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| Pacing Guide  |
| Content Area: Physical Education |
| Grade Level: Kindergarten |
|  |  |  |  |  |
|  | Unit Title: Safety Rules and Requirements/ Classroom Set-Up |  | Two Weeks |  |
|  | Unit Title: Body Awareness/ Movement and Skills |  | Two Weeks |  |
|  | Unit Title: Ball Manipulation |  | Two Weeks |  |
|  | Unit Title: Fitