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| Pacing Guide | | | | | |
| Content Area: Physical Education | | | | | |
| Grade Level: Fourth | | | | | |
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|  | 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 |  |
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| **Content Area: Physical Education** | **Grade Level : Fourth** | |
| **Unit Title:**  **Safety Rules & Requirements / Classroom Set-up** | | |
| **Interdisciplinary Connections:**  SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.   1. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. 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. 4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.   SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.  SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Career Ready Practices and 21st Century Skills**  CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason. CRP5.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP12. Work productively in teams while using cultural global competence | | Technology Standards   * 8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. * **8.2.5.A.5** Identify how improvement in the understanding of materials science impacts technologies. |

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| Unit Title: Safety Rules & Requirements / Classroom Set-up | Time Frame: 2 Weeks |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **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.  **Cumulative Progress Indicators:**   * 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. | |
| **Enduring Understanding:**   * 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. | **Essential Questions:**   * 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? |
| **Knowledge and Skills:**   * 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. | **Demonstration of Learning:**   * 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 |
| **Suggested Tasks and Activities:**   * 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. | **Technical Integration:**   * Smartboard * Laptop * Bluetooth speaker * Google Teams & Forms |
| **Resources:** Spark PE, OPEN, PE Central, NJAHPERD  Materials: laminated letters and numbers to create coordinate system, PE contract, cones, expo markers, visual aids, poly spots | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | **Grade Level : Fourth** | |
| **Unit Title:**  **Body Awareness / Movement Skills** | | |
| **Interdisciplinary Connections:**  SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.   1. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. 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. 4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.   SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.  SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Other** |
| **Career Ready Practices and 21st Century Skills**  CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason. CRP5.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP12. Work productively in teams while using cultural global competence | | Technology Standards   * 8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. * **8.2.5.A.5** Identify how improvement in the understanding of materials science impacts technologies. |

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| Unit Title: Body Awareness / Movement Skills | Time Frame: 1 Week |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **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.  **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.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity** Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 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. | |
| **Enduring Understanding:**   * 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. | **Essential Questions:**   * 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? |
| **Knowledge and Skills:**   * 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. | **Demonstration of Learning:**   * 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 |
| **Suggested Tasks and Activities:**   * Movement skill games * Magnet game (attract/repel) * Musical Freeze game * Blind Journey | **Technical Integration:**   * Smartboard * Laptop * Bluetooth speaker * Google Teams & Forms |
| Resources: Spark PE, OPEN, PE Central, NJAHPERD  Materials: cones, poly spots, jerseys, | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | **Grade Level : Fourth** | |
| **Unit Title:**  **Body Movement/ Kicking** | | |
| **Interdisciplinary Connections:**  SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.   1. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. 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. 4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.   SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.  SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
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| Unit Title: Body Movement/ Kicking | | Time Frame: 2 Weeks |
| Standard: 2.**5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **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.  **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.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity** Each component of fitness contributes to personal health as well as motor skill performance.   * 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. | | |
| **Enduring Understanding:**   * 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. | **Essential Questions:**   * 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? | |
| Knowledge and Skills:   * 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. | **Demonstration of Learning:**   * Students will demonstrate their ability to   + 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 | |
| **Suggested Tasks and Activities:**   * 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) | Technical Integration:   * Smartboard * Laptop * Bluetooth speaker * Google Teams & Forms | |
| Resources: Spark PE, OPEN, PE Central, NJAHPERD  Materials: soccer balls, cones, foldable pop up goals, visual aids, poly spots | | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | | **Grade Level : Fourth** | |
| **Unit Title:**  **Fitness-Gram Activities** | | | |
| **Interdisciplinary Connections:**  SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.   1. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. 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. 4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.   SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.  SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Career Ready Practices and 21st Century Skills**  CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason. CRP5.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP12. Work productively in teams while using cultural global competence | Technology Standards   * 8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. * **8.2.5.A.5** Identify how improvement in the understanding of materials science impacts technologies. | | |

