: using alternating taps of both sides of the blade to move the puck. Also known as dribbling and puck handling.
- **Sudden death**: when two teams are tied at the end of a game and the next team to score wins and ends the game.
- **Wrist shot**: when a player uses a flicking motion to move the puck. The stick remains in contact with the floor. There should be no back swing or high follow through. **This is the best shot for speed and accuracy in floor hockey.**
Teacher: ___________  Room: “Get Fit” GYMNASIUM  
Subject: PHYSICAL EDUCATION K-6

<table>
<thead>
<tr>
<th>LESSON PLAN TEMPLATE</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT:</td>
<td>Theory &amp; Practice of Floor Hockey/Physical Fitness</td>
</tr>
<tr>
<td>Subject:</td>
<td>Agility (Motor Skills), Eye-Hand Coordination</td>
</tr>
<tr>
<td><strong>Revisit Previous Skills</strong></td>
<td></td>
</tr>
<tr>
<td>NJCCCS/CCSS:</td>
<td>2.1 Wellness: A. Personal Growth and Development</td>
</tr>
<tr>
<td></td>
<td>2.5 Motor Skills Development A. Movement Skills</td>
</tr>
<tr>
<td></td>
<td>2.6 Fitness A. Fitness and Physical Activity</td>
</tr>
</tbody>
</table>

| Objective: | (Obj.)SWBAT: SHOOT, PASS, Dribble & Receive the Hockey Puck or Ball to their partners at least 4 consecutive times. |
| | 2- SWBAT Learn different Hockey positions- Attackers, Defenders, Forwards, Center |
| | (Cond.-How to)SWBAT: SHOOT, PASS, and Receive/Trap the puck/ ball with proper kinesiology form and contact of the puck/ ball. |
| | (D.O.L.- Assessment) SWBAT: perform the SHOOTING, PASSING, and Receiving/Trapping the ball/Puck over 3 different distances as their skills progress. |
| | (SWBAT) demonstrate various types of exercise to increase their physical health. |

| Equipment/ Materials: | Cones, foam balls, Plastic Hockey Pucks, Goals, Hockey Sticks |

| Motivation/ DO NOW: | Students will begin Cardiovascular Component 15-20 minute. |
| | Sports Component 20 minutes |
| | What sports require Eye Hand Coordination? Hockey, Team. Dual Technology: Students will watch US Olympic game on internet in computer lab |

| Anticipatory Set: | Review Floor Hockey P.E. Word Wall |
| | -Students will explain that Hockey is a Team Sport, played on ice, Winter Sport, Originated in Canada. What is a Face Off? Why is it called Goal and not a point? |

| Presentation of Lesson: | *Safety Analysis: Students are reminded to keep the sticks knee height & below for safety reasons. There are no golf swings w/ the hockey sticks to avoid injury. |
| | - Incorporation of dribbling a hockey puck or ball. |
| | - Incorporation of passing and receiving a hockey puck or ball. |
| | - Proper techniques of passing with regards to the standard pass to a classmate as well as stopping the hockey puck and passing and receiving on the move. |
| | - Proper techniques of the shot in a floor hockey game. |
| | - Proper technique of a give and go in a floor hockey game. |
| | - Rules and etiquette of proper play in a floor hockey game. |
| | - Team concepts and respect and responsibility. |
| | - Tactical concepts with regards to game play. |
- Learn the positions on the floor with regards to offense, defense and goalie.
- Learn how many students are on the floor at a time with regards to offense (three), defense (2) and goalie (1).
- 5 v 5 modified game play with their peers.

**Skills Analysis**

**Skills Analysis:**

**A. Shooting/ Passing**
1. Hold dominant hand on Shaft, the other hand on top
2. Contact puck on Head of the stick moving forward t (Flicking) to pass/Shoot.

**B. Receiving the Puck**
3. Hold head of Stick out to Receive, ‘Giving to Puck

**C. Dribbling the Hockey Puck/Ball**
   - Moving Hockey Stick Back/Forth to guide ball/puck

---

**Guided Practice:**

**SWBAT: SHOOT, PASS, Dribble & Receive the Hockey Puck or Ball to** their partners at least 4 consecutive times.

2- **SWBAT Learn different Hockey positions- Attackers, Defenders, Forwards, Center**

**SWBAT: SHOOT, PASS, and Receive/Trap the puck/ ball with proper kinesiology form and contact of the puck/ ball.**

**SWBAT: perform the SHOOTING, PASSING, and Receiving/Trapping the ball/Puck** over 3 different distances as their skills progress.

Passing the puck/ball to their partners at 10, feet, 20 feet, 30 feet.

---

**HOTS/Bloom’s Taxonomy Questioning**

How can you Shoot the puck pass into the goal with proper aim and speed?

How can we maintain dribble control?

Why should you keep your head up?

Why is it important to space out?

Why is good sportsmanship important while participating in contact sports?

---

**Independent Practice/Aessment:**

Students will monitor themselves during the dribble, passing and shooting on goal assessments. Students will Rotate stations.

---

**Closure:**

Students will explain how they feel before the work out, during and after.

Students will review and explain Floor Hockey skills and concepts learned.

---

**Homework Assignment:**

Students should go home and reflect on their goals for Volleyball. Self-Assessment: Write how can you improve on your toughest skill.

**Technology:** Students will use the internet to research the minorities who play in the NHL, terms and Olympic US champions.

---

**Class Safety Considerations**
- Any equipment not being used must be placed completely out of the way to avoid being tripped over or harming students.
- Appropriate footwear (Sneakers) must be worn at all times
- Students need to be aware of their own workers space to avoid collision
- Hockey Sticks must not be raised higher than waist level
Course: Elementary School Physical Education
Unit 6: Theory & Practice of Basketball

Objectives:
- Students will learn the theory, concepts, and physical skills of Basketball
- Students will apply the theoretical components of physical fitness used in Basketball
- Students will develop understanding of the role energy systems and fatigue has on player performance in relation to Basketball
- Students will cooperatively work individually and with partners in a modified and full scale game environment while demonstrating safety at all times

Objective of the game:
The objective of the game of Basketball is to score more points than your opponent by making the basketball through the hoop. Basketball games are divided into either halves or quarters, depending on the level of play, and the team with the most points at the end wins the game. Teams can shoot 3-pointers, regular field goals for two points or free throws for one point. If the clock expires while a ball is in the air for a shot, the basket still counts if the ball goes in. If the two teams are tied at the end of regulation, an overtime period or periods are played until one team finishes ahead.

History of Basketball
Basketball was invented by during the school year of 1891-92 at Springfield College, Springfield, Massachusetts. Dr. James A Naismith conceived the idea of attaching peach baskets at opposite ends of the gym on the track that encircled the playing floor. This is where the height of 10 feet for the basket was arrived at. The game, basketball, derives its name from the original ball and basket used in the first games. The game was introduced in YMCA’s across America and also to foreign countries. Basketball became a part of the Olympic games in 1936.

Basketball
I. Playing of the Game: Score more points than the opponents by dribbling, passing, shooting, defending, and rebounding the ball.
II. Basic Rules:
A. Scoring:
   1. Field Goal: 2 or 3 points (dependent on last step behind the 3 Point Arc)
   2. Free Throw: 1 point
B. Timeouts:
   1. 30 seconds or 1 minute in length
   2. Requested during dead balls or when the team has the ball
C. Out of Bounds:
   1. Boundary lines (Baseline & Sidelines) & backboard supports are out
   2. Throw-in given to the team that did not last touch the ball before it went out
D. **Throw-in:**
   1. Players have 5 seconds to throw the ball inbounds
   2. Done after a made basket, violation, or foul

E. **Jump Ball:**
   1. Two opponents hold the ball at the same time
   2. Don’t know which team touched the ball last before going out of bounds
   3. Results in “**alternating possession**” given to a team (officials table keeps track)
   4. *In PE or “pick-up” games the defense gets the ball

F. **Violations:** Ball is given to the Defensive team for a Throw-In
   1. **Traveling:** Running w/ the ball and / or changing / sliding the pivot foot
   2. **Double Dribble:**
      a) Stopping and re-starting the dribble
      b) Dribbling w/ 2 hands simultaneously
   3. **Lane Violation:** Offensive player stays in the free-throw lane more than 3 seconds
   4. **5 Second Closely Guarded:**
      a) Players must pass, dribble, or shoot within 5 seconds when closely guarded
      b) Count starts over w/ the starting or ending of a dribble
   5. **Kicking:** Players may not intentionally kick the ball
   6. **Illegal Throw-in:** Taking more than 5 seconds or stepping over the line
   7. **10 Second Violation:** Offense must advance the ball past half court in 10 seconds
   8. **Over & Back:** Crossing over the center line w/ the ball into the front court and then going back into the backcourt

G. **Fouls:**
   1. **Personal:** Illegal “physical” contact w/ an opponent (holding, striking, tripping, etc.)
      a) Free Throws may be given to the offended player
      b) 5 Fouls removes a player from the game
   2. **Technical:** Non-contact foul, results in 2 Free Throws and the ball given for a throw-in
      a) Unsporting Conduct
      b) Severe Rule infractions
Basketball Players/Positions:

**Point guard:** The point guard is the team leader and play caller on the basketball court. A point guard needs good ball handling skills, passing skills as well as strong leadership and decision making skills. Traditionally basketball point guards were small, fast players and this is still often the case.

**Shooting guard:** The shooting guard in basketball has the main responsibility of making long outside shots including the three-point shot. The shooting guard also should be a good passer and able to help the point guard with the ball handling. Shooting guards are often the top scorer on a team.

**Small forward:** Along with the shooting guard, the small forward is often the most versatile player on the basketball team. They should be able to help with ball handling, make an outside shot, and get rebounds. The small forward is often a great defensive player as well.

**Power forward:** The power forward on a basketball team is usually responsible for rebounding and some scoring in the paint. A power forward should be big and strong and able to clear out some space under the basket. Many great power forwards in the game today do not score a lot of points, but lead their team in rebounds. Power forwards are often good shot blockers as well.

**Center:** The center is usually the tallest member of the basketball team. The center can be a big scorer, but also needs to be a strong rebounder and shot blocker. On many teams the center is the final line of defense.

**Bench:** Although only 5 players play at a time on any basketball team, the bench is still very important. Basketball is a fast paced game and players need to rest. A strong bench is key to any basketball team's success. In most games at least 3 players from the bench will play a significant amount of time.

Defensive Positions:

There are two main types of defensive basketball strategies: zone and **man-to-man**.

In **man-to-man** defense each player is responsible to cover one player on the other team. They follow this player wherever they go on the court.

In **zone defense**, players have certain positions or areas of the court they cover. The guards usually play at the top of the key with the forwards playing closer to the basket and on opposite sides. The center usually plays in the middle of the key.

**Basketball Skills taught in P.E.**

Dribbling (low, high, switch hands)
Shooting
Free throw
Jump Shot
Lay up
Pivoting
Rebounding
Basketball Terms:

H. Blocking Out: Defensive player preventing an offensive player from getting a rebounding

I. Check: Used in pick-up games to start play, defense player gives the ball to the offense

J. Defense: Team w/o possession of the ball

K. Dribble: Pushing the ball to the floor w/ one hand continuing the bounce pattern

L. Drive: Aggressive dribble move toward the basket by a player with the ball

M. Double Team: When 2 defensive players guard the same offensive player

N. Fake (shot or pass): Using a deceptive move with the ball to fool the defensive player

O. Fast Break: Trying to score quickly before the defense can get back to defend the basket

P. Field Goal: Basket scored during play

Q. Free Throw: Shooting (1-3 shots) from behind the free throw line while play is stopped

R. Lay-up: One legged running shot taken up close near the basket

S. Make-It Take-It: Pick-up game rule where a team stays on offense after a score

T. Offense: Team w/ possession of the ball

U. Player Control Foul: Player with the ball fouls the defender

V. Pivot: Player holding the ball steps with the same foot once or more in any direction keeping the other foot (pivot) at one point on the floor

W. Rebound: Missed shot that either team can get

III. Court Positions:

A. Baseline: Anywhere along the end lines

B. Block: Boxes along the lane lines near the basket

C. Elbow: Corners of the Free Throw line and the lane lines

D. Free Throw

E. Lane Line: Areas extending above elbows along the lane lines

F. Point: Top of the key or 3 Point Arc

G. Wing: Area extending out to the sides of the free throw lane
Additional Common Basketball Recreational "Pick-up" Games

1 on 1, 2 on 2, or 3 on 3:

Small half court game where 2 teams of an equal number of players compete against each other. All the aspects and rules of a regular game are used with minor modifications to keep the game fair in the half-court "self-officiated" setting.

Hustle:

A Pick-up half court game where individual players try to reach exactly 21 points. The player with the ball is defended by everyone else on the court. If a "field goal" is made (2 or 3 points) the shooter is awarded those points and up to 3 free throws (1 point each). On any missed shot including the free throws the rebounders try to score to earn points and additional free throws.

"21":

A Pick-up game where small teams (2-3 people) compete to score points. A made outside shot is worth 2 points and it is followed up with a close shot that is worth 1 point if made. The first team to score 21 points wins.

Horse / Pig:

Small groups of individual players compete to give and avoid getting "letters". Players shoot in a specific order attempting to make the same shot the previous player made to avoid getting a "letter". When a shot is missed the next player may shoot from anywhere to challenge the player shooting after them. When a player has spelled out the word "HORSE" they are eliminated from the game.

Class Safety Considerations

- Any equipment not being used must be placed completely out of the way to avoid being tripped over or harming students.
- Appropriate footwear (Sneakers) must be worn at all times
- Students need to be aware of their own workers space to avoid collision
- Hockey Sticks must not be raised higher than waist level
**Teacher:**

**Subject:** PHYSICAL EDUCATION K-6

**Room:** “Get Fit” GYMNASIUM

<table>
<thead>
<tr>
<th>LESSON PLAN TEMPLATE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date:</strong></td>
</tr>
<tr>
<td><strong>UNIT:</strong></td>
</tr>
<tr>
<td><strong>Subject:</strong></td>
</tr>
<tr>
<td><strong>NJCCCS/CCSS:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Objective:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Equipment/ Materials:</strong></td>
</tr>
<tr>
<td><strong>Motivation/ DO NOW:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Anticipatory Set:</strong></td>
</tr>
<tr>
<td><strong>Presentation of Lesson:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
3. Extending arms toward target (a person or floor-if Bounce pass)

**Shooting a Jump Shot**
1. Start with your shooting hand on the bottom of the ball and your "support" hand on the side of the basketball.
2. Your shooting elbow should be directly underneath the basketball.
3. To shoot you should bend your knees and jump up in the air. "Push" the basketball towards the back of the rim while at the top of your jump.
4. Follow through and finish with your hand in the "Cookie Jar."

**Lay-up**
1. taking 2 steps towards basket
2. bringing one knee up
3. Extending arm/hand with ball towards box above basket.

| Guided Practice: | SWBAT: SHOOT, PASS, Dribble & Receive the Basketball to their partners at least 4 consecutive times.  
2- SWBAT Learn different Basketball positions: Forwards, Center, Guards.  
3. Offense and Defense 1 on 1 |
|------------------|--------------------------------------------------------------------------------------------------|
| **Defensive Positions** | -Feet in athletic position (shoulder width apart)  
-Arms spread out wide and hands up with palms facing the offensive player (make your self BIG)  
-Keep your back straight.  
-Knees bent.  
-Use the loco motor skill of 'sliding' to move around. |

<table>
<thead>
<tr>
<th>HOTS/Bloom's Taxonomy Questioning</th>
<th>How can you Shoot the basketball into the net with proper aim and form? How can we maintain dribble control? Why should we aim for the box on the backboard when performing a lay up shot?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independent Practice/Assessment:</strong></td>
<td>Students will monitor themselves during the dribble, passing and shooting assessments. Students will Rotate stations.</td>
</tr>
<tr>
<td><strong>Closure:</strong></td>
<td>Students will explain how they feel before the work our, during and after. Students will review and explain Basketball skills and concepts learned.</td>
</tr>
</tbody>
</table>
| **Homework Assignment:** | Students should go home and reflect on their goals for Basketball. Students will write a Self-Assessment on their most difficult basketball skill.  
**Technology:** Students will use the internet to research Women who play in the WNBA, terms and Olympic US champions. Review Women History Project with class, Prep for Women History in Sports Project-March |
Course: Elementary School Physical Education
Unit 7: Theory & Practice of Soccer

Objectives:
- Students will learn the theory, concepts, and physical skills of Soccer
- Students will apply the theoretical components of physical fitness used in Soccer
- Students will develop understanding of the role energy systems and fatigue has on player performance in relation to Soccer
- Students will cooperatively work individually and with partners in a modified and full scale game environment while demonstrating safety at all times

Objective of the game:
Soccer, or "football," as it is known outside the U.S., is a game which is both easy to play with friends and exciting to watch. The basic objective of a game of soccer is to get the ball over the line between the goal posts. However, although this is the overall objective of the game, each player has their own duties. Each team has 11 players on the field.

