

The Woodland Park Physical Education Program Develops motor skills and teaches concepts of movement through a wide variety of activities. Students experience enjoyment and a heightened awareness of the benefits of movement and fitness. This is the foundation for a lifetime of activity and wellness. Physical Education is for all students.

Our program focuses on individual learning needs, thereby developing confidence and self-esteem as students strive to perform at their individual best. By actively participating, students learn effective stress management skills that enhance physical and emotional wellbeing. This self-discovery educates the students about their strengths and aids them in setting realistic goals.

Through participation in our Physical Education Program, social skills such as effective communication, conflict resolution, tolerance and cooperative group work are developed. All of these aspects combined help our students become well rounded. Our district's commitment is to empower students to choose lifetime physical activities that lead to a more productive healthy lifestyle.

Physical Education Curriculum- 2014-2015

Pacing Guide

Content Area: Physical Education

Grade Level: Kindergarten

Unit Title: Safety Rules and Requirements/ Classroom Set-Up	Two Weeks
Unit Title: Body Awareness/ Movement and Skills	Two Weeks
Unit Title: Ball Manipulation	Two Weeks
Unit Title: Fitness-Game Activities	Three Weeks- Fall, Winter, Spring
Unit Title: Obstacle Course	Two Weeks
Unit Title: Jump Rope for Heart	Three Weeks
Unit Title: Scooters	One Week –Fall, Winter, Spring
Unit Title: Running/ Agility Activities- Group Activities	Two Weeks
Unit Title: Ball Manipulation/ Basketball	Two Weeks
Unit Title: Rhythm and Dance	Two Weeks
Unit Title: Yoga	Two Weeks
Unit Title: Racquet Skills/ Striking	Two Weeks
Unit Title: Field Day Prep Activities	Two Weeks
Unit Title: Net Games	Two Weeks

Content Area: Physical Education	Grade Level : Kindergarten
Unit Title: Safety Rules and Requirements/Classroom Set-Up	
<p>Interdisciplinary Connections:</p> <p>Math Connections: K.CC.2.: Count forward beginning from a given number within the known sequence</p> <p>English Language Arts Connections: SLK.1: Participate in collaborative conversations SLK. 2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SLK. 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SLK. 6: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Science Connections: K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: Safety Rules & Requirements / Classroom Set-up	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.2.C.1- Explain what it means to demonstrate good sportsmanship • 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Safety is an important requirement not only in the school setting but in everyday life and situations. • Following rules and procedures are effective ways to make sure you are working towards the same goals as everyone else in an organized and safe manner. • Practicing appropriately and safely while participating in games, sports or activities contributes to the enjoyment of the event. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to follow safety rules and procedures in school? • How would you not following these safety rules impact others?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand the importance of acting appropriately to ensure their enjoyment, safety and well-being. • Students will understand that being organized in squads/lines and in order can help them to prepare quickly for the next activity. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to demonstrate proper entry and exit procedures as requested by the instructor. • Students will be able demonstrate proper and quick exiting procedures in the case of emergencies. • Students will be able to demonstrate the formation of squads/lines to facilitate entry into other activities.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Practice Squad set-up drills and positioning (inside & out). • Discussion and dialogue regarding safety rules and classroom procedures. Have the class suggest what they feel the rules might be. • Incorporate the entry and exiting procedures into the opening and closing activities of the period. Lead in activities. Discussion and dialogue regarding safety rules and classroom procedures. Have the class suggest what they feel the rules might be. 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music will be used to have students start and stop activities.
Resources: Fitnessgram, SHAPE, P.E. Central	

Content Area: Physical Education	Grade Level : Kindergarten
Unit Title: Body Awareness/ Movement and Skills	
<p>Interdisciplinary Connections:</p> <p>Math Connections: K.CC.2.: Count forward beginning from a given number within the known sequence</p> <p>English Language Arts Connections: SLK.1: Participate in collaborative conversations SLK. 2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SLK. 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SLK. 6: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Science Connections: K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: Body Awareness/ Movement Skills	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts.</p> <p>Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand C – Sportsmanship, Rules, and Safety</p> <p>Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity</p> <p>Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings and applied settings • 2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. • 2.5.2.A.3- Respond in movement to changes in tempo, beat, rhythm, or musical style • 2.5.2.A.4 -Correct movement errors in response to feedback 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Each component of fitness contributes to an individual’s health, mentally, emotionally, socially as well as physically. • Proper, fluid and controlled movement/motion helps keep the body fit and aligned. • Awareness of your body’s abilities, i.e., agility, force, flexibility helps you move in a safe, controlled manner. • The simple movements learned in class can be used in other areas of life such as sports, dance, martial arts as well as everyday acts such as lifting. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to know my right vs. left, front/back, clockwise/counter-clockwise, above/below? • What is so important that we need to learn about personal/self-space, general space? • What do we need to look out for when playing around other people or objects? • When might I need to get into or stay out of someone else’s personal/self-space?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand how motions such as lateral movement, sidestepping and pivoting can help them move more effectively and safely in many situations. • When and why would we want to use self-space vs general-space. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will demonstrate movement through the room in general-space maintaining a desired distance from other moving participants. • Students will demonstrate their ability to change direction or speed as directed by the instructor. • Students will show their knowledge and ability to move directionally as instructed.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Movement skill games <ul style="list-style-type: none"> ○ Freeze tag ○ Sharks and Minnows • Musical Freeze game 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music will be used to have students start and stop activities.
Resources: Fitness-gram, SHAPE, P.E. Central	

Content Area: Physical Education	Grade Level : Kindergarten
Unit Title: Ball Manipulation	
<p>Interdisciplinary Connections:</p> <p>Math Connections: K.CC.2.: Count forward beginning from a given number within the known sequence</p> <p>English Language Arts Connections: SLK.1: Participate in collaborative conversations SLK. 2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SLK. 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SLK. 6: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Science Connections: K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
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Physical Education Curriculum- 2014-2015

Unit Title: Ball Manipulation	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. • 2.5.2.A.4 -Correct movement errors in response to feedback • 2.5.2.C.1- Explain what it means to demonstrate good sportsmanship • 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. • 2.6.2.A.2 - Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • The importance of practicing appropriately and safely when involved in games, sports and physical activities. • Participation in activities is the basis for pursuing a healthy lifestyle by providing a physical activity • The general and self-space skills learned early in class can be applied to the game and other life activities. • The importance of following the rules and procedures. • Practicing sportsmanship in activities makes for a more successful experience and outcome. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is sportsmanship so important in sports? • What is the proper body positioning to hold and roll a ball • Why is practicing safety so importance while rolling a ball?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Recognize that two hands are needed to hold the ball evenly • Feet should be shoulder width apart with knees bent • Swing the ball 3 times then release. • Keep your eye on the target • Do not bounce the ball 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will demonstrate their ability to <ul style="list-style-type: none"> ○ Roll the ball to the target ○ Have proper body positioning • Roll the ball
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Partner passing • 1 vs 1 pin ball • Bowling 	<p>Technical Integration:</p>
<p>Resources: PE Central, Shape (PE Organization), various reference/ game/activity books available in the field of P.E.</p>	

Content Area: Physical Education	Grade Level : Kindergarten
Unit Title: Fitness-Gram Activities	
<p>Interdisciplinary Connections:</p> <p>Math Connections: K.CC.2.: Count forward beginning from a given number within the known sequence</p> <p>English Language Arts Connections: SLK.1: Participate in collaborative conversations SLK. 2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SLK. 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SLK. 6: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Science Connections: K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull.</p>	
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<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Fitness-Gram Activities	Time Frame: 3 Weeks –Fall, Winter, Spring
<p>Standard: 2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity</p> <p>Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.6.P.A.1- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and • 2.6.2.A.1- Explain the role of regular physical activity in relation to personal health. • 2.6.2.A.2 - Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness • 2.6.2.A.3- Develop a fitness goal and monitor progress towards achievement of the goal 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Participation in physical activity provides the basis for pursuing a healthy lifestyle and periodic assessment helps us determine our progress. • Our participation in our Fitness-Gram (running) activities helps us to strengthen our cardio-vascular system and to increase our endurance level. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to test our current abilities? • What can we do to get better results?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will be aware of their current level of achievement and work towards improving it. • Students will know the proper form and techniques needed to achieve increased performance. • Students will be aware of simple activities they can do at home to help them prepare for and achieve increased results. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Will be able to understand that endurance testing increases their heart rate which in turn helps develop their cardio-vascular system which they can self-monitor. • Students will be able to demonstrate their abilities in the following trials; • Perform/endurance runs (1/4 mile run, Pacer tests) • Flexibility testing (Flex-box, Trunk lift) • Upper body testing (flexed arm hang) • Abdominal testing (curl-ups)
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Trial testing will be provided by performing the activities listed in the “Demonstration of Learning” area. • Students can perform simple nonintrusive activities at home to help them prepare for and achieve increased results for the Fitness-Gram testing. 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Use of CD and PA system to provide music, timing guidance, rhythm and instruction to the student.
<p>Resources: Fitness-Gram endorsed by the Presidential Youth Fitness Program</p>	

Content Area: Physical Education	Grade Level : Kindergarten
Unit Title: Obstacle Course	
<p>Interdisciplinary Connections:</p> <p>Math Connections: K.CC.2.: Count forward beginning from a given number within the known sequence</p> <p>English Language Arts Connections: SLK.1: Participate in collaborative conversations SLK. 2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SLK. 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SLK. 6: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Science Connections: K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull.</p>	
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Unit Title: Obstacle Course	Time Frame: 2 Weeks
<p>Standard:</p> <p>2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts.</p> <p>Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand C – Sportsmanship, Rules, and Safety</p> <p>Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity</p> <p>Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.P.A.1 –Develop and refine gross motor skill (e.g. hopping, galloping, jumping, running and marching) • 2.5.P.A.2 - Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner). • 2.5.P.A.3 - Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons). • 2.6.P.A.1- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running and marching). 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Student will be able to maneuver their bodies through the obstacle course involving running, balance, spatial awareness, jumping, and crawling. • Students will understand the safety issues while participating in the obstacle course. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What would happen if we moved in any direction we wanted, whenever we felt like it? • Is it important to know the difference between right, left, up and down?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will watch the teacher complete the obstacle course as well as a peer. • Students will practice and refine different gross motor skills 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will jump with two feet through the hula hoops • Students will walk on the balance beam one foot in front of the other • Students will make their bodies small to fit through the tunnel and hula hoops
<p>Suggested Tasks and Activities:</p> <p>Obstacle course, jumping through hula hoops, balance beam, crawl through the tunnel, spatial awareness</p>	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music will be played to direct students when to start and stop. Stop watch will be used to show students time of completing the course.
Resources: P.E. Central, SHAPE	

Content Area: Physical Education	Grade Level : Kindergarten
Unit Title: Jump Rope for Heart	
<p>Interdisciplinary Connections:</p> <p>Math Connections: K.CC.2.: Count forward beginning from a given number within the known sequence</p> <p>English Language Arts Connections: SLK.1: Participate in collaborative conversations SLK. 2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SLK. 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SLK. 6: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Science Connections: K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Jump Rope For Heart	Time Frame: 3 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.P.A.1 -Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching). • 2.5.P.A.3 - Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons). • 2.5.2.A.3- Respond in movement to changes in tempo, beat, rhythm, or musical style • 2.5.2.A.4 -Correct movement errors in response to feedback • 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. • 2.6.2.A.1- Explain the role of regular physical activity in relation to personal health. • 2.6.2.A.2 - Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand the effects of having a healthy heart and what they can do to help others that don't. • Students will be able to jump the long and short ropes • Students will participate in jumping activities 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to keep our heart healthy? • Do we want our heart to always beat fast?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Student will understand the need for daily physical activity. • Students can identify between the different ropes; short, long. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to hold and turn a jump rope properly • Students will be able to jump through the letter “U” the rope makes • Students will be able to jump with two feet
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Short rope practice with teacher modeling • Long rope practice jumping over a moving rope • Obstacle course – jumping section –hula hoops and hopscotch 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music to have the students jumping to the beat, and as a signal for when to start and stop
Resources: American Heart Association, SHAPE, P.E. Central	

Content Area: Physical Education	Grade Level : Kindergarten
Unit Title: Scooters	
<p>Interdisciplinary Connections:</p> <p>Math Connections: K.CC.2.: Count forward beginning from a given number within the known sequence</p> <p>English Language Arts Connections: SLK.1: Participate in collaborative conversations SLK. 2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SLK. 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SLK. 6: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Science Connections: K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Scooters	Time Frame: 1 Week- Fall, Winter, Spring
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <p>2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p>2.5.2.A.3- Respond in movement to changes in tempo, beat, rhythm, or musical style</p> <p>2.5.2.A.4 -Correct movement errors in response to feedback</p> <p>2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand the safety issues for riding the scooter • Students will be able to explain what muscles are being used 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why should we pay attention to our surroundings and how we participate in it? • Are we using muscles when we sit?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand why it is important to ride the scooters safely. • Students will understand how the body’s muscles are used through different activities. • Students will understand how to propel, and change direction using their feet or hands on the scooter 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to travel on the scooter properly • Students will be able to explain and locate the muscles being used while riding the scooter
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Free riding • Directional riding • Partner riding • Builders and bulldozers • Relay Races • Healthy food game 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music for motivation and start and stop cues.
Resources: SHAPE, P.E. Central	

Content Area: Physical Education	Grade Level : Kindergarten
Unit Title: Running/ Agility Activities- Group Activities	
<p>Interdisciplinary Connections:</p> <p>Math Connections: K.CC.2.: Count forward beginning from a given number within the known sequence</p> <p>English Language Arts Connections: SLK.1: Participate in collaborative conversations SLK. 2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SLK. 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SLK. 6: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Science Connections: K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: Running / Agility Activities – Group Games	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.P.A.1 -Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching). • 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. • 2.5.2.A.3- Respond in movement to changes in tempo, beat, rhythm, or musical style 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand the necessity of running/moving vigorously and safely • Students will understand personal space while running/moving with others • Students will understand different speeds and directions 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the benefits of running/moving vigorously? • What happens to your body when you run/move vigorously? • Why is it important to run/move safely?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students understand that running/moving vigorously during games keeps us healthy. • Students understand that following the rules allows us to enjoy and continue staying healthy. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to explain what happens to their bodies while moving vigorously during these games • Students will demonstrate their ability to change speed and directions safely
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Group running • Tag- Freeze, Stuck in the Mud, Builders and Bulldozers, Smart Squirrels • Catch a Tail 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music to be used for motivational reasons as well as start and stop cues.
Resources: P.E. Central, SHAPE	

Content Area: Physical Education	Grade Level : Kindergarten
Unit Title: Ball Manipulation/ Basketball	
Interdisciplinary Connections:	
Math Connections:	K.CC.2.: Count forward beginning from a given number within the known sequence
English Language Arts Connections:	SLK.1: Participate in collaborative conversations
	SLK. 2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
	SLK. 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
	SLK. 6: Speak audibly and express thoughts, feelings, and ideas clearly.
Science Connections:	K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
	K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull.
21st Century Themes:	
<ul style="list-style-type: none"> • Global Awareness • Health Literacy 	
21st Century Skills:	
<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively 	<ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use	

Physical Education Curriculum- 2014-2015

Unit Title: Ball Manipulation/ Basketball	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • P -Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities. • 2.5.P.A.3 - Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons). • 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand how to bounce and catch a ball (stationary, moving) • Students will understand how to bounce a ball to a partner • Students will understand how to bounce a ball over, under and through obstacles 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What do you do when an object is coming at you? • Does how we position our body mater when we are trying to pass a ball?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students understand that two hands are needed to bounce and catch the ball • Students understand the force needed to bounce a ball to a partner • Students understand how to bounce the ball at different levels. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will demonstrate the proper body positioning for bouncing a ball • Students will demonstrate how to bounce and catch a ball stationary and moving • Students will demonstrate how to bounce a ball over, under and through objects
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Stationary bounce and catch with teacher modeling • Partner bounce and catch game • Bounce through hula hoop to partner • Bounce over a bar at different levels • Bounce to music beat 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music will be used for motivation and for start and stop cues. Music will also be used to set the beat/rhythm for bouncing the ball
Resources: American Heart Association, SHAPE, P.E. Central	

Content Area: Physical Education	Grade Level : Kindergarten
Unit Title: Rhythm and Dance	
<p>Interdisciplinary Connections:</p> <p>Math Connections: K.CC.2.: Count forward beginning from a given number within the known sequence</p> <p>English Language Arts Connections: SLK.1: Participate in collaborative conversations SLK. 2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SLK. 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SLK. 6: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Science Connections: K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Rhythm and Dance	Time Frame: 2 Weeks
<p>Standard: NJCCCS</p> <p>2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts.</p> <p>Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity</p> <p>Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p>	
Enduring Understanding:	Essential Questions:
Knowledge and Skills:	Demonstration of Learning:
Suggested Tasks and Activities:	Tech Integration
Resources:	

Content Area: Physical Education	Grade Level : Kindergarten
Unit Title: Yoga	
Interdisciplinary Connections:	
Math Connections:	K.CC.2.: Count forward beginning from a given number within the known sequence
English Language Arts Connections:	SLK.1: Participate in collaborative conversations
	SLK. 2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
	SLK. 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
	SLK. 6: Speak audibly and express thoughts, feelings, and ideas clearly.
Science Connections:	K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
	K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull.
21st Century Themes:	
<ul style="list-style-type: none"> • Global Awareness • Health Literacy 	
21st Century Skills:	
<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively 	<ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use	

Unit Title: Yoga	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts.</p> <p>Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy</p> <p>Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety</p> <p>Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity</p> <p>Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2. Appropriate types and amounts of physical activity enhance personal health. • 2.6.2.A.1- Explain the role of regular physical activity in relation to personal health. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand that yoga is a lifelong activity that promotes health and physical activity • Students will understand that the body has many muscles that are used to support itself • Students will understand how to control their breathing 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is yoga? • Why is it important to control your breathing?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand that many muscles are used to support their body • Students will understand that controlling their breathing will help them focus 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will demonstrate the yoga poses that are on the yoga mat • Students will demonstrate their flexibility by performing the yoga poses • Students will demonstrate their muscular strength by performing the yoga poses
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Teacher modeling and students following on their own yoga mats • Students follow along with yoga DVD 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music – calming music will be played. Yoga DVD
Resources: Yoga DVD, SHAPE, P.E. Central	

Content Area: Physical Education	Grade Level : Kindergarten
Unit Title: Racquet Skills/Striking	
<p>Interdisciplinary Connections:</p> <p>Math Connections: K.CC.2.: Count forward beginning from a given number within the known sequence</p> <p>English Language Arts Connections: SLK.1: Participate in collaborative conversations SLK. 2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SLK. 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SLK. 6: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Science Connections: K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Racquet Skills/Striking	Time Frame: 2 Weeks
<p>Standard: NJCCCS</p> <p>2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts.</p> <p>Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy</p> <p>Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety</p> <p>Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity</p> <p>Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • P -Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities. • 2- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. • 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand how holding a racquet properly will affect where the object goes • Students will understand at what level to strike an object so it goes over the net • Students will understand why they must keep their eyes on the object before striking 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do you make the object bounce up, down, forward?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will hold the racquet with one hand • Students will learn to keep their eyes on the object 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to strike the balloon to a partner
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Students will use soft racquets and balloons to practice • Teacher will model and students will practice alone, then with partners 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Stopwatch- use a stopwatch to see how many hits they can get in an allotted time
Resources: SHAPE, P.E. Central	

Content Area: Physical Education	Grade Level : Kindergarten
Unit Title: Field Day Prep Activities	
<p>Interdisciplinary Connections:</p> <p>Math Connections: K.CC.2.: Count forward beginning from a given number within the known sequence</p> <p>English Language Arts Connections: SLK.1: Participate in collaborative conversations SLK. 2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SLK. 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SLK. 6: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Science Connections: K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: Field Day Prep Activities	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.P.A.1 -Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching). • 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.2.B.4 - Demonstrate strategies that enable team members to achieve • 2.5.2.C.1- Explain what it means to demonstrate good sportsmanship • 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand that field day is a culminating event to show case their skills learned all year • Students will understand the rules for all activities for field day • Students will understand how sportsmanship and teamwork will benefit them during field day 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is sportsmanship and teamwork? • What does it mean to be a team player?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will know that field day is a culminating event • Students will know that their class will work together and cheer for each other during activities • Students will use a combination of skills learner throughout the year to participate 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to wait their turn and follow the directions in each relays race • Students will be able to work with classmates to complete activities.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Students will observe a demonstration of each activity; relay races, tug of war, obstacle course, parachute games and team games. • Students will get multiple trials to practice each event and figure out the best ways for each one to participate 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music for motivation and stop and start cues. Stopwatches to time teams.
Resources: Field Day Guide handbook, P.E. Central	

Content Area: Physical Education	Grade Level : Kindergarten
Unit Title: Net Games	
Interdisciplinary Connections:	
Math Connections:	K.CC.2.: Count forward beginning from a given number within the known sequence
English Language Arts Connections:	SLK.1: Participate in collaborative conversations
	SLK. 2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
	SLK. 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
	SLK. 6: Speak audibly and express thoughts, feelings, and ideas clearly.
Science Connections:	K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
	K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull.
21st Century Themes:	
<ul style="list-style-type: none"> • Global Awareness • Health Literacy 	
21st Century Skills:	
<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use	

Unit Title: Net Games	Time Frame: 2 Weeks
<p>Standard: NJCCCS</p> <p>2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts.</p> <p>Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy</p> <p>Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety</p> <p>Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity</p> <p>Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.P.A.3 - Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons). • 2.6.P.A.1- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching). 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand the importance of safety games involving a net • Students will understand how to position their body to propel an object over the net • Students will understand how to participate with a partner or team 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What can make an object move faster when throwing or hitting it?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will know net safety • Students will be able to throw, hit and bounce an object over the net 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • SWBAT participate without running under or pulling the net • SWBAT direct the object where they want it to go • SWBAT participate within a group during a net game
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Junk food game w/net • Throw and catch with partners over the net 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music will be used for motivation
Resources: SHAPE, P.E. Central	

Physical Education Curriculum- 2014-2015

Pacing Guide

Content Area: Physical Education

Grade Level: First

Unit Title: Safety Rules and Requirements/ Classroom Set-Up	Two Weeks
Unit Title: Body Awareness/ Movement and Skills	Two Weeks
Unit Title: Body Movement/ Kicking	Three Weeks
Unit Title: Fitness-Gram Activities	Three Weeks- Fall, Winter, Spring
Unit Title: Obstacle Course	Two Weeks
Unit Title: Jump Rope for Heart	Three Weeks
Unit Title: Scooters	One Week –Fall, Winter, Spring
Unit Title: Running/ Agility Activities- Group Activities	Two Weeks
Unit Title: Ball Manipulation/ Basketball	Two Weeks
Unit Title: Rhythm and Dance	Two Weeks
Unit Title: Yoga	Two Weeks
Unit Title: Racquet Skills/ Striking	Two Weeks
Unit Title: Field Day Prep Activities	Two Weeks
Unit Title: Net Games	Two Weeks

Content Area: Physical Education	Grade Level : First
Unit Title: Safety and Rules/Classroom Set-Up	
<p>Interdisciplinary Connections:</p> <p>Math Connections: 1.O.A.5.: Relate counting to addition and subtraction</p> <p>English Language Arts Connections: SL.1.1: Participate in collaborative conversations SL.1. 2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6: Produce complete sentences when appropriate to task and situation.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
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Unit Title: Safety Rules & Requirements / Classroom Set-up	Time Frame: 2 Weeks
<p>Standard: NJCCCS</p> <p>2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand C – Sportsmanship, Rules, and Safety</p> <p>Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.2.C.1- Explain what it means to demonstrate good sportsmanship • 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Safety is an important requirement not only in the school setting but in everyday life and situations. • Following rules and procedures are effective ways to make sure you are working towards the same goals as everyone else in an organized and safe manner. • Practicing appropriately and safely while participating in games, sports or activities contributes to the enjoyment of the event. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What would school life be like without rules? • Should everyone have to follow rules?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand the importance of acting appropriately to insure their enjoyment, safety and well-being. • Students will understand that being organized in squads/lines and in order can help them to prepare quickly for the next activity. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to demonstrate proper entry and exit procedures as requested by the instructor. • Students will be able demonstrate proper and quick exiting procedures in the case of emergencies. • Students will be able to demonstrate the formation of squads/lines to facilitate entry into other activities.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Practice Squad set-up drills and positioning (inside & out). • Students will brainstorm list of rules appropriate for gym class • Incorporate the entry and exiting procedures into the opening and closing activities of the period. • Time students to see how quickly they gather into their squads/lines 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music will be used to have students start and stop activities.
Resources: Fitness-gram, SHAPE, P.E. Central	

Content Area: Physical Education	Grade Level : First
Unit Title: Body Awareness/ Movement Skills	
<p>Interdisciplinary Connections:</p> <p>Math Connections: 1.O.A.5.: Relate counting to addition and subtraction</p> <p>English Language Arts Connections: SL1.1: Participate in collaborative conversations SL1. 2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media SL1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6: Produce complete sentences when appropriate to task and situation.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
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Unit Title: Body Awareness / Movement Skills	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. • 2.5.2.A.3- Respond in movement to changes in tempo, beat, rhythm, or musical style • 2.5.2.A.4 -Correct movement errors in response to feedback 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Each component of fitness contributes to an individual’s health, mentally, emotionally, socially as well as physically. • We have control over how our body moves • How we move our body can carry out into different aspects of our lives. • Know when certain body movements are appropriate for the setting in which they are taking place. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is so important that we need to learn about personal/self-space, general space? • What do we need to look out for when playing around other people or objects? • When might I need to get into or stay out of someone else’s personal/self-space?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand how movements such as lateral, sidestepping and pivoting can be more effectively and safely in many situations. • Students will learn that changing directions can help while dodging and fleeing. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will demonstrate assigned movements during activities in general-space while maintaining a safe distance from others.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Movement skill games <ul style="list-style-type: none"> ○ Freeze tag ○ Spaceship tag • Freeze Dance • I see, I see 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Musical CDs and PA system can be used to set pace of movement as well as starting/stopping
<p>Resources: PE Central, Shape (PE Organization), various reference/ game/activity books available in the field of P.E.</p>	

Content Area: Physical Education	Grade Level : First
Unit Title: Body Awareness/ Kicking	
<p>Interdisciplinary Connections:</p> <p>Math Connections: 1.O.A.5.: Relate counting to addition and subtraction</p> <p>English Language Arts Connections: SL1.1: Participate in collaborative conversations SL1. 2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media SL1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6: Produce complete sentences when appropriate to task and situation.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: Body Movement/ Kicking	Time Frame: 3 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts.</p> <p>Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand C – Sportsmanship, Rules, and Safety</p> <p>Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity</p> <p>Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. • 2.5.2.A.4 -Correct movement errors in response to feedback • 2.5.2.C.1- Explain what it means to demonstrate good sportsmanship • 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. • 2.6.2.A.2 - Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Body posture and movement effects how far or what direction an objects moves towards • Personal space is important for safety and for daily life activities • Rules help in keeping activities safe and fair • Practicing sportsmanship in activities makes for a more successful experience and outcome. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is sportsmanship so important in sports? • What is the proper body positioning to complete: <ul style="list-style-type: none"> - dribbling - passing - kicking • Why is practicing safety so importance while participating in soccer activities?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Recognize where to kick the ball <ul style="list-style-type: none"> -top -middle -bottom • Feet should be shoulder width apart with knees bent • Step, Turn and Kick – passing • Step, Bend and Kick - kicking • Duck walk – use insteps for dribbling 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will demonstrate their ability to <ul style="list-style-type: none"> ○ Dribble the ball stationary and short distance ○ Pass the ball to a target ○ Kick the ball to the target ○ Have proper body positioning
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Dribbling to cones/relays • Partner passing • 1 vs 1 pin ball • Soccer Bowling 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music during activities, videos to show skills
<p>Resources: PE Central, Shape (PE Organization), various reference/ game/activity books available in the field of P.E.</p>	

Content Area: Physical Education	Grade Level : First
Unit Title: Fitness-Gram Activities	
<p>Interdisciplinary Connections:</p> <p>Math Connections: 1.O.A.5.: Relate counting to addition and subtraction</p> <p>English Language Arts Connections: SL1.1: Participate in collaborative conversations SL1. 2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media SL1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6: Produce complete sentences when appropriate to task and situation.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Fitness-Gram Activities	Time Frame: 3 Weeks –Fall, Winter, Spring
<p>Standard:2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity</p> <p>Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.6.P.A.1- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and • 2.6.2.A.1- Explain the role of regular physical activity in relation to personal health. • 2.6.2.A.2 - Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness • 2.6.2.A.3- Develop a fitness goal and monitor progress towards achievement of the goal 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Strong effort and practice will show improvement • Participation in our Fitness-Gram (running) activities helps strengthen our cardio-vascular system and to increase our endurance level. • The importance of trying to do our best the first time we try any activity and to better ourselves with each additional trial attempted. • Self-motivation is an important factor in achieving success in these trials as well as in life in general. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to test our current abilities? • What parts of our bodies (muscle groups) are we testing • What can I do to get better results?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will be aware of their current level of achievement and work towards improving it. • Students will know the proper form and techniques needed to achieve increased performance. • Students will be aware of simple activities they can do at home to help them prepare for and achieve increased results. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Will be able to understand that endurance testing increases their heart rate which in turn helps develop their cardio-vascular system which they can self-monitor. • Students will be able to demonstrate their abilities in the following trials; • Perform/endurance runs (1/4 mile run, Pacer tests) • Flexibility testing (Flex-box, Trunk lift) • Upper body testing (flexed arm hang) • Abdominal testing (curl-ups)
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Trial testing will be provided by performing the activities listed in the “Demonstration of Learning” area. • Students can perform simple nonintrusive activities at home to help them prepare for and achieve increased results for the Fitness-Gram testing. 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Use of CD and PA system to provide music, timing guidance, rhythm and instruction to the student.
Resources: Fitness-Gram endorsed by the Presidential Youth Fitness Program	

Content Area: Physical Education	Grade Level : First
Unit Title: Obstacle Course	
<p>Interdisciplinary Connections:</p> <p>Math Connections: 1.O.A.5.: Relate counting to addition and subtraction</p> <p>English Language Arts Connections: SL1.1: Participate in collaborative conversations</p> <p>SL1. 2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> <p>SL1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6: Produce complete sentences when appropriate to task and situation.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Obstacle Course	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts.</p> <p>Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand C – Sportsmanship, Rules, and Safety</p> <p>Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity</p> <p>Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. • 2.5.2.A.3- Respond in movement to changes in tempo, beat, rhythm, or musical style • 2.5.2.A.4 -Correct movement errors in response to feedback 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Student will be able to maneuver their bodies through the obstacle course involving running, balance, spatial awareness, jumping, crawling and rolling. • Students will understand the safety issues while participating in the obstacle course. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why should things be done in order? • Is competition fun?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will watch the teacher complete the obstacle course as well as peers. • Students will practice and refine different gross motor skills 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will jump with two feet through the hula hoops • Students will walk on the balance beam one foot in front of the other • Students will make their bodies small to fit through the tunnel and hula hoops • Students will control body to roll down the wedge mat
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Obstacle course, jumping through hula hoops, balance beam, crawl through the tunnel, spatial awareness. 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music will be played to direct students when to start and stop. • Stop watch will be used to show students time of completing the course.
Resources: P.E. Central, SHAPE	

Content Area: Physical Education	Grade Level : First
Unit Title: Jump Rope for Heart	
<p>Interdisciplinary Connections:</p> <p>Math Connections: 1.O.A.5.: Relate counting to addition and subtraction</p> <p>English Language Arts Connections: SL1.1: Participate in collaborative conversations</p> <p>SL1. 2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> <p>SL1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6: Produce complete sentences when appropriate to task and situation.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Jump Rope For Heart	Time Frame: 3 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.P.A.1 -Develop and refine gross motor skills • 2.5.P.A.3 - Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons). • 2.5.2.A.3- Respond in movement to changes in tempo, beat, rhythm, or musical style • 2.5.2.A.4 -Correct movement errors in response to feedback • 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. • 2.6.2.A.1- Explain the role of regular physical activity in relation to personal health. • 2.6.2.A.2 - Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand the effects of having a healthy heart and what they can do to help others that don't. • Students will be able to jump the long and short ropes -one foot -alternating • Students will participate in jumping activities -jumping jacks - hop scotch 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can we help others in need? • What are some things you can do to teach others about keeping our hearts healthy?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Student will understand the need for daily physical activity. • Students can identify between the different ropes; short, long. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to hold and turn a jump rope properly • Students will be able to jump with two feet, one foot, alternating feet. • Students will be able to complete at least 20 jumping jacks consecutively.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Short rope practice with teacher modeling • Long rope practice jumping over a moving rope • Obstacle course – jumping section –hula hoops and hopscotch 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music to have the students jumping to the beat, and as a signal for when to start and stop.
Resources: American Heart Association, SHAPE, P.E. Central	

Content Area: Physical Education	Grade Level : First
Unit Title: Scooters	
<p>Interdisciplinary Connections:</p> <p>Math Connections: 1.O.A.5.: Relate counting to addition and subtraction</p> <p>English Language Arts Connections: SL1.1: Participate in collaborative conversations</p> <p>SL1. 2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> <p>SL1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6: Produce complete sentences when appropriate to task and situation.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Scooters	Time Frame: 1 Week- Fall, Winter, Spring
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. • 2.5.2.A.3- Respond in movement to changes in tempo, beat, rhythm, or musical style • 2.5.2.A.4 -Correct movement errors in response to feedback • 2.5.2.B.1 - Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities. • 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand the safety issues for riding the scooter • Students will be able to explain what muscles are being used • Students will work in teams to complete tasks on the scooters 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the proper body position for riding the scooter safely? • What muscles if any do you think you are using to move forward? Backward? On your stomach? • What strategies can you use to help your team?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand why it is important to ride the scooters safely. • Students will understand how the body’s muscles are used through different activities. • Student will have the proper form when moving on the scooter 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to scoot on the scooters correctly • Students will be able to explain and locate the muscles being used while riding the scooter • Students will be able to contribute to their team during the scooter activities by riding the scooters correctly and showing good sportsmanship
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Directional riding • Relay Races - Teams • Healthy food game • Scooter Scavenger 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music for motivation and start and stop cues.
Resources: SHAPE, P.E. Central	

Content Area: Physical Education	Grade Level : First
Unit Title: Running/ Agility Activities- Group Games	
Interdisciplinary Connections:	
Math Connections:	1.O.A.5.: Relate counting to addition and subtraction
English Language Arts Connections:	SL1.1: Participate in collaborative conversations
	SL1. 2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media
	SL1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	SL.1.6: Produce complete sentences when appropriate to task and situation.
21st Century Themes:	
<ul style="list-style-type: none"> • Global Awareness • Health Literacy 	
21st Century Skills:	
<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively 	<ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use	

Unit Title: Running / Agility Activities – Group Games	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. • 2.5.2. A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.2. A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. • 2.5.2.A.3- Respond in movement to changes in tempo, beat, rhythm, or musical style • 2.6.P.A.1- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching). 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand the necessity of running/moving vigorously and safely • Students will understand personal space while running/moving with others • Students will understand different speeds and directions • Students will understand different loco-motor skills 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the benefits of running/moving vigorously? • What happens to your body when you run/move vigorously? • Why is it important to run/move safely? • How can we move differently?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students understand that running/moving vigorously during games keeps us healthy. • Students understand that following the rules allows us to enjoy and continue staying healthy. • Students understand how to change between running, skipping and galloping 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will demonstrate their understanding of their motor skills during the games • Students will demonstrate their ability to change speed and directions safely
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Group running • Tag <ul style="list-style-type: none"> -Fire and Ice -Exercise tag -Everyone’s it • Sharks and Minnows 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music to be used for motivational reasons as well as start and stop cues.
Resources: P.E. Central, SHAPE	

Content Area: Physical Education	Grade Level : First
Unit Title: Ball Manipulation/ Basketball	
<p>Interdisciplinary Connections:</p> <p>Math Connections: 1.O.A.5.: Relate counting to addition and subtraction</p> <p>English Language Arts Connections: SL1.1: Participate in collaborative conversations</p> <p>SL1. 2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> <p>SL1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6: Produce complete sentences when appropriate to task and situation.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Ball Manipulation/ Basketball	Time Frame: 2 Weeks
<p>Standard: NJCCCS</p> <p>2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts.</p> <p>Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy</p> <p>Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety</p> <p>Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity</p> <p>Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. • 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. • 2.5.2.A.3- Respond in movement to changes in tempo, beat, rhythm, or musical style • 2.5.2.A.4 -Correct movement errors in response to feedback 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand how to dribble a basketball -stationary -moving • Students will understand how to bounce pass a ball to a partner • Students will understand how to shoot a basketball 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What skills are needed in order to dribble a ball? • What are things I can do to be better at passing and dribbling?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students understand that one hand is used to dribble the basketball • Students understand how to bounce pass the basketball to a partner • Students understand the force need to shoot the basket ball 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will demonstrate the proper body positioning for dribbling a basketball • Students will demonstrate how to bounce pass and receive a bounce pass ball stationary. • Students will demonstrate how to shoot the ball at the 8 foot basket.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Stationary and moving dribbling • Dribble to music beat • Partner bounce and catch game • Stations; shooting, dribbling and passing • Number basketball 	<p>Technical Integration:</p> <p>Music will be used for motivation and for start and stop cues. Music will also be used to set the beat/rhythm for bouncing the ball. Video- skill techniques</p>
Resources: SHAPE, P.E. Central	

Content Area: Physical Education	Grade Level : First
Unit Title: Rhythm and Dance	
<p>Interdisciplinary Connections:</p> <p>Math Connections: 1.O.A.5.: Relate counting to addition and subtraction</p> <p>English Language Arts Connections: SL1.1: Participate in collaborative conversations</p> <p>SL1. 2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> <p>SL1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6: Produce complete sentences when appropriate to task and situation.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Rhythm and Dance	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts.</p> <p>Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity</p> <p>Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. • 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. • 2.5.2.A.3- Respond in movement to changes in tempo, beat, rhythm, or musical style • 2.5.2.A.4 -Correct movement errors in response to feedback • 2.6.2.A.2 - Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand that moderate to vigorous participation in dance activities provide the basis for pursuing a healthy lifestyle • Students will appreciate how involvement in dance activities can be used throughout life as a source of fun, entertainment, exercise and socializing. • Students can take moves provided, change or rearrange them and create new moves or dances of their own. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How will dancing keep us healthy and physically fit? • How does the constant high activity level of dance help our hearts? • What muscles groups are we using when we dance?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand that vigorous dancing will help strengthen various muscle groups as well as our heart • Students will learn that some dance moves are similar to moves used in sports? • Students will be aware that simple individual moves when combined with others create dance 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will demonstrate their ability to dance along with of the Wii Dance system. • Students will demonstrate their directional and timing abilities
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Dance Party • Kaboom DVD 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Wii System
<p>Resources: Wii System, Dance Party Game, Kaboom DVD, P.E. Central, SHAPE</p>	

Content Area: Physical Education	Grade Level : First
Unit Title: Yoga	
<p>Interdisciplinary Connections:</p> <p>Math Connections: 1.O.A.5.: Relate counting to addition and subtraction</p> <p>English Language Arts Connections: SL1.1: Participate in collaborative conversations SL1. 2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media SL1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL1.6: Produce complete sentences when appropriate to task and situation.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Yoga	Time Frame: 2 Weeks
<p>Standard: NJCCCS</p> <p>2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts.</p> <p>Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy</p> <p>Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety</p> <p>Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity</p> <p>Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. • 2.6.2.A.1- Explain the role of regular physical activity in relation to personal health. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand that yoga is a lifelong activity that promotes health and physical activity • Students will understand that the body has many muscles that are used to support itself • Students will understand how to control their breathing 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Can yoga help keep us calm? • How can breathing help us when we are angry or frustrated? • What are things you do to stay focused and calm down?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand that many muscles are used to support their body • Students will understand that controlling their breathing will help them focus • Students will understand that yoga can be to calm down and focus 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will demonstrate the yoga poses that are on the yoga mat • Students will demonstrate their flexibility by performing the yoga poses • Students will demonstrate their muscular strength by performing the yoga poses
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Teacher modeling and students following on their own yoga mats • Students will work with a partner using yoga mats • Students follow along with yoga DVD 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music – calming music will be played. • Yoga DVD
Resources: Yoga DVD, SHAPE, P.E. Central	

Content Area: Physical Education	Grade Level : First
Unit Title: Racquet Skills	
<p>Interdisciplinary Connections:</p> <p>Math Connections: 1.O.A.5.: Relate counting to addition and subtraction</p> <p>English Language Arts Connections: SL1.1: Participate in collaborative conversations SL1. 2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media SL1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6: Produce complete sentences when appropriate to task and situation.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Racquet Skills/Striking	Time Frame: 2 Weeks
<p>Standard: NJCCCS</p> <p>2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts.</p> <p>Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy</p> <p>Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety</p> <p>Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity</p> <p>Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand what the game of badminton is and where it originates from. • Students will understand how holding a racquet properly will affect where the object goes • Students will understand at what level to strike an object so it goes over the net • Students will understand why they must keep their eyes on the object before striking 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is badminton? • How many hands do you hold the racquet with? • How do you make the object bounce up, down, forward?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will hold the racquet with one hand • Students will learn to keep their eyes on the object • Students will use hand/eye coordination to hit the ball with the racquet. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to strike a yarn ball to themselves and a partner • Students will be able to strike a yarn ball to a partner
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Students will use badminton racquets to balance and bounce a yarn ball • Teacher will model and students will practice alone, then with partners 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Stopwatch- use a stopwatch to see how many hits they can get in an allotted time.
Resources: American Heart Association, SHAPE, P.E. Central	

Content Area: Field Day Activities	Grade Level : First
Unit Title: Racquet Skills	
<p>Interdisciplinary Connections:</p> <p>Math Connections: 1.O.A.5.: Relate counting to addition and subtraction</p> <p>English Language Arts Connections: SL1.1: Participate in collaborative conversations</p> <p>SL1. 2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> <p>SL1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6: Produce complete sentences when appropriate to task and situation.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Field Day Prep Activities	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.P.A.1 -Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching). • 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.2.B.4 - Demonstrate strategies that enable team members to achieve • 2.5.2.C.1- Explain what it means to demonstrate good sportsmanship • 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand that field day is a culminating event to show case their skills learned all year • Students will understand the rules for all activities for field day • Students will understand how sportsmanship and teamwork will benefit them during field day 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is field day? • Why do we have field day? • What is sportsmanship and teamwork?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will know that field day is a culminating event • Students will know that their class will work together and cheer for each other during activities • Students will use a combination of skills learner throughout the year to participate 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to wait their turn and follow the directions in each relays race • Students will be able to work with classmates to complete activities.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Students will observe a demonstration of each activity; relay races, tug of war, obstacle course, parachute games and team games. • Students will get multiple trials to practice each event and figure out the best ways for each one to participate 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music for motivation and stop and start cues. • Stopwatches to time teams.
Resources: Field Day Guide handbook, P.E. Central	

Content Area: Field Day Activities	Grade Level : First
Unit Title: Net Games	
<p>Interdisciplinary Connections:</p> <p>Math Connections: 1.O.A.5.: Relate counting to addition and subtraction</p> <p>English Language Arts Connections: SL1.1: Participate in collaborative conversations SL1. 2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media SL1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6: Produce complete sentences when appropriate to task and situation.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: Net Games	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.2.C.1- Explain what it means to demonstrate good sportsmanship • 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand the importance of safety games involving a net • Students will understand how to position their body to propel an object over the net • Students will understand how sportsmanship will be used to participate with a partner or team 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Does it matter how our arms and hands are positioned when we are trying to get an object over the net?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will know net safety • Students will be able to throw, hit and bounce an object over the net 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • SWBAT participate without running under or pulling the net • SWBAT direct the object where they want it to go • SWBAT participate within a group during a net game
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Clean their room game w/net • Throw and catch with partners over the net (change size of objects) 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music will be used for motivation
Resources: SHAPE, P.E. Central	

Physical Education Curriculum- 2014-2015

Pacing Guide

Content Area: Physical Education

Grade Level: Second

Unit Title: Safety Rules and Requirements/ Classroom Set-Up	Two Weeks
Unit Title: Body Awareness/ Movement and Skills	Two Weeks
Unit Title: Body Movement/ Kicking	Three Weeks
Unit Title: Fitness-Gram Activities	Three Weeks- Fall, Winter, Spring
Unit Title: Obstacle Course	Two Weeks
Unit Title: Jump Rope for Heart	Three Weeks
Unit Title: Scooters	One Week –Fall, Winter, Spring
Unit Title: Running/ Agility Activities- Group Activities	Two Weeks
Unit Title: Ball Manipulation/ Basketball	Two Weeks
Unit Title: Rhythm and Dance	Two Weeks
Unit Title: Yoga	Two Weeks
Unit Title: Racquet Skills/ Striking	Two Weeks
Unit Title: Field Day Prep Activities	Two Weeks
Unit Title: Net Games	Two Weeks

Content Area: Physical Education	Grade Level : Second
Unit Title: Safety Rules & Requirements / Classroom Set-up	
<p>Interdisciplinary Connections:</p> <p>Math Connections: 2N.B.T.A.2. Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>English Language Arts Connections: SL.2.1.A Follow agreed-upon rules for discussions SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: Safety Rules & Requirements / Classroom Set-up	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand C – Sportsmanship, Rules, and Safety</p> <p>Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.2.C.1- Explain what it means to demonstrate good sportsmanship • 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Safety is an important requirement not only in the school setting but in everyday life and situations. • Following rules and procedures are effective ways to make sure you are working towards the same goals as everyone else in an organized and safe manner. • Practicing appropriately and safely while participating in games, sports or activities contributes to the enjoyment of the event. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to follow safety rules and procedures in school? • What are the three most important rules that everyone should follow in school?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand the importance of acting appropriately to insure their enjoyment, safety and well-being. • Students will understand that being organized in squads/lines and in order can help them to prepare quickly for the next activity. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to demonstrate proper entry and exit procedures as requested by the instructor. • Students will be able demonstrate proper and quick exiting procedures in the case of emergencies. • Students will be able to demonstrate the formation of squads/lines to facilitate entry into other activities.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Practice Squad set-up drills and positioning (inside & out). • Discussion and dialogue regarding safety rules and classroom procedures. Have the class suggest what they feel the rules might be. • Incorporate the entry and exiting procedures into the opening and closing activities of the period. Lead in activities. Discussion and dialogue regarding safety rules and classroom procedures. Have the class suggest what they feel the rules might be. • Incorporate the entry and exiting procedures into the opening and closing activities of the period. Lead in activities. 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music will be used to have students start and stop activities.
Resources: Fitness-gram, SHAPE, P.E. Central	

Content Area: Physical Education	Grade Level : Second
Unit Title: Body Awareness / Movement Skills	
<p>Interdisciplinary Connections:</p> <p>Math Connections: 2N.B.T.A.2. Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>English Language Arts Connections: SL.2.1.A Follow agreed-upon rules for discussions SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: Body Awareness / Movement Skills	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts.</p> <p>Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand C – Sportsmanship, Rules, and Safety</p> <p>Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity</p> <p>Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. • 2.5.2.A.3- Respond in movement to changes in tempo, beat, rhythm, or musical style • 2.5.2.A.4 -Correct movement errors in response to feedback 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Each component of fitness contributes to an individual’s health, mentally, emotionally, socially as well as physically. • Awareness of your body’s abilities, i.e., agility, force, flexibility helps you move in a safe, controlled manner. • The simple movements learned in class can be used in other areas of life such as sports, dance, martial arts as well as everyday acts such as lifting. • Awareness of boundary lines and rules during activities. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • When is it ok to step into someone’s personal space during gym class? • Why is it important to keep our distance from our peers while engaging in physical activity?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand how motions such as lateral movement, sidestepping and pivoting can help them move more effectively and safely in many situations. • When and why would we want to use self-space vs general-space. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will demonstrate movement through the room in general-space maintaining a desired distance from other moving participants. • Students will demonstrate their ability to change direction or speed as directed by the instructor. • Students will show their knowledge and ability to move directionally as instructed. (turn left-right, forward/backward, step, small/large open/close, etc..)
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Movement skill games <ul style="list-style-type: none"> ○ Freeze tag ○ Sharks and Minnows ○ Tower Tag ○ Exercise Tag 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Musical CDs and PA system can be used to set pace of movement as well as starting/stopping
<p>Resources: PE Central, Shape (PE Organization), various reference/ game/activity books available in the field of P.E.</p>	

Content Area: Physical Education	Grade Level : Second
Unit Title: Body Movement/ Kicking	
<p>Interdisciplinary Connections:</p> <p>Math Connections: 2N.B.T.A.2. Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>English Language Arts Connections: SL.2.1.A Follow agreed-upon rules for discussions SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: Body Movement/ Kicking	Time Frame: 3 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts.</p> <p>Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand C – Sportsmanship, Rules, and Safety</p> <p>Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity</p> <p>Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. • 2.5.2.A.4 -Correct movement errors in response to feedback • 2.5.2.C.1- Explain what it means to demonstrate good sportsmanship • 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. • 2.6.2.A.2 - Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • The importance of practicing appropriately and safely when involved in games, sports and physical activities. • Participation in activities the basis for pursuing a healthy lifestyle by providing a physical activity which helps strengthen our cardio-vascular system. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does playing sports help you achieve a healthy lifestyle? • Why is sportsmanship so important in sports? • What is the proper body positioning to complete: <ul style="list-style-type: none"> - dribbling - passing - kicking
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Pass the ball to where your partner will be, not where they are • Recognize where to kick the ball -top, middle, bottom • Step, Turn and Kick – passing • Step, Bend and Kick - kicking 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will demonstrate their ability to <ul style="list-style-type: none"> ○ Dribble the ball while weaving through the cones ○ Pass the ball to a target ○ Kick the ball to the target ○ Have proper body positioning
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Weaving through cones • Partner passing through an obstacle • Team pin ball • Soccer Stations 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music during activities, videos to show skills
Resources: PE Central, Shape (PE Organization), various reference/ game/activity books available in the field of P.E.	

Content Area: Physical Education	Grade Level : Second
Unit Title: Fitness-Gram Activities	
<p>Interdisciplinary Connections:</p> <p>Math Connections: 2N.B.T.A.2. Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>English Language Arts Connections: SL.2.1.A Follow agreed-upon rules for discussions SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: Fitness-Gram Activities	Time Frame: 3 Weeks – Fall, Winter, Spring
<p>Standard: 2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity</p> <p>Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.6.2.A.1- Explain the role of regular physical activity in relation to personal health. • 2.6.2.A.2 - Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness • 2.6.2.A.3- Develop a fitness goal and monitor progress towards achievement of the goal 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Participation in physical activity provides the basis for pursuing a healthy lifestyle and periodic assessment helps us determine our progress. • Our participation in our Fitness-Gram (running) activities helps us to strengthen our cardio-vascular system and to increase our endurance level. • The importance of practicing appropriately and safely when involved in physical activities. • Self-motivation is an important factor in achieving success in these trials as well as in life in general. • Continuous practice will improve skills. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What do you do to get better at a task? • Why should we track our progress?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will be aware of their current level of achievement and work towards improving it. • Students will know the proper form and techniques needed to achieve increased performance. • Students will be aware of simple activities they can do at home to help them prepare for and achieve increased results. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Will be able to understand that endurance testing increases their heart rate which in turn helps develop their cardio-vascular system which they can self-monitor. • Students will be able to demonstrate their abilities in the following trials; • Perform/endurance runs (1/4 mile run, Pacer tests) • Flexibility testing (Flex-box, Trunk lift) • Upper body testing (flexed arm hang) • Abdominal testing (curl-ups)
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Trial testing will be provided by performing the activities listed in the “Demonstration of Learning” area. • Students can perform simple nonintrusive activities at home to help them prepare for and achieve increased results for the Fitness-Gram testing. 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Use of CD and PA system to provide music, timing guidance, rhythm and instruction to the student.
Resources: Fitness-Gram endorsed by the Presidential Youth Fitness Program	

Content Area: Physical Education	Grade Level : Second
Unit Title: Obstacle Course	
<p>Interdisciplinary Connections:</p> <p>Math Connections: 2N.B.T.A.2. Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>English Language Arts Connections: SL.2.1.A Follow agreed-upon rules for discussions SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: Obstacle Course	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts.</p> <p>Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand C – Sportsmanship, Rules, and Safety</p> <p>Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity</p> <p>Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. • 2.5.2.A.3- Respond in movement to changes in tempo, beat, rhythm, or musical style • 2.5.2.A.4 -Correct movement errors in response to feedback 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Student will be able to maneuver their bodies through the obstacle course involving running, balance, spatial awareness, jumping, crawling and rolling. • Students will understand the safety issues while participating in the obstacle course. • Students will gain a sense of achievement once they complete the course. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What does obstacle mean? • What are some things you do when you run into an obstacle in school?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand that practice and endurance will assist them in complete something difficult such as an obstacle course. • Students will practice and refine different gross motor skills 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will organize and develop their own obstacle course • Students will run through the hula hoops one foot at a time (tires) • Students will walk on the 10' long balance beam one foot in front of the other • Students will make their bodies small to fit through the tunnel and zig-zag hula hoops • Students will control body to roll down the wedge mat
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Obstacle course, jumping through hula hoops, balance beam, crawl through the tunnel, spatial awareness. • Students will develop an obstacle course 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music will be played to direct students when to start and stop. • Stop watch will be used to show students time of completing the course.
Resources: P.E. Central, SHAPE	

Content Area: Physical Education	Grade Level : Second
Unit Title: Jump Rope for Heart	
<p>Interdisciplinary Connections:</p> <p>Math Connections: 2N.B.T.A.2. Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>English Language Arts Connections: SL.2.1.A Follow agreed-upon rules for discussions SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Physical Education Curriculum- 2014-2015

Unit Title: Jump Rope For Heart	Time Frame: 3 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.P.A.1 -Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching). • 2.5.P.A.3 - Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons). • 2.5.2.A.3- Respond in movement to changes in tempo, beat, rhythm, or musical style • 2.5.2.A.4 -Correct movement errors in response to feedback • 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. • 2.6.2.A.1- Explain the role of regular physical activity in relation to personal health. • 2.6.2.A.2 - Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand that not being active can be cause risk factors for your heart • Students will understand the effects of having a healthy heart and what they can do to help others that don't. • Students will be able to jump the long, short ropes and Chinese jump ropes -one foot -alternating • Students will participate in jumping activities -jumping jacks - hop scotch 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are health risk factors for the heart? • Why are we participating in jump rope for heart? • What does jumping rope do for your body? Your heart?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Student will understand the need for daily physical activity. • Students can identify between the different ropes; short, long. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to hold and turn a jump rope properly • Students will be able to jump with two feet, one foot, alternating feet. • Students will be able to complete at least 20 jumping jacks consecutively.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Chinese Jump Ropes • Short rope practice with teacher modeling • Long rope practice jumping over a moving rope • Obstacle course – jumping section –hula hoops and hopscotch 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music to have the students jumping to the beat, and as a signal for when to start and stop.
<p>Resources: American Heart Association, SHAPE, P.E. Central</p>	

Content Area: Physical Education	Grade Level : Second
Unit Title: Scooters	
<p>Interdisciplinary Connections:</p> <p>Math Connections: 2N.B.T.A.2. Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>English Language Arts Connections: SL.2.1.A Follow agreed-upon rules for discussions SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: Scooters	Time Frame: 1 Week- Fall, Winter, Spring
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. • 2.5.2.A.3- Respond in movement to changes in tempo, beat, rhythm, or musical style • 2.5.2.A.4 -Correct movement errors in response to feedback • 2.5.2.B.1 - Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities. • 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand the differences and similarities of the scooter game to the actual sport games. • Students will understand the rules of the team scooter games • Students will understand the safety issues for riding the scooter • Students will be able to explain what muscles are being used • Students will work in teams to complete tasks on the scooters 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What strategies can you use to help your team? • What is scooter basketball? • What is offense? Defense?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand why it is important to ride the scooters safely. • Students will how the body’s muscles are used through different activities. • Students will understand how to propel, and change direction using their feet or hands on the scooter. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to combine scooter skills and sportsmanship skills during these games • Students will be able to travel on the scooter properly • Students will be able to explain and locate the muscles being used while riding the scooter • Students will be able to contribute to their team during the scooter activities by riding the scooters correctly.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Team Games - Scooter Basketball - Scooter Handball • Healthy food game 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music for motivation and start and stop cues.
Resources: American Heart Association, SHAPE, P.E. Central	

Content Area: Physical Education	Grade Level : Second
Unit Title: Running / Agility Activities – Group Games	
<p>Interdisciplinary Connections:</p> <p>Math Connections: 2N.B.T.A.2. Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>English Language Arts Connections: SL.2.1.A Follow agreed-upon rules for discussions SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: Running / Agility Activities – Group Games	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <p>2.5.2. A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.2. A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p>2.5.2.A.3- Respond in movement to changes in tempo, beat, rhythm, or musical style</p> <p>2.6.P.A.1- Develop and refine gross motor skills</p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand how to dodge and flee • Students will understand the necessity of running/moving vigorously and safely • Students will understand personal space while running/moving with others • Students will understand different speeds and directions • Students will understand different loco-motor skills 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is Dodging? Fleeing? • What are the benefits of running/moving vigorously? • What happens to your body when you run/move vigorously? • Why is it important to run/move safely? • How can we move differently?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students understand that running/moving vigorously during games keeps us healthy. • Students understand that following the rules allows us to enjoy and continue staying healthy. • Students understand how to change between running, skipping and galloping 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will demonstrate dodging and fleeing skills • Students will demonstrate their understanding of their motor skills during the games • Students will demonstrate their ability to change speed and directions safely
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Group running with passing • Crazy Corners • Healthy Food Game 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music to be used for motivational reasons as well as start and stop cues.
Resources: American Heart Association, P.E. Central, SHAPE	

Content Area: Physical Education	Grade Level : Second
Unit Title: Ball Manipulation/ Basketball	
<p>Interdisciplinary Connections:</p> <p>Math Connections: 2N.B.T.A.2. Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>English Language Arts Connections: SL.2.1.A Follow agreed-upon rules for discussions SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: Ball Manipulation/ Basketball	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. • 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. • 2.5.2.A.3- Respond in movement to changes in tempo, beat, rhythm, or musical style • 2.5.2.A.4 -Correct movement errors in response to feedback 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand how to dribble a basketball - changing hands - weaving through cones • Students will understand how to bounce pass a ball to a partner while moving • Students will understand how to shoot a basketball, -lay-up - jump shot 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Can you alternate hands while dribbling? • What are the most important rules in the game of basketball? • Is personal space important during this game?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students understand that one hand is used to dribble the basketball but you may alternate hands. • Students understand how to bounce pass the basketball to a partner • Students understand the force need to shoot a jump shot versus a lay-up 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will demonstrate how to combine dribbling, passing and shooting skills. • Students will demonstrate how shoot a jump shot the ball at the 8 foot basket. • Students will demonstrate how shoot lay-up at the 8 foot basket.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Dribble knock-out • Partner dribble, pass and shoot game. • Stations; shooting, dribbling and passing • Team Number Basketball 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music will be used for motivation and for start and stop cues. • Music will also be used to set the beat/rhythm for bouncing the ball. • Video- skill techniques
Resources: SHAPE, P.E. Central	

Content Area: Physical Education	Grade Level : Second
Unit Title: Rhythm and Dance	
<p>Interdisciplinary Connections:</p> <p>Math Connections: 2N.B.T.A.2. Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>English Language Arts Connections: SL.2.1.A Follow agreed-upon rules for discussions SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: Rhythm and Dance	Time Frame: 2 Weeks
<p>Standard: NJCCCS</p> <p>2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts.</p> <p>Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity</p> <p>Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <p>2- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</p> <p>2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p>2.5.2.A.3- Respond in movement to changes in tempo, beat, rhythm, or musical style</p> <p>2.5.2.A.4 -Correct movement errors in response to feedback</p> <p>2.6.2.A.2 - Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness</p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand that moderate to vigorous participation in dance activities provide the basis for pursuing a healthy lifestyle • Students will understand how to combine dance steps and work with a dance team • Students will appreciate how involvement in dance activities can be used throughout life as a source of fun, entertainment, exercise and socializing. • Students can take moves provided, change or rearrange them and create new moves or dances of their own. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can you work with other students to combine the dance steps? • How will dancing keep us healthy and physically fit? • How does the constant high activity level of dance help our hearts? • What muscles groups are we using when we dance?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand that vigorous dancing will help strengthen various muscle groups as well as our heart • Students will learn that some dance moves are similar to moves used in sports? • Students will be aware that simple individual moves when combined with others create dance 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will demonstrate their ability to dance along with of the Wii Dance system. • Students will demonstrate their directional and timing abilities
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Dance Party • Kaboom DVD • Dance Group Teams 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Wii System
<p>Resources: Wii System, Dance Party Game, Kaboom DVD, P.E. Central, SHAPE</p>	

Content Area: Physical Education	Grade Level : Second
Unit Title: Yoga	
<p>Interdisciplinary Connections:</p> <p>Math Connections: 2N.B.T.A.2. Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>English Language Arts Connections: SL.2.1.A Follow agreed-upon rules for discussions SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: Yoga	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts.</p> <p>Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy</p> <p>Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety</p> <p>Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity</p> <p>Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <p>2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p>2.6.2.A.1- Explain the role of regular physical activity in relation to personal health.</p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand that yoga is a lifelong activity that promotes health and physical activity • Students will understand how to combine the yoga poses to create a routine • Students will understand that the body has many muscles that are used to support itself • Students will understand how to control their breathing 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • In what ways does yoga help your mind and body?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand that many muscles are used to support their body • Students will understand that controlling their breathing will help them focus 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will develop a yoga routine with their group • Students will demonstrate the yoga poses that are on the yoga mat • Students will demonstrate their flexibility by performing the yoga poses • Students will demonstrate their muscular strength by performing the yoga poses
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Teacher modeling and students following on their own yoga mats • Students follow along with yoga DVD • Students will work with in groups to develop their own yoga routine and showcase it for the class. 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music – calming music will be played. Yoga DVD
Resources: Yoga DVD, American Heart Association, SHAPE, P.E. Central	

Content Area: Physical Education	Grade Level : Second
Unit Title: Racquet Skills/ Striking	
<p>Interdisciplinary Connections:</p> <p>Math Connections: 2N.B.T.A.2. Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>English Language Arts Connections: SL.2.1.A Follow agreed-upon rules for discussions SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Racquet Skills/Striking	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators: 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand what a volley with a partner is • Students will understand what the game of badminton is and where it originates from. • Students will understand how holding a racquet properly will affect where the object goes • Students will understand at what level to strike an object so it goes over the net • Students will understand why they must keep their eyes on the object before striking 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How are volleyball and badminton the same? • What is a volley with a partner? • How do you make the object bounce up, down, forward?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will hold the racquet with one hand • Students will learn to keep their eyes on the object • Students will use hand/eye coordination to hit the ball with the racquet. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to strike a shuttlecock/birdie to themselves. • Students will be able to strike a shuttlecock/birdie to a partner
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Teacher will model and students will practice alone, then with partners • Students will use badminton racquets to strike a shuttlecock/birdie • Students will volley with a partner over a divider/line 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Stopwatch- use a stopwatch to see how many hits they can get in an allotted time.
Resources: American Heart Association, SHAPE, P.E. Central	

Content Area: Physical Education	Grade Level : Second
Unit Title: Field Day Prep Activities	
<p>Interdisciplinary Connections:</p> <p>Math Connections: 2N.B.T.A.2. Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>English Language Arts Connections: SL.2.1.A Follow agreed-upon rules for discussions SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: Field Day Prep Activities	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <p>2.5.P.A.1 -Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</p> <p>2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.2.B.4 - Demonstrate strategies that enable team members to achieve</p> <p>2.5.2.C.1- Explain what it means to demonstrate good sportsmanship</p> <p>2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand that field day is a culminating event to show case their skills learned all year • Students will understand the rules for all activities for field day • Students will understand how sportsmanship and teamwork will benefit them during field day 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is field day? • Why do we have field day? • What is sportsmanship and teamwork?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will know that field day is a culminating event • Students will know that their class will work together and cheer for each other during activities • Students will use a combination of skills learner throughout the year to participate 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to wait their turn and follow the directions in each relays race • Students will be able to work with classmates to complete activities.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Students will observe a demonstration of each activity; relay races, tug of war, obstacle course, parachute games and team games. • Students will get multiple trials to practice each event and figure out the best ways for each one to participate 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music for motivation and stop and start cues. Stopwatches to time teams.
Resources: Field Day Guide handbook, P.E. Central	

Content Area: Physical Education	Grade Level : Second
Unit Title: Net Games	
<p>Interdisciplinary Connections:</p> <p>Math Connections: 2N.B.T.A.2. Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>English Language Arts Connections: SL.2.1.A Follow agreed-upon rules for discussions SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: Net Games	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators: 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 2.5.2.C.1- Explain what it means to demonstrate good sportsmanship 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand the importance of rotating positions during the game of Newcom • Students will understand the importance of safety games involving a net • Students will understand how to position their body to propel an object over the net • Students will understand how sportsmanship will be used to participate with a partner or team 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is Newcom/Volleyball • Why is it important not to run under the net? • Should the object travel over or under the net?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will know how to rotate in a clockwise rotation • Students will know net safety • Students will be able to throw, hit and bounce an object over the net 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • SWBAT rotate positions during the game of Newcom • SWBAT participate without running under or pulling the net • SWBAT direct the object where they want it to go • SWBAT participate within a group during a net game
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Throw and catch with partners over the net (change size of objects) • Newcom 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music will be used for motivation
Resources: American Heart Association, SHAPE, P.E. Central	

Physical Education Curriculum- 2014-2015

Pacing Guide	
Content Area: Physical Education	
Grade Level: Third	
Unit Title: Safety Rules and Requirements/ Classroom Set-Up	Two Weeks
Unit Title: Body Awareness/ Movement and Skills	One Week
Unit Title: Body Movement/ Kicking	Two Weeks
Unit Title: Fitness-Gram Activities	Three Weeks- Fall, Winter, Spring
Unit Title: Base-Type Games – Rules and Procedures	One Week
Unit Title: Badminton	Two Weeks
Unit Title: Running/ Agility Activities- Group Activities	Two Weeks
Unit Title: Net Games/ Volleyball	Three Weeks
Unit Title: Ball Manipulation/ Basketball	Four Weeks
Unit Title: Scooters	One Week –Fall, Winter, Spring
Unit Title: Rhythm and Dance	Two Weeks
Unit Title: Base-Types – Variations	Three Weeks
Unit Title: Coordinated Running Activities	One Week
Unit Title: Frisbee Activities	One Week
Unit Title: Field Day Prep Activities	Two Weeks
Unit Title: World Games	Two Weeks

Content Area: Physical Education	Grade Level : Third
Unit Title: Safety Rules & Requirements / Classroom Set-up	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL.3.1.B Follow agreed-upon rules for discussions SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>Science Connections: 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. 3-PS2-2 Make an observation and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> ○ ICT Literacy Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: Safety Rules & Requirements / Classroom Set-up	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand C – Sportsmanship, Rules, and Safety</p> <p>Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>Cumulative Progress Indicators:</p> <p>2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer.</p> <p>2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Safety is an important requirement in the school setting. • Following rules and procedures are effective ways to make sure you are working towards the same goals as everyone else in an organized and safe manner. • Playing safely while participating in games, or activities will help make the activity more enjoyable.. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to follow safety rules in school? • How would you not following these safety rules affect others? • How could you use safety rules like these at home?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand the importance of acting safely to make their activity safe and enjoyable. • Students will be able to understand that being organized in squads/lines and in order can help them to prepare quickly for the next activity. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to demonstrate proper entry and exit procedures as requested by the instructor. • Students will be able demonstrate proper and quick exiting procedures in the case of emergencies. • Students will be able to demonstrate the formation of squads/lines to facilitate entry into other activities.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Practice Squad set-up drills and positioning (inside & out) in the form of Speed games and Battleship game. • Practice Spot-bot procedure in game form to assure quick response in case of emergencies/evacuations. • Discussion safety rules and classroom procedures. Have the class suggest what they feel the rules might be. • Incorporate the entry and exiting procedures into the opening and closing activities of the period. Lead in activities. 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Stereo
<p>Resources: PE Central, Shape (PE Organization), various reference/ game/activity books available in the field of P.E</p>	

Content Area: Physical Education	Grade Level : Third
Unit Title: Body Awareness / Movement Skills	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL.3.1.B Follow agreed-upon rules for discussions SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>Science Connections: 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. 3-PS2-2 Make an observation and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <ul style="list-style-type: none"> ▪ Apply Technology Effectively <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: Body Awareness / Movement Skills	Time Frame: 1 Week
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts.</p> <p>Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand C – Sportsmanship, Rules, and Safety</p> <p>Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity</p> <p>Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings (i.e. games, sports, dance and recreational activities). • 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. • 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. • 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. • 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. • 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Fitness contributes to an individual’s health, mentally, emotionally, socially as well as physically. • Being aware of your body’s abilities and limitations help you to move in a safe, controlled manner. • The simple movements learned in class can be used in other areas of life such as sports, dance, martial arts as well as everyday acts such as lifting. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do you think it is important to know directional terms; right vs. left, front/back, clockwise/counter-clockwise, above/below? • Why is keeping / respecting personal space so important? • Why is it important for us to be aware of our surroundings? • Explain when you might need to use open space / self-space?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Identify how various movements are related to sports or dance skills. • Students will discover how to use their directional abilities and skills in game settings. • Students will understand that being aware of their surroundings will help to keep them safe. • Students will know times when we might use self-space vs general-space. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will move through the room in general-space avoiding other moving participants. • Students will be able to change direction or speed as directed by the instructor. • Students will show their ability to move directionally as instructed. (Turn left-right, forward/backward, step, small/large open/close)
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> ○ Movement skill games -Freeze tag -Sharks and Minnows • Magnet game (attract/repel) 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Musical CDs and PA system can be used as a motivation, to set pace of movement as well as starting/stopping
<p>Resources: PE Central, Shape (PE Organization), various reference/ game/activity books available in the field of P.E.</p>	

Content Area: Physical Education	Grade Level : Third
Unit Title: Body Movement/ Kicking	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL.3.1.B Follow agreed-upon rules for discussions SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>Science Connections: 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. 3-PS2-2 Make an observation and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Physical Education Curriculum- 2014-2015

Unit Title: Body Movement/ Kicking	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts.</p> <p>Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand C – Sportsmanship, Rules, and Safety</p> <p>Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity</p> <p>Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings (i.e. games, sports, dance and recreational activities). • 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. • 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. • 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. • 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. • 2.6.4.A.1 – Determine the physical, social, emotional and intellectual benefits of regular physical activities. • 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • The importance of playing safely when involved in games, sports and physical activities. • Participating in sports provides the basis for pursuing a healthy lifestyle by maintaining a high level of physical activity. • The general and self-space skills learned early in class can be applied to the game requirements of sports as well as other life activities. • Following the game rules leads to a more enjoyable experience in the game setting. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the proper way to approach and kick the soccer ball if you want to keep it grounded? • Why is using the full body when making a kick better than just using the legs? • What is the importance of knowing when to practice self-space vs. general space?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Recognize that the ball needs to be kicked at the equator to keep it grounded. • Understand that the ball needs to be kicked with the inside of the foot to get the more accurate kick. • Understand the proper way to trap a ball, under the sole of the foot, still maintaining your balance. • How to properly dribble the ball turning the foot and using the instep to direct the ball forward with little or no sideward motion. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will demonstrate their ability to <ul style="list-style-type: none"> ○ Kick the ball at the equator, keeping it grounded. ○ Kick the ball with their instep keeping it controlled. ○ Trap the ball with the sole of their foot, maintaining their balance. ○ Dribble the ball up and around objects without hitting them. ○ Passing the ball to a partner with reasonable accuracy.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Dribbling relays (straight and weaved versions) • Swamp Soccer (circle activity to assess kicking skills) • Direct kick to a partner (assesses accuracy) 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Internet videos or clips can be incorporated into the lesson to illustrate approaches, proper kicking techniques and follow through required to perform maneuvers.
<p>Resources: PE Central, Shape (PE Organization), various references/ game/activity books available in the field of P.E.</p>	

Content Area: Physical Education	Grade Level : Third
Unit Title: Fitness-Gram Activities	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL.3.1.B Follow agreed-upon rules for discussions SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>Science Connections: 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. 3-PS2-2 Make an observation and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ <u>ICT Literacy</u> Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
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Unit Title: Fitness-Gram Activities	Time Frame: 3 Weeks – Fall, Winter, Spring
<p>Standard: 2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity</p> <p>Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <p>2.6.4.A.1 – Determine the physical, social, emotional and intellectual benefits of regular physical activities.</p> <p>2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness.</p> <p>2.6.4.A.3 – Develop a health-related fitness goal and track progress using health/fitness indicators.</p> <p>2.6.4.A.4 – Determine the extent to which different factors influence, such as heredity, training, diet, and technology.</p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Participation in physical activity provides the basis for pursuing a healthy lifestyle and periodic assessment helps us determine our progress. • Our participation in our Fitness-Gram (running) activities helps us to strengthen our cardio-vascular system and to increase our endurance level. • The importance of practicing appropriately and safely when involved in physical activities. • The importance of trying to do our best the first time we try any activity and to better ourselves with each additional trial attempted. • Self-motivation is an important factor in achieving success in these trials as well as in life in general. • Students will understand that periodic testing of performance will help indicate personal progress. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What parts of our bodies (muscle groups) are we testing? • Who am I competing against, myself? Others? • How will this testing affect me in the future? • What can I do to get better results? • Why do we test our performance early in the year and again at the end? (mid-year)
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will be aware of their current level of achievement and work towards improving it. • Students will know the proper form and techniques needed to achieve increased performance. • Students will be aware of simple activities they can do at home to help them prepare for and achieve increased results. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Will be able to understand that endurance testing increases their heart rate which in turn helps develop their cardio-vascular system which they can self-monitor. • Students will be able to demonstrate their abilities in the following trials; • Perform/endurance runs (1/2 mile run, Pacer tests) • Flexibility testing (Flex-box, Trunk lift) • Upper body testing (push-ups, pull-ups) • Abdominal testing (curl-ups)
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Trial testing will be provided by performing the activities listed in the “Demonstration of Learning” area. • Students can perform simple nonintrusive activities at home to help them prepare for and achieve increased results for the Fitness-Gram testing. 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Use of CD and PA system to provide music, timing guidance, rhythm and instruction to the student.
<p>Resources: Fitness-Gram endorsed by the Presidential Youth Fitness Program</p>	

Content Area: Physical Education	Grade Level : Third
Unit Title: Base-Type Games – Rules and Procedures	
Interdisciplinary Connections:	
<p>English Language Arts Connections: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1.B Follow agreed-upon rules for discussions</p> <p>SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>Science Connections: 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</p> <p>3-PS2-2 Make an observation and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Learning and Innovation Skills <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • Information, Media and Technology Skills <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information • ICT Literacy Apply Technology Effectively • Life and Career Skills <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: Base-Type Games – Rules and Procedures	Time Frame: 1 Week
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts.</p> <p>Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand C – Sportsmanship, Rules, and Safety</p> <p>Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity</p> <p>Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings (i.e. games, sports, dance and recreational activities). • 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. • 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. • 2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. • 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. • 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. • 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Knowing and following the rules applicable to a sport or activity makes the activity more successful and enjoyable. • Sportsmanship and safe, appropriate behavior are concepts important not only to games and sports, for many other aspects of life. • Proper execution of the required skills early on, leads to refining these same skills for later, more challenging situations. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Can you name the positions for these base games? • How does playing by the rules, safely, and in a sportsman like way make the game or activity better? • How does performing these type activities affect our health? • What part of our body benefits from playing base-type activities like these?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand how their behavior/ performance affects the success of others. (team mates / end results) • Students will have an understanding of what they are to do as a member of the kicking or fielding team. • Students will have an understanding of why we have, and need to follow, the rules of the game. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to demonstrate proper base running. • Students will demonstrate their knowledge of base and fielding positions. • Students will demonstrate proper kicking techniques.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Provide and discuss the rules and procedures needed to properly play various base type games. • Engage in base type games where students can see and model proper execution of procedures. 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Rules, diagrams, videos and instructional clips can be found on the internet to help explain and illustrate procedures and strategies for this activity.
Resources: PECentral, Shape (PE Organization), various references/ game/activity books available in the field of P.E.	

Content Area: Physical Education	Grade Level : Third
Unit Title: Badminton	
Interdisciplinary Connections:	
English Language Arts Connections:	<p>SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1.B Follow agreed-upon rules for discussions</p> <p>SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p>
Science Connections:	<p>3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</p> <p>3-PS2-2 Make an observation and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p>
21st Century Themes:	
<ul style="list-style-type: none"> • Global Awareness • Health Literacy 	<ul style="list-style-type: none"> ○ ICT Literacy Apply Technology Effectively
21st Century Skills:	
<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use	

Physical Education Curriculum- 2014-2015

Unit Title: Badminton	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings (i.e. games, sports, dance and recreational • 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. • 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. • 2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. • 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. • 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. • 2.6.4.A.1 – Determine the physical, social, emotional and intellectual benefits of regular physical activities. • 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. • 2.6.4.A.4 – Determine the extent to which different factors influence , such as heredity, training, diet, and technology. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will know various terminology found in racquet activities (under/over/fore and backhand) as well as terms such as self-space, general space. • Students will be able to take these skills and transfer them to other similar racquet or non-racquet activities (handball, squash, volleyball, ping-pong). • Students will understand that performing properly as instructed makes for a better outcome. (Proper hand grip, limited vs full swing, timing/point of contact) 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What must be changed when we hit an object with a racquet vs. your hand? (distance and timing) • What must be changed when hitting the birdie up vs. out (angle and force) • Why is it important to learn the proper grip, follow through and other skills correctly from the beginning?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand the importance of proper body positioning needed to make a successful contact. • Students will know the basic rules of the game of badminton. • Recognizes when to use underhand vs. overhand strikes. • Understands how having the proper grip on the racquet at all times prepares you for a successful strike. • Understands that the racquet is an extension of the arm and that distance and timing is a changed factor. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to demonstrate the proper hand grip needed to make contact. • Students will be able to demonstrate the proper way to perform the underhand and overhand swing. • Students will demonstrate their ability to keep the birdie in motion for 5 or more consecutive volleys to themselves.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Practice underhand strikes to self/ with partner. • Practice underhand strikes to groups of 5 or 6 in circle settings. Add overhand returns when necessary. • Provide a game in an informal setting, scoring not important, number of volleys to be counted. 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Rules, diagrams, videos and instructional clips can be found and displayed through the internet to help explain and illustrate procedures and strategies for playing Badminton.
<p>Resources: PE Central, Shape (PE Organization), various references/ game/activity books available in the field of P.E.</p>	

Content Area: Physical Education	Grade Level : Third
Unit Title: Running / Agility Activities – Group Games	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL.3.1.B Follow agreed-upon rules for discussions SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>Science Connections: 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. 3-PS2-2 Make an observation and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy <p>Apply Technology Effectively</p> <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Physical Education Curriculum- 2014-2015

Unit Title: Running / Agility Activities – Group Games	Time Frame: 1 Week
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <p>2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings</p> <p>2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space.</p> <p>2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance.</p> <p>2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</p> <p>2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer.</p> <p>2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</p> <p>2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness</p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • High levels of continued physical activity will positively affect an individual’s personal health (cardio-vascular/muscular development). • Individual performance in game setting are important to team success. • Safety is a serious concern whenever many people are running quickly at the same time. • Games such as these can be played in setting outside of the school and promote fun, health and socializing. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the benefits of vigorous running in games such as these? • What are some changes in your body when you run vigorously? (heartbeat, sweating, breathing, soreness, tired) • Why is it important to play by the rules in any running game we play? (safety. fun, consistent)
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Student understands a vigorous continuous workout in a game setting helps keep us healthy and strengthens our bodies. • Students will understand that exercising such as continual running will strengthen the (cardio-vascular system) heart as well as other muscles. • Students understand that their individual efforts not only make them successful, but adds to the success of their team. • When everyone plays by the same rules, the game is more fun, less problems or conflicts. • The rules needed to play these running activities can be used in different game settings. • Safety is always important, especially when there are many people running at the same time. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will demonstrate their understanding of the games rules and procedures as observed by the instructor. • Students will demonstrate safety by avoiding other runners. • Students will demonstrate their agility and coordination through their running maneuvers.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Discuss the rules of the various games to be played. (Steal the drumstick, Freeze tag, Jewel Thieves) • Have students monitor breathing and heart rate at various stages of play. 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • New games can be found through searching the internet. Students may find new games to bring into class by researching the internet. Videos or clips can also be viewed in class to illustrate the activity to be performed. Music for motivational purposes and starting & stopping cues.
<p>Resources: PE Central, Shape (PE Organization), various references/ game/activity books available in the field of P.E.</p>	

Content Area: Physical Education	Grade Level : Third
Unit Title: Net Games -Volleyball	
Interdisciplinary Connections:	
English Language Arts Connections:	<p>SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1.B Follow agreed-upon rules for discussions</p> <p>SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p>
Science Connections:	<p>3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</p> <p>3-PS2-2 Make an observation and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p>
21st Century Themes:	
<ul style="list-style-type: none"> • Global Awareness • Health Literacy 	<ul style="list-style-type: none"> ○ ICT Literacy
21st Century Skills:	
<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> ○ Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use	

Unit Title: Net Games -Volleyball	Time Frame: 3 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety</p> <p>Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. • 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. • 2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. • 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. • 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.. • 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand the importance of safety in a striking sport. • Students will know various terminology found in Volleyball activities (under/over/serve) as well as terms such as self-space, general space. • Students will be able to take these skills and transfer them to other similar game, some which may require a racquet or paddle (handball, racquetball, ping-pong). • Students will understand that performing properly as instructed makes for a better outcome. (Proper upper and lower platform, limited vs full swing, timing/point of contact) 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do you hold your arms to prepare for the bump? Your hands for the set? • When do you use a set vs. a bump? • Why is it important to make sure you are always bumping/setting upward when you make contact with the ball? • What must be changed when you need to send the ball high versus up and out?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand the importance of proper body positioning needed to make a successful contact. • Students will know the basic rules of the game of volleyball. • Recognizes when to use a bump vs. a set. • Understands how to position their arms to properly perform the bump or the hands to perform the set. <p>Student will know the proper way to set up their platforms.</p>	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to demonstrate the proper arm platform to perform a bump. • Students will be able to demonstrate the proper position of the hands and arms to perform the set. • Students will demonstrate their ability to keep the volleyball/balloon in motion for 5 or more consecutive volleys to themselves.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Practice underhand bump to self. • Practice underhand bump to partner. • Practice underhand bump (use sets when appropriate) to groups of 5 or 6 in circle settings. • Provide an informal game (Volley Newcomb) stressing the number of successful volleys achieved vs. score. 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Rules, diagrams, videos and instructional clips can be found and displayed through the internet to help explain and illustrate procedures and strategies for playing Volleyball.
<p>Resources: PE Central, Shape (PE Organization), various references/ game/activity books available in the field of P.E.</p>	

Content Area: Physical Education	Grade Level : Third
Unit Title: Running / Agility Activities – Group Games	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL.3.1.B Follow agreed-upon rules for discussions SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>Science Connections: 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. 3-PS2-2 Make an observation and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information • <u>ICT Literacy</u> Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Running / Agility Activities – Group Games	Time Frame: Two Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings • 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. • 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. • 2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. • 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. • 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. • 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • High levels of continued physical activity will positively affect an individual’s personal health (cardio-vascular/muscular development). • Individual performance in game setting are important to team success. • Safety is a serious concern whenever many people are running quickly at the same time. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are some changes in your body when you run vigorously? (heartbeat, sweating, breathing, soreness, tired) • Why is it important to play by the rules in any running game we play? (safety. fun, consistent)
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Student understands a vigorous continuous workout in a game setting helps keep us healthy and strengthens our bodies. • Students will understand that exercising such as continual running will strengthen the (cardio-vascular system) heart as well as other muscles. • Students understand that their individual efforts not only make them successful, but adds to the success of their team. • When everyone plays by the same rules, the game is more fun, less problems or conflicts. • The rules needed to play these running activities can be used in different game settings. • Safety is always important, especially when there are many people running at the same time. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will demonstrate their understanding of the games rules and procedures as observed by the instructor. • Students will demonstrate safety by avoiding other runners. • Students will demonstrate their agility and coordination through their running maneuvers.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Discuss the rules of the game to be played. (Steal the drumstick, Tag, Freeze tag, Jewel Thieves) <p>Have students monitor breathing and heart rate at various stages of play.</p>	<p>Technical Integration:</p> <ul style="list-style-type: none"> • New games can be found through searching the internet. Students may find new games to bring into class by researching the internet. Videos or clips can also be viewed in class to illustrate the activity to be performed.
<p>Resources: PE Central, Shape (PE Organization), various references/ game/activity books available in the field of P.E.</p>	