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| Unit Title: Fitness-Gram Activities | Time Frame: 3 Weeks |
| 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.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 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 | |
| **Enduring Understanding**:   * 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. | **Essential Questions:**   * When can completion be a bad thing? * How do you deal with winning and losing? * How can you be a better you? |
| **Knowledge and Skills:**   * 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. | **Demonstration of Learning:**   * 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) |
| **Suggested Tasks and Activities:**   * 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. | **Technical Integration:**   * Smartboard * Laptop * Bluetooth speaker * Google Teams & Forms |
| Resources: FitnessGram endorsed by the Presidential Youth Fitness Program, Spark PE, OPEN, PE Central, NJAHPERD  Materials: curl up mats, stop watch, bucket, coins, cones, pull up bar, flexbox, visual aids, jump ropes, poly spots | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | | **Grade Level : Fourth** | |
| **Unit Title:**  **Base-Type Games – Rules and Procedures** | | | |
| **Interdisciplinary Connections:**  SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.   1. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. 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. 4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.   SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.  SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Career Ready Practices and 21st Century Skills**  CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason. CRP5.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP12. Work productively in teams while using cultural global competence | Technology Standards   * 8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. * **8.2.5.A.5** Identify how improvement in the understanding of materials science impacts technologies. | | |

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| Unit Title: Base-Type Games – Rules and Procedures | Time Frame: 1 Week |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **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.  **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.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity**  Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 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. | |
| **Enduring Understanding:**   * 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. | **Essential Questions:**   * 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? |
| **Knowledge and Skills:**   * 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). | **Demonstration of Learning:**   * 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. |
| **Suggested Tasks and Activities:**   * 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. | **Technical Integration:**   * Smartboard * Laptop * Bluetooth speaker * Google Teams & Forms |
| Resources: Spark PE, OPEN, PE Central, NJAHPERD  Materials: kickball, bases, cones, diagrams, visual aids, poly spots | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | | **Grade Level : Fourth** | |
| **Unit Title:**  **Badminton** | | | |
| **Interdisciplinary Connections:**  SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.   1. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. 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. 4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.   SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.  SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Career Ready Practices and 21st Century Skills**  CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason. CRP5.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP12. Work productively in teams while using cultural global competence | Technology Standards   * 8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. * **8.2.5.A.5** Identify how improvement in the understanding of materials science impacts technologies. | | |

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| Unit Title: Badminton | Time Frame: 2 Weeks |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **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.  **Strand B – Strategy** Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **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.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity** Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**  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.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. | |
| **Enduring Understanding:**   * 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. | **Essential Questions**:   * 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. |
| **Knowledge and Skills:**   * 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. | **Demonstration of Learning:**   * 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. |
| **Suggested Tasks and Activities**:   * 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). | **Technical Integration:**   * Smartboard * Laptop * Bluetooth speaker * Google Teams & Forms |
| **Resources:** Spark PE, OPEN, PE Central, NJAHPERD  Materials: badminton rackets, birdies/shuttles, net, cones, jump ropes, visual aids, poly spots, | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | | **Grade Level : Fourth** | |
| **Unit Title:**  **Running / Agility Activities – Group Games** | | | |
| **Interdisciplinary Connections:**  SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.   1. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. 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. 4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.   SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.  SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Career Ready Practices and 21st Century Skills**  CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason. CRP5.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP12. Work productively in teams while using cultural global competence | Technology Standards   * 8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. * **8.2.5.A.5** Identify how improvement in the understanding of materials science impacts technologies. | | |

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| Unit Title: Running / Agility Activities – Group Games | Time Frame: 1 Week |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **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.  **Strand B – Strategy** Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **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.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity** Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 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. | |
| **Enduring Understanding:**   * 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. | **Essential Questions:**   * Why does our heartbeat, pulse and breathing increase during continual exercising? * Why do we sweat during, or feel sore and exhausted after, continual exercising? |
| **Knowledge and Skills:**   * 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. | **Demonstration of Learning**:   * 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. |
| **Suggested Tasks and Activities:**   * 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. | **Technical Integration:**   * Smartboard * Laptop * Bluetooth speaker * Google Teams & Forms |
| **Resources:** Spark PE, OPEN, PE Central, NJAHPERD  Materials: cones, jump ropes, poly spots, birdies/shuttles, visual aids | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | | **Grade Level : Fourth** | |
| **Unit Title: Volleyball** | | | |
| **Interdisciplinary Connections:**  SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.   1. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. 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. 4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.   SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.  SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Career Ready Practices and 21st Century Skills**  CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason. CRP5.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP12. Work productively in teams while using cultural global competence | Technology Standards   * 8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. * **8.2.5.A.5** Identify how improvement in the understanding of materials science impacts technologies. | | |