Soccer Positions
- **Goalkeeper** is the last soccer player back to defend the goal. The goalkeeper is the only player that can **use his or her hands**. Player responsible for guarding the goal
- **The defenders** are the next line of soccer players that play in front of the goalkeeper. The defenders primarily look to defend, but can attack as well.
- **The midfield** is the next line that plays in front of the defenders and behind the forwards. Midfielders do a lot of hard work between the forwards and the defenders...they pass the ball mostly.
- **The forwards/strikers** are the next line and do a lot of the goal scoring. Forwards are the first line of defense if the other team's defenders have the ball, they try to score goals.

Goal: When the entire ball passes over the goal line (1 point is scored)
- Shooting a goal can be done with the inside, outside and/or instep (laces) of the foot.
- Good players avoid using the toe to kick the ball.
- A goal may be scored during play or on a penalty kick.

Soccer Skills Taught in P.E.

**Dribble:** Method of advancing the ball with your feet by using soft taps
- The ball is controlled and moved along the ground.
- A good player can dribble well with either foot

**Heading:** Contacting a ball in the air using the head
- The correct location on the head to head the ball is your upper forehead. The ball should make contact with your forehead and hairline.
- Players should watch the ball contact their head
Passing: When a player moves the ball to a teammate
- Passes can be made with the inside, outside and/or instep (laces) of the foot.
- A good passer can pass well with either foot.
- Good players avoid using the toe to kick the ball.
- Short controlled passes are recommended.

Throw-in: Technique used for restarting play when the ball goes out of bounds on the sideline
- Must use a two-handed throw.
- Both feet must be in contact with the ground.
- Thrower may not put spin, fake, or change direction of ball.
- Player may run prior to throw-in, but must be behind sideline.
- A thrower should attempt to get ball to a teammate (not legal to throw to self).

Trap: Technique used for receiving the ball and bringing it under control
- May use upper trunk, hips, thighs, shins, or feet to trap
- Hands and arms may not be used.
- A good trap brings the ball quickly under control and close to the player (fewest touches possible).
- "1-Touch" refers to one touch to trap the ball and then one touch to pass it.

Student Players:
- A match shall be played by two teams each consisting of not more than six players on the playing surface at a time, one of whom shall be the goalkeeper.
- Co-ed divisions: 3 women and 3 men as field players, plus a goalkeeper of either gender. (A woman may replace a man, but a man may not replace a woman, if the team is short of having enough players.)
- There will never be less than 4 players on the field for any team.

Equipment:
- A player shall not wear anything that is dangerous to him or others (players / referee).
- Uniforms will consist of numbered jerseys, shorts, socks, shin guards, and footwear. Footwear shall not have spikes, molded or otherwise.
- The goalkeeper shall be permitted to wear long pants and colors that easily distinguishes him from other players and referees.

Duration of the game:
- A regulation game shall consist of two halves, 20-30 minutes in length (decided by league rules).
Rules:

Substitutions:
1. Substitutes during a match are unrestricted, except in the case of a player serving a penalty.
2. Substitutions are on the fly.
3. Exiting players must be within 10 feet (3 meters) of the bench and not involved in play of the game.
4. An infraction of "too many men on the field" is called if the substitute and the field player are on the field at the same time and either becomes involved in the play of the ball.
   ▪ Penalty: 2 minutes with the offending team playing shorthanded

Scoring:
5. All goals are 1 point.
6. A goal is scored when the entire ball has passed completely over the goal-line between the goal posts and under the crossbar.

Starting Play:
7. A coin toss determines choice of side or kick-off. After half-time teams change sides and the team that did not kick-off at the start of the game will now do so.
8. After the referee's whistle, the player shall take a place kick from the center spot. The ball may be played forward, sideways, or backwards.
9. All opponents must be at least 10 feet from the ball and outside of the center circle.
10. The kicker may not play the ball a second time, including instances where the ball bounces off the perimeter wall back to the kicker, without first having touched another player.
11. A goal may not be scored from a kickoff.

Restarts & Game Play:

12. Kickoff (start of periods and after goal scored) shall be taken from the center mark, indirect kick.
13. All other restarts are direct kicks.
14. Balls exiting the field of play will be restarted at point of exit. (Balls crossing the Touch line / Sideline result in the opponents being given a Throw-In at that spot).
15. When the entire ball, having last been touched by a defender, passes over the end perimeter wall, a corner kick is awarded. The entire ball shall be placed on the corner mark (usually a 9" inch spot) and is in-play when it moves.
16. When the entire ball, having last been touched by an attacker, passes over the end perimeter wall, the goalie is awarded a Goal Kick (In P.E. a throw is used instead of a goal kick).
17. After having given a signal to do so, a team has five seconds to put the ball into play. Failure to restart within five seconds shall result in a possession turnover to the opponent. If this occurs on a goal-kick restart, the ball shall be restarted by the opponent from the top-of-the-arc.

18. Defending players must position themselves outside a 10' radius (3 meters) on all restarts.

19. When restarting play after a stoppage for any other cause not mentioned elsewhere, the referee shall drop the ball at the place where it was when play was stopped, and it shall be deemed in-play when it touches the floor. Any drop ball restart that occurs in the penalty area shall be dropped at the top-of-the-arc instead. If the ball is played before it touches the floor, the ball shall be re-dropped. In any situation where a team has clear possession of the ball when play was stopped, a drop ball shall not be used.

Violations:

3-Line Rule Violation:

1. The floor is divided into 4 sections by 3 lines.
2. Anytime the ball is kicked or thrown completely over three lines, toward the opponent's goal by the attacking team, a three-line violation is called.
3. The opponents are given a "Restart" with a free-kick at the center of the first “red” line the ball crossed.

Handball Violation:

4. The ball may not be thrown, carried, or intentionally propelled by the hand or arm of an attacking player.
5. The opponents are given a direct kick from the point of the infraction. (This will be a penalty kick if inside the penalty area).

Goalkeepers:

20. Restrictions: The following infractions shall cause the referee to stop play and award a free kick for the opponents to be taken at the top of the restraining arc:
   - Hand-to-hand: A goalkeeper who has had hand control of the ball may not pick it up a second time before a defender has touched it.
   - Pass-back: If a defender kicks the ball back to his goalkeeper, the goalkeeper is allowed to play the ball only with his/her feet.
   - Five second distribution: A goalkeeper must distribute the ball outside of his penalty area within five seconds of having received the ball into his/her possession within the penalty area.
   - Handball outside of the penalty area: The goalkeeper is not allowed to handle the ball outside of the penalty area.
   - Handling by the goalkeeper: A goalkeeper while outside the penalty area may not play the ball back into the penalty area and then pick up the ball with their hands.
   - Goalkeeper striking: A goalkeeper shall be ejected if he intentionally strikes an opponent by throwing the ball violently at him, or pushes him
violently while holding the ball. A penalty kick shall be awarded if the offense occurred within the penalty area or a shootout if the offense occurred outside the penalty area.

21. Privileges:
- Another member of his team may serve goalkeeper time penalties.
- Opponents may not obstruct a goalkeeper in an attempt to prevent him from putting the ball into play.
- May not be charged (run into) inside the penalty area.
- May use hands within his own goalkeeper's box.
- May distribute the ball without restriction via throw, kick, or dropkick (three-line rule is in effect).

Shootouts:

22. The shootout will use both goals and consist of the five field players currently on the field, goalkeepers defending the same goal as previous period.
23. Prior to taking the shootout attempt, the penalized player must be in the penalty box of his team and the referee has recorded his penalty.
24. The ball will be placed on the center spot of the white (or red) line nearest the offending team's goal. These are the lines that define the "zone".
25. The defending goalkeeper shall take up his position with both feet touching his goal line. Once the ball is touched the goalie is free to move.
26. The player identified as taking the shootout will take up his position next to the ball.
27. All other field players, with the exception of the opposing goalkeeper, must be stationed behind the halfway line, with at least one foot touching it. No "run-up" to this line is allowed for any players including the attacking goalkeeper. The start signal will not be given if players are not in position.
28. On the referee's whistle signal, all players may "go!" The two or five minute time penalty starts running on the referee's whistle.
29. The player taking the shootout attempt may consecutively touch, dribble, pass, and play the ball through to the completion of the attempt.