Content Area: Physical Education	Grade Level : Third
Unit Title: Fitness-Gram Activities	
Interdisciplinary Connections:	
<p>English Language Arts Connections: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1.B Follow agreed-upon rules for discussions</p> <p>SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>Science Connections: 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</p> <p>3-PS2-2 Make an observation and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p>	
21st Century Themes:	
<ul style="list-style-type: none"> • Global Awareness • Health Literacy 	<ul style="list-style-type: none"> ○ ICT Literacy
21st Century Skills:	
<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> • <u>Apply Technology Effectively</u> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Fitness-Gram Activities	Time Frame: 2 Weeks
<p>Standard: 2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity</p> <p>Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <p>2.6.4.A.1 – Determine the physical, social, emotional and intellectual benefits of regular physical activities.</p> <p>2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness.</p> <p>2.6.4.A.3 – Develop a health-related fitness goal and track progress using health/fitness indicators.</p> <p>2.6.4.A.4 – Determine the extent to which different factors influence , such as heredity, training, diet, and technology.</p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Participation in physical activity provides the basis for pursuing a healthy lifestyle and periodic assessment helps us determine our progress. • Our participation in our Fitness-Gram (running) activities helps us to strengthen our cardio-vascular system and to increase our endurance level. • The importance of practicing appropriately and safely when involved in physical activities. • The importance of trying to do our best the first time we try any activity and to better ourselves with each additional trial attempted. • Self-motivation is an important factor in achieving success in these trials as well as in life in general. • Students will understand that periodic testing of performance will help indicate personal progress. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How will this testing affect me in the future? • What can I do to get better results? • Why do we test our performance early in the year and again at the end? (mid-year)
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will be aware of their new level of achievement and what they can do to work towards continually improving it. • Students will know the proper form and techniques needed to achieve increased performance. • Students will be aware of simple activities they can do at home to help them prepare for and achieve increased results. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Will be able to understand that endurance testing increases their heart rate which in turn helps develop their cardio-vascular system which they can self-monitor. • Students will be able to demonstrate their abilities in the following trials; • Perform/endurance runs (1/2 mile run, Pacer tests) • Flexibility testing (Flex-box, Trunk lift) • Upper body testing (push-ups, pull-ups) • Abdominal testing (curl-ups)
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Trial testing will be provided by performing the activities listed in the “Demonstration of Learning” area. • Students can perform simple nonintrusive activities at home to help them prepare for and achieve increased results for the Fitness-Gram testing. 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Use of CD and PA system to provide music, timing guidance, rhythm and instruction to the student.
<p>Resources: Fitness-Gram endorsed by the Presidential Youth Fitness Program</p>	

Content Area: Physical Education	Grade Level : Third
Unit Title: Ball Manipulation/ Basketball	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL.3.1.B Follow agreed-upon rules for discussions SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>Science Connections: 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. 3-PS2-2 Make an observation and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy <p>Apply Technology Effectively</p> <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Physical Education Curriculum- 2014-2015

Unit Title: Ball Manipulation/ Basketball	Time Frame: 4 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings • 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. • 2.5.4.A.3 – Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. • 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. • 2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. • 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. • 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. • 2.6.4.A.1 – Determine the physical, social, emotional and intellectual benefits of regular physical activities. • 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Participation in physical activity provides the basis for pursuing a healthy lifestyle and periodic assessment helps us determine our progress. • Students will understand that performing activities properly as instructed makes for a better Learning the proper way to execute the needed skills to dribble, pass and catch the basketball, from the start, will help an individual progress more quickly and successfully. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does participating in an activity like basketball help keep you healthy and physically fit? • What part of your hands are used to make contact with the ball? • Why is learning not to look at the ball while dribbling important? • Where in relation to your body should you dribble the ball? (10 or 2 o'clock)
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand that proper positioning and movement of the body, (hands, bend knees, open stance) work to make them more successful. • Students will understand that timing plays an important role in proper movements used in dribbling. • Students will be able to show the proper hand positioning and proper body stance needed to dribble. • Students will understand the proper way to bounce and chest pass a ball to a teammate. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to demonstrate proper hand contact necessary for successful dribbling. Handout will be provided to allow student to shade appropriate hand area for dribbling. • Students will be able to demonstrate proper side dribbling position to effectively move while dribbling. • Students will be able to demonstrate the proper way to execute a bounce pass or chest pass to a teammate.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Provide activity requiring both stationary and mobile dribbling. • Dribbling with dominant hand, introducing alternate hand. • Provide activities requiring both direct and weaving motions. • Bounce and chest passes to their partner (stationary / moving - leading the player) 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music will be used for motivational purposes as well as to create an element of timing.
<p>Resources: PE Central, Shape (PE Organization), various references/ game/activity books available in the field of P.E.</p>	

Content Area: Physical Education	Grade Level : Third
Unit Title: Scooter Activities	
Interdisciplinary Connections:	
<p>English Language Arts Connections: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1.B Follow agreed-upon rules for discussions</p> <p>SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>Science Connections: 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</p> <p>3-PS2-2 Make an observation and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p>	
21st Century Themes:	
<ul style="list-style-type: none"> • Global Awareness • Health Literacy 	<ul style="list-style-type: none"> ○ ICT Literacy
21st Century Skills:	
<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<p>Apply Technology Effectively</p> <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Physical Education Curriculum- 2014-2015

Unit Title: Scooter Activities	Time Frame: 3 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings • 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. • 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. • 2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. • 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. • 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. • 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand that vigorous participation in physical activity provides the basis for pursuing a healthy lifestyle and periodic assessment helps us determine our progress. • Students will appreciate how involvement in fun activities as such affect different muscle groups. • Students will learn how their individual performance can and will affect the outcome of other people (teamwork). • Learning the importance of staying in an assigned space or looking for open-space is helpful in playing safe as well as developing future strategies. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to think about safety when playing our scooter games? How does it affect you personally or others? • Why is it important to stay in your assigned lane, position or assigned areas? • How does participating in these type of activities affect your health and well-being? • What parts of your body do you feel you are exercising?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand that learning and performing fun skills (even sitting/moving on the scooter) has health benefits. • Students will learn the importance of individual performance and how it affect other people’s success (teamwork –relay races). • Students will learn the rules of playing these scooter games and how these skills can be used in other settings in the future (field hockey, soccer, Lacrosse, etc). 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to demonstrate their ability to maintain a safe environment. • Students will be able to demonstrate their knowledge of and ability to recognize and maintain self-space and general space. • Students will be able to identify the body parts or muscle groups that are exercising. Provide paper assessment requiring students to shade body parts being used. • Students will maintain a moderate to high level of activity during the game and be able to demonstrate this level through monitoring of heart-rate or pulse.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Scooter relay activities -balancing relay - Scooter traffic jam 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music / CD’s start/stop can be used for cueing purposes
<p>Resources: PE Central, Shape (PE Organization), various references/ game/activity books available in the field of P.E.</p>	

Content Area: Physical Education	Grade Level : Third
Unit Title: Rhythm and Dance	
Interdisciplinary Connections:	
<p>English Language Arts Connections: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1.B Follow agreed-upon rules for discussions</p> <p>SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>Science Connections: 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</p> <p>3-PS2-2 Make an observation and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p>	
21st Century Themes:	
<ul style="list-style-type: none"> • Global Awareness • Health Literacy 	<ul style="list-style-type: none"> ○ ICT Literacy
21st Century Skills:	
<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<p>Apply Technology Effectively</p> <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Rhythm and Dance	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts.</p> <p>Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings • 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. • 2.5.4.A.3 – Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. • 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. • 2.6.4.A.1 – Determine the physical, social, emotional and intellectual benefits of regular physical activities. • 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand that vigorous participation in dance activities provide the basis for pursuing a healthy lifestyle. • Students will appreciate how involvement in dance activities can be used throughout life as a source of fun, entertainment and exercise. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Can an activity such as dancing help keep us healthy and physically fit? • Does the constant high activity level of dance help our heart? • What muscle groups are we using when we dance?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand that vigorous dancing will help strengthen various muscle groups as well as our heart. • Students will learn that some dance moves are similar to moves used in sports. • Students will be aware that dancing strengthens muscles in many parts of our body. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will demonstrate their ability to dance along with the scored requirements of the Wii Dance system, using the beginner level of dance instruction. • Students will demonstrate their directional and timing abilities (observation).
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Dancing to the provided Dance Revolution (beginner level) songs offered and scored by the system 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Wii Dance Revolution system, Research and purchase other dance DVD's
<p>Resources: Wii Dance Revolution system, Research and purchase other dance DVD's</p>	

Content Area: Physical Education	Grade Level : Third
Unit Title: Base-Type Games – Variations	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL.3.1.B Follow agreed-upon rules for discussions SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>Science Connections: 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. 3-PS2-2 Make an observation and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy <p>Apply Technology Effectively</p> <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Base-Type Games – Variations	Time Frame: 3 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings • 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. • 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. • 2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. • 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. • 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. • 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Knowing and following the rules applicable to a sport or activity makes the activity more successful and enjoyable. • Sportsmanship and safe, appropriate behavior are concepts important not only to games and sports, and are required for many other aspects of life. • Learning the rules for one sport/activity can be useful when playing variations of that game as well as entirely different sport. Some concepts transcend other activities. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How has learning the rules and procedures required to play these activities made it more enjoyable? • How does playing by the rules safely, appropriately in a sportsman like way make for a better game or activity? • How does performing these type activities affect our health?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand how their behavior/performance affects the success of others. (team mates / end results) • Students will have an understanding of what they are to do as the kicker and when they are the fielders. • Students will understand that proper fielding positioning (attentiveness) is crucial to making the game successful. • Students will understand the importance of teamwork. <p>Students will understand why we have, and need to follow, the rules of the game.</p>	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to demonstrate proper base running as applied to various base games. • Students will demonstrate their knowledge of base and fielding positions. • Students will demonstrate proper kicking/ batting/ punching/ hitting techniques. • Students will be given a written test on their knowledge of the rules and procedures.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Review and reinforce (Q&A) the rules and procedures needed to properly play various base type games. • Engage in base type games where students can see and model proper execution of procedures. 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Rules, diagrams, videos and instructional clips can be found on the internet to help explain and illustrate procedures and strategies for this activity.
<p>Resources: PE Central, Shape (PE Organization), various references/ game/activity books available in the field of P.E.</p>	

Content Area: Physical Education	Grade Level : Third
Unit Title: Coordinated Running Activities	
Interdisciplinary Connections:	
<p>English Language Arts Connections: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1.B Follow agreed-upon rules for discussions</p> <p>SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>Science Connections: 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</p> <p>3-PS2-2 Make an observation and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p>	
21st Century Themes:	
<ul style="list-style-type: none"> • Global Awareness • Health Literacy 	<ul style="list-style-type: none"> ○ ICT Literacy <p>Apply Technology Effectively</p>
21st Century Skills:	
<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Coordinated Running Activities	Time Frame: 1 Week
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings • 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. • 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. • 2.5.4.B.1 – Explain and demonstrate the use of basic offensive and defensive strategies • 2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. • 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. • 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. • 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • High levels of continued physical activity will positively affect an individual’s personal health (cardio-vascular/muscular development). • Individual performance in game setting are important to team success. • Safety is a serious concern whenever many people are running quickly at the same time. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are some changes in your body when you run vigorously? (heartbeat, sweating, breathing, soreness, tired) • Why is it important to play by the rules in any running game we play? (safety. fun, consistent)
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Student understands a vigorous continuous workout in a game setting helps keep us healthy and strengthens our bodies. • Students understand that their individual efforts not only make them successful, but adds to the success of their team. • Students will understand that exercises such as continual running will strengthen the (cardio-vascular system) heart as well as other muscles • When everyone plays by the same rules, the game is more fun, less problems or conflicts. • The rules needed to play these running activities can be used in different game settings. • Safety is always important, especially when there are many people running at the same time. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will demonstrate their understanding of the games rules and procedures as observed by the instructor. • Students will demonstrate safety by avoiding other runners. • Students will demonstrate their agility and coordination through their running maneuvers.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Discuss the rules of the game to be played such as Sailors and Sharks • Provide students with the opportunity to come up with alternate high activity games. • Have students monitor breathing and heart rate. 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music for motivational purposes and starting & stopping cues.
<p>Resources: PE Central, Shape (PE Organization), various references/ game/activity books available in the field of P.E.</p>	

Content Area: Physical Education	Grade Level : Third
Unit Title: Frisbee Activities / Competition	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1.B Follow agreed-upon rules for discussions</p> <p>SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>Science Connections: 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</p> <p>3-PS2-2 Make an observation and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy <p>Apply Technology Effectively</p> <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Frisbee Activities / Competition	Time Frame: 1 Week
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings (i.e. games, sports, dance and recreational activities). • 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. • 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. • 2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. • 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. • 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. • 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • The importance of practicing appropriately and safely when involved in games, sports and physical activities. • Participation in sports provides the basis for pursuing a healthy lifestyle by providing a physical activity which helps strengthen our cardio-vascular system. • Following the rules leads to a more organized and enjoyable experience in other activities pursued. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is safety so important when throwing objects? • How would participating in moderate to vigorous activities help us stay healthy and physically fit? • How would changing your force, direction and motion affect your results when throwing an object?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Recognize the importance of safety when objects are being thrown. • Understand how varying the force, direction and motion when throwing will change the outcome of the throw. • How can an activity such as Frisbee throwing be used elsewhere? 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will demonstrate the proper grip needed to throw the Frisbee. • Students will demonstrate their understanding (of how to do) and their ability to (do) successfully throw the Frisbee with acceptable success to a targeted area. • Students will demonstrate safety by monitoring other student activity and alertness to throws
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Introduction to Frisbee throwing techniques (hold, wrist flick, force). • Frisbee throw to targeted area • Frisbee throw to partner 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music/CD for motivational purposes
<p>Resources: PE Central, Shape (PE Organization), various references/ game/activity books available in the field of P.E.</p>	

Content Area: Physical Education	Grade Level : Third
Unit Title: Field Day Prep Activities	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1.B Follow agreed-upon rules for discussions</p> <p>SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>Science Connections: 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</p> <p>3-PS2-2 Make an observation and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy <p>Apply Technology Effectively</p> <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Field Day Prep Activities	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <p>2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings</p> <p>2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space.</p> <p>2.5.4.A.3 – Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance.</p> <p>2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</p> <p>2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer.</p> <p>2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</p> <p>2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness.</p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand that Field Day is a culminating event to showcase the skills learned throughout the year. • The students will understand the varying rules for the different activities. • The importance of practicing appropriately and safely when involved in games, sports and physical activities. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the benefits of vigorous running in games and activities such as these? • Why is it important to play by the rules in any running game we play? • Why is it so important to consider your efforts as an individual and how does that affect your team?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Student understands a vigorous continuous workout in a game setting helps keep us healthy and strengthens our bodies. • Students understand that their individual efforts not only make them successful, but adds to the success of their team. • When everyone plays by the same rules, the game is more fun, • The rules needed to play these running activities can be used in different game settings and later in life 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will demonstrate the knowledge of the rules for the various Field Day activities. • Students will demonstrate an understanding that individual efforts work toward team success. • Students will demonstrate an understanding for the need to perform safely through their performance.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Instructional period • Relay type races (various) • Obstacle course • Balloon toss • Tug of War 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music for motivation. • PA system for announcements, Stopping and starting events. • Stopwatch for timing events
<p>Resources: PECentral, Shape (PE Organization), various references/ game/activity books available in the field of P.E.</p>	

Content Area: Physical Education	Grade Level : Third
Unit Title: World Games	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL.3.1.B Follow agreed-upon rules for discussions SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. SL.3.1.D Explain their own ideas and understanding in light of the discussion.</p> <p>Science Connections: 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. 3-PS2-2 Make an observation and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: World Games	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings • 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. • 2.5.4.A.3 – Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. • 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. • 2.2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. • 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. • 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. • 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Games and activities can be created using your own imagination. • Many games have originated in other (underprivileged) countries and need not be store bought to enjoy a game or activity. • Participation in sports provides the basis for pursuing a healthy lifestyle by providing a physical activity which helps strengthen our cardio-vascular system. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What factors in a country might determine the type of activities or games different countries might develop? • What (things) types of materials could you use to replace some of our sports or game equipment? • Can playing these different type games help us to lead active, fit lives?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand that physical activity can come from a variety of sources, creating games and securing supplies from items found around them. • Students will understand how timing, proper execution, endurance, etc., are necessary and universal aspects needed to achieve success in most games and activities worldwide • Students will understand that learning new games and activities can broaden their interests. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to demonstrate their knowledge of the activity and to perform it as explained. • Students will show proper execution of their skills whether they are performers or supporting players (holding and moving the equipment for the performers.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Chinese jump rope • Chinese Yo-Yo • Elastica – Macedonia • Catch a Cup • Alaskan Kickball 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music for motivation. • PA system for announcements, Stopping and starting events.
<p>Resources: PE Central, Shape (PE Organization), various references/ game/activity books available in the field of P.E.</p>	

Physical Education Curriculum- 2014-2015

Pacing Guide

Content Area: Physical Education

Grade Level: Fourth

Unit Title: Safety Rules and Requirements/ Classroom Set-Up	Two Weeks
Unit Title: Body Awareness/ Movement and Skills	One Week
Unit Title: Body Movement/ Kicking	Two Weeks
Unit Title: Fitness-Gram Activities	Three Weeks- Fall, Winter, Spring
Unit Title: Base-Type Games – Rules and Procedures	One Week
Unit Title: Badminton	Two Weeks
Unit Title: Running/ Agility Activities- Group Activities	Two Weeks
Unit Title: Net Games/ Volleyball	Three Weeks
Unit Title: Ball Manipulation/ Basketball	Four Weeks
Unit Title: Scooters	One Week –Fall, Winter, Spring
Unit Title: Rhythm and Dance	Two Weeks
Unit Title: Base-Types – Variations	Three Weeks
Unit Title: Coordinated Running Activities	One Week
Unit Title: Frisbee Activities	One Week
Unit Title: Field Day Prep Activities	Two Weeks
Unit Title: World Games	Two Weeks

Content Area: Physical Education	Grade Level : Fourth
Unit Title: Safety Rules & Requirements / Classroom Set-up	
Interdisciplinary Connections:	
<p>English Language Arts Connections: SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>Science Connections</p> <p>4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p>4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when object collide.</p>	
21st Century Themes:	
<ul style="list-style-type: none"> • Global Awareness • Health Literacy 	<ul style="list-style-type: none"> ○ ICT Literacy
21st Century Skills:	
<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> ○ Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use	

Unit Title: Safety Rules & Requirements / Classroom Set-up	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand C – Sportsmanship, Rules, and Safety</p> <p>Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. • 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Safety is an important requirement not only in the school setting but in everyday life and situations. • Following rules and procedures are effective ways to make sure you are working towards the same goals as everyone else in an organized and safe manner. • Practicing appropriately and safely while participating in games, sports or activities contributes to the enjoyment of the event. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the potential dangers of not having rules in place? • Who should be responsible for creating rules? • Are you always responsible for your own actions?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand the importance of acting appropriately to insure their enjoyment, safety and well-being. • Students will understand that being organized in squads/lines and in order can help them to prepare quickly for the next activity. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to demonstrate proper entry and exit procedures as requested by the instructor. • Students will be able demonstrate proper and quick exiting procedures in the case of emergencies. • Students will be able to demonstrate the formation of squads/lines to facilitate entry into other activities
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Practice Squad set-up drills and positioning (inside & out) in the form of Speed games and Battleship game. • Practice Spot-bot procedure in game form to assure quick response in case of emergencies/evacuations. • Discussion and dialogue regarding safety rules and classroom procedures. Have the class suggest what they feel the rules might be and why are they necessary. • Incorporate the entry and exiting procedures into the opening and closing activities of the period. Lead in activities. 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music for motivation. • PA system for announcements, Stopping and starting events.
<p>Resources: PE Central, Shape (PE Organization), various references/ game/activity books available in the field of P.E.</p>	

Content Area: Physical Education	Grade Level : Fourth
Unit Title: Body Awareness / Movement Skills	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>Science Connections</p> <p>4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p>4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when object collide.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information • <u>ICT Literacy</u> Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
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Unit Title: Body Awareness / Movement Skills	Time Frame: 1 Week
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings (i.e. games, sports, dance and recreational activities). • 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. • 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. • 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. • 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. • 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Each component of fitness contributes to an individual’s health, mentally, emotionally, socially as well as physically. • Proper, fluid and controlled movement/motion helps keep the body fit and aligned. • Awareness of your body’s abilities, i.e., agility, force, flexibility helps you move in a safe, controlled manner. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What control’s how we move our body? • Why should you be aware of your surroundings? • In what ways are you active in your home life?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Identify how various movements are related to sports or dance skills. • Students will discover how to use their directional abilities and skills in game settings. • Students will understand that being aware of their surroundings will help keep them safe and provide them the ability to anticipate their next move. • Students will understand how motions such as lateral movement, sidestepping and pivoting can help them move more effectively and safely in many situations. • When and why would we want to use self-space vs general-space. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will demonstrate movement through the room in general-space maintaining a desired distance from other moving participants. • Students will demonstrate their ability to change direction or speed as directed by the instructor. • Students will show their knowledge and ability to move directionally as instructed
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Movement skill games • Magnet game (attract/repel) • Musical Freeze game • Blind Journey 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Musical CDs and PA system can be used as a motivation, to set pace of movement as well as starting/stopping
<p>Resources: PE Central, Shape (PE Organization), various reference/ game/activity books available in the field of P.E.</p>	

Content Area: Physical Education	Grade Level : Fourth
Unit Title: Body Movement/ Kicking	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>Science Connections</p> <p>4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p>4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when object collide.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Body Movement/ Kicking	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts.</p> <p>Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand C – Sportsmanship, Rules, and Safety</p> <p>Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <ul style="list-style-type: none"> • 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings • 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. • 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. • 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. • 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. • 2.6.4.A.1 – Determine the physical, social, emotional and intellectual benefits of regular physical activities. • 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • The importance of practicing appropriately and safely when involved in games, sports and physical activities. • Participation in sports provides the basis for pursuing a healthy lifestyle by providing a physical activity which helps strengthen our cardio-vascular system. • The importance of following the rules and procedures. Following the game rules leads to a more organized and enjoyable experience in other activities pursued. • Practicing sportsmanship in sports (activities) makes for a more successful experience and outcome. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the proper way to approach and kick the soccer ball in order to keep the ball grounded or to raise it in the air? • Why is using the full body when making a kick better than just using the legs?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Understand where the ball needs to be kicked to keep it grounded or raise in the air. • Understand that the ball needs to be kicked with the inside of the foot to get the more accurate kick. • Understand that a more forceful kick can be obtained by approaching the ball with a follow through kick providing more force for distance. • Understand the proper way to trap a ball, under the sole of the foot or to absorb the ball to set up the ball for a pass. • The importance of considering safety when kicking (projectile force when kicking close versus far). • How to properly dribble the ball turning the foot and using the instep to direct the ball forward with little or no sideward motion. • How to direct or redirect the ball using the inside of the foot. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will demonstrate their ability to <ul style="list-style-type: none"> ○ Kick the ball at the equator, keeping it grounded. ○ Kick the ball with their instep keeping it controlled. ○ Trap the ball with the sole of their foot, maintaining their balance. ○ Dribble the ball up and around objects without hitting them. ○ Dribble the ball avoiding passive defenders
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Dribbling relays (straight and weaved versions) • Dribbling among passive defenders • Swamp Soccer (circle activity to assess kicking skills) • Direct kick to a partner / Direct kick to a goal (assesses accuracy) 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Internet videos or clips can be incorporated into the lesson to illustrate approaches, proper kicking techniques and follow through required to perform maneuvers.
<p>Resources: PE Central, Shape (PE Organization), various references/ game/activity books available in the field of P.E.</p>	

Content Area: Physical Education	Grade Level : Fourth
Unit Title: Fitness-Gram Activities	
Interdisciplinary Connections:	
English Language Arts Connections:	<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
Science Connections	<p>4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p>4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when object collide.</p>
21st Century Themes:	
<ul style="list-style-type: none"> • Global Awareness • Health Literacy 	<ul style="list-style-type: none"> ○ ICT Literacy
21st Century Skills:	
<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> • <u>Apply Technology Effectively</u> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use	

Unit Title: Fitness-Gram Activities	Time Frame: 3 Weeks
<p>Standard: 2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity</p> <p>Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.6.4.A.1 – Determine the physical, social, emotional and intellectual benefits of regular physical activities. • 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. • 2.6.4.A.3 – Develop a health-related fitness goal and track progress using health/fitness indicators. • 2.6.4.A.4 – Determine the extent to which different factors influence, such as heredity, training, diet, and technology 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Participation in physical activity provides the basis for pursuing a healthy lifestyle and periodic assessment helps us determine our progress. • Our participation in our Fitness-Gram (running) activities helps us to strengthen our cardio-vascular system and to increase our endurance level. • The importance of practicing appropriately and safely when involved in physical activities. • The importance of trying to do our best the first time we try any activity and to better ourselves with each additional trial attempted. • Self-motivation is an important factor in achieving success in these trials as well as in life in general. • Students will understand that periodic testing of performance will help indicate personal progress. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • When can completion be a bad thing? • How do you deal with winning and losing? • How can you be a better you?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will be aware of their current level of achievement and work towards improving it. • Students will know the proper form and techniques needed to achieve increased performance. • Students will be aware of simple activities they can do at home to help them prepare for and achieve increased results. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Will be able to understand that endurance testing increases their heart rate which in turn helps develop their cardio-vascular system. • Students will be able to demonstrate their abilities in the following trials; • Perform/endurance runs (1/2 mile run, Pacer tests) • Flexibility testing (Flex-box, Trunk lift) • Upper body testing (push-ups, pull-ups) • Abdominal testing (curl-ups)
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Trial testing will be provided by performing the activities listed in the “Demonstration of Learning” area. • Students can perform simple nonintrusive activities at home to help them prepare for and achieve increased results for the Fitness-Gram testing. 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Use of CD and PA system to provide music, timing guidance, rhythm and instruction to the student.
Resources: Fitness-Gram endorsed by the Presidential Youth Fitness Program	

Content Area: Physical Education	Grade Level : Fourth
Unit Title: Base-Type Games – Rules and Procedures	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>Science Connections</p> <p>4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p>4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when object collide.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy <p>Apply Technology Effectively</p> <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Base-Type Games – Rules and Procedures	Time Frame: 1 Week
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings (i.e. games, sports, dance and recreational activities). • 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. • 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. • 2.5.4.B.1 – Explain and demonstrate the use of basic offensive and defensive strategies • 2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. • 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. • 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. • 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Following the rules applicable to a sport or activity makes the activity more successful and enjoyable. • Proper execution of the required skills early on, leads to refining these same skills for later, more challenging situations. • Learning and understanding offensive and defensive strategies helps us to become better more effective players. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • As we get older, why is playing by the rules safely, appropriately in a sportsman like way more important? • How does learning and playing a defensive and offensive game help make them more successful?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand how their behavior / performance affects the success of others. (team mates / end results) • Discuss and provide feedback to clarify the rules and procedures that may differ between informal and league type games. • Students will have an understanding of what they are to do as the kicker (offense) and when they are the fielders (defense). 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to demonstrate proper base running. • Students will demonstrate their knowledge of base and fielding positions. • Students will demonstrate proper kicking techniques. • Students will be able to demonstrate defensive skills where applicable.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Provide and discuss the rules and procedures needed to properly play various base type games. • Engage in base type games where students can see and model proper execution of procedures. 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Rules, diagrams, videos and instructional clips can be found on the internet to help explain and illustrate procedures and strategies for this activity.
<p>Resources: PE Central, Shape (PE Organization), various references/ game/activity books available in the field of P.E.</p>	

Content Area: Physical Education	Grade Level : Fourth
Unit Title: Badminton	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>Science Connections</p> <p>4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p>4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when object collide.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy <p>Apply Technology Effectively</p> <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Physical Education Curriculum- 2014-2015

Unit Title: Badminton	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <p>2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings (</p> <p>2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space.</p> <p>2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance.</p> <p>2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</p> <p>2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer.</p> <p>2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</p> <p>2.6.4.A.1 – Determine the physical, social, emotional and intellectual benefits of regular physical activities.</p> <p>2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness.</p> <p>2.6.4.A.4 – Determine the extent to which different factors influence , such as heredity, training, diet, and technology.</p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will know various terminology found in racquet activities (under/over/fore and backhand) as well as terms such as self-space, general space. • Students will be able to take these skills and transfer them to other similar racquet or non-racquet activities (handball, squash, volleyball, ping-pong). • Students will understand that performing properly as instructed makes for a better outcome. • Students will understand that with more aggressive play, safety becomes a more important concern. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • With more aggressive playing, why is safety so very important when playing a game with a racquet? • What must be changed when hitting the birdie to the front or rear (sides) of the opposing team’s area? (angle and force) • Why is important to play and/or return to your assigned area to play a good successful game.
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand the importance of proper body positioning needed to make a successful contact. • Students will know the basic rules of the game of badminton. • Recognizes when to use underhand vs. overhand strikes. • Understands how having the proper grip on the racquet at all times prepares you for a successful strike. • Students will know how to serve using the proper method of rotating servers. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to demonstrate the proper hand grip needed to make contact. • Students will be able to demonstrate the proper way to perform the underhand and overhand swing. • Students will demonstrate their ability to keep the birdie in motion for 5 or more consecutive volleys to themselves.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Practice underhand and overhand strikes to partner. • Practice underhand and overhand volleying to team members on one side of net. • Provide an actual game of badminton where rules are adhered to, and proper execution is required (correcting any errors or infractions). 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Rules, diagrams, videos and instructional clips can be found and displayed through the internet to help explain and illustrate procedures and strategies for playing Badminton.
<p>Resources: PE Central, Shape (PE Organization), various references/ game/activity books available in the field of P.E.</p>	

Content Area: Physical Education	Grade Level : Fourth
Unit Title: Running / Agility Activities – Group Games	
Interdisciplinary Connections:	
<p>English Language Arts Connections: SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>Science Connections</p> <p>4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p>4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when object collide.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy <p>Apply Technology Effectively</p> <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Running / Agility Activities – Group Games	Time Frame: 1 Week
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings • 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. • 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. • 2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. • 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. • 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. • 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • High levels of continued physical activity will positively affect an individual’s personal health (cardio-vascular/muscular development). • Individual performance in game setting are important to team success. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why does our heartbeat, pulse and breathing increase during continual exercising? • Why do we sweat during, or feel sore and exhausted after, continual exercising?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Student understands a vigorous continuous workout in a game setting helps keep us healthy and strengthens our bodies. • Students understand that their individual efforts not only make them successful, but adds to the success of their team. • When everyone plays by the same rules, the game is more fun, less problems or conflicts. • The rules needed to play these running activities can be used in different game settings. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will demonstrate their understanding of the games rules and procedures as observed by the instructor. • Students will demonstrate safety by avoiding other runners. • Students will demonstrate their agility and coordination through their running maneuvers. • Students will demonstrate their knowledge of the cardio-vascular benefit of continual exercising by monitoring their breathing and locating their heartbeat or pulse at the neck and wrist and explaining why they have increased.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Discuss the rules of the game to be played (Fox and the Farmer, Treasure Chest, Just Desserts) • Provide students with the opportunity to come up with alternate high activity games, possibly repurposing existing equipment. • Have students monitor breathing and heart rate and explain why there is a difference before, during and after the activity. 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • New games can be found through searching the internet. Students may find new games to bring into class by researching the internet. Videos or clips can also be viewed in class to illustrate the activity to be performed. Music for motivational purposes and starting & stopping cues.
<p>Resources: PE Central, Shape (PE Organization), various references/ game/activity books available in the field of P.E.</p>	

Content Area: Physical Education	Grade Level : Fourth
Unit Title: Volleyball	
Interdisciplinary Connections:	
<p>English Language Arts Connections: SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>Science Connections</p> <p>4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p>4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when object collide.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy <p>Apply Technology Effectively</p> <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Physical Education Curriculum- 2014-2015

Unit Title: Volleyball	Time Frame: 3 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Motor Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings • 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. • 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. • 2.5.4.B.1 – Explain and demonstrate the use of basic offensive and defensive strategies. • 2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. • 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. • 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.. • 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will know various terminology found in Volleyball activities (under/over/serve/spike) as well as terms such as self-space, general space. • Students will be able to take these skills and transfer them to other similar game, some which may require a racquet or paddle (handball, racquetball, ping-pong). • Students will understand that performing properly as instructed makes for a better outcome. • Students will understand that basic offensive and defensive strategies can be used to create a better game of volleyball. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • When do you use a set vs. a bump? • Why is it important to make sure you are always bumping/setting upward when you make contact with the ball? • What must be changed when you bump/set the ball over the net whether near, to the rear or to the sides? • Why is important to play and/or return to your assigned area to play a good successful game.
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand the importance of proper body positioning needed to make a successful contact. • Students will know the basic rules of the game of volleyball. • Understands how to position their arms to properly perform the bump or the hands to perform the set and when to use one or the other. • Student will know the proper way to set up their platforms. • Students will know how to serve using the proper method of rotating servers. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to demonstrate the proper arm positions and follow-through when performing the bump/set/serve (spike). • Students will demonstrate their ability to keep the volleyball in motion for 5 or more consecutive volleys to their partner or other team members.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Practice bump/set to partner. • Practice bump/set to fellow team members on own side of net. • Provide an actual game of volleyball where rules are adhered to and proper execution is required, correcting any errors or infractions. • Practice the proper method of rotation when serving. 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Rules, diagrams, videos and instructional clips can be found and displayed through the internet to help explain and illustrate procedures and strategies for playing Volleyball.
<p>Resources: PE Central, Shape (PE Organization), various references/ game/activity books available in the field of P.E.</p>	

Content Area: Physical Education	Grade Level : Fourth
Unit Title: Basketball	
Interdisciplinary Connections:	
<p>English Language Arts Connections: SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>Science Connections</p> <p>4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p>4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when object collide.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy <p>Apply Technology Effectively</p> <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Physical Education Curriculum- 2014-2015

Unit Title: Basketball	Time Frame: 4 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings • 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. • 2.5.4.A.3 – Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. • 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. • 2.5.4.B.1 – Explain and demonstrate the use of basic offensive and defensive strategies • 2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. • 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. • 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. • 2.6.4.A.1 – Determine the physical, social, emotional and intellectual benefits of regular physical activities. • 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Activities learned in school can be played in settings outside the school and promote fun, health and social skills. • Learning the proper way to execute the needed skills to dribble, pass and catch the basketball, from the start, will help an individual progress more quickly and successfully. • Using the skills learned to date, properly will help the individual be more successful in lead-up games or in the actual game of basketball. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What makes a player an MVP? • What makes a person a good team player? • How traits do you need in order to become more successful at the tasks you do?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand that timing plays an important role in proper movements used in dribbling. • Students will know key terms: chest pass, bounce pass, strategy, faking, dodging and defending. • Students will understand the contributions of team members and look for ways to motivate and celebrate accomplishments. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to demonstrate proper hand contact necessary for successful dribbling. Handout will be provided to allow student to shade appropriate hand area for dribbling. • Students will be able to demonstrate proper side dribbling position to effectively move while dribbling and to be able to use either hands with some proficiency
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Provide activity requiring both stationary and mobile dribbling with or without passive defense. • Provide activity stressing more rigorously the need to learn to dribble with both hands with some proficiency and explain why this is necessary. • Provide activities requiring both direct and weaving motions. 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music will be used for motivational purposes as well as to create an element of timing.
<p>Resources: PE Central, Shape (PE Organization), various references/ game/activity books available in the field of P.E.</p>	

Content Area: Physical Education	Grade Level : Fourth
Unit Title: Scooter Activities	
Interdisciplinary Connections:	
<p>English Language Arts Connections: SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>Science Connections</p> <p>4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p>4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when object collide.</p>	
21st Century Themes:	
<ul style="list-style-type: none"> • Global Awareness • Health Literacy 	<ul style="list-style-type: none"> ○ ICT Literacy Apply Technology Effectively
21st Century Skills:	
<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: Scooter Activities	Time Frame: 3 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings • 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. • 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. • 2.5.4.B.1 – Explain and demonstrate the use of basic offensive and defensive strategies • 2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. • 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. • 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. • 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will learn how their individual performance can and will affect the outcome of other people (teamwork). • Students will understand the need to play in a manner that they will be safe as well as insuring the safety of others around them. • Learning the importance of staying in an assigned space or looking for open-space is helpful in playing safe as well as developing future strategies. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to stay in your position or assigned areas when playing in an actual game setting? • How does participating in these type of activities affect your health and well-being? • What parts of your body do you feel you are exercising?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand that learning and performing Scooter type skills can be very challenging and have positive health benefits. • Students will learn the importance of individual performance and how their performance affects the team’s success. • They will understand the need to play their assigned areas and by complying will assist in the success of the team. (teamwork) • Students will learn how the rules and skills of playing these scooter games can be used in other game settings in the future 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to demonstrate their knowledge of and ability to recognize and maintain self-space and general space. • Students will be able to identify the body parts or muscle groups that are exercising. Provide paper assessment requiring students to shade body parts being used. • Students will maintain a moderate to high level of activity during the game and be able to demonstrate this level through monitoring of heart-rate or pulse.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Scooter Basketball • Scooter Hockey • Scooter Handball 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music / CD’s start/stop can be used for cueing purposes
<p>Resources: PE Central, Shape (PE Organization), various references/ game/activity books available in the field of P.E.</p>	

Content Area: Physical Education	Grade Level : Fourth
Unit Title: Rhythm and Dance	
Interdisciplinary Connections:	
<p>English Language Arts Connections: SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>Science Connections</p> <p>4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p>4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when object collide.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy <p>Apply Technology Effectively</p> <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: Rhythm and Dance	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings • 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. • 2.5.4.A.3 – Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. • 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. • 2.6.4.A.1 – Determine the physical, social, emotional and intellectual benefits of regular physical activities. • 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will understand that vigorous participation in dance activities provide the basis for pursuing a healthy lifestyle. • Students will appreciate how involvement in dance activities can be used throughout life as a source of fun, entertainment, exercise and socializing. • Dancing uses and helps develop more muscle groups than just our legs. • Students can take the moves provided, change or rearrange them and create new moves or dances of their own. (creativity) 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Is dancing the same as exercising? • How does the constant high activity level of dance help our heart? • What muscle groups are we using when we dance? • How will dancing to more challenging songs (higher level difficulty) help us?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand that vigorous dancing will help strengthen various muscle groups as well as our heart. • Students will learn that some dance moves are similar to moves used in sports. • Students will be aware that simple individual moves when combined with others create a dance. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will demonstrate their ability to dance along with the scored requirements of the Wii Dance system. • Students will demonstrate their directional and timing abilities (observation).
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Dancing to the provided Dance Revolution songs offered. (scored) • Provide DVD's which offer other various (non-scored) dances. 	<p>Technical Integration:</p> <p>Wii Dance Revolution system, Research and purchase other dance DVD's</p>
<p>Resources: Wii Dance Revolution system, Research and purchase other dance DVD's</p>	

Content Area: Physical Education	Grade Level : Fourth
Unit Title: Coordinated Running Activities	
Interdisciplinary Connections:	
<p>English Language Arts Connections: SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>Science Connections</p> <p>4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p>4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when object collide.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ <u>ICT Literacy</u> Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Physical Education Curriculum- 2014-2015

Unit Title: Coordinated Running activities	Time Frame: 1 Week
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings • 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. • 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. • 2.5.4.B.1 – Explain and demonstrate the use of basic offensive and defensive strategies • 2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. • 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. • 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. • 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • High levels of continued physical activity will positively affect an individual’s personal health (cardio-vascular/muscular development). • Individual performance in game setting are important to team success. • Being aware (monitoring) of the changes in your body during exercising (increased heartrate, breathing, perspiring, and soreness vs pain) will help keep you fit and safe. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why does our heartbeat, pulse and breathing increase during continual exercising? • Why do we sweat during, or feel sore and exhausted after, continual exercising?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Student understands a vigorous continuous workout in a game setting helps keep us healthy and strengthens our bodies. • Students understand that their individual efforts not only make them successful, but adds to the success of their team. • When everyone plays by the same rules, the game is more fun, less problems or conflicts. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will demonstrate their understanding of the games rules and procedures as observed by the instructor. • Students will demonstrate safety by avoiding other runners. • Students will demonstrate their agility and coordination through their running maneuvers. • Students will be able to demonstrate self-monitoring of heart-rate, breathing and locating pulse at neck and wrist.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Discuss the rules of the game to be played such as Sneaker-Slap, Immune System Tag • Provide various relay activities which demand higher C/V output as well as prepare for Field Day activities • Provide students with the opportunity to come up with alternate high activity games. • Have students monitor breathing and heart rate and understand why the change occurs. 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music for motivational purposes and starting & stopping cues.
<p>Resources: PE Central, Shape (PE Organization), various references/ game/activity books available in the field of P.E.</p>	

Content Area: Physical Education	Grade Level : Fourth
Unit Title: Frisbee Activities / Competition	
Interdisciplinary Connections:	
<p>English Language Arts Connections: SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>Science Connections</p> <p>4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p>4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when object collide.</p>	
21st Century Themes:	
<ul style="list-style-type: none"> • Global Awareness • Health Literacy 	<ul style="list-style-type: none"> ○ ICT Literacy
21st Century Skills:	
<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<p>Apply Technology Effectively</p> <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: Frisbee Activities / Competition	Time Frame: 1 Week
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings • 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. • 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. • 2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. • 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. • 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. • 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • The importance of practicing appropriately and safely when involved in games, sports and physical activities. • Participation in sports provides the basis for pursuing a healthy lifestyle by providing a physical activity which helps strengthen our cardio-vascular system. • Following the rules leads to a more organized and enjoyable experience in other activities pursued. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is safety so important when throwing objects? • How would participating in moderate to vigorous activities help us stay healthy and physically fit? • How would changing your force, direction and motion affect your results when throwing an object?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Recognize the importance of safety when objects are being thrown. • Understand how varying the force, direction and motion when throwing will change the outcome of the throw. • Understand that simple activities like throwing the Frisbee can help a person sharpen their skills for other activities such as honing timing necessary to properly throw/release the object, as well as the proper way to catch and absorb the object thrown. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will demonstrate their understanding (of how to do) and their ability to (do) successfully throw the Frisbee to a targeted area. • Students will demonstrate safety by monitoring other student activity and alertness to throws
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Introduction to more advanced throwing techniques working on high throws, skimming, and angled arching throws. • Frisbee throw to target where points are earned by hitting the target or entering the target. • Frisbee throw to partner in motion (leading) 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music/CD for motivational purposes
Resources: PE Central, Shape (PE Organization), various references/ game/activity books available in the field of P.E.	

Content Area: Physical Education	Grade Level : Fourth
Unit Title: Field Day Prep Activities	
Interdisciplinary Connections:	
<p>English Language Arts Connections: SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>Science Connections</p> <p>4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p>4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when object collide.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: Field Day Prep Activities	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <p>2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings</p> <p>2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space.</p> <p>2.5.4.A.3 – Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance.</p> <p>2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</p> <p>2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer.</p> <p>2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</p> <p>2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness.</p>	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ● Students will understand that Field Day is a culminating event to showcase the skills learned throughout the year. ● The students will understand the varying rules for the different activities. ● The importance of practicing appropriately and safely when involved in games, sports and physical activities. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are the benefits of vigorous running in games and activities such as these? ● Why is it important to play by the rules in any running game we play? ● Why is it so important to consider your efforts as an individual and how does that affect your team?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> ● Student understands a vigorous continuous workout in a game setting helps keep us healthy and strengthens our bodies. ● Students understand that their individual efforts not only make them successful, but adds to the success of their team. ● When everyone plays by the same rules, the game is more fun, ● The rules needed to play these running activities can be used in different game settings and later in life 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> ● Students will demonstrate the knowledge of the rules for the various Field Day activities. ● Students will demonstrate an understanding that individual efforts work toward team success. ● Students will demonstrate an understanding for the need to perform safely through their performance.
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> ● Instructional period ● Relay type races (various) ● Obstacle course ● Balloon toss ● Tug of War 	<p>Technical Integration:</p> <ul style="list-style-type: none"> ● Music for motivation. ● PA system for announcements, Stopping and starting events. ● Stopwatch for timing events
<p>Resources: PE Central, Shape (PE Organization), various references/ game/activity books available in the field of P.E.</p>	

Content Area: Physical Education	Grade Level : Fourth
Unit Title: World Games	
Interdisciplinary Connections:	
<p>English Language Arts Connections: SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>Science Connections</p> <p>4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p>4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when object collide.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy ○ Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: World Games	Time Frame: 2 Weeks
<p>Standard: 2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Strand A – Movement Skills and Concepts. Content Statement - Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p>Strand B – Strategy Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.</p> <p>Strand C – Sportsmanship, Rules, and Safety Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.</p> <p>2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.</p> <p>Strand A – Fitness and Physical Activity Each component of fitness contributes to personal health as well as motor skill performance.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.4.A.1 – Explain and perform essential elements of movement skills in both isolated settings (i.e. skill practice) and applied settings • 2.5.4.A.2 – Use body management skills and demonstrate control when moving in relation to others, objects and boundaries in personal and general space. • 2.5.4.A.3 – Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. • 2.5.4.A.4 – Correct movement errors in response to feedback and explain how the change improves performance. • 2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. • 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and observer. • 2.5.4.C.2 – Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. • 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill related-fitness. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Games and activities can be created using your own imagination. • Many games have originated in other (underprivileged) countries and need not be store bought to enjoy a game or activity. • Participation in sports provides the basis for pursuing a healthy lifestyle by providing a physical activity which helps strengthen our cardio-vascular system. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What kind of physical activity do you participate in on rainy days? • What do you and your friends do when you get together outside of school?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students will understand that physical activity can come from a variety of sources, creating games and securing supplies from items found around them. • Students will understand how timing, proper execution, endurance, etc., are necessary and universal aspects needed to achieve success in most games and activities worldwide • Students will understand that learning new games and activities can broaden their interests. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Students will be able to demonstrate their knowledge of the activity and to perform it as explained. • Students will show proper execution of their skills whether they are performers or supporting players (holding and moving the equipment for the performers).
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Chinese jump rope • Chinese Yo-Yo • Elastica – Macedonia • Catch a Cup • Alaskan Kickball 	<p>Technical Integration:</p> <ul style="list-style-type: none"> • Music for motivation. • PA system for announcements, Stopping and starting events.
<p>Resources: PE Central, Shape (PE Organization), various references/ game/activity books available in the field of P.E.</p>	

Physical Education Curriculum- 2014-2015

Pacing Guide

Content Area: Physical Education

Grade Level: Fifth

Unit Title: Cardiovascular and Conditioning Training

Four Weeks

Unit Title: Field Games/ Football/ Flag Football

Four Weeks

Unit Title: Field Games/ Soccer

Four Weeks

Unit Title: Invasion Games/ Basketball

Four Weeks

Unit Title: Paddle Games/ Ping-Pong

Four Weeks

Unit Title: Paddle Games/ Pickleball

Four Weeks

Unit Title: Net Games/ Volleyball

Four Weeks

Unit Title: Base Type Games

Four Weeks

Unit Title: Dance

Four Weeks

Content Area: Physical Education	Grade Level : Fifth
Unit Title: Cardiovascular And Conditioning Training	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy <p>Apply Technology Effectively</p> <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Cardiovascular And Conditioning Training	Time Frame: APPROXIMATELY 4 WEEKS
Standard(s): 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle	
Cumulative Progress Indicators:	
<ul style="list-style-type: none"> • 2.5.6.A.2: Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. • 2.5.6.A.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). • 2.5.6.A.4: Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. • 2.6.6.A.1: Analyze the social, emotional, and health benefits of selected physical experiences. • 2.6.6.A.2: Determine to what extent various activities improve skill-related fitness versus health-related fitness. • 2.6.6.A.3: Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program. • 2.6.6.A.4: Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness. • 2.6.6.A.6: Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness. • 2.5.6.C.1: Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. • 2.5.6.C.2: Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. 	
Enduring Understanding: <ul style="list-style-type: none"> • Students will gain a general understanding of various fitness training principles to help develop and maintain a healthy, active lifestyle. • Students will understand how to apply various fitness training principles to help develop and maintain a healthy, active lifestyle. 	Essential Questions: <ul style="list-style-type: none"> • Why is it important to slowly get your body moving before participating in physically active tasks? • What does it mean to “cool down”?
Knowledge and Skills: <ul style="list-style-type: none"> • Understand what cardiovascular endurance, muscular strength/endurance, and flexibility are. • Participate in various types of activities pertaining to cardiovascular and conditioning. • Participate in warm-up, cool-down, and varied cardiovascular endurance, muscular strength/endurance, and flexibility exercises. • Assess one’s own body while engaging in fitness related activities and exercises. 	Demonstration of Learning: <ul style="list-style-type: none"> • Self-Assessment • Finding/Recording Resting Heart Rate and Target Heart Rate • Teacher Assessment (visual) • Teacher Assessment (written) • Teacher Observation of Participation • Peer Assessment • Grading Rubric
Suggested Tasks and Activities: <ul style="list-style-type: none"> • Finding Resting Heart Rate and Target Heart Rate • 1 Mile Run/Walk • V-Sit and Reach • Pacer • FitnessGram Assessment (curl-ups, push-ups, etc.) 	Tech Integration (Some examples): <ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music
Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG	

Content Area: Physical Education	Grade Level : Fifth
Unit Title: Field Games [Football/Flag Football]	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ <u>ICT Literacy</u> Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: FIELD GAMES [FOOTBALL/FLAG FOOTBALL]	Time Frame: APPROXIMATELY 4 WEEKS
Standard(s): 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
Cumulative Progress Indicators:	
<ul style="list-style-type: none"> • 2.5.6.A.2: Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. • 2.5.6.A.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). • 2.5.6.A.4: Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. • 2.6.6.A.1: Analyze the social, emotional, and health benefits of selected physical experiences. • 2.6.6.A.2: Determine to what extent various activities improve skill-related fitness versus health-related fitness. • 2.6.6.A.3: Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program. • 2.5.6.B.1: Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. • 2.5.6.B.2: Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. • 2.5.6.C.1: Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. • 2.5.6.C.2: Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. 	
Enduring Understanding:	Essential Questions:
<ul style="list-style-type: none"> • Students will gain a general understanding of various components needed when engaging in Football and/or Football related activities. • Students will continue to develop ball handling skills when catching and throwing football. • Students will demonstrate good sportsmanship and teamwork when engaging in game play. • Students will engage in a safe, conducive learning environment. 	<ul style="list-style-type: none"> • Is there a right way to catch and throw a ball? • What does it take to become good at something? • Can everyone be successful at every sport they try?
Knowledge and Skills:	Demonstration of Learning:
<ul style="list-style-type: none"> • Explain and demonstrate how to properly throw a football • Explain and demonstrate how to properly catch a football • Identify the basic rules when engaging in football or football related activities. • Identify basic football terminology • Identify the general roles of offense and defense when engaging in football or football related activities. 	<ul style="list-style-type: none"> • Self-Assessment • Teacher Assessment (visual) • Teacher Assessment (written) • Teacher Observation of Participation • Peer Assessment • Grading Rubric
Suggested Tasks and Activities:	Tech Integration (Some examples):
<ul style="list-style-type: none"> • 40 yard dash relay race • Snap, catch, and pass games for throwing and catching • Target practice 	<ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music
Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG	

Content Area: Physical Education	Grade Level : Fifth
Unit Title: FIELD GAMES [SOCCER]	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ <u>ICT Literacy</u> Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: FIELD GAMES [SOCCER]	Time Frame: APPROXIMATELY 4 WEEKS
<p>Standard(s): 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.6.A.2: Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. • 2.5.6.A.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). • 2.5.6.A.4: Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. • 2.6.6.A.1: Analyze the social, emotional, and health benefits of selected physical experiences. • 2.6.6.A.2: Determine to what extent various activities improve skill-related fitness versus health-related fitness. • 2.6.6.A.3: Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program. • 2.5.6.B.1: Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. • 2.5.6.B.2: Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. • 2.5.6.C.1: Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. • 2.5.6.C.2: Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will gain a general understanding of various components needed when engaging in Soccer and Soccer related activities. • Students will continue to develop ball handling skills including (but not limited to) dribbling, passing, and shooting. • Students will demonstrate good sportsmanship and teamwork when engaging in game play. • Students will engage in a safe, conducive learning environment. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can one build stamina to run across a soccer field for an extended time? • What kind of coordination is needed in the game of soccer?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Explain and demonstrate how to dribble a soccer ball • Explain and demonstrate how to properly trap the soccer ball • Explain and demonstrate the components of kicking and passing the soccer ball • Identify the basic rules when engaging in soccer or soccer related activities • Identify basic soccer terminology • Identify the general roles of offense and defense when engaging in soccer or soccer related activities 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Self-Assessment • Teacher Assessment (visual) • Teacher Assessment (written) • Teacher Observation of Participation • Peer Assessment • Grading Rubric
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Dribbling and Passing Relay Races • Target Practice for dribbling, passing, and shooting • “Monkey in the Middle” for passing 	<p>Tech Integration (Some examples):</p> <ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music
<p>Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG</p>	

Content Area: Physical Education	Grade Level : Fifth
Unit Title: INVASION GAMES [BASKETBALL]	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ <u>ICT Literacy</u> Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Physical Education Curriculum- 2014-2015

<p>Unit Title: INVASION GAMES [BASKETBALL]</p>	<p>Time Frame: APPROXIMATELY 4 WEEKS</p>
<p>Standard(s): 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p>	
<p>Cumulative Progress Indicators: 2.5.6.A.2: Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</p>	
<ul style="list-style-type: none"> ● 2.5.6.A.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). ● 2.5.6.A.4: Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. ● 2.6.6.A.1: Analyze the social, emotional, and health benefits of selected physical experiences. ● 2.6.6.A.2: Determine to what extent various activities improve skill-related fitness versus health-related fitness. ● 2.6.6.A.3: Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program. ● 2.5.6.B.1: Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. ● 2.5.6.B.2: Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. ● 2.5.6.C.1: Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. ● 2.5.6.C.2: Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ● Students will gain a general understanding of various components needed when engaging in Basketball and Basketball related activities. ● Students will continue to develop ball handling skills including (but not limited to) dribbling, passing, and shooting. ● Students will demonstrate good sportsmanship and teamwork when engaging in game play. ● Students will engage in a safe, conducive learning environment. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are the basic components to dribbling a basketball? (e.g. use fingertips, knees bent, eyes up) ● What are the 3 main types of passes necessary for engaging in basketball or basketball related activities? (e.g. bounce, chest, overhead) ● What is the proper placement of the hands on the basketball when shooting? (e.g. dominant hand under ball, non-dominant hand “guide hand” alongside, use fingertips)
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> ● Explain and demonstrate how to dribble a basketball ● Explain and demonstrate how to properly prepare to catch the basketball when passing. ● Explain and demonstrate the components of a bounce pass, chest pass, and overhead pass. ● Identify the basic rules when engaging in basketball or basketball related activities. ● Identify basic basketball terminology ● Identify the general roles of offense and defense when engaging in basketball or basketball related activities 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> ● Self-Assessment ● Teacher Assessment (visual) ● Teacher Assessment (written) ● Teacher Observation of Participation ● Peer Assessment ● Grading Rubric
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> ● Dribbling Relay Races ● “Around the World” Shooting Game ● “H.O.R.S.E” Shooting Game ● “Steal the Bacon” basketball game 	<p>Tech Integration (Some examples):</p> <ul style="list-style-type: none"> ● Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music
<p>Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG</p>	

Content Area: Physical Education	Grade Level : Fifth
Unit Title: PADDLE GAMES [PING PONG]	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: PADDLE GAMES [PING PONG]	Time Frame: APPROXIMATELY 4 WEEKS
Standard(s): 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
Cumulative Progress Indicators:	
<ul style="list-style-type: none"> • 2.5.6.A.2: Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. • 2.5.6.A.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). • 2.5.6.A.4: Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. • 2.6.6.A.1: Analyze the social, emotional, and health benefits of selected physical experiences. • 2.6.6.A.2: Determine to what extent various activities improve skill-related fitness versus health-related fitness. • 2.6.6.A.3: Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program. • 2.5.6.B.1: Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. • 2.5.6.B.2: Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. • 2.5.6.C.1: Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. • 2.5.6.C.2: Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. 	
Enduring Understanding: <ul style="list-style-type: none"> • Students will gain a general understanding of various components needed when engaging in Ping Pong and Ping Pong related activities. • Students will develop ball/paddle handling skills including (but not limited to) serving, forehand, backhand, smash. • Students will demonstrate good sportsmanship and teamwork when engaging in game play. • Students will engage in a safe, conducive learning environment. 	Essential Questions: <ul style="list-style-type: none"> • What are the basic components when hitting, serving, striking ping pong ball? • What are the ways to hit a ping pong ball during game play? • What equipment is needed in order to engage in ping pong? • Is ping pong/table tennis a sport? • How many people at one time can engage in one game of ping pong?
Knowledge and Skills: <ul style="list-style-type: none"> • Explain and demonstrate how to serve a ping pong ball • Explain and demonstrate the areas of the table for serving and hitting • Explain and demonstrate different types of errors which may award an opponent during game play. • Identify the basic rules when engaging in ping pong or ping pong related activities. • Identify basic ping pong terminology 	Demonstration of Learning: <ul style="list-style-type: none"> • Self-Assessment • Teacher Assessment (visual) • Teacher Assessment (written) • Teacher Observation of Participation • Peer Assessment • Grading Rubric
Suggested Tasks and Activities: <ul style="list-style-type: none"> • Ping Pong Relay Races for adapting to ping pong/paddle usage • Target Practice for smashing and serving on table • “King of the Mountain” tournament play 	Tech Integration (Some examples): <ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music
Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG	