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| Unit Title: Volleyball | Time Frame: 3 Weeks |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **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.  **Strand B – Strategy** Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **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.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity** Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 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. | |
| Enduring Understanding:   * 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. | Essential Questions:   * 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. |
| **Knowledge and Skills:**   * 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. | **Demonstration of Learning:**   * 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. |
| **Suggested Tasks and Activities:**   * 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. | **Technical Integration**:   * Smartboard * Laptop * Bluetooth speaker * Google Teams & Forms |
| **Resources**: Spark PE, OPEN, PE Central, NJAHPERD  Materials: volleyballs, beach balls, cones, poly spots, visual aids, net, | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | | **Grade Level : Fourth** | |
| **Unit Title:**  **Basketball** | | | |
| **Interdisciplinary Connections:**  SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.   1. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. 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. 4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.   SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.  SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Career Ready Practices and 21st Century Skills**  CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason. CRP5.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP12. Work productively in teams while using cultural global competence | Technology Standards   * 8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. * **8.2.5.A.5** Identify how improvement in the understanding of materials science impacts technologies. | | |

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| Unit Title: Basketball | Time Frame: 4 Weeks | |
| Standard: 2.**5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **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.  **Strand B – Strategy** Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **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.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity** Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 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. | | |
| **Enduring Understanding:**   * 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. | | **Essential Questions:**   * 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? |
| **Knowledge and Skills:**   * 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. | | **Demonstration of Learning:**   * 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 |
| **Suggested Tasks and Activities:**   * 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. | | **Technical Integration:**   * Smartboard * Laptop * Bluetooth speaker * Google Teams & Forms |
| **Resources:** Spark PE, OPEN, PE Central, NJAHPERD  Materials: basketballs, jerseys, cones, jump ropes, poly spots, visual aids | | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | | **Grade Level : Fourth** | |
| **Unit Title:**  **Scooter Activities** | | | |
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| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Career Ready Practices and 21st Century Skills**  CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason. CRP5.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP12. Work productively in teams while using cultural global competence | Technology Standards   * 8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. * **8.2.5.A.5** Identify how improvement in the understanding of materials science impacts technologies. | | |

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| Unit Title: Scooter Activities | Time Frame: 3 Weeks |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **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.  **Strand B – Strategy** Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **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.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity** Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 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. | |
| **Enduring Understanding:**   * 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. | **Essential Questions:**   * 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? |
| **Knowledge and Skills:**   * 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 | **Demonstration of Learning:**   * 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. |
| **Suggested Tasks and Activities**:   * Scooter Basketball * Scooter Hockey * Scooter Handball | **Technical Integration:**   * Smartboard * Laptop * Bluetooth speaker * Google Teams & Forms |
| Resources: Spark PE, OPEN, PE Central, NJAHPERD  Materials: scooters, cones, poly spots, visual aids | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | | **Grade Level : Fourth** | |
| **Unit Title:**  **Rhythm and Dance** | | | |
| **Physical Education Connections**  Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **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.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity** Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 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. | | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Career Ready Practices and 21st Century Skills**  CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason. CRP5.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP12. Work productively in teams while using cultural global competence | Technology Standards   * 8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. * **8.2.5.A.5** Identify how improvement in the understanding of materials science impacts technologies. | | |