Fouls:

- A free kick is awarded the opponents at the point of the infraction.
- Fouls include:
  0. Kick or attempts to kick an opponent;
  1. Trip an opponent;
  2. Jump at an opponent;
  3. Strike or attempts to strike an opponent;
  4. Push an opponent:
**Soccer Penalties:**

32. If a player commits 2 different infractions the referee will penalize the more serious offense.

33. Delayed Penalty / Advantage Rule: The referee will refrain from penalizing in cases where a stoppage of play would give the advantage to the offending team. Once the offending team touches the ball, play is stopped and the penalty is then awarded. The team committing the offense is not able to score a goal while this rule is in effect.

34. Power Play:
   - Teams may ONLY play 2 down on accumulative infractions. Any more will be served consecutively.
   - If the team on a power play scores, the team playing short-handed gets a player out of the penalty box.

35. Blue Card: player must sit for **two minutes**, during this time his team shall play short-handed for the two minutes or until opposing team scores.
   - Boarding
   - Striking
   - Defensive team fouls within its own penalty area

36. Yellow Card: player must sit a mandatory **five minutes**, team may replace player if opposing team scores or after the five minute penalty has been served.
   - Unsportsmanlike Behavior (Language / Actions)
   - Taunting
   - Serious Repeated Blue Card Offenses

37. Red Card: player is **ejected** and must leave bench to the locker room. Team must play short-handed for the mandatory five minutes.
   - Violent Conduct or Serious Foul Play
   - Insulting, Abusive Language
   - Misconduct after being given a caution
Teacher: ____________ Room: “Get Fit” GYMNASIUM
Subject: PHYSICAL EDUCATION K-6

LESSON PLAN TEMPLATE

<table>
<thead>
<tr>
<th>Date:</th>
<th>Indoor Outdoor Soccer / Locomotor Skills/Physical Fitness Agility (Motor Skills), Eye-Hand Coordination **Revisit Previous Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT: Soccer Subject:</td>
<td>2.1 Wellness: A. Personal Growth and Development 2.5 Motor Skills Development A. Movement Skills 2.6 Fitness A. Fitness and Physical Activity</td>
</tr>
<tr>
<td>NJCCCS/CCSS:</td>
<td>Objective: (Obj.)SWBAT: SHOOT, PASS, Dribble &amp; Receive the Soccer Ball to their partners at least 4 consecutive times. 2- SWBAT Learn different Soccer positions- Attackers, Defenders, Forwards, Center, Goalie (Cond.-How to)SWBAT: Dribble, SHOOT, PASS, and Receive/Trap the ball with proper kinesiology form and contact of the ball. (D.O.L.- Assessment) SWBAT: perform the SHOOTING, PASSING, and Receiving/Trapping the ball over 3 different distances as their skills progress. (SWBAT) demonstrate various types of exercise to increase their physical health.</td>
</tr>
<tr>
<td>Equipment/ Materials:</td>
<td>Cones, Soccer balls, foam balls, Goals,</td>
</tr>
<tr>
<td>Motivation/ DO NOW:</td>
<td>Students will begin Cardiovascular Component 15-20 minute. Sports Component 20 minutes <strong>Safety Analysis:</strong> Students are reminded to not kick the ball with full force to avoid injuring other students with the ball or kicking other students. Do not push, Soccer is a Contact sport. <strong>Safety Analysis:</strong> Use Top of Foot (Shoe Strings) not toes to avoid injury.</td>
</tr>
<tr>
<td>Anticipatory Set:</td>
<td>What sports require Eye Hand Coordination? Soccer, Team. Dual Technology: Internet- Show Soccer game to class Review P.E. Word Wall</td>
</tr>
<tr>
<td>Presentation of Lesson:</td>
<td>How can we increase our Fitness Levels? Speed, Muscles Mass, Endurance, decrease Body Fat. Students will explain that Soccer is a Team Sport, played on grass, Fall, Spring, Sport, Originated in Europe. What is Goal? Throw In? Why should we space out during game play? Why are player given a yellow card or red card? Explain</td>
</tr>
<tr>
<td>*Safety Analysis:</td>
<td>Incorporation of dribbling a soccer ball. Incorporation of passing and receiving the ball. Proper techniques of passing with regards to the standard pass to a classmate as well as stopping the ball and passing and receiving on the move.</td>
</tr>
</tbody>
</table>
- Proper techniques of the shot in a soccer game.
- Proper technique of a give and go in a soccer game.
- Rules and etiquette of proper play in a soccer game.
- Team concepts and respect and responsibility.
- Tactical concepts with regards to game play.
- Learn the positions on the field with regards to offense, defense and goalie.  **11 Players (1 is the goalie)**

**Skills Analysis:**

**Shooting/ Passing**

**Push Pass**
1. Face target (player)
2. Square to the ball.
3. Swing back striking foot.
4. Extend arms out for balance
5. Follow-through

**Heading**

**SOCCER BALL TO**
1. Approach ball at Slight Angles.
2. Plant balance foot beside ball.
3. Arms out at sides for balance
4. Draw back Kicking foot, then Extend with quick force.

**Receiving/Trapping**
1. Square hips to ball.
2. Extend receiving foot sideways
3. Keep receiving foot firm
4. Eyes on ball.

**DRIBBLING**
1. Knees Flexed
2. Crouched Position
3. Keeping Low center of Gravity
4. Body on ball
5. Head Up when Possible

**Guided Practice:**

- SWBAT: SHOOT, PASS, Dribble, Heading, Goal tending, & Receive the Soccer Ball to their partners at least 4 consecutive times.
- SWBAT Learn different Soccer positions- Attackers, Defenders, Forwards, Center, and Goalie.
- SWBAT: SHOOT, PASS, and Receive/Trap the soccer ball with proper kinesiology form and contact of the ball.
- SWBAT: perform the SHOOTING, Heading, PASSING, GOAL tending and Receiving/Trapping the ball over 3 different distances as their skills progress.
- Passing the ball to their partners at 10, feet, 20 feet, 30 feet.

**HOTS/Bloom’s Taxonomy Questioning**

- How can you Shoot the ball pass into the goal with proper aim and speed?
- How can we maintain dribble control and monitor defenders and your teammates?

**Independent Practice/Assessment:**

- Students will monitor themselves during the heading, dribbling, passing and shooting on goal assessments. Students will Rotate stations.

**Closure:**

- Students will explain how they feel before the work out, during and after.
- Students will review and explain Soccer skills and concepts learned.

**Homework Assignment:**

- Students should go home and write a reflection of their goals for **Soccer and Self Assessment**.

**Technology:**

- Students will use the internet to research the soccer players, terms and Olympic US and International champions.
Class Safety Considerations

- Any equipment not being used must be placed completely out of the way to avoid being tripped over or harming students.

- Appropriate footwear (Sneakers) must be worn at all times

- Students need to be aware of their own workers space to avoid collision
Course: Elementary School Physical Education
Unit 8: Theory & Practice of Diamond Games

Objectives:
- Students will learn the theory, concepts, and physical skills of Diamond Games
- Students will apply the theoretical components of physical fitness used in Diamond Games
- Students will develop understanding of the role energy systems and fatigue has on player performance in relation to Diamond Games
- Students will cooperatively work individually and with partners in a modified and full scale game environment while demonstrating safety at all times

Objective of the game:
During this unit students will be exposed to both "traditional" and some unique games that are related to Softball / Baseball. Each game has unique modifications designed to increase participation and skill development. Learning the positions, rules, strategies, and how to officially "keep score" are expectations for this unit.

Diamond Games: Baseball, Softball, Wiffle ball, Kickball

Playing Areas:
1. Diamond (Baseball Diamond)
2. Square (The Gymnasium)
3. Triangle (Three Cones)

Basic Rules & Game Strategy:
Fair & Foul: Where the fielder is standing does not determine if a ball is foul or fair but rather the path of the ball and where the ball is located when touched. All of the following situations result in a fair ball:
- The ball hits the base.
- Before the base the ball rolls foul and then back into fair territory.
- The ball is touched in fair territory.
- The ball bounces off home plate and then into fair territory.
- The ball hits the foul line or pole beyond the base.
- The ball bounces fair in front of a base, passes directly over the base and then lands foul.
- The ball while in fair territory deflects off the umpire into foul territory.
**Force Out:** When a runner must get to the base before the fielders get the ball there.

- A runner on base must advance on a ground ball if runners occupy all bases behind.
- A fielder with the ball needs only to touch the base to get the out.
- A batter running to first is a force out opportunity.
- A runner attempting to return to the base after a fly ball has been caught is a force out opportunity.