Content Area: Physical Education	Grade Level : Fifth
Unit Title: PADDLE GAMES [PICKLEBALL]	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ <u>ICT Literacy</u> Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Physical Education Curriculum- 2014-2015

<p>Unit Title: PADDLE GAMES [PICKLEBALL]</p>	<p>Time Frame: APPROXIMATELY 4 WEEKS</p>
<p>Standard(s): 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Cumulative Progress Indicators: 2.5.6.A.2: Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</p> <ul style="list-style-type: none"> • 2.5.6.A.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). • 2.5.6.A.4: Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. • 2.6.6.A.1: Analyze the social, emotional, and health benefits of selected physical experiences. • 2.6.6.A.2: Determine to what extent various activities improve skill-related fitness versus health-related fitness. • 2.6.6.A.3: Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program. • 2.5.6.B.1: Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. • 2.5.6.B.2: Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. • 2.5.6.C.1: Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. • 2.5.6.C.2: Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will gain a general understanding of various components needed when engaging in Pickleball. • Students will develop ball/paddle handling skills including (but not limited to) serving, forehand, backhand. • Students will demonstrate good sportsmanship and teamwork when engaging in game play. • Students will engage in a safe, conducive learning environment. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the basic components when hitting, serving, striking with paddle during Pickleball? • What are the ways to hit the ball during Pickleball game play? • What equipment is needed in order to engage in Pickleball? • How many people at one time can engage in one game of Pickleball? • What other sports/games are similar to that of Pickleball (e.g. Ping Pong, Tennis)
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Explain and demonstrate how hit ball when Pickleball • Explain and demonstrate the components of handling the ball with the paddle when engaging in Pickleball • Identify the basic rules when engaging in Pickleball • Identify similarities and differences b/w games similar to that of Pickleball • Identify basic Pickleball terminology • Identify the general roles of offense and defense when engaging in Pickleball 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Self-Assessment • Teacher Assessment (visual) • Teacher Assessment (written) • Teacher Observation of Participation • Peer Assessment • Grading Rubric
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • 1 vs. 1; 3 vs. 3; 5 vs. 5 • “Air Only” volley (no ground hits) • Rotation/Interval Game Play • “King of the Mountain” tournament play 	<p>Tech Integration (Some examples):</p> <ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music
<p>Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG</p>	

Content Area: Physical Education	Grade Level : Fifth
Unit Title: NET GAMES [VOLLEYBALL]	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ <u>ICT Literacy</u> Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

<p>Unit Title: NET GAMES [VOLLEYBALL]</p> <p>Standard(s): 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.6.A.2: Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. • 2.5.6.A.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). • 2.5.6.A.4: Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. • 2.6.6.A.1: Analyze the social, emotional, and health benefits of selected physical experiences. • 2.6.6.A.2: Determine to what extent various activities improve skill-related fitness versus health-related fitness. • 2.6.6.A.3: Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program. • 2.5.6.B.1: Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. • 2.5.6.B.2: Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. • 2.5.6.C.1: Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. • 2.5.6.C.2: Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. 	<p>Time Frame: APPROXIMATELY 4 WEEKS</p>
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will gain a general understanding of various components needed when engaging in Volleyball and Volleyball related activities. • Students will develop skills including (but not limited to) serving, setting, blocking, attacking. • Students will demonstrate good sportsmanship and teamwork when engaging in game play. • Students will engage in a safe, conducive learning environment. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the 2 basic serves called and how does one perform each serve? (e.g. floater, topspin) • What is the correct way to “set” and “pass” the volleyball? • What is the difference b/w setting and passing? • What parts of the arm(s) and hand(s) should be used for best results when serving, passing, or setting the volleyball?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Define the 2 basic serves • Define setting verses passing • Demonstrate hitting volleyball by using forearms and fingertips for setting, bumping, passing, etc. • Identify the basic rules when engaging in volleyball or volleyball related activities. • Identify basic volleyball terminology • Identify the general roles of offense and defense when engaging in volleyball or volleyball related activities 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Self-Assessment • Teacher Assessment (visual) • Teacher Assessment (written) • Teacher Observation of Participation • Peer Assessment • Grading Rubric
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Partner volleying, setting, bumping, serving activities • Balloon ball (practicing skills using balloons) • Parachute Volleyball 	<p>Tech Integration (Some examples):</p> <ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music
<p>Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG</p>	

Content Area: Physical Education	Grade Level : Fifth
Unit Title: BASE TYPE GAMES [WHIFFLE BALL]	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	
<p>21st Century Skills:</p> <ul style="list-style-type: none"> ○ ICT Literacy ○ Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: BASE TYPE GAMES [WHIFFLE BALL]	Time Frame: APPROXIMATELY 4 WEEKS
Standard(s): 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
Cumulative Progress Indicators:	
<ul style="list-style-type: none"> • 2.5.6.A.2: Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. • 2.5.6.A.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). • 2.5.6.A.4: Use self-evaluation and external feedback to detect and correct errors in one's movement performance. • 2.6.6.A.1: Analyze the social, emotional, and health benefits of selected physical experiences. • 2.6.6.A.2: Determine to what extent various activities improve skill-related fitness versus health-related fitness. • 2.6.6.A.3: Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program. • 2.5.6.B.1: Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. • 2.5.6.B.2: Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. • 2.5.6.C.1: Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. • 2.5.6.C.2: Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. 	
<u>Enduring Understanding:</u> <ul style="list-style-type: none"> • Students will gain a general understanding of various components needed when engaging in Whiffle Ball and Whiffle Ball related activities. • Students will develop skills including (but not limited to) pitching, throwing, catching, hitting. • Students will demonstrate good sportsmanship and teamwork when engaging in game play. • Students will engage in a safe, conducive learning environment. 	<u>Essential Questions:</u> <ul style="list-style-type: none"> • What are the major differences b/w whiffle Ball, Baseball, and Softball? • What are some similarities b/w whiffle Ball, Baseball, and Softball? • What does the material of the ball and bat consist of in whiffle Ball versus Baseball/Softball? • Why was the game of whiffle Ball incorporated into PE classes?
<u>Knowledge and Skills:</u> <ul style="list-style-type: none"> • Differentiate b/w whiffle Ball, Baseball, and Softball • Address similarities b/w whiffle Ball, Baseball, and Softball • Demonstrate skills such as pitching, hitting, running • Identify the basic rules when engaging in whiffle ball or whiffle ball related activities • Identify basic whiffle ball terminology • Identify the general roles of offense and defense when engaging in whiffle ball or whiffle ball related activities 	<u>Demonstration of Learning:</u> <ul style="list-style-type: none"> • Self-Assessment • Teacher Assessment (visual) • Teacher Assessment (written) • Teacher Observation of Participation • Peer Assessment • Grading Rubric
<u>Suggested Tasks and Activities:</u> <ul style="list-style-type: none"> • Target practice • Small group game play • T-Ball (practice swinging) • Throwing and catching activities 	<u>Tech Integration (Some examples):</u> <ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music
<u>Resources:</u> PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG	

Content Area: Physical Education	Grade Level : Fifth
Unit Title: DANCE	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections: SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	
<p>21st Century Skills:</p> <ul style="list-style-type: none"> ○ ICT Literacy ○ Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Physical Education Curriculum- 2014-2015

Unit Title: DANCE	Time Frame: APPROXIMATELY 4 WEEKS
<p>Standard(s): 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p>	
<p>Cumulative Progress Indicators:</p>	
<ul style="list-style-type: none"> • 2.5.6.A.2: Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. • 2.5.6.A.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). • 2.5.6.A.4: Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. • 2.6.6.A.1: Analyze the social, emotional, and health benefits of selected physical experiences. • 2.6.6.A.2: Determine to what extent various activities improve skill-related fitness versus health-related fitness. • 2.6.6.A.3: Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program. • 2.5.6.B.1: Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. • 2.5.6.B.2: Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. • 2.5.6.C.1: Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. • 2.5.6.C.2: Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will gain a general understanding of various components needed when engaging in Dance activities. • Students will continue to develop skills including (but not limited to) rhythm, flow, tempo, beat. • Students will demonstrate good sportsmanship and teamwork when engaging in game play. • Students will engage in a safe, conducive learning environment. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What cultures incorporate Dance as a part of traditions and/or activities? • What forms of Dance currently exist in American society? • What types of music genres maybe used when performing Dance routine or when engaging in Dance related activities? • What sports or activities utilize Dance type skills within their daily practice? (e.g. gymnastics, rhythmic gymnastics, etc.)
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Identify varying cultures who use dance as part of traditions and cultural activities. • Identify various forms of dance which are current in American society. • Identify music genres when performing dance routines, choreography, etc. • Identify sports which use similar dance components. • Identify basic dance terminology 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Self-Assessment • Teacher Assessment (visual) • Teacher Assessment (written) • Teacher Observation of Participation • Peer Assessment • Gading Rubric
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Creating 1-2minute choreographed routine (individually or with partners/groups) • Demonstrating a dance skill as part of warm-up • “America’s Best Dance Crew” or “So You Think You Can Dance” type class competition 	<p>Tech Integration (Some examples):</p> <ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music
<p>Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG</p>	

Physical Education Curriculum- 2014-2015

Pacing Guide

Content Area: Physical Education

Grade Level: Sixth

Unit Title: Cardiovascular and Conditioning Training

Four Weeks

Unit Title: Field Games/ Football/ Flag Football

Four Weeks

Unit Title: Field Games/ Soccer

Four Weeks

Unit Title: Invasion Games/ Basketball

Four Weeks

Unit Title: Paddle Games/ Ping-Pong

Four Weeks

Unit Title: Paddle Games/ Pickleball

Four Weeks

Unit Title: Net Games/ Volleyball

Four Weeks

Unit Title: Base Type Games

Four Weeks

Unit Title: Dance

Four Weeks

Content Area: Physical Education	Grade Level : Sixth
Unit Title: Cardiovascular And Conditioning Training	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. • CCSS.ELA-Literacy.SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • CCSS.ELA-Literacy.SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-Literacy.SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. • CCSS.ELA-Literacy.SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. <p>CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy • <u>Apply Technology Effectively</u> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Cardiovascular And Conditioning Training	Time Frame: APPROXIMATELY 4 WEEKS
<p>Standard(s): 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</p>	
<p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.6.A.2: Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. • 2.5.6.A.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). • 2.5.6.A.4: Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. • 2.6.6.A.1: Analyze the social, emotional, and health benefits of selected physical experiences. • 2.6.6.A.2: Determine to what extent various activities improve skill-related fitness versus health-related fitness. • 2.6.6.A.3: Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program. • 2.6.6.A.4: Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness. • 2.6.6.A.6: Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness. • 2.5.6.C.1: Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. • 2.5.6.C.2: Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will gain a general understanding of various fitness training principles to help develop and maintain a healthy, active lifestyle. • Students will understand how to apply various fitness training principles to help develop and maintain a healthy, active lifestyle. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why does one engage in a warm-up activity prior to exercising? • Why does one engage in a cool-down activity when concluding exercise? • What are different types of cardiovascular, muscular strength, muscular endurance, and flexibility exercises? • What exercises and/or activities could be considered low, medium, and high intense type exercises?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Define cardiovascular endurance, muscular strength/endurance, and flexibility. • Identify varied types of cardiovascular endurance, muscular strength/endurance, and flexibility exercises. • Participate in warm-up, cool-down, and varied cardiovascular endurance, muscular strength/endurance, and flexibility exercises. • Assess one’s own body while engaging in fitness related activities and exercises. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Self-Assessment • Finding/Recording Resting Heart Rate and Target Heart Rate • Teacher Assessment (visual) • Teacher Assessment (written) • Teacher Observation of Participation • Peer Assessment • Grading Rubric
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Finding Resting Heart Rate and Target Heart Rate • 1 Mile Run/Walk • V-Sit and Reach • Pacer • FitnessGram Assessment (curl-ups, push-ups, etc.) 	<p>Tech Integration (Some examples):</p> <ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music
<p>Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG</p>	

Content Area: Physical Education	Grade Level : Sixth
Unit Title: Field Games [Football/Flag Football]	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. • CCSS.ELA-Literacy.SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • CCSS.ELA-Literacy.SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-Literacy.SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. • CCSS.ELA-Literacy.SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. • CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. 	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information ○ ICT Literacy <p>Apply Technology Effectively</p> <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: FIELD GAMES [FOOTBALL/FLAG FOOTBALL]	Time Frame: APPROXIMATELY 4 WEEKS
Standard(s): 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
<u>Cumulative Progress Indicators:</u>	
<ul style="list-style-type: none"> • 2.5.6.A.2: Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. • 2.5.6.A.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). • 2.5.6.A.4: Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. • 2.6.6.A.1: Analyze the social, emotional, and health benefits of selected physical experiences. • 2.6.6.A.2: Determine to what extent various activities improve skill-related fitness versus health-related fitness. • 2.6.6.A.3: Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program. • 2.5.6.B.1: Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. • 2.5.6.B.2: Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. • 2.5.6.C.1: Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. • 2.5.6.C.2: Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. 	
<u>Enduring Understanding:</u>	<u>Essential Questions:</u>
<ul style="list-style-type: none"> • Students will gain a general understanding of various components needed when engaging in Football and/or Football related activities. • Students will continue to develop ball handling skills when catching and throwing football. • Students will demonstrate good sportsmanship and teamwork when engaging in game play. • Students will engage in a safe, conducive learning environment. 	<ul style="list-style-type: none"> • What are the basic steps when throwing a football? (e.g. opposite hand/opposite foot, fingers placed b/w laces) • What is the proper way to catch a football? (e.g. hands up ready upon release in front of face/center of chest)
<u>Knowledge and Skills:</u>	<u>Demonstration of Learning:</u>
<ul style="list-style-type: none"> • Explain and demonstrate how to properly throw a football • Explain and demonstrate how to properly catch a football • Identify the basic rules when engaging in football or football related activities. • Identify basic football terminology • Identify the general roles of offense and defense when engaging in football or football related activities. 	<ul style="list-style-type: none"> • Self-Assessment • Teacher Assessment (visual) • Teacher Assessment (written) • Teacher Observation of Participation • Peer Assessment • Grading Rubric
<u>Suggested Tasks and Activities:</u>	<u>Tech Integration (Some examples):</u>
<ul style="list-style-type: none"> • 40 yard dash relay race • Snap, catch, and pass games for throwing and catching • Target practice 	<ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music
<u>Resources:</u> PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG	

Content Area: Physical Education	Grade Level : Sixth
Unit Title: FIELD GAMES [SOCCER]	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. • CCSS.ELA-Literacy.SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • CCSS.ELA-Literacy.SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-Literacy.SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. • CCSS.ELA-Literacy.SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. <p>CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy <p>Apply Technology Effectively</p> <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: FIELD GAMES [SOCCER]	Time Frame: APPROXIMATELY 4 WEEKS
<p>Standard(s): 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.6.A.2: Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. • 2.5.6.A.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). • 2.5.6.A.4: Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. • 2.6.6.A.1: Analyze the social, emotional, and health benefits of selected physical experiences. • 2.6.6.A.2: Determine to what extent various activities improve skill-related fitness versus health-related fitness. • 2.6.6.A.3: Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program. • 2.5.6.B.1: Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. • 2.5.6.B.2: Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. • 2.5.6.C.1: Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. • 2.5.6.C.2: Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will gain a general understanding of various components needed when engaging in Soccer and Soccer related activities. • Students will continue to develop ball handling skills including (but not limited to) dribbling, passing, and shooting. • Students will demonstrate good sportsmanship and teamwork when engaging in game play. • Students will engage in a safe, conducive learning environment. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the basic components to dribbling a soccer ball? (e.g. use instep for dribbling and kicking, eyes up) • What are the basic steps necessary when kicking a soccer ball? (e.g. stepping w/non dominant foot to prepare for kick, kicking with instep of dominant foot) • What part of the body is never allowed to be used when engaging in soccer or soccer related activities? (e.g. hands)
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Explain and demonstrate how to dribble a soccer ball • Explain and demonstrate how to properly trap the soccer ball • Explain and demonstrate the components of kicking and passing the soccer ball • Identify the basic rules when engaging in soccer or soccer related activities • Identify basic soccer terminology • Identify the general roles of offense and defense when engaging in soccer or soccer related activities 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Self-Assessment • Teacher Assessment (visual) • Teacher Assessment (written) • Teacher Observation of Participation • Peer Assessment • Grading Rubric
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Dribbling and Passing Relay Races • Target Practice for dribbling, passing, and shooting • “Monkey in the Middle” for passing 	<p>Tech Integration (Some examples):</p> <ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music
<p>Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG</p>	

Content Area: Physical Education	Grade Level : Sixth
Unit Title: INVASION GAMES [BASKETBALL]	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. • CCSS.ELA-Literacy.SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • CCSS.ELA-Literacy.SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-Literacy.SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. • CCSS.ELA-Literacy.SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. • CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. 	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy ○ Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: INVASION GAMES [BASKETBALL]	Time Frame: APPROXIMATELY 4 WEEKS
<p>Standard(s): 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Cumulative Progress Indicators: 2.5.6.A.2: Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</p> <ul style="list-style-type: none"> • 2.5.6.A.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). • 2.5.6.A.4: Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. • 2.6.6.A.1: Analyze the social, emotional, and health benefits of selected physical experiences. • 2.6.6.A.2: Determine to what extent various activities improve skill-related fitness versus health-related fitness. • 2.6.6.A.3: Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program. • 2.5.6.B.1: Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. • 2.5.6.B.2: Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. • 2.5.6.C.1: Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. • 2.5.6.C.2: Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will gain a general understanding of various components needed when engaging in Basketball and Basketball related activities. • Students will continue to develop ball handling skills including (but not limited to) dribbling, passing, and shooting. • Students will demonstrate good sportsmanship and teamwork when engaging in game play. • Students will engage in a safe, conducive learning environment. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the basic components to dribbling a basketball? (e.g. use fingertips, knees bent, eyes up) • What are the 3 main types of passes necessary for engaging in basketball or basketball related activities? (e.g. bounce, chest, overhead) • What is the proper placement of the hands on the basketball when shooting? (e.g. dominant hand under ball, non-dominant hand “guide hand” alongside, use fingertips)
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Explain and demonstrate how to dribble a basketball • Explain and demonstrate how to properly prepare to catch the basketball when passing. • Explain and demonstrate the components of a bounce pass, chest pass, and overhead pass. • Identify the basic rules when engaging in basketball or basketball related activities. • Identify basic basketball terminology • Identify the general roles of offense and defense when engaging in basketball or basketball related activities 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Self-Assessment • Teacher Assessment (visual) • Teacher Assessment (written) • Teacher Observation of Participation • Peer Assessment • Grading Rubric
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Dribbling Relay Races • “Around the World” Shooting Game • “H.O.R.S.E” Shooting Game • “Steal the Bacon” basketball game 	<p>Tech Integration (Some examples):</p> <ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music
<p>Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG</p>	

Content Area: Physical Education	Grade Level : Sixth
Unit Title: PADDLE GAMES [PING PONG]	
<p>Interdisciplinary Connections: English Language Arts Connections:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. • CCSS.ELA-Literacy.SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • CCSS.ELA-Literacy.SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-Literacy.SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. • CCSS.ELA-Literacy.SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. <p>CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: PADDLE GAMES [PING PONG]	Time Frame: APPROXIMATELY 4 WEEKS
Standard(s): 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
Cumulative Progress Indicators:	
<ul style="list-style-type: none"> • 2.5.6.A.2: Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. • 2.5.6.A.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). • 2.5.6.A.4: Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. • 2.6.6.A.1: Analyze the social, emotional, and health benefits of selected physical experiences. • 2.6.6.A.2: Determine to what extent various activities improve skill-related fitness versus health-related fitness. • 2.6.6.A.3: Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program. • 2.5.6.B.1: Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. • 2.5.6.B.2: Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. • 2.5.6.C.1: Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. • 2.5.6.C.2: Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. 	
Enduring Understanding: <ul style="list-style-type: none"> • Students will gain a general understanding of various components needed when engaging in Ping Pong and Ping Pong related activities. • Students will develop ball/paddle handling skills including (but not limited to) serving, forehand, backhand, smash. • Students will demonstrate good sportsmanship and teamwork when engaging in game play. • Students will engage in a safe, conducive learning environment. 	Essential Questions: <ul style="list-style-type: none"> • What are the basic components when hitting, serving, striking ping pong ball? • What are the ways to hit a ping pong ball during game play? • What equipment is needed in order to engage in ping pong? • Is ping pong/table tennis a sport? • How many people at one time can engage in one game of ping pong?
Knowledge and Skills: <ul style="list-style-type: none"> • Explain and demonstrate how to serve a ping pong ball • Explain and demonstrate the areas of the table for serving and hitting • Explain and demonstrate different types of errors which may award an opponent during game play. • Identify the basic rules when engaging in ping pong or ping pong related activities. • Identify basic ping pong terminology 	Demonstration of Learning: <ul style="list-style-type: none"> • Self-Assessment • Teacher Assessment (visual) • Teacher Assessment (written) • Teacher Observation of Participation • Peer Assessment • Grading Rubric
Suggested Tasks and Activities: <ul style="list-style-type: none"> • Ping Pong Relay Races for adapting to ping pong/paddle usage • Target Practice for smashing and serving on table • “King of the Mountain” tournament play 	Tech Integration (Some examples): <ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music
Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG	

Content Area: Physical Education	Grade Level : Sixth
Unit Title: PADDLE GAMES [PICKLEBALL]	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. • CCSS.ELA-Literacy.SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • CCSS.ELA-Literacy.SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-Literacy.SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. • CCSS.ELA-Literacy.SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. • CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. 	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Physical Education Curriculum- 2014-2015

<p>Unit Title: PADDLE GAMES [PICKLEBALL]</p>	<p>Time Frame: APPROXIMATELY 4 WEEKS</p>
<p>Standard(s): 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>Cumulative Progress Indicators: 2.5.6.A.2: Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</p> <ul style="list-style-type: none"> • 2.5.6.A.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). • 2.5.6.A.4: Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. • 2.6.6.A.1: Analyze the social, emotional, and health benefits of selected physical experiences. • 2.6.6.A.2: Determine to what extent various activities improve skill-related fitness versus health-related fitness. • 2.6.6.A.3: Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program. • 2.5.6.B.1: Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. • 2.5.6.B.2: Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. • 2.5.6.C.1: Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. • 2.5.6.C.2: Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Students will gain a general understanding of various components needed when engaging in Pickleball. • Students will develop ball/paddle handling skills including (but not limited to) serving, forehand, backhand. • Students will demonstrate good sportsmanship and teamwork when engaging in game play. • Students will engage in a safe, conducive learning environment. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the basic components when hitting, serving, striking with paddle during Pickleball? • What are the ways to hit the ball during Pickleball game play? • What equipment is needed in order to engage in Pickleball? • How many people at one time can engage in one game of Pickleball? • What other sports/games are similar to that of Pickleball (e.g. Ping Pong, Tennis)
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Explain and demonstrate how hit ball when Pickleball • Explain and demonstrate the components of handling the ball with the paddle when engaging in Pickleball • Identify the basic rules when engaging in Pickleball • Identify similarities and differences b/w games similar to that of Pickleball • Identify basic Pickleball terminology • Identify the general roles of offense and defense when engaging in Pickleball 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Self-Assessment • Teacher Assessment (visual) • Teacher Assessment (written) • Teacher Observation of Participation • Peer Assessment • Grading Rubric
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • 1 vs. 1; 3 vs. 3; 5 vs. 5 • “Air Only” volley (no ground hits) • Rotation/Interval Game Play • “King of the Mountain” tournament play 	<p>Tech Integration (Some examples):</p> <ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music
<p>Resources: PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG</p>	

Content Area: Physical Education	Grade Level : Sixth
Unit Title: NET GAMES [VOLLEYBALL]	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. • CCSS.ELA-Literacy.SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • CCSS.ELA-Literacy.SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-Literacy.SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. • CCSS.ELA-Literacy.SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. • CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. 	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: NET GAMES [VOLLEYBALL]	Time Frame: APPROXIMATELY 4 WEEKS
Standard(s): 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
Cumulative Progress Indicators:	
<ul style="list-style-type: none"> • 2.5.6.A.2: Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. • 2.5.6.A.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). • 2.5.6.A.4: Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. • 2.6.6.A.1: Analyze the social, emotional, and health benefits of selected physical experiences. • 2.6.6.A.2: Determine to what extent various activities improve skill-related fitness versus health-related fitness. • 2.6.6.A.3: Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program. • 2.5.6.B.1: Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. • 2.5.6.B.2: Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. • 2.5.6.C.1: Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. • 2.5.6.C.2: Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. 	
<u>Enduring Understanding:</u> <ul style="list-style-type: none"> • Students will gain a general understanding of various components needed when engaging in Volleyball and Volleyball related activities. • Students will develop skills including (but not limited to) serving, setting, blocking, attacking. • Students will demonstrate good sportsmanship and teamwork when engaging in game play. • Students will engage in a safe, conducive learning environment. 	<u>Essential Questions:</u> <ul style="list-style-type: none"> • What are the 2 basic serves called and how does one perform each serve? (e.g. floater, topspin) • What is the correct way to “set” and “pass” the volleyball? • What is the difference b/w setting and passing? • What parts of the arm(s) and hand(s) should be used for best results when serving, passing, or setting the volleyball?
<u>Knowledge and Skills:</u> <ul style="list-style-type: none"> • Define the 2 basic serves • Define setting verses passing • Demonstrate hitting volleyball by using forearms and fingertips for setting, bumping, passing, etc. • Identify the basic rules when engaging in volleyball or volleyball related activities. • Identify basic volleyball terminology • Identify the general roles of offense and defense when engaging in volleyball or volleyball related activities 	<u>Demonstration of Learning:</u> <ul style="list-style-type: none"> • Self-Assessment • Teacher Assessment (visual) • Teacher Assessment (written) • Teacher Observation of Participation • Peer Assessment • Grading Rubric
<u>Suggested Tasks and Activities:</u> <ul style="list-style-type: none"> • Partner volleying, setting, bumping, serving activities • Balloon ball (practicing skills using balloons) • Parachute Volleyball 	<u>Tech Integration (Some examples):</u> <ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music
<u>Resources:</u> PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG	

Content Area: Physical Education	Grade Level : Sixth
Unit Title: BASE TYPE GAMES [WHIFFLE BALL]	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. • CCSS.ELA-Literacy.SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • CCSS.ELA-Literacy.SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-Literacy.SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. • CCSS.ELA-Literacy.SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. • CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. 	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

Unit Title: BASE TYPE GAMES [WHIFFLE BALL]	Time Frame: APPROXIMATELY 4 WEEKS
Standard(s): 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
Cumulative Progress Indicators:	
<ul style="list-style-type: none"> • 2.5.6.A.2: Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. • 2.5.6.A.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). • 2.5.6.A.4: Use self-evaluation and external feedback to detect and correct errors in one's movement performance. • 2.6.6.A.1: Analyze the social, emotional, and health benefits of selected physical experiences. • 2.6.6.A.2: Determine to what extent various activities improve skill-related fitness versus health-related fitness. • 2.6.6.A.3: Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program. • 2.5.6.B.1: Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. • 2.5.6.B.2: Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. • 2.5.6.C.1: Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. • 2.5.6.C.2: Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. 	
<u>Enduring Understanding:</u> <ul style="list-style-type: none"> • Students will gain a general understanding of various components needed when engaging in Whiffle Ball and Whiffle Ball related activities. • Students will develop skills including (but not limited to) pitching, throwing, catching, hitting. • Students will demonstrate good sportsmanship and teamwork when engaging in game play. • Students will engage in a safe, conducive learning environment. 	<u>Essential Questions:</u> <ul style="list-style-type: none"> • What are the major differences b/w whiffle Ball, Baseball, and Softball? • What are some similarities b/w whiffle Ball, Baseball, and Softball? • What does the material of the ball and bat consist of in whiffle Ball versus Baseball/Softball? • Why was the game of whiffle Ball incorporated into PE classes?
<u>Knowledge and Skills:</u> <ul style="list-style-type: none"> • Differentiate b/w whiffle Ball, Baseball, and Softball • Address similarities b/w whiffle Ball, Baseball, and Softball • Demonstrate skills such as pitching, hitting, running • Identify the basic rules when engaging in whiffle ball or whiffle ball related activities • Identify basic whiffle ball terminology • Identify the general roles of offense and defense when engaging in whiffle ball or whiffle ball related activities 	<u>Demonstration of Learning:</u> <ul style="list-style-type: none"> • Self-Assessment • Teacher Assessment (visual) • Teacher Assessment (written) • Teacher Observation of Participation • Peer Assessment • Grading Rubric
<u>Suggested Tasks and Activities:</u> <ul style="list-style-type: none"> • Target practice • Small group game play • T-Ball (practice swinging) • Throwing and catching activities 	<u>Tech Integration (Some examples):</u> <ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music
<u>Resources:</u> PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG	