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| Unit Title: Rhythm and Dance | Time Frame: 2 Weeks |
| Visual and Performing Arts:  Standard - 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art  Strand A – Dance  1.1.5.A.1 Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works  1.1.5.A.2 Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure  1.1.5.A.3 Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.  1.1.5.A.4 Differentiate contrasting and complimentary shapes, shared weight centers, body parts, body patterning, balance, and range of motion in compositions and performances. (move to 5th grade)  Standards - 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.  Strand A - History of the Arts and Culture  1.2.5.A.1. Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. (West African Dance)  1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.  1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.  Standard - 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.  Strand A – Dance  1.3.5.A.1 Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic  1.3.5.A.2 Use improvisations as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways. (Freestyle)  1.3.5.A.3 Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.  1.3.5.A.4 Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination. (Yoga)  1.3.5.A.5 Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.  Standard - 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art  Strand A – Aesthetic Responses  1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.  1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.  1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference (e.g., personal, social, political, historical context).  Strand B - Critique Methodologies  1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.  1.4.5.B.2 Use of evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.  1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.  1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.  1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art. | |
| **Enduring Understanding:**   * Students will be able to understand the difference between locomotor and non-locomotor skills by displaying accurate body patterning during dance sequences. * Students will be able to maintain the beat and rhythm with movement by dancing to songs using the appropriate balance. * Students will be able to follow song cues by responding to the music with precise elements of dance. * Students will be able to determine their self-space by relying on their kinesthetic awareness to dance safely in the gym. * Students will be able to control their locomotor and non-locomotor skills by isolating their upper and lower body movement during dances. * Students will be able to accurately follow directional commands in tempo by matching their kinesthetic principles with the music. | **Essential Questions:**   * 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 do you use your body for movement? * Why is keeping a steady beat so important? * How are patterns organized to make dances? * What is the relationship between movement and sound? |
| Knowledge and Skills:   * 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. * Identify non-locomotor and locomotor movements * Perform locomotor skills to the beat of the music * Knowing an 8 count * Implementing 5, 6, 7, 8 concept * Perform all movements with the correct body parts to each dance * Actively participate by moving my body to the rhythm of the music * Safely share personal space with my classmates | Demonstration of Learning:   * Students will demonstrate their directional and timing abilities (observation). * Ability to move in my personal space to the rhythm of the music * Knowledge to identify non-locomotor and locomotor movements * Ability to perform locomotor skills to the beat of the music * Ability to count and clap the beat of the song * Ability to perform all movements with the correct body parts to each dance * Ability to actively participate by moving my body to the rhythm of the music * Knowledge to safely share personal space with my classmates * Creation of original choreography * Accountable turn and talk techniques * Responses to essential questions * In class participation * Self and peer critiques/evaluations * Psychomotor assessment |
| Suggested Tasks and Activities:   * Counting in 8s * Dancin’ Train * Trolls September * Review Cha Cha Slide, Cupid Shuffle, Zumba – jumpshot * Zumba - work * West African Dance (Manjani) * Drumming on buckets with sticks * Cotton Eyed Joe * Jumpstyle * Create original choreography | Technical Integration:   * Smartboard * Laptop * Bluetooth speaker * Google Teams & Forms |
| Resources: Spark PE, OPEN, PE Central, NJAHPERD, MSU Dance booklet, Young Audiences  Materials: visual aids, dance powerpoint informational slides, buckets, lummi sticks (drum sticks), | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | | **Grade Level : Fourth** | |
| **Unit Title:**  **Coordinated Running Activities** | | | |
| **Interdisciplinary Connections:**  SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.   1. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. 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. 4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.   SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.  SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Career Ready Practices and 21st Century Skills**  CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason. CRP5.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP12. Work productively in teams while using cultural global competence | Technology Standards   * 8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. * **8.2.5.A.5** Identify how improvement in the understanding of materials science impacts technologies. | | |

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| Unit Title: Coordinated Running activities | Time Frame: 1 Week |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **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.  **Strand B – Strategy** Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **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.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity** Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 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. | |
| **Enduring Understanding:**   * 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. | **Essential Questions:**   * Why does our heartbeat, pulse and breathing increase during continual exercising? * Why do we sweat during, or feel sore and exhausted after, continual exercising? |
| **Knowledge and Skills:**   * 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. | **Demonstration of Learning:**   * 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. |
| **Suggested Tasks and Activities:**   * 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. | **Technical Integration:**   * Smartboard * Laptop * Bluetooth speaker * Google Teams & Forms |
| Resources: Spark PE, OPEN, PE Central, NJAHPERD  Materials: cones, jump ropes, poly spots, visual aids | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | | **Grade Level : Fourth** | |
| **Unit Title:**  **Frisbee Activities / Competition** | | | |
| **Interdisciplinary Connections:**  SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.   1. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. 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. 4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.   SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.  SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Career Ready Practices and 21st Century Skills**  CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason. CRP5.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP12. Work productively in teams while using cultural global competence | Technology Standards   * 8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. * **8.2.5.A.5** Identify how improvement in the understanding of materials science impacts technologies. | | |

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| Unit Title: Frisbee Activities / Competition | Time Frame: 1 Week |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **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.  **Strand B – Strategy** Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **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.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity** Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 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. | |
| **Enduring Understanding**:   * 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. | **Essential Questions**:   * 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? |
| **Knowledge and Skills:**   * 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. | Demonstration of Learning:   * 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 |
| Suggested Tasks and Activities:   * 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) | **Technical Integration:**   * Smartboard * Laptop * Bluetooth speaker * Google Teams & Forms |
| Resources: Spark PE, OPEN, PE Central, NJAHPERD  Materials: frisbees, cones, poly spots, visual aids | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | | **Grade Level : Fourth** | |
| **Unit Title:**   **Field Day Prep Activities** | | | |
| **Interdisciplinary Connections:**  SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.   1. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. 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. 4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.   SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.  SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Career Ready Practices and 21st Century Skills**  CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason. CRP5.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP12. Work productively in teams while using cultural global competence | Technology Standards   * 8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. * **8.2.5.A.5** Identify how improvement in the understanding of materials science impacts technologies. | | |