**Tag-up:**

- When a fly ball is caught and the runner must return to the base they previously occupied.
- The runner must return to the base before a fielder gets the ball there.
- If a runner has rounded the next base and then needs to tag-up they must re-touch all bases they have crossed.
- Once a runner has returned to their original base, advancing on to the next base is permissible.
- A runner advancing to the next base must wait until after the fielder's initial touch of the ball.
- If the runner never leaves the base until after the ball is touched there is no need to tag-up.

**Base Running:**

- If a runner and the ball arrive at the base simultaneously the tie is awarded to the runner (safe).
- A batter may over-run 1st Base.
- When over-running 1st Base the batter may turn either way provided no attempt is made to go to 2nd Base.
- When a runner passes a base and attempts to return to it fielders must tag the runner with the ball to get the out.
- A runner is allowed approximately 3 feet on each side of the base path when running between bases.
- If a runner goes beyond this 3’ area to avoid being tagged the runner is called out.

**Interference:**

- When a fielder is fielding a ball in the base path the runner must avoid contact with the fielder or interference would be called.
- A fielder in the base path who is not fielding a ball must avoid contact with the runner or the runner will be given an additional base(s) respective to the umpire's judgement as to where they would have reached.
- If a batted ball hits a runner in the base path the runner is out and the play is dead.
- In cases of interference by an offensive player, the play is called dead and the runners are returned to the base they occupied prior to the interference.
- No advantage can be gained by the offending team as a result of the interference.
**Cut-Off:** This is the infielder that the outfielder will throw the ball to.

- The Right fielder's cut-off is usually the 2\textsuperscript{nd} Baseman.
- The Center fielder's cut-off is usually the Shortstop.
- The Left fielder's cut-off is usually the Shortstop.
- Outfielders should attempt to throw the ball on a line to avoid throwing over their cut-off's head.
- The catcher usually directs infielders whether to cut the ball or not and which base to throw to after the cut.

**Bat Selection & Hitting:**

- Bat speed is important for power so it is better to choose a lighter bat that can be swung quickly. Grades K-4 will use a Plastic bat
- Players should stand sideways to the plate and slightly behind it in order to contact the ball out in front.

**Pickle:** When a runner is caught between two bases and attempts to get to either base without being tagged.

- Fielders should throw the ball as few times as possible to keep mistakes to a minimum.
- Fielders should throw the ball early before the runner gets close to a base.
- Fielders should chase the runner toward the base that would keep the runner from advancing a base.

**The Field**

**Bases:** A baseball “diamond” consists of four bases placed in a square. The bases are 1\textsuperscript{st} base, 2nd base, 3rd base, and home plate.

**Infield:** The area around the four bases, the surface of which is generally grass and packed dirt.

**Outfield:** The grassy area beyond the infield.

**Foul Lines:** Two lines (first and third base line) that distinguish fair territory from foul territory. A ball that hits the foul line is called fair.

**Foul Poles:** Poles stationed at the end of each foul line to distinguish fair territory from foul territory for balls hit over the outfield fence. A ball that hits the foul pole is a home run.

**Pitcher’s Mound:** The raised area in the middle of the diamond from which the pitcher throws the ball.

**Batter’s box:** Box marked with chalk near home plate that a batter must stay within while batting.
Positions

Two teams compete in each baseball game. Nine players man the field, while nine batters hit in a predetermined order for each team, known as the “batting order” or “lineup.” The players who have defensive positions, often called “fielders,” are the same ones that bat during the other half of the inning. The nine defensive positions can be grouped into two general categories: infielders and outfielders.

Infielders

**Pitcher**: Pitches the ball from the pitcher’s mound to the catcher.

**Catcher**: Crouches behind home plate and receives pitches thrown by the pitcher. Also receives throws from fielders attempting to make outs at home plate.

**First Baseman**: “Fields,” or defends, balls hit near the 1st base line. Receives throws from fielders attempting to make outs at 1st base.

**Second Baseman**: Fields balls hit near 2nd base. Receives throws from fielders attempting to make outs at 2nd base. Often involved in a **double-play**.

**Third Baseman**: Fields balls hit near the 3rd base line. Receives throws from other fielders attempting to make outs at 3rd base.

**Shortstop**: Fields balls hit between the second baseman and third baseman. Covers 2nd base when the ball is hit to the second baseman.

Outfielders

Three outfielders — left fielder, center fielder and right fielder — attempt to catch balls hit into their portion of the outfield. Balls hit to the outfield are generally ground balls or fly balls hit past the infield.

Other

Some teams also use a designated hitter that bats for one fielder and does not play a position on the field. Other positions include substitute players who may be introduced, called “pinch hitters” who replace a batter, or “pinch runners” who replace a base runner. Once a player has been substituted, he may not return.
Diamond Field Diagram
Diamond Games Terms

At-bat: A player’s turn batting while his team is on offense.

Ball: Pitch that travels outside the strike zone that the hitter does not swing at.

Bunt: A soft hit produced by holding the bat in a stationary position over home plate.

Count: Term used to describe a batter’s balls and strikes during an at-bat. The number of balls is first, followed by the number of strikes. “Three and two” is three balls and two strikes.

Double-play: A play in which the defense records two outs.

Error: Charged to a defensive player for mistakes that should have resulted in an out.

Fair: A ball that, when hit, lands between the two foul lines and stays in bounds past first or third base. A home run is also a fair ball.

Fly ball: Ball hit with a high, arcing trajectory.

Fly out: If a ball is caught by one of the nine fielders before it bounces, the batter is out. Base runners must tag-up during a fly-out.

Force out: After a batter hits the ball, he must advance to 1st base. The defense can get him out by throwing the fielded ball to 1st base before the runner reaches the base. Additionally, other base runners must advance if they are forced by a base runner behind them.

Foul: Ball hit outside the two foul lines. A ball hit behind the batter is a “foul tip.” Results in a strike. When a batter hits a foul ball with two strikes, the count remains the same and at bat continues, because a foul cannot cause a strikeout.

Ground ball: Ball hit with a low trajectory.

Ground-rule double: A ball that bounces in fair territory and travels over the outfield fence. The batter is awarded 2nd base, and all other runners on base advance two bases.

Hit: A batted ball that allows a batter to safely reach base. A single (advances to 1st base), double (advances to 2nd base), triple (advances to 3rd base), and home run are all types of hits. A ball’s trajectory is usually a ground ball, line-drive, or fly ball.
**Hit and run**: Base runner advances to the next base during the pitch, knowing that the batter is swinging at the pitch.

**Home run**: Fair ball hit over the outfield fence between the two foul poles. Batter and any runners on base are awarded home plate and each scores a run.

**Lead off**: Base runners attempt to gain an advantage when the pitcher is pitching the ball by starting several yards in the direction of the next base.

**Line drive**: Ball hit with a trajectory almost parallel to the ground.

**Out**: The defense must create three “outs,” by **strikeout**, **force-out**, **fly-out**, or **tag-out**, before they can switch to offense.

**Pick off**: Pitcher throws the ball to a base to catch a base runner that has a big **lead off**.

**Run**: Scored when an offensive player safely tags home plate.

**Sacrifice**: A batter strategically hits the ball into an out situation to advance or score a runner. Usually a “sacrifice bunt” or “sacrifice fly.”

**Safe**: Called when a player reaches a base without getting **tagged out** or avoids a **force out**.

**Stolen base**: A play during which a runner advances a base while the pitcher is pitching.

**Strike**: A ball that a batter swings at and misses, hits foul, or fails to swing at that crosses the **strike zone**. A batter **strikes out** after three strikes.

**Strike out**: Occurs during an at-bat when a batter accumulates three strikes, at which the at-bat ends and the player is called out.

**Strike zone**: The area above home plate between a batter’s knees and his armpits.

**Tag out**: A base runner that is not on a base when he is tagged by a player with the ball is out.

**Tag up**: A player waits for a fly ball to be caught before advancing to the next base or else the defense can throw the ball to the base that the runner was on before he can return to it and record another out.

**Triple play**: A play during which the defense records three outs.

**Walk**: Four **balls** from a pitcher results in the batter receiving a “walk,” and the batter automatically advances to 1st base. Players on successive bases who are “forced” to advance may move to the next base. Also called “base on balls.”
Course: Elementary School Physical Education
Unit 9: Theory & Practice of Track & Field

Objectives:

- Students will learn the theory, concepts, and physical skills of Track & Field
- Students will apply the theoretical components of physical fitness used in Track & Field
- Students will develop understanding of the role energy systems and fatigue has on player performance in relation to Track & Field
- Students will cooperatively work individually and with partners in a modified and full scale game environment while demonstrating safety at all times

History

The first structured track and field meets took place in 776 BC in Greece, in what the ancient Greeks called the Olympic Games. The original competition was the pentathlon—long jump, javelin, discus, wrestling, and running. Modern track and field meets include running, hurdling, throwing, and jumping events.

Objective of Track & Field games:

Track and field is a team sport made up of many individual competitions. Athletes earn points for their team by finishing in a scoring place, ranging from three to eight places for individual scoring and one to eight places for relays, depending on the number of teams competing. The team with the most total points wins the meet. As its name indicates, track and field meets can be grouped into two general categories: track and field.
Track & Field games taught in P.E.

Basic Skills to teach

1. The Start
- Runners stand in front of the blocks with the left foot **12 to 18 inches** behind the starting line.
2. - Races start with a firing of a **Gun/Whistle**.
3. - The **Standing Start** is used for races (distances) of a **mile or longer**.

4. - **Hurdles**- for beginners it is best to walk over the low hurdles a number of times before attempting the jump.

5. **Relay**- Hold the baton with **four** fingers.
6. With the baton in the first runners right hand, the baton is passed to the second runners left hand.
7. - The baton is exchanged only in the **passing zone**.

8. **Shot Put**
   Starting Position- Place the Shot next to Jaw 3 spins before release.

9. **Discus**
   - Hold discuss with Palm of throwing hand flat upon face of Discus.
   3 Spins and release at Upward Slanted Angle

10. When landing for the **long lump, triple Jump**, Always fall **forward** for higher scoring of points-distance.

11. On the Average 4 laps around the track Equals 1 mile
12. **Long Distance Running**: **Nose**: Breathe in & **Mouth**: Breathe Out

Field Events:

Long Jump:

- A jumper may use either the right or left leg for their take off.
- A legal jump is made off of one leg.
- Legal jumps are measured from the pit side edge of the board to the **nearest** body mark in the sand.
- Jumpers should attempt to jump with the front of the foot totally on the board.
- If any part of the foot is beyond the board the jump is illegal.
- An illegal jump is called a "fault" and is not measured.
- Good technique will have a jumper reaching forward with arms & legs to get the greatest possible distance.
**Triple Jump:**
- All measuring is similar to that described above for the Long Jump.
- The parts in their proper order are a "hop" - "step" - "jump". (All 3 parts should be similar in length.)
- There are multiple take-off boards for each jumper to choose from based upon their ability.

**High Jump (H.S. Athletics only):**
- A legal jump must be made off of one leg.
- The head is usually the first part of the body to go over the bar followed by the shoulders, back, hips and then legs last.
- A jumper should land in the pit on their back with feet pointing to where they took off.
- A jumper is done when they have 3 consecutive misses regardless of the heights attempted.
- If the bar is touched on the jump but stays on the standards it is a legal jump.

**Pole Vault (H.S. Athletics only):**
- Poles are rated for a specific body weight and it is illegal for a vaulter to use a pole rated for less than they actually weigh.
- A vaulter runs down the runway and plants the pole solidly in the box to begin the attempt.
- A vaulter should lay back with the feet above the hands when going up.
- While in the air the vaulter should turn toward the pole and rotate their body as they go over the bar.
- Vaulters should land facing the runway either on their feet or back.
- A vaulter is done when they have 3 consecutive misses regardless of the heights attempted.

**Shot Put (Rubber):**
- The shot must be "put" and not thrown to be legal.
- Proper technique requires the shot to be incontact with the neck / jaw until the release.
- The shot should be released at an approximate 45 degree angle.
- Different weights are used for male and female competitions.
- The thrower is not allowed to leave the ring until directed by the official.
- The distance is measured from the ring to the point the shot first hits the ground.

**Discus (Rubber):**
- Different weights are used for male and female competitions.
- The discus must be thrown within the designated boundary lines to be a legal throw.
• The discus should be released off the index finger last to gain the best results.
• The discus should be released at an approximate 45 degree angle.
• The distance is measured from the ring to the point the discus first hits the ground.
• The thrower is not allowed to leave the ring until directed by the official.

**Running Races:**

**Distance & Middle Distance Races: (800 Meter races & longer)**

• "Pacing" is very important and a steady pace is recommended.
• Runners are not required to stay in a lane beyond a certain point in the race.
• When passing, runners are expected to pass a runner ahead of them on the outside shoulder but if room allows it is legal to pass on the inside provided no interference takes place.
• "Drafting" or running closely behind another runner is a technique used to conserve energy before attempting to pass.
• Distance races are usually started with a "water-fall" start where all the runners line up behind a curved line at the start of the race.
• Distance races are started with 2 commands ("Runners Set" and then the "Gun").

**Sprint Races: (200 Meter races & shorter)**

• Runners are required to stay in their lane for the entire race.
• "Staggered" starts are used.
• Sprint races use a 3 command start ("Runners Take Your Mark", "Set", and then the "Gun").
• Runners run all out from the start.
• **Using Starting Blocks:**(Top sprinters use starting blocks)
  o The knees should be fairly close to the starting line with the hands behind the line.
  o Short steps should be taken out of the blocks with a gradual increase in length as the runner gets up to speed.
  o After taking the "Set" position, subsequent movement by a runner before the gun results in a "false start".
  o For a false starts the gun is fired twice and the offending runner is disqualified from the race.

**Relays:**

• At the point of the exchange the baton must be within the exchange zone.
• It is possible for one of the runners to not be in the exchange zone and still have a legal exchange.
• If the baton is dropped it is legal to pick it up and continue the race provided no other runners are interfered with.
• Hand-offs are usually made from a runner's right hand to the next runner's right hand.
• Teams often put their strongest runner last and this person is called the "anchor".
• **Distance Relay Hand-offs:**
• The incoming runner is exhausted so it is important for the next runner not to run away from them.
• The runner receiving the hand-off should attempt to match the speed of the incoming runner.
• The runner receiving the hand-off should have visual contact before and during the hand-off.

**Sprint Relay Hand-offs:**
• The incoming runner will be at full speed so it is important for the next runner to also be at top speed during the hand-off.
• The runner receiving the hand-off is allowed to start in an "acceleration zone" before the actual "exchange zone".
• The runner receiving the hand-off should use a **blind** hand-off where there is no visual contact during the exchange.

**Hurdling (24 inches):**

• The first leg over the hurdle is called the "lead" leg and the second is called the "trail" leg.
• Athletes may alternate lead legs but top hurdlers usually keep the same lead leg with an odd number of step between hurdles.
• Both legs must go over the hurdle and not "circle" around the hurdle.
• The head should stay level or drop forward as the runner goes over a hurdle.
• The hurdler should be "running" over the hurdles as opposed to "jumping" over them.
**Film & Literacy Projects in Health & Physical Education**

- P.E. teachers will compose lesson plans to accommodate the movie along with questions, written homework and literacy/speech project or presentation

**Common Core Standards : Literacy, Speech, Social Skills, Writing**

**21st Century Standards:**
Civic Literacy, health Literacy, Social and Cross-Cultural, Communication & Collaboration

**NJCCS:**

2.1 **Wellness** A. Personal Growth, E. Social & Emotional Health
2.2 **Integrated Skills** A. Interpersonal Communication, B. Decision Making & Goal Setting, C. Character Development
2.4 **Human Relationships & Interactions**

*Each Film should be match for age of students: Check Ratings, G, PG, PG13 |

**High School Students**

<table>
<thead>
<tr>
<th>Movie</th>
<th>Sport</th>
<th>Substance</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALI</td>
<td>Boxing</td>
<td>Self Esteem, psycho-social, physical fitness, lack of sportsmanship</td>
</tr>
<tr>
<td>Basketball Stories</td>
<td>Basketball</td>
<td>Psycho-social, physical training and development, sportsmanship</td>
</tr>
<tr>
<td>Gladiator/ Spartacus</td>
<td>PE History</td>
<td>Origin of Competition, Greeks, Romans</td>
</tr>
<tr>
<td>Love &amp; Basketball</td>
<td>Basketball</td>
<td>Self-Esteem, Women, Athletic Process, Sportsmanship, Physical training and development, psycho-social</td>
</tr>
<tr>
<td>League of their Own</td>
<td>Women Baseball</td>
<td>PE History, Emotional health, women, Psycho Social, physical training, Good Sportsmanship. Self Esteem,</td>
</tr>
<tr>
<td>Mighty Ducks</td>
<td>Hockey</td>
<td>Sportsmanship, physical training, Self Esteem, Emotional Health</td>
</tr>
<tr>
<td>(Elem &amp; Middle)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RUDY</td>
<td>Football</td>
<td>Self Esteem, Emotional health, psycho-social development</td>
</tr>
<tr>
<td>Coach Carter</td>
<td>Basketball</td>
<td>Mental and Emotional health, self esteem, respect, school, honor</td>
</tr>
<tr>
<td>Rocky</td>
<td>Boxing</td>
<td>American Pride, Mental health, respect, physical</td>
</tr>
<tr>
<td>Movie</td>
<td>Sport/Role</td>
<td>Training</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Bend it Like Beckham</td>
<td>Soccer, Women</td>
<td>Indian Culture, Self Esteem, emotional health, respect, psycho social</td>
</tr>
<tr>
<td>Cool Runnings</td>
<td>bobsled team Winter Olympics</td>
<td>First Jamaican team in Winter Olympics, Psycho-Social. Good Sportsmanship, Self Esteem</td>
</tr>
</tbody>
</table>
Dear Parents/Guardians,

Your child must create a collage displaying an African or Caribbean track and field athlete from the list below. You may illustrate pictures, and/or include information from the internet, magazines and books. The project should be completed on a poster size (19 x 27) paper.

Students must write a short biography of the athlete, including the following: name, date of birth, sport, Olympic games, a form of exercise and physical training, diet and nutrition intake, and accomplishments of the person. Lastly, students must include why they admire the athlete?

Remember to include your child’s name, Health and P.E. teacher’s name, title and classroom, grade should be on the poster. Have fun and good luck!

Projects are due during Health Ed/Physical Education Class

<table>
<thead>
<tr>
<th>Project Grading Rubric (30%)</th>
<th>N.J. Health &amp; P.E. Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 points – Creativity/Colorful</td>
<td>2.1 Wellness A. B.</td>
</tr>
<tr>
<td>5 points- Neatness</td>
<td>2.2 Integrated Skills</td>
</tr>
<tr>
<td>5 points- Submission on time</td>
<td>2.6 Fitness</td>
</tr>
<tr>
<td>5 points- Expository Essay/Biography</td>
<td>Common Core Standards</td>
</tr>
<tr>
<td>5 points- Oral presentation to class</td>
<td></td>
</tr>
<tr>
<td>5 points- Name, Date, Gr., Subject</td>
<td>21st Century Standards:</td>
</tr>
</tbody>
</table>

Examples of some African and Caribbean Track & Field Athletes

- Keshorn Walcott  | Trinidad | Gold | 2012 Olympics
- Kirani James     | Grenada  | Gold | 2012 Olympics
- Veroinca Campbell| Jamaica  | Gold Silver | 2008, 2012 Olympics
- Tiki Gelana      | Ethiopia | Gold | 2012 Olympics
- Vivian Cheruiyot | Kenya    | Gold | 2012 Olympics
- Caster Semenya   | S. Africa| Gold | 2012 Olympics
- Sofia Assefa     | Ethiopia | Gold | 2012 Olympics

Thank You,
Health & Physical Education
Dear Parents/Guardians,

Your child must create a collage displaying a famous woman athlete from the list below. You may illustrate pictures, and/or include information from the internet, magazines and books. The project should be completed on a **poster size (19 x 27) paper**.

Students must write a short biography of the athlete, including the following: name, date of birth, sport, Olympic games, a form of exercise and physical training, diet and nutrition intake, and accomplishments of the person. Lastly, students must include why they admire the athlete?

Remember to include your child’s name, Health and P.E. teacher’s name, title and classroom, grade should be on the poster. Have fun and good luck!

---

**Projects are due during Health Ed/Physical Education Class**

**Project Grading Rubric (30%)**

<table>
<thead>
<tr>
<th>Points</th>
<th>Category</th>
<th>NJ Health &amp; P.E. Standards</th>
<th>Common Core Standards</th>
<th>21st Century standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>- <strong>Creativity/Colorful</strong></td>
<td>2.1 Wellness A. B.</td>
<td><em>Literacy, Speech</em></td>
<td>Health Literacy, Social &amp; Cross Culture</td>
</tr>
<tr>
<td>5</td>
<td>- <strong>Neatness</strong></td>
<td>2.2 Integrated Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>- <strong>Submission on time</strong></td>
<td>2.6 Fitness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>- <strong>Expository Essay/Biography</strong></td>
<td><strong>Common Core Standards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>- <strong>Oral presentation to class</strong></td>
<td>2.6 Fitness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>- <strong>Name, Date, Gr., Subject</strong></td>
<td><strong>21st Century standards</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Examples of some women in Sports**

- Dominique Dawes 1996 Olympics Gymnastics
- Florence Griffith Joyner Olympics Track & Field
- Jackie Joyner Kersee Olympics Track & Field
- Veronica Campbell Brown Olympics Track & Field
- Althea Gibson First African American Tennis Champion
- Venus Williams Tennis Champion and Olympics
- Serena Williams Tennis Champion and Olympics
- Laila Ali Boxer Women Boxing Champion
- WNBA Stars

Women from the 2012 Olympics (Soccer, Basketball, Swimming, etc.)

---

Thank You,

Health & Physical Education
Roselle Public Schools
Health & Physical Education
Human Organ System

Dear Students/Parents/Guardians,

Your child must draw, color, and label a Human Organ System from the list below on a poster size (19 x 27) paper. Students must use the correct names from the “Human Body Systems” text books and diagrams given to them in class. Remember to put your name, Health Ed, teacher’s name, title and grade on your diagram. Good Luck.

Select One (Title):
1. Central Nervous System or Label the parts of the Brain
2. Respiratory System
3. Circulatory System or Label the parts of the Heart
4. The Digestive System
5. The Skeletal System
6. The Muscular System

Project due during your Health Ed Class

Project Grading Rubric (30%)

<table>
<thead>
<tr>
<th>Points</th>
<th>требования</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Creativity/Colorful</td>
</tr>
<tr>
<td>5</td>
<td>Neatness</td>
</tr>
<tr>
<td>5</td>
<td>Submission on time</td>
</tr>
<tr>
<td>5</td>
<td>Diagram correctly labeled</td>
</tr>
<tr>
<td>5</td>
<td>Oral presentation to class</td>
</tr>
<tr>
<td>5</td>
<td>Name, Date, Gr., Subject</td>
</tr>
</tbody>
</table>

NJ Health & P.E. Standards

2.1 Wellness A. B.
2.2 Integrated Skills
2.6 Fitness

Common Core Standards

Science, Speech

21st Century standards

Health Literacy
Creativity & Innovation

Thank You,
Health & Physical Education
Dear Students/Parents/Guardians,

Your Child has to complete a Family Tree project, with the names, birth places of each family member who are deceased or alive. Be creative, Pictures, Color, draw. Do not use your mother’s madden name for security reasons. Follow Project Grading Rubric.

Ed & Gail Good  
(Rocky Mountain, NC)  
Parents of  

John Good  
(North Carolina)  
Father  

Created  

 Daughter  
Tasha Good  
(Brooklyn, NY)  

Mike & Marry Anne Sue Johnson  
(Florence South Carolina)  
Parents of  

Dianne Johnson  
(South Carolina)  
Mother  

Son  
Leroy Good  
(Brooklyn, NY)  

Sample
Family Life Project

Project due during your Health Ed Class

Project Grading Rubric (30%)

- 5 points – Creativity/Colorful
- 5 points - Neatness
- 5 points- Submission on time
- 5 points- Diagram correctly labeled
- 5 points- Oral presentation to class
- 5 points- Name, Date, Gr., Subject

NJ Health & P.E. Standards

- 2.1 Wellness A. B.
- 2.2 Integrated Skills
- 2.6 Fitness

Common Core Standards

- Science, Speech, Literacy

21st Century standards

- Health Literacy
- Creativity & Innovation
- Communication & Innovation
- Information Literacy
- Flexibility & Adaptability

Thank You,
Health & Physical Education
Health & Physical Education Internet Resource Sites


Alliance for a Healthier Generation: https://www.healthiergeneration.org/

American Alliance for Health, Physical Education, Recreation, and Dance:
National Standards, Physical Education Professional Standards
http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm

American Heart Association: www.americanheart.org

Association for Supervision and Curriculum Development:
http://www.ascd.org/Default.aspx

Center for Disease Control (CDC): www.cdc.gov

Comprehensive Health Education Foundation (CHEF): www.chef.org

Fitness Tests: www.topendsports.com/testing

Human Anatomy Online: www.innerbody.com

Internet for Classrooms (comprehensive lists of Health & Physical Education resources):
http://www.internet4classrooms.com/health.htm