Content Area: Physical Education	Grade Level : Sixth
Unit Title: DANCE	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. • CCSS.ELA-Literacy.SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • CCSS.ELA-Literacy.SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-Literacy.SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. • CCSS.ELA-Literacy.SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. • CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. 	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

<u>Unit Title:</u> DANCE	<u>Time Frame:</u> APPROXIMATELY 4 WEEKS
Standard(s): 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
<u>Cumulative Progress Indicators:</u>	
<ul style="list-style-type: none"> • 2.5.6.A.2: Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. • 2.5.6.A.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). • 2.5.6.A.4: Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. • 2.6.6.A.1: Analyze the social, emotional, and health benefits of selected physical experiences. • 2.6.6.A.2: Determine to what extent various activities improve skill-related fitness versus health-related fitness. • 2.6.6.A.3: Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program. • 2.5.6.B.1: Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. • 2.5.6.B.2: Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. • 2.5.6.C.1: Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. • 2.5.6.C.2: Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. 	
<u>Enduring Understanding:</u>	<u>Essential Questions:</u>
<ul style="list-style-type: none"> • Students will gain a general understanding of various components needed when engaging in Dance activities. • Students will continue to develop skills including (but not limited to) rhythm, flow, tempo, beat. • Students will demonstrate good sportsmanship and teamwork when engaging in game play. • Students will engage in a safe, conducive learning environment. 	<ul style="list-style-type: none"> • What cultures incorporate Dance as a part of traditions and/or activities? • What forms of Dance currently exist in American society? • What types of music genres maybe used when performing Dance routine or when engaging in Dance related activities? • What sports or activities utilize Dance type skills within their daily practice? (e.g. gymnastics, rhythmic gymnastics, etc.)
<u>Knowledge and Skills:</u>	<u>Demonstration of Learning:</u>
<ul style="list-style-type: none"> • Identify varying cultures who use dance as part of traditions and cultural activities. • Identify various forms of dance which are current in American society. • Identify music genres when performing dance routines, choreography, etc. • Identify sports which use similar dance components. • Identify basic dance terminology 	<ul style="list-style-type: none"> • Self-Assessment • Teacher Assessment (visual) • Teacher Assessment (written) • Teacher Observation of Participation • Peer Assessment • Gading Rubric
<u>Suggested Tasks and Activities:</u>	<u>Tech Integration (Some examples):</u>
<ul style="list-style-type: none"> • Creating 1-2minute choreographed routine (individually or with partners/groups) • Demonstrating a dance skill as part of warm-up • “America’s Best Dance Crew” or “So You Think You Can Dance” type class competition 	<ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps, iPad Music
<u>Resources:</u> PE CENTRAL; NJAPHERD; MAYOCLINIC.ORG; WEBMD.ORG; LIVESTRONG.ORG	

Physical Education Curriculum- 2014-2015

Pacing Guide

Content Area: Physical Education

Grade Level: Seventh

Unit Title: Invasion Games/ Basketball	Three Weeks
Unit Title: Field Games/ Football/ Flag Football	Three Weeks
Unit Title: Field Games/ Floor Hockey	Three Weeks
Unit Title: Field Games/ Lacrosse	Three Weeks
Unit Title: Physical Fitness	Three Weeks
Unit Title: Paddle Games/ Pickleball	Three Weeks
Unit Title: Net Games/ Volleyball	Three Weeks
Unit Title: Paddle Games/ Ping - Pong	Three Weeks
Unit Title: Mass Games	Three Weeks
Unit Title: Target Games/ Archery	Three Weeks

Content Area: Physical Education	Grade Level : Seventh
Unit Title: Invasion Games: Basketball	
Interdisciplinary Connections:	
English Language Arts Connections:	
<ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. • CCSS.ELA-Literacy.SL.7.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • CCSS.ELA-Literacy.SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-Literacy.SL.7.1.c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. • CCSS.ELA-Literacy.SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views. 	
21st Century Themes:	
<ul style="list-style-type: none"> • Global Awareness • Health Literacy 	<ul style="list-style-type: none"> ○ ICT Literacy Apply Technology Effectively
21st Century Skills:	
<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use	

<u>Unit Title:</u> Invasion Games: Basketball	<u>Time Frame:</u> 3 weeks
<p><u>Standard(s):</u> 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p><u>Cumulative Progress Indicators:</u></p> <ul style="list-style-type: none"> • 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. • 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills. • 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. • 2.5.8.B.2- Assess the effectiveness of specific mental strategies applied to improve performance. • 2.5.8.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. • 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. • 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. • 2.5.8.C.3 – Analyze the impact of different world cultures on present day games, sports, and dance. • 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status. • 2.6.8.A.1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. 	
<p><u>Enduring Understanding:</u></p> <ul style="list-style-type: none"> • Basketball can be a lifetime activity. • Playing basketball can be an effective way to increase cardiovascular endurance. 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What skills are necessary to be successful in Basketball? • Why are teamwork and communication important in Basketball? • What fitness components are necessary to be Successful in basketball?
<p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> • What skills are necessary to be successful in Basketball? • Why are teamwork and communication important in Basketball? • What fitness components are necessary to be Successful in basketball? 	<p><u>Demonstration of Learning:</u></p> <ul style="list-style-type: none"> • <i>Summative Assessment</i> • <i>Self-assessment</i> • <i>Teacher assessment- visual</i> • <i>Teacher assessment- written</i> • <i>Teacher observation of participation</i> • <i>Peer assessment</i>
<p><u>Suggested Tasks and Activities:</u></p> <ul style="list-style-type: none"> • <i>Varied Basketball game play (1vs1); (3vs3),(5vs5)</i> • <i>Relay drills involving ball passing, dribbling, shooting</i> • <i>Games: around the world, horse</i> 	<p><u>Tech Integration (Some examples):</u></p> <ul style="list-style-type: none"> • <i>Smart Board, Online Videos/Tutorials, iPad Apps.</i>
<p><u>Resources:</u> <i>NJ Dept. of Education; PE CENTRAL;</i></p>	

Content Area: Physical Education	Grade Level : Seventh
Unit Title: VIOLENCE PREVENTION- INTENTIONAL INJURIES verses UNINTENTIONAL INJURIES	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. • CCSS.ELA-Literacy.SL.7.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • CCSS.ELA-Literacy.SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-Literacy.SL.7.1.c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. • CCSS.ELA-Literacy.SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views. 	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy <p>Apply Technology Effectively</p> <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Football/ Flag Football	Time Frame: 3 weeks
Standard(s): 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle	
Cumulative Progress Indicators:	
<ul style="list-style-type: none"> • 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied • 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. • 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills. • 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. • 2.5.8.B.2- Assess the effectiveness of specific mental strategies applied to improve performance. • 2.5.8.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. • 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. • 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. • 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance. • 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, Performance and health status. • 2.6.8. A.1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. 	
Enduring Understanding: <ul style="list-style-type: none"> • Body awareness and coordination are necessary • Components for a well-grounded individual. • Teamwork and communication are essential to ensure • The best possible results during game play. • Comprehension of how critical aerobic training is to the total well-being of an individual. 	Essential Questions: <ul style="list-style-type: none"> • What components of fitness does flag football contain? • How does teamwork and communication effect game play in flag-football? • How does flag-football increase the fitness level of each person?
Knowledge and Skills: <ul style="list-style-type: none"> • Dynamic warm-up/flexibility exercises. • Proper throwing/ catching technique. • Concepts on route running (how-to). • Basic rules and strategies of the game of football. • Learn offensive/defensive principles. • Learn and perform passing/catching drills. • Learn and perform evasion techniques. • Learn and perform flag pulling techniques. • Learn and perform different games (2 v2, 3v3, etc.). 	Demonstration of Learning: Summative Assessment <ul style="list-style-type: none"> • Self-assessment • Teacher assessment- visual • Teacher assessment- written • Teacher observation of participation • Peer assessment • Grading rubric
Suggested Tasks and Activities: <ul style="list-style-type: none"> • Defensive skills / Offensive skills • Flag pulling, • Evasion tactics, • Small game plays (2vs2, 3vs3) 	Tech Integration (Some examples): <ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps.
Resources: NJ Dept. of Education; PE CENTRAL; NASPE	

Content Area: Physical Education	Grade Level : Seventh
Unit Title: Invasion Games Floor Hockey	
Interdisciplinary Connections:	
English Language Arts Connections:	
<ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. • CCSS.ELA-Literacy.SL.7.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • CCSS.ELA-Literacy.SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-Literacy.SL.7.1.c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. • CCSS.ELA-Literacy.SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views. 	
21st Century Themes:	
<ul style="list-style-type: none"> • Global Awareness • Health Literacy 	<ul style="list-style-type: none"> ○ ICT Literacy Apply Technology Effectively
21st Century Skills:	
<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use	

Unit Title: Invasion Games Floor Hockey	Time Frame: 2 weeks
<p>Standard(s):</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. • 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills. • 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. • 2.5.8.B.2- Assess the effectiveness of specific mental strategies applied to improve performance. • 2.5.8.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. • 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. • 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. • 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance. • 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, • 2.6.8. A.1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Body awareness and coordination are necessary • Components for a well-grounded individual. • Teamwork and communication are essential to ensure • The best possible results during game play. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What components of fitness does floor hockey contain? • How does teamwork and communication effect game play in floor hockey? • How does floor hockey increase the fitness level of each person?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Dynamic warm-up/flexibility exercises. • Proper passing/ shooting technique. • Basic rules and strategies of the game of floor hockey. • Learn offensive/defensive principles. • Learn and perform passing/receiving drills. • Learn and perform different games (2 v2, 3v3, etc.). 	<p>Demonstration of Learning:</p> <p>Summative Assessment</p> <ul style="list-style-type: none"> • Self-assessment • Teacher assessment- visual • Teacher assessment- written • Peer assessment • Grading rubric
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Lead passes: Passes in front of teammate. • Collects with control: Stops the ball first, gains control and then makes passes or dribbles. • Moves with control: Moves the ball using alternate sides of the floor hockey stick. • Good shooting technique: Stick back and never above the knees, swing, and follow-through. • Partner passing (10-15 feet apart) • Game play 	<p>Tech Integration (Some examples):</p> <ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps.
<p>Resources: NJ Dept. of Education; PE CENTRAL; NASPE</p>	

Content Area: Physical Education	Grade Level : Seventh
Unit Title: Invasion Games Lacrosse	
Interdisciplinary Connections:	
English Language Arts Connections:	
<ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. • CCSS.ELA-Literacy.SL.7.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • CCSS.ELA-Literacy.SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-Literacy.SL.7.1.c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. • CCSS.ELA-Literacy.SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views. 	
21st Century Themes:	
<ul style="list-style-type: none"> • Global Awareness • Health Literacy 	<ul style="list-style-type: none"> ○ ICT Literacy Apply Technology Effectively
21st Century Skills:	
<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use	

Physical Education Curriculum- 2014-2015

Unit Title: Lacrosse		Time Frame: 3 weeks
<p><u>Standard(s):</u></p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings • 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. • 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills. • 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. • 2.5.8.B.2- Assess the effectiveness of specific mental strategies applied to improve performance. • 2.5.8.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. • 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. • 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. • 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance. • 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance and health status. • 2.6.8. A.1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. • 2.6.8. A.2- Use health data to develop and implement a personal fitness plan and evaluate its effectiveness. • 2.6.8. A.3- Analyze how medical and technological advances impact personal fitness. • 2.6.8. A.4- Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors. • 2.6.8.A.5- Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness. 		
<p><u>Enduring Understanding:</u></p> <ul style="list-style-type: none"> • Body awareness, flexibility and coordination are Necessary components for a well-grounded individual. • The movement aspects of running, catching and throwing are skills provided for in this activity which increase heart rate, muscle tone, improve coordination and flexibility, allowing for overall health improvement and growth. • To continue in activities that provide for fitness and exercise throughout childhood and continuing throughout adulthood. This is a key component for the individual's continued success in fitness levels and health. 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What components of fitness does lacrosse encompass? • How does engaging in this activity increase the fitness level of the individuals? • Why are lifetime skills/activities important? 	
<p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> • Dynamic warm-up/flexibility exercises. • Proper passing/ shooting technique. • Learn offensive/defensive principles. • Learn and perform passing/receiving drills. • Learn and perform evasion techniques. • Learn and perform different games (2 v2, 3v3, etc.). • Learn and perform tournament game play. 	<p><u>Demonstration of Learning:</u></p> <p>Summative Assessment</p> <ul style="list-style-type: none"> • Self-assessment • Teacher assessment- visual • Teacher assessment- written • Teacher observation of participation • Peer assessment • Grading rubric 	
<p><u>Suggested Tasks and Activities:</u></p> <ul style="list-style-type: none"> • Lead passes: Passes in front of teammate. • Collects with control: Stops the ball first, gains control and then makes passes or dribbles. • Moves with control: Partner passing (10-15 feet apart) 	<p><u>Tech Integration (Some examples):</u></p> <ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps. 	
<p><u>Resources:</u> NJ Dept. of Education; PE CENTRAL; NASPE</p>		

Content Area: Physical Education	Grade Level : Seventh
Unit Title: Physical Fitness	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. • CCSS.ELA-Literacy.SL.7.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • CCSS.ELA-Literacy.SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-Literacy.SL.7.1.c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. • CCSS.ELA-Literacy.SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views. 	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy Apply Technology Effectively <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Physical Fitness	Time Frame: 3 weeks
Standard(s): 2.5.8.A.1, 2.5.8.A.2, 2.5.8.A.4, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.C.3, 2.6.A., 2.6.8.A.1, 2.6.8.A.2, 2.6.8.A.3, 2.6.8.A.4, 2.6.8.A.5	
<p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings • 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. • 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills. • 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. • 2.5.8.B.2- Assess the effectiveness of specific mental strategies applied to improve performance. • 2.5.8.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. • 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. • 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. • 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance. • 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance and health status. • 2.6.8. A.1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. • 2.6.8. A.2- Use health data to develop and implement a personal fitness plan and evaluate its effectiveness. • 2.6.8. A.3- Analyze how medical and technological advances impact personal fitness. • 2.6.8. A.4- Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors. • 2.6.8.A.5- Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Body awareness, flexibility and coordination are necessary components for a well-grounded individual. • The growth components of muscular strength, endurance, flexibility, • Exercise throughout childhood and continuing throughout adulthood. This is a key component for the individual’s continued success in fitness levels and health. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the components of fitness? • How does engaging fitness increase ones energy level? • Why is fitness an important long lifetime skill?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the components of cardiovascular fitness. • Demonstrate an understanding of the components of muscular strength. • Demonstrate an understanding of the components of muscular endurance. • Demonstrate an understanding of the components of flexibility. • Demonstrate an understanding of the components of core body strength. • Demonstrate an understanding of how proper nutrition, proper health habits affect overall • Demonstrate an understanding of proper safety measures associated with fitness training. • Demonstrate an understanding of proper warm up and cool down techniques and procedures. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Student Rubric • Self-Evaluation • Pulse Rate Monitors • Teacher Observation • Written tests • Performance Charts • Performance tests • Skill test

Suggested Tasks and Activities:

CARDIOVASCULAR FITNESS ACTIVITIES:

- Lecture and Demonstration
- Warm up
- Circuit Training
- Jump Rope Training
- Interval Training
- Cross Country Running
- Walking for fitness
- Heart Rate training with pulse monitors
- Target Heart Rates as they apply to warm up, basic aerobic, threshold training, Max VO₂, Lactic Acid tolerance, and power and speed.
- Commercial aerobic activities (Tae-Bo, Power 90, etc.)
- Weight Training
- Plyometric
- Speed and agility training
- Fitness games
- Dance

MUSCULAR STRENGTH ACTIVITIES

- Warm up and cool down
- Stretching
- Weight Lifting
- Stretch cords
- Kettle bells
- Physio balls
- Balance pads
- Core body activities
- Body weight activities
- Circuit training

FLEXIBILITY ACTIVITIES

- Partner stretching
- Medicine Balls
- Balance Pads
- Dance

Tech Integration (Some examples):

- Smart Board, Online Videos/Tutorials, iPad Apps.

Resources: NJ Dept. of Education; PE CENTRAL; NASPE

Content Area: Physical Education	Grade Level : Seventh
Unit Title: Pickle ball	
Interdisciplinary Connections:	
English Language Arts Connections:	
<ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. • CCSS.ELA-Literacy.SL.7.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • CCSS.ELA-Literacy.SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-Literacy.SL.7.1.c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. • CCSS.ELA-Literacy.SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views. 	
21st Century Themes:	
<ul style="list-style-type: none"> • Global Awareness • Health Literacy 	<ul style="list-style-type: none"> ○ ICT Literacy Apply Technology Effectively
21st Century Skills:	
<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use	

Physical Education Curriculum- 2014-2015

Unit Title: Pickle ball		Time Frame: 3 weeks
<p>Standard(s): 2.5.8.A.1, 2.5.8.A.2, 2.5.8.A.4, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.C.3, 2.6.A., 2.6.8.A.1</p> <p><u>Cumulative Progress Indicators:</u></p> <ul style="list-style-type: none"> 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills. 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. 2.5.8.B.2- Assess the effectiveness of specific mental strategies applied to improve performance. 2.5.8.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. 2.5.8.C.3 – Analyze the impact of different world cultures on present day games, sports, and dance. 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance and health status. 2.6.8.A.1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. 		
<p><u>Enduring Understanding:</u></p> <ul style="list-style-type: none"> Understanding how critical aerobic exercise is to the overall health of an individual Body awareness and coordination are necessary components of a well-grounded individual Cooperation with in a team/group is necessary for success in all areas 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> What components of fitness does pickle ball Encompass? How does pickle ball increase the fitness level of each individual? How does working with a partner help improve cooperation skills? 	
<p><u>Knowledge and Skills:</u></p> <p>Students will know and be able to:</p> <ul style="list-style-type: none"> Demonstrate an understanding of movement concepts and the use of motor skills. Demonstrate the ability to use effective interpersonal skills. Develop the understanding that challenge, enjoyment, creativity, and self/social expressions are important, life-enhancing experiences that are found in creative activities. Demonstrate an understanding and respect for themselves, each other, equipment, and the rules of the game. Demonstrate a basic knowledge of safety while using equipment on the court. Demonstrate the basic skills of Pickle ball. Demonstrate basic knowledge of rules of the game. 	<p><u>Demonstration of Learning:</u></p> <p>Summative Assessment</p> <ul style="list-style-type: none"> Self-assessment Teacher assessment- visual Teacher assessment- written Teacher observation of participation Peer assessment Grading rubric 	
<p><u>Suggested Tasks and Activities:</u></p> <ul style="list-style-type: none"> Cardio Warm up and Flexibility Teacher lecture and demonstration of the serve, lob, smash, drive, drive shop Skill drills and practice 1 on 1 pickleball game using hands only Teacher lecture and demonstration of rules King of the Court Challenge in teams of 2-4 students 2-4 players per side game play 	<p><u>Tech Integration (Some examples):</u></p> <ul style="list-style-type: none"> Smart Board, Online Videos/Tutorials, iPad Apps. 	
<p><u>Resources:</u> NJ Dept. of Education; PE CENTRAL; NASPE</p>		

Content Area: Physical Education	Grade Level : Seventh
Unit Title: VOLLYBALL	
Interdisciplinary Connections:	
English Language Arts Connections:	
<ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. • CCSS.ELA-Literacy.SL.7.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • CCSS.ELA-Literacy.SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-Literacy.SL.7.1.c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. • CCSS.ELA-Literacy.SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views. 	
21st Century Themes:	
<ul style="list-style-type: none"> • Global Awareness • Health Literacy 	<ul style="list-style-type: none"> ○ ICT Literacy Apply Technology Effectively
21st Century Skills:	
<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use	

Unit Title: VOLLYBALL	Time Frame: 2 weeks
<p><u>Standard(s):</u> 2.5.8.A.1, 2.5.8.A.2, 2.5.8.A.4, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.C.3, 2.6.A., 2.6.8.A.1</p> <p><u>Cumulative Progress Indicators:</u></p> <ul style="list-style-type: none"> • 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. • 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills. • 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. • 2.5.8.B.2- Assess the effectiveness of specific mental strategies applied to improve performance. • 2.5.8.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. • 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. • 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. • 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance. • 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance and health status. • 2.6.8. A.1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. 	
<p><u>Enduring Understanding:</u></p> <ul style="list-style-type: none"> • Volleyball can be a lifelong activity. • Volleyball is becoming very popular on a global Basis. • 800 million people play volleyball at least once a week. 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What skills are necessary to be successful in Volleyball? • Why are teamwork and communication important in volleyball? • What fitness components are necessary to be Successful in volleyball?
<p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> • Develop the skill of passing a volleyball • Develop the skill of setting a volleyball • Develop the skill of serving a volleyball • Learn the positions on the court and the rotation of players to serve • Demonstrate good sportsmanship • Understand the importance of using teamwork 	<p><u>Demonstration of Learning:</u></p> <p>Summative Assessment</p> <ul style="list-style-type: none"> • Self-assessment • Teacher assessment- visual • Teacher assessment- written • Teacher observation of participation • Grading rubric
<p><u>Suggested Tasks and Activities:</u></p> <ul style="list-style-type: none"> • Cardio Warm up and Flexibility • Teacher lecture and demonstration of the serve • Teacher lecture and demonstrates • Serving, Passing, Setting • Rules, positions, and rotations • Games and tournament play 	<p><u>Tech Integration (Some examples):</u></p> <ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps.
<p><u>Resources:</u> NJ Dept. of Education; PE CENTRAL; NASPE</p>	

Content Area: Physical Education	Grade Level : Seventh
Unit Title: Paddle Games PING PONG	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. • CCSS.ELA-Literacy.SL.7.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • CCSS.ELA-Literacy.SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-Literacy.SL.7.1.c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. • CCSS.ELA-Literacy.SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views. 	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Paddle Games PING PONG	Time Frame: 2 weeks
<p><u>Standard(s):</u> 2.5.8.A.1, 2.5.8.A.2, 2.5.8.A.4, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.C.3, 2.6.A., 2.6.8.A.1</p> <p><u>Cumulative Progress Indicators:</u></p> <ul style="list-style-type: none"> • 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. • 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills. • 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. • 2.5.8.B.2- Assess the effectiveness of specific mental strategies applied to improve performance. • 2.5.8.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. • 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. • 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. • 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance. • 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, Performance and health status. • 2.6.8. A.1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. 	
<p><u>Enduring Understanding:</u></p> <ul style="list-style-type: none"> • Ping Pong is a international sport <ul style="list-style-type: none"> ○ This was also called Table Tennis ○ Originated in 19th century 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What skills are necessary to be successful in Ping Pong? • Why is being focused, and patience important in Ping Pong? • What fitness components are necessary to be Successful in Ping Pong
<p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> • Demonstrate a basic knowledge of safety while using equipment • Demonstrate the basic skills of ping pong • Demonstrate the basic knowledge of rules of the game • Cardio Warm up and Flexibility 	<p><u>Demonstration of Learning:</u></p> <p>Summative Assessment</p> <ul style="list-style-type: none"> • Self-assessment • Teacher assessment- visual • Teacher assessment- written • Teacher observation of participation
<p><u>Suggested Tasks and Activities:</u></p> <ul style="list-style-type: none"> • 1 on 1 tennis ball game using hands only • Teacher lecture and demonstration of rules • King of the Court Challenge in teams of 2-4 students • 2-4 players per side game play • Tournament game play 	<p><u>Tech Integration (Some examples):</u></p> <ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps.
<p><u>Resources:</u> NJ Dept. of Education; PE CENTRAL; NASPE</p>	

Content Area: Physical Education	Grade Level : Seventh
Unit Title: MASS GAMES	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. • CCSS.ELA-Literacy.SL.7.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • CCSS.ELA-Literacy.SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-Literacy.SL.7.1.c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. • CCSS.ELA-Literacy.SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views. 	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Physical Education Curriculum- 2014-2015

Unit Title: MASS GAMES		Time Frame: 2 weeks
<p><u>Standard(s):</u> 2.5.8.A.1, 2.5.8.A.2, 2.5.8.A.4, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.C.3, 2.6.A., 2.6.8.A.1</p> <p><u>Cumulative Progress Indicators:</u></p> <ul style="list-style-type: none"> • 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. • 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills. • 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. • 2.5.8.B.2- Assess the effectiveness of specific mental strategies applied to improve performance. • 2.5.8.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. • 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. • 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. • 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance. • 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, Performance and health status. • 2.6.8. A.1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. 		
<p><u>Enduring Understanding:</u></p> <ul style="list-style-type: none"> • Provide leadership in the expansion of adventure games. • Importance of Reading and following directions to accomplish a task. 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What skills are necessary to be successful in Ping • Why is being focused and patience important while working in group sessions? • What components and skills are needed to accomplish a goal with teammate or group? 	
<p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> • Physically challenge them-selves in a safe environment. • Apply their own strengths and weaknesses appropriately. • Respect others strengths and weaknesses. • Rely on the group to support positive risk taking. • Identify how fatigue can lead to injury. • Apply correct technique to create a cooperative and safe environment. • Work cooperatively and productively in a group to accomplish common goal. 	<p><u>Demonstration of Learning:</u></p> <p>Summative Assessment</p> <ul style="list-style-type: none"> • Self-assessment • Teacher assessment- visual • Teacher assessment- written • Teacher observation of participation • Peer assessment • Grading rubric 	
<p><u>Suggested Tasks and Activities:</u></p> <ul style="list-style-type: none"> • Cardio Warm-up and Flexibility • Teacher lecture and demonstration of skills and rules • Teacher lecture and demonstration of rules • Tournament play 	<p><u>Tech Integration (Some examples):</u></p> <ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps. 	
<p><u>Resources:</u> NJ Dept. of Education; PE CENTRAL; NASPE</p>		

Content Area: Physical Education	Grade Level : Seventh
Unit Title: Paddle Games PING PONG	
Interdisciplinary Connections:	
English Language Arts Connections:	
<ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. • CCSS.ELA-Literacy.SL.7.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • CCSS.ELA-Literacy.SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-Literacy.SL.7.1.c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. • CCSS.ELA-Literacy.SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views. 	
21st Century Themes:	
<ul style="list-style-type: none"> • Global Awareness • Health Literacy 	<ul style="list-style-type: none"> ○ ICT Literacy Apply Technology Effectively
21st Century Skills:	
<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use	

Physical Education Curriculum- 2014-2015

<p>Unit Title: Archery</p>	<p>Time Frame: 2 weeks</p>
<p>Standard(s): 2.5.8.A.1, 2.5.8.A.2, 2.5.8.A.4, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.C.3, 2.6.A., 2.6.8.A.1</p>	
<p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings • 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. • 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills. • 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. • 2.5.8.B.2- Assess the effectiveness of specific mental strategies applied to improve performance. • 2.5.8.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. • 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. • 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. • 2.5.8.C.3 – Analyze the impact of different world cultures on present day games, sports, and dance. • 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, Performance and health status. • 2.6.8.A.1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Balance and coordination are key components to any physical activity and allow the body’s senses to work • Together towards a common goal. • Fine motor skills are just as important as gross motor Skills and allow us to do many daily activities. Fine motor skill development can unlock a great deal of the • Body’s overall fitness potential. • Archery can be considered a lifelong activity that people of any fitness level can be successful at with practice. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do balance and coordination affect the Shooter’s accuracy? • How will improving my fine motor skills improve my fitness level? • Why is archery important?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Learn proper safety precautions when using archery equipment • Learn proper archery terminology (bow, arrow, fletching, knock) • Learn and practice proper lower and upper body position • Learn and practice proper knocking technique • Learn and practice proper firing technique • Learn and practice proper scoring guidelines • Learn and practice making shot adjustments 	<p>Demonstration of Learning:</p> <p>Summative Assessment</p> <ul style="list-style-type: none"> • Self-assessment • Teacher assessment- visual • Teacher assessment- written • Teacher observation of participation • Peer assessment • Grading rubric
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Participating in accuracy competition • Participating in tournament competition • Evidence of small group game play, large group and tournament play 	<p>Tech Integration (Some examples):</p> <ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps.
<p>Resources: NJ Dept. of Education; PE CENTRAL; NASPE</p>	