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| Unit Title: **Field Day Prep Activities** | | Time Frame: 2 Weeks |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **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.  **Strand B – Strategy** Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **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.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity** Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**  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. | | |
| **Enduring Understanding:**   * 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. | **Essential Questions:**   * 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? | |
| Knowledge and Skills:   * 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 | Demonstration of Learning:   * 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. | |
| Suggested Tasks and Activities:   * Instructional period * Various relay type races * Strategy games (Hyperspace & Capture the Flag) * Gaga ball * Stream machine * Tug of War | Technical Integration:   * Smartboard * Laptop * Bluetooth speaker * Google Teams & Forms | |
| Resources: Spark PE, OPEN, PE Central, NJAHPERD  Materials: soccer balls, chicken & the fox, kickball, field day shirts, cones, jump ropes, poly spots, shuffleboard equipment, visual aids | | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
| **At Risk** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Chunking  Extended time  Differentiated instructional outcomes  Use of technology  Partner work  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |
| **IEP/504** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Visuals/Modeling Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Scaffolding  Extended time  Differentiated instructional outcomes  Preferential Seating  Use of technology  Small group/one-to-one instruction  Teach information processing strategies  Chunking  Frequent checks for understanding  Access to teacher created notes | Rubrics  Simple to complex  Group tasks  Quizzes, tests  Oral Assessments  Generate charts or diagrams to show what was learned  Act out or role play |

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| **Content Area: Physical Education** | | **Grade Level : Fourth** | |
| **Unit Title:**  World Games | | | |
| **Interdisciplinary Connections:**  SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.   1. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. 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. 4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.   SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.  SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | | | |
| **21st Century Themes:**   * Global Awareness * Health Literacy   **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | | * + **ICT Literacy**   **Apply Technology Effectively**   * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
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| Unit Title: World Games | | Time Frame: 2 Weeks |
| Standard: **2.5 Motor Skill Development - All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.**  **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.  **Strand B – Strategy** Content Statement – Offensive, defensive, and cooperative strategies are applied in most games, sports, and other physical activities.  **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.  **2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.**  **Strand A – Fitness and Physical Activity** Each component of fitness contributes to personal health as well as motor skill performance.  **Cumulative Progress Indicators:**   * 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. * 22.5.4.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. | | |
| **Enduring Understanding:**   * 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. | **Essential Questions:**   * 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? | |
| **Knowledge and Skills:**   * 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. | **Demonstration of Learning:**   * 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. | |
| **Suggested Tasks and Activities:**   * Chinese jump rope * Chinese Yo-Yo * Elastica – Macedonia * Catch a Cup * Alaskan Kickball | **Technical Integration:**   * Smartboard * Laptop * Bluetooth speaker * Google Teams & Forms | |
| Resources: Chinese jump ropes, kickballs, cones, poly spots, visual aids | | |

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| **Differentiation/Accommodations/Modifications** | | | |
|  | **Content**  Curriculum, standards | **Process**  How students make sense or understand information being taught | **Product**  Evidence of Learning |
| **G&T** | Compacting  Flexible grouping  Independent study/set own learning goals  Interest/station groups  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, multiple choice, open ended…  Centers/Stations  Use of technology  Journals/Logs | Choice boards  Podcast/blog  Debate  Design and conduct experiments  Formulate & defend theory  Design a game |
| **ELL** | Compacting  Flexible grouping  Controlled choice  Multi-sensory learning-auditory, visual, kinesthetic, tactile  Pre-teach vocabulary  Vocabulary lists  Visuals/Modeling  Varying levels of resources and materials  Use of technology | Tiered Assignments  Leveled questions- written responses, think-pair-share, choice, open ended…  Centers/Stations  Scaffolding  Chunking  E-Dictionaries, bilingual dictionaries  Extended time  Differentiated instructional outcomes  Use of technology  Frequent checks for understanding | Rubrics  Simple to complex  Group tasks  Quizzes, tests with various types of questions  Generate charts or diagrams to show what was learned  Act out or role play |
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