Kids Health: http://kidshealth.org/

Let’s Move: (First lady Michelle Obama) www.letsmove.gov

New Jersey Association for Health, Physical Education, Recreation, and Dance:
www.njahperd.org

New Jersey Health and Physical Education Standards 2009:
http://www.state.nj.us/education/cccs/standards/2/index.html

P.E. Central: www.pecentral.org

Physical Education Unprepared Lessons:
http://homeschooling.about.com/od/freeprintables/qt/printables.htm

R Campus Subject Rubrics: http://www.rcampus.com/index.cfm

The Teacher’s Corner (P.E.): http://lesson-plans.theteacherscorner.net/pe/

Understanding by Design (by Wiggins Grant):
www.grantwiggins.org/documents/UbDQuikvue1005.pdf

United States Food & Drug Administration: http://www.fda.gov/
Appendix/Teacher Resources
### Physical Education Daily Grading Rubric
by AAHPERD (2013)

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows Safety Rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No Participation</td>
</tr>
<tr>
<td>Completes Warm-Up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Unprepared (Shoes, Boots)</td>
</tr>
<tr>
<td>Excellent Sportsmanship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily Grade</td>
<td>4=A</td>
<td>3=B</td>
<td>2=C</td>
<td>1=D</td>
<td>0=F</td>
</tr>
</tbody>
</table>

#### Roselle Public Schools
**Health & Physical Education Grading Criteria for Grades K-6**

- Physical Participation: 50%
- Skills Testing & Assessment: 20%
- Projects, Homework, Quizzes: 20%
- Sportsmanship: 10%
**Appendix/Teacher Resources**

**Personal and Social Development**

**Criteria**
1. Demonstrates safety principles in activity settings. ________
2. Follows rules, procedures, and etiquette specific to participating in the gymnasium/on the field. ________
3. Able to work with a partner to achieve a specific task/goal (cooperation). ________

**Levels of Performance**
4 Exceeding: Always observable
3 Accomplished: Observable 75% of the time
2 Developing: Observable 50% of the time
1 Emerging: Observable less than 50% of the time

---

<table>
<thead>
<tr>
<th>Sportsmanship and Fair Full Game Play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessor ___________________________</td>
</tr>
<tr>
<td>Assess the game etiquette demonstrated by the player(s). Circle the most appropriate response for each criterion.</td>
</tr>
<tr>
<td>1. Encourages others (says things like nice shot, good hustle, etc.).</td>
</tr>
<tr>
<td>2. Wins or loses gracefully (doesn't throw temper tantrums; shakes opponent's hands after the game).</td>
</tr>
<tr>
<td>3. Both partners on the team played equally (one person didn't hog the court and try to dominate play).</td>
</tr>
<tr>
<td>4. Correct calls were made; they didn't attempt to cheat.</td>
</tr>
<tr>
<td>5. Courteous to others (we really enjoyed playing the other team because they were so nice).</td>
</tr>
</tbody>
</table>

**Levels of Performance**
1. Student never demonstrates criterion.
2. Student demonstrates criterion in less than 50% of the opportunities presented.
3. Student demonstrates criterion in more than 50% of the opportunities presented, but less than 75%.
4. Student demonstrates criterion in more than 75% of the opportunities presented, but less than 100%.
5. Student always demonstrates criterion.
Teacher Resources

Physical Education Class Rules

- Students must **wear SNEAKERS** to participate in physical activity.

- Upon entering the gymnasium, students must go to their floor spots for attendance & instruction and remain quiet.

- Students are **NOT allowed to bring any food or drinks into the gym**.

- When students **hear the whistle they must stop**, and wait for instruction.

- No play fighting, wrestling or any form of horseplay allowed in the gymnasium.

  If there is an injury, students must stop and kneel down and wait for directions.

- **5** - No Participations grades (F) per marking period may result in a failing grade.

- Students must receive permission prior to leaving the gymnasium for any reason.

- Lack of preparation/negative behavior may result in recess detention or parent contact.

*A copy of this document has been sent home to every student.*
Teacher Resources

My Physical Education Class Reminder
I should wear/bring my SNEAKERS/UNIFORM on:

Grade:_____  Class:_____  Days: ______________

Thank You,
Roselle Public Schools
Health & Physical Education Department
(Please post in home)
Teacher Resources

Field Day Activities  K-4

Objective of Field Day:

Field Day is a fun way for a school to let loose at the end of an academic year. The school’s physical education department/teacher organizes events that can last the entire day or a half-day. Field Day has a series of athletic events in which students participate for prizes or prestige. Field Day is modeled after the Olympic Games, but the events are not as formal.

The following is a sample list of Activities and Field Day Schedule:

Dr. Charles C. Polk Elementary School 20__ Fun Day

Sports, Sun & Fun!!!

Morning– Distribute Field Day Shirts
9.30am Stations/ Activities (Classes will rotate)
1. Beach Ball Volleyball
2. Beach ball Soccer dribble race
3. Hockey Nook
4. Egg on a Spoon Race
5. Buddy Race
6. 100 Meter dash
7. Sack Race
8. Parachute w/ foam balls
9. Horse shoe/ Bean Bag Toss
10. Basketball
11. Hurdles
12. Limbo Contest/ Dance Contest/ Line Dancing near DJ
13. Tug of War Class vs. Class

+ LUNCH (BBQ) around 11.30

OPEN Activities

Snacks. Board Games, Face Painting, Arts & Crafts, Inflatable rides, Basketball, Beach ball Volleyball, Jump ropes, 4 square, Face Painting, Inflatable rides & Dancing

- Activities may be subject to change
# Dr. Charles C. Polk Elementary School 20__ Fun Day

10:00 Welcome Ceremony for all students and staff

## Polk Students report to # Stations Grades 3 & 4

<table>
<thead>
<tr>
<th>Stations</th>
<th>Round 1 10:00 to 10:20</th>
<th>Round 2 10:20 to 10:40</th>
<th>Round 3 10:40 to 11:00</th>
<th>Round 4 11:00 to 11:20</th>
<th>Round 5 11:20 to 11:40</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sack Race</td>
<td>Class Vs. Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Soccer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Scooter Street Race</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Beach Ball Buddy race (use body no hands)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Tug of War</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Winners of Tug of War will advance in Tournament.**
Winning class-Prize two students will be allowed to hit **party piñata** (boy & girl)

**Extra Activities if time**
Kick Ball  Flag Football

**12:30 LUNCH/BBQ Grades 3 & 4**

**OPEN ACTIVITIES 11:40 to 12:30**
Snacks (popcorn & cotton candy, ice cream), Board Games, Face Painting, Arts & Crafts, Inflatable rides, Frisbee, Basketball, Beach ball Volleyball, Jump ropes, 4 square, Face Painting, Inflatable rides  & **Dancing, Limbo Contest Students and Adults**

2:45pm students return to classroom
# Teacher Resources

## Dr. Charles C. Polk Elementary School 20__ Fun Day

**Grade 1 & 2 report to # Stations**

<table>
<thead>
<tr>
<th>Stations</th>
<th>Round 1 10:00 to 10:20</th>
<th>Round 2 10:20 to 10:40</th>
<th>Round 3 10:40 to 11:00</th>
<th>Round 4 11:00 to 11:20</th>
<th>Round 5 11:20 to 11:40</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Beach Ball Volleyball</td>
<td>Class vs. Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Parachute w/ Beach balls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Beach ball Soccer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Hula Hoop Buddy Race (3 kids inside hoop)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. 100 Meter Dash Race</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Bounce Ball Race</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Field 2**

**11:40 AM LUNCH/BBQ Grades 1 & 2**

**OPEN ACTIVITIES 12:30pm**

- Snacks (popcorn & cotton candy, ice cream), Board Games, Face Painting, Arts & Crafts, Inflatable rides, Frisbee, Basketball, Beach ball Volleyball, Jump ropes, 4 square, Face Painting, Inflatable rides & **Dancing, Limbo Contest Students and Adults**

**2:45pm students return to classroom**
Teacher Resources

Dr. Charles C. Polk Elementary School  20__ Fun Day

Sports, Sun & Fun!!!

Field Day Menu for Staff  (Staff & P.T.O. Donations)

**Beef Hot Dogs/ Sausage**  **Hamburgers**  **Chicken**

**Baked Beans/Chili**  **Corn on the Cobb**  **Hero Sandwich**

**Potato Salad**  **Cole Slaw**  **Garden Salad**

**Water**  **Juice**  **Fruit**

**Extras**