Physical Education Curriculum- 2014-2015

Pacing Guide

Content Area: Physical Education

Grade Level: Eighth

Unit Title: Invasion Games/ Basketball	Three Weeks
Unit Title: Field Games/ Football/ Flag Football	Three Weeks
Unit Title: Field Games/ Floor Hockey	Three Weeks
Unit Title: Field Games/ Lacrosse	Three Weeks
Unit Title: Physical Fitness	Three Weeks
Unit Title: Net Games/ Volleyball	Three Weeks
Unit Title: Mass Games	Two Weeks
Unit Title: Target Games/ Archery	Two Weeks
Unit Title: Ultimate Frisbee	Two Weeks
Unit Title: Golf	Two Weeks
Unit Title: Softball	Two Weeks

Content Area: Physical Education	Grade Level : Eighth
Unit Title: Invasion Games: Basketball	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections:</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. • CCSS.ELA-LITERACY.SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • CCSS.ELA-LITERACY.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. • CCSS.ELA-LITERACY.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy <p>Apply Technology Effectively</p> <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

<u>Unit Title:</u> Invasion Games: Basketball	<u>Time Frame:</u> 3 weeks
<p><u>Standard(s):</u> 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p><u>Cumulative Progress Indicators:</u></p> <ul style="list-style-type: none"> • 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. • 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills. • 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. • 2.5.8.B.2- Assess the effectiveness of specific mental strategies applied to improve performance. • 2.5.8.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. • 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. • 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. • 2.5.8.C.3 – Analyze the impact of different world cultures on present day games, sports, and dance. • 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status. • 2.6.8.A.1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. 	
<p><u>Enduring Understanding:</u></p> <ul style="list-style-type: none"> • Basketball can be a lifetime activity. • Playing basketball can be an effective way to increase cardiovascular endurance. 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What skills are necessary to be successful in Basketball? • Why are teamwork and communication important in Basketball? • What fitness components are necessary to be Successful in basketball?
<p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> • What skills are necessary to be successful in Basketball? • Why are teamwork and communication important in Basketball? • What fitness components are necessary to be Successful in basketball? 	<p><u>Demonstration of Learning:</u></p> <ul style="list-style-type: none"> • <i>Summative Assessment</i> • <i>Self-assessment</i> • <i>Teacher assessment- visual</i> • <i>Teacher assessment- written</i> • <i>Teacher observation of participation</i> • <i>Peer assessment</i>
<p><u>Suggested Tasks and Activities:</u></p> <ul style="list-style-type: none"> • <i>Varied Basketball game play (1vs1); (3vs3),(5vs5)</i> • <i>Relay drills involving ball passing, dribbling, shooting</i> • <i>Games: around the world, horse</i> 	<p><u>Tech Integration (Some examples):</u></p> <ul style="list-style-type: none"> • <i>Smart Board, Online Videos/Tutorials, iPad Apps.</i>
<p><u>Resources:</u> NJ Dept. of Education; PE CENTRAL;</p>	

Content Area: Physical Education	Grade Level : Eighth
Unit Title: VIOLENCE PREVENTION- INTENTIONAL INJURIES verses UNINTENTIONAL INJURIES	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections:</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. • CCSS.ELA-LITERACY.SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • CCSS.ELA-LITERACY.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. • CCSS.ELA-LITERACY.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy <p>Apply Technology Effectively</p> <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use</p>	

<u>Unit Title:</u> Football/ Flag Football	<u>Time Frame:</u> 3 weeks
<p>Standard(s): 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle</p> <p><u>Cumulative Progress Indicators:</u></p> <ul style="list-style-type: none"> • 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied • 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. • 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills. • 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. • 2.5.8.B.2- Assess the effectiveness of specific mental strategies applied to improve performance. • 2.5.8.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. • 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. • 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. • 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance. • 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, Performance and health status. • 2.6.8. A.1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. 	
<p><u>Enduring Understanding:</u></p> <ul style="list-style-type: none"> • Body awareness and coordination are necessary • Components for a well-grounded individual. • Teamwork and communication are essential to ensure • The best possible results during game play. • Comprehension of how critical aerobic training is to the total well-being of an individual. 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What components of fitness does flag football contain? • How does teamwork and communication effect game play in flag-football? • How does flag-football increase the fitness level of each person?
<p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> • Dynamic warm-up/flexibility exercises. • Proper throwing/ catching technique. • Concepts on route running (how-to). • Basic rules and strategies of the game of football. • Learn offensive/defensive principles. • Learn and perform passing/catching drills. • Learn and perform evasion techniques. • Learn and perform flag pulling techniques. • Learn and perform different games (2 v2, 3v3, etc.). 	<p><u>Demonstration of Learning:</u></p> <p>Summative Assessment</p> <ul style="list-style-type: none"> • Self-assessment • Teacher assessment- visual • Teacher assessment- written • Teacher observation of participation • Peer assessment • Grading rubric
<p><u>Suggested Tasks and Activities:</u></p> <ul style="list-style-type: none"> • Defensive skills / Offensive skills • Flag pulling, • Evasion tactics, • Small game plays (2vs2, 3vs3) 	<p><u>Tech Integration (Some examples):</u></p> <ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps.
<p><u>Resources:</u> NJ Dept. of Education; PE CENTRAL; NASPE</p>	

Content Area: Physical Education	Grade Level : Eighth
Unit Title: Invasion Games Floor Hockey	
Interdisciplinary Connections:	
English Language Arts Connections:	
<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. • CCSS.ELA-LITERACY.SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • CCSS.ELA-LITERACY.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. • CCSS.ELA-LITERACY.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 	
21st Century Themes:	
<ul style="list-style-type: none"> • Global Awareness • Health Literacy 	<ul style="list-style-type: none"> ○ ICT Literacy
21st Century Skills:	
<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use	

Unit Title: Invasion Games Floor Hockey	Time Frame: 2 weeks
<p>Standard(s): Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. • 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills. • 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. • 2.5.8.B.2- Assess the effectiveness of specific mental strategies applied to improve performance. • 2.5.8.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. • 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. • 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. • 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance. • 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, • 2.6.8. A.1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Body awareness and coordination are necessary • Components for a well-grounded individual. • Teamwork and communication are essential to ensure • The best possible results during game play. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What components of fitness does floor hockey contain? • How does teamwork and communication effect game play in floor hockey? • How does floor hockey increase the fitness level of each person?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Dynamic warm-up/flexibility exercises. • Proper passing/ shooting technique. • Basic rules and strategies of the game of floor hockey. • Learn offensive/defensive principles. • Learn and perform passing/receiving drills. • Learn and perform different games (2 v2, 3v3, etc.). 	<p>Demonstration of Learning: Summative Assessment</p> <ul style="list-style-type: none"> • Self-assessment • Teacher assessment- visual • Teacher assessment- written • Peer assessment • Grading rubric
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Lead passes: Passes in front of teammate. • Collects with control: Stops the ball first, gains control and then makes passes or dribbles. • Moves with control: Moves the ball using alternate sides of the floor hockey stick. • Good shooting technique: Stick back and never above the knees, swing, and follow-through. • Partner passing (10-15 feet apart) • Game play 	<p>Tech Integration (Some examples):</p> <ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps.

Content Area: Physical Education	Grade Level : Eighth
Unit Title: Invasion Games Lacrosse	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections:</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. • CCSS.ELA-LITERACY.SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • CCSS.ELA-LITERACY.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. • CCSS.ELA-LITERACY.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Learning and Innovation Skills <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • Information, Media and Technology Skills <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy <p>Apply Technology Effectively</p> <ul style="list-style-type: none"> • Life and Career Skills <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	
<p>Resources: NJ Dept. of Education; PE CENTRAL; NASPE</p>	

Physical Education Curriculum- 2014-2015

Unit Title: Lacrosse		Time Frame: 3 weeks
<p><u>Standard(s):</u></p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings • 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. • 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills. • 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. • 2.5.8.B.2- Assess the effectiveness of specific mental strategies applied to improve performance. • 2.5.8.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. • 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. • 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. • 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance. • 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance and health status. • 2.6.8. A.1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. • 2.6.8. A.2- Use health data to develop and implement a personal fitness plan and evaluate its effectiveness. • 2.6.8. A.3- Analyze how medical and technological advances impact personal fitness. • 2.6.8. A.4- Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors. • 2.6.8.A.5- Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness. 		
<p><u>Enduring Understanding:</u></p> <ul style="list-style-type: none"> • Body awareness, flexibility and coordination are Necessary components for a well-grounded individual. • The movement aspects of running, catching and throwing are skills provided for in this activity which increase heart rate, muscle tone, improve coordination and flexibility, allowing for overall health improvement and growth. • To continue in activities that provide for fitness and exercise throughout childhood and continuing throughout adulthood. This is a key component for the individual's continued success in fitness levels and health. 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What components of fitness does lacrosse encompass? • How does engaging in this activity increase the fitness level of the individuals? • Why are lifetime skills/activities important? 	
<p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> • Dynamic warm-up/flexibility exercises. • Proper passing/ shooting technique. • Learn offensive/defensive principles. • Learn and perform passing/receiving drills. • Learn and perform evasion techniques. • Learn and perform different games (2 v2, 3v3, etc.). • Learn and perform tournament game play. 	<p><u>Demonstration of Learning:</u></p> <p>Summative Assessment</p> <ul style="list-style-type: none"> • Self-assessment • Teacher assessment- visual • Teacher assessment- written • Teacher observation of participation • Peer assessment • Grading rubric 	
<p><u>Suggested Tasks and Activities:</u></p> <ul style="list-style-type: none"> • Lead passes: Passes in front of teammate. • Collects with control: Stops the ball first, gains control and then makes passes or dribbles. • Moves with control: Partner passing (10-15 feet apart) 	<p><u>Tech Integration (Some examples):</u></p> <ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps. 	
<p><u>Resources:</u> NJ Dept. of Education; PE CENTRAL; NASPE</p>		

Content Area: Physical Education	Grade Level : Eighth
Unit Title: Physical Fitness	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections:</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. • CCSS.ELA-LITERACY.SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • CCSS.ELA-LITERACY.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. • CCSS.ELA-LITERACY.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy Apply Technology Effectively <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Unit Title: Physical Fitness	Time Frame: 3 weeks
Standard(s): 2.5.8.A.1, 2.5.8.A.2, 2.5.8.A.4, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.C.3, 2.6.A., 2.6.8.A.1, 2.6.8.A.2, 2.6.8.A.3, 2.6.8.A.4, 2.6.8.A.5	
<p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings • 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. • 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills. • 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. • 2.5.8.B.2- Assess the effectiveness of specific mental strategies applied to improve performance. • 2.5.8.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. • 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. • 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. • 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance. • 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance and health status. • 2.6.8. A.1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. • 2.6.8. A.2- Use health data to develop and implement a personal fitness plan and evaluate its effectiveness. • 2.6.8. A.3- Analyze how medical and technological advances impact personal fitness. • 2.6.8. A.4- Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors. • 2.6.8.A.5- Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Body awareness, flexibility and coordination are necessary components for a well-grounded individual. • The growth components of muscular strength, endurance, flexibility, • Exercise throughout childhood and continuing throughout adulthood. This is a key component for the individual’s continued success in fitness levels and health. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the components of fitness? • How does engaging fitness increase ones energy level? • Why is fitness an important long lifetime skill?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the components of cardiovascular fitness. • Demonstrate an understanding of the components of muscular strength. • Demonstrate an understanding of the components of muscular endurance. • Demonstrate an understanding of the components of flexibility. • Demonstrate an understanding of the components of core body strength. • Demonstrate an understanding of how proper nutrition, proper health habits affect overall • Demonstrate an understanding of proper safety measures associated with fitness training. • Demonstrate an understanding of proper warm up and cool down techniques and procedures. 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Student Rubric • Self-Evaluation • Pulse Rate Monitors • Teacher Observation • Written tests • Performance Charts • Performance tests • Skill test

Suggested Tasks and Activities:

CARDIOVASCULAR FITNESS ACTIVITIES:

- Lecture and Demonstration
- Warm up
- Circuit Training
- Jump Rope Training
- Interval Training
- Cross Country Running
- Walking for fitness
- Heart Rate training with pulse monitors
- Target Heart Rates as they apply to warm up, basic aerobic, threshold training, Max VO₂, Lactic Acid tolerance, and power and speed.
- Commercial aerobic activities (Tae-Bo, Power 90, etc.)
- Weight Training
- Plyometric
- Speed and agility training
- Fitness games
- Dance

MUSCULAR STRENGTH ACTIVITIES

- Warm up and cool down
- Stretching
- Weight Lifting
- Stretch cords
- Kettle bells
- Physio balls
- Balance pads
- Core body activities
- Body weight activities
- Circuit training

FLEXIBILITY ACTIVITIES

- Partner stretching
- Medicine Balls
- Balance Pads
- Dance

Tech Integration (Some examples):

- Smart Board, Online Videos/Tutorials, iPad Apps.

Resources: NJ Dept. of Education; PE CENTRAL; NASPE

Content Area: Physical Education	Grade Level : Eighth
Unit Title: VOLLYBALL	
Interdisciplinary Connections:	
English Language Arts Connections:	
<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. • CCSS.ELA-LITERACY.SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • CCSS.ELA-LITERACY.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. • CCSS.ELA-LITERACY.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 	
21st Century Themes:	
<ul style="list-style-type: none"> • Global Awareness • Health Literacy 	<ul style="list-style-type: none"> ○ ICT Literacy Apply Technology Effectively
21st Century Skills:	
<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use	

Unit Title: VOLLYBALL	Time Frame: 2 weeks
Standard(s): 2.5.8.A.1, 2.5.8.A.2, 2.5.8.A.4, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.C.3, 2.6.A., 2.6.8.A.1	
<p><u>Cumulative Progress Indicators:</u></p> <ul style="list-style-type: none"> • 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. • 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills. • 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. • 2.5.8.B.2- Assess the effectiveness of specific mental strategies applied to improve performance. • 2.5.8.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. • 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. • 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. • 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance. • 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance and health status. • 2.6.8. A.1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. 	
<p><u>Enduring Understanding:</u></p> <ul style="list-style-type: none"> • Volleyball can be a lifelong activity. • Volleyball is becoming very popular on a global Basis. • 800 million people play volleyball at least once a week. 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What skills are necessary to be successful in Volleyball? • Why are teamwork and communication important in volleyball? • What fitness components are necessary to be Successful in volleyball?
<p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> • Develop the skill of passing a volleyball • Develop the skill of setting a volleyball • Develop the skill of serving a volleyball • Learn the positions on the court and the rotation of players to serve • Demonstrate good sportsmanship • Understand the importance of using teamwork 	<p><u>Demonstration of Learning:</u></p> <p>Summative Assessment</p> <ul style="list-style-type: none"> • Self-assessment • Teacher assessment- visual • Teacher assessment- written • Teacher observation of participation • Grading rubric
<p><u>Suggested Tasks and Activities:</u></p> <ul style="list-style-type: none"> • Cardio Warm up and Flexibility • Teacher lecture and demonstration of the serve • Teacher lecture and demonstrates • Serving, Passing, Setting • Rules, positions, and rotations • Games and tournament play 	<p><u>Tech Integration (Some examples):</u></p> <ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps.
<p><u>Resources:</u> NJ Dept. of Education; PE CENTRAL; NASPE</p>	

Content Area: Physical Education	Grade Level : Eighth
Unit Title: MASS GAMES	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections:</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. • CCSS.ELA-LITERACY.SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • CCSS.ELA-LITERACY.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. • CCSS.ELA-LITERACY.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy Apply Technology Effectively <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Physical Education Curriculum- 2014-2015

Unit Title: MASS GAMES		Time Frame: 2 weeks
<p><u>Standard(s):</u> 2.5.8.A.1, 2.5.8.A.2, 2.5.8.A.4, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.C.3, 2.6.A., 2.6.8.A.1</p> <p><u>Cumulative Progress Indicators:</u></p> <ul style="list-style-type: none"> • 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. • 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills. • 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. • 2.5.8.B.2- Assess the effectiveness of specific mental strategies applied to improve performance. • 2.5.8.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. • 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. • 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. • 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance. • 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, Performance and health status. • 2.6.8. A.1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. 		
<p><u>Enduring Understanding:</u></p> <ul style="list-style-type: none"> • Provide leadership in the expansion of adventure games. • Importance of Reading and following directions to accomplish a task. 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What skills are necessary to be successful in Ping • Why is being focused and patience important while working in group sessions? • What components and skills are needed to accomplish a goal with teammate or group? 	
<p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> • Physically challenge them-selves in a safe environment. • Apply their own strengths and weaknesses appropriately. • Respect others strengths and weaknesses. • Rely on the group to support positive risk taking. • Identify how fatigue can lead to injury. • Apply correct technique to create a cooperative and safe environment. • Work cooperatively and productively in a group to accomplish common goal. 	<p><u>Demonstration of Learning:</u></p> <p>Summative Assessment</p> <ul style="list-style-type: none"> • Self-assessment • Teacher assessment- visual • Teacher assessment- written • Teacher observation of participation • Peer assessment • Grading rubric 	
<p><u>Suggested Tasks and Activities:</u></p> <ul style="list-style-type: none"> • Cardio Warm-up and Flexibility • Teacher lecture and demonstration of skills and rules • Teacher lecture and demonstration of rules • Tournament play 	<p><u>Tech Integration (Some examples):</u></p> <ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps. 	
<p><u>Resources:</u> NJ Dept. of Education; PE CENTRAL; NASPE</p>		

Content Area: Physical Education	Grade Level : Eighth
Unit Title: Archery	
Interdisciplinary Connections:	
English Language Arts Connections:	
<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. • CCSS.ELA-LITERACY.SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • CCSS.ELA-LITERACY.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. • CCSS.ELA-LITERACY.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 	
21st Century Themes:	
<ul style="list-style-type: none"> • Global Awareness • Health Literacy 	<ul style="list-style-type: none"> ○ ICT Literacy Apply Technology Effectively
21st Century Skills:	
<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use	

Physical Education Curriculum- 2014-2015

Unit Title: Archery		Time Frame: 2 weeks
Standard(s): 2.5.8.A.1, 2.5.8.A.2, 2.5.8.A.4, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.C.3, 2.6.A., 2.6.8.A.1		
Cumulative Progress Indicators:		
<ul style="list-style-type: none"> • 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings • 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. • 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills. • 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. • 2.5.8.B.2- Assess the effectiveness of specific mental strategies applied to improve performance. • 2.5.8.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. • 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. • 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. • 2.5.8.C.3 – Analyze the impact of different world cultures on present day games, sports, and dance. • 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, Performance and health status. • 2.6.8.A.1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. 		
Enduring Understanding:		Essential Questions:
<ul style="list-style-type: none"> • Balance and coordination are key components to any physical activity and allow the body’s senses to work • Together towards a common goal. • Fine motor skills are just as important as gross motor Skills and allow us to do many daily activities. Fine motor skill development can unlock a great deal of the • Body’s overall fitness potential. • Archery can be considered a lifelong activity that people of any fitness level can be successful at with practice. 		<ul style="list-style-type: none"> • How do balance and coordination affect the Shooter’s accuracy? • How will improving my fine motor skills improve my fitness level? • Why is archery important?
Knowledge and Skills:		Demonstration of Learning:
<ul style="list-style-type: none"> • Learn proper safety precautions when using archery equipment • Learn proper archery terminology (bow, arrow, fletching, knock) • Learn and practice proper lower and upper body position • Learn and practice proper knocking technique • Learn and practice proper firing technique • Learn and practice proper scoring guidelines • Learn and practice making shot adjustments 		Summative Assessment <ul style="list-style-type: none"> • Self-assessment • Teacher assessment- visual • Teacher assessment- written • Teacher observation of participation • Peer assessment • Grading rubric
Suggested Tasks and Activities:		Tech Integration (Some examples):
<ul style="list-style-type: none"> • Participating in accuracy competition • Participating in tournament competition • Evidence of small group game play, large group and tournament play 		<ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps.
Resources: NJ Dept. of Education; PE CENTRAL; NASPE		

Content Area: Physical Education	Grade Level : Eighth
Unit Title: Ultimate Frisbee	
Interdisciplinary Connections:	
English Language Arts Connections:	
<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. • CCSS.ELA-LITERACY.SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • CCSS.ELA-LITERACY.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. • CCSS.ELA-LITERACY.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 	
21st Century Themes:	
<ul style="list-style-type: none"> • Global Awareness • Health Literacy 	<ul style="list-style-type: none"> ○ ICT Literacy Apply Technology Effectively
21st Century Skills:	
<ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information 	<ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others
Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use	

Unit Title: ULTIMATE FRISBEE	Time Frame: 2 weeks
<p>Standard(s): 2.5.8.A.1, 2.5.8.A.2, 2.5.8.A.4, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.C.3, 2.6.A., 2.6.8.A.1</p> <p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. • 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills. • 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. • 2.5.8.B.2- Assess the effectiveness of specific mental strategies applied to improve performance. • 2.5.8.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. • 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. • 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. • 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance. • 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance and health status. • 2.6.8. A.1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Frisbee can be played individually or with a group. • Frisbee can be a lifetime activity. • Playing Frisbee can be an effective way to improve physical fitness, as well as, cognitive and social Development. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Visual: Demonstrate proper grip when holding the Frisbee. • Visual: Demonstrate proper stance. • How can you dictate the distance on how far the Frisbee Travels based on your throw? • What safety rules are involved in this unit?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Proper etiquette and safety rules. • Learn the differences in throws and how they are used during the game. • Display proper gripping for Frisbee when called upon by the teacher. • Display understanding of all the terminology, rules, regulations, and etiquette used during the unit. 	<p>Demonstration of Learning:</p> <p>Summative Assessment</p> <ul style="list-style-type: none"> • Self-assessment • Teacher assessment- visual • Teacher assessment- written • Teacher observation of participation
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • Participating in accuracy competition • Participating in tournament competition • Evidence of small group game play • Large group game play • Tournament play 	<p>Tech Integration (Some examples):</p> <ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps.
<p>Resources: NJ Dept. of Education; PE CENTRAL; NASPE</p>	

Content Area: Physical Education	Grade Level : Eighth
Unit Title: Golf	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections:</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. • CCSS.ELA-LITERACY.SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • CCSS.ELA-LITERACY.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. • CCSS.ELA-LITERACY.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy Apply Technology Effectively • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Physical Education Curriculum- 2014-2015

<p>Unit Title: Golf</p>	<p>Time Frame: 2 weeks</p>
<p>Standard(s): 2.5.8.A.1, 2.5.8.A.2, 2.5.8.A.4, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.C.3, 2.6.A., 2.6.8.A.1</p>	
<p>Cumulative Progress Indicators:</p> <ul style="list-style-type: none"> • 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. • 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills. • 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. • 2.5.8.B.2- Assess the effectiveness of specific mental strategies applied to improve performance. • 2.5.8.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. • 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. • 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. • 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance. • 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance and health status. • 2.6.8. A.1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. 	
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Golf can be played individually or with a group. • Golf can be a lifetime activity. • Playing golf can be an effective way to improve physical fitness, as well as, cognitive and social development 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Visual: Demonstrate proper grip when holding the golf club. • Visual: Demonstrate proper stance pre-shot. • How can you dictate the distance on how far the ball travels based on your swing? • What safety rules are involved in this unit?
<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Proper etiquette and safety rules. • Learn the differences in irons and how they are used during the game of golf. • Display proper gripping for each shot type when called upon by the teacher. • Display understanding of all the terminology, rules, regulations, and etiquette used during the unit of golf. 	<p>Demonstration of Learning:</p> <p>Summative Assessment</p> <ul style="list-style-type: none"> • Self-assessment • Teacher assessment- visual • Teacher assessment- written • Teacher observation of participation
<p>Suggested Tasks and Activities:</p> <ul style="list-style-type: none"> • small group game play • Large group game play • Tournament play • Properly use the correct swinging techniques for all shot types shown during the golf unit. • Perform all the iron shots successfully by hitting the ball at targets between 50 – 120 yards away. 	<p>Tech Integration (Some examples):</p> <ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps.
<p>Resources: NJ Dept. of Education; PE CENTRAL; NASPE</p>	

Content Area: Physical Education	Grade Level : Eighth
Unit Title: Softball	
<p>Interdisciplinary Connections:</p> <p>English Language Arts Connections:</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. • CCSS.ELA-LITERACY.SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • CCSS.ELA-LITERACY.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. • CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. • CCSS.ELA-LITERACY.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 	
<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy <p>21st Century Skills:</p> <ul style="list-style-type: none"> • <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> ○ Creativity and Innovation <ul style="list-style-type: none"> ▪ Think critically ▪ Work Creatively with Others ▪ Implement Innovations ○ Critical Thinking and Problem Solving <ul style="list-style-type: none"> ▪ Reason Effectively ▪ Use Systems Thinking ▪ Make Judgments and Decisions ▪ Solve Problems ○ Communication and Collaboration <ul style="list-style-type: none"> ▪ Communicate Clearly ▪ Collaborate with Others • <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> ○ Information Literacy <ul style="list-style-type: none"> ▪ Access and Evaluate Information ▪ Use and Manage Information <ul style="list-style-type: none"> ○ ICT Literacy <p>Apply Technology Effectively</p> <ul style="list-style-type: none"> • <u>Life and Career Skills</u> <ul style="list-style-type: none"> ○ Flexibility and Adaptability <ul style="list-style-type: none"> ▪ Adapt to Change ▪ Be Flexible ○ Initiative and Self-Direction <ul style="list-style-type: none"> ▪ Manage Goals and Time ▪ Work Independently ▪ Be Self-directed Learners ○ Social and Cross Cultural Skills <ul style="list-style-type: none"> ▪ Interact with others ▪ Work Effectively in Diverse Teams ○ Productivity and Accountability <ul style="list-style-type: none"> ▪ Manage Projects ▪ Produce Results ○ Leadership and Responsibility <ul style="list-style-type: none"> ▪ Guide and Lead Others ▪ Be Responsible to Others 	
<p>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Levelled Questions, Extra Time, Technology Use</p>	

Physical Education Curriculum- 2014-2015

<u>Unit Title:</u> Softball		<u>Time Frame:</u> 2 weeks
<p><u>Standard(s):</u> 2.5.8.A.1, 2.5.8.A.2, 2.5.8.A.4, 2.5.8.B.1, 2.5.8.B.2, 2.5.8.B.3, 2.5.8.C.1, 2.5.8.C.2, 2.5.C.3, 2.6.A., 2.6.8.A.1</p> <p><u>Cumulative Progress Indicators:</u></p> <ul style="list-style-type: none"> • 2.5.8.A.1- Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.8.A.2- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. • 2.5.8.A.4- Detect, analyze, and correct errors and apply to refine movement skills. • 2.5.8.B.1- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. • 2.5.8.B.2- Assess the effectiveness of specific mental strategies applied to improve performance. • 2.5.8.B.3- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. • 2.5.8.C.1- Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. • 2.5.8.C.2- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. • 2.5.8. C.3 – Analyze the impact of different world cultures on present day games, sports, and dance. • 2.6.8.A- Fitness and Physical Activity: Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance and health status. • 2.6.8. A.1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. 		
<p><u>Enduring Understanding:</u></p> <ul style="list-style-type: none"> • Body awareness and coordination are necessary • Components for a well-grounded individual. • Teamwork and communication are essential to ensure the best possible results during game play. 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What’s the difference between softball and baseball • What hand should a player wear his/her glove on if he or she writes with their right hand? What's the difference between a glove and a mitt? • Why is the catcher’s mitt bigger than the player’s mitt? • In what way do a pitcher and catcher communicate? 	
<p><u>Knowledge and Skills:</u></p> <ul style="list-style-type: none"> • Proper etiquette and safety rules. • Students will be able to identify the safety rules of the unit. • Students will be able to explain how hand-eye coordination, communication skills, team • Strategy and spatial awareness are developmental components used in team handball. • Students will be able to demonstrate proper technique when performing specific unit • Skills: Throwing, Catching, Hitting. • Students will be able to self-assess their progress through game play. • Demonstrate an understanding of movement concepts and the use of motor skills. 	<p><u>Demonstration of Learning:</u> Diagram a softball field and include all dimensions.</p> <p>Summative Assessment</p> <ul style="list-style-type: none"> • Self-assessment • Teacher assessment- visual • Teacher assessment- written • Teacher observation of participation • Peer assessment • Grading rubric 	
<p><u>Suggested Tasks and Activities:</u></p> <ul style="list-style-type: none"> • Throwing and Catching • Offensive and defensive positioning during game play • Games, tournament 	<p><u>Tech Integration (Some examples):</u></p> <ul style="list-style-type: none"> • Smart Board, Online Videos/Tutorials, iPad Apps. 	
<p><u>Resources:</u> NJ Dept. of Education; PE CENTRAL; NASPE</p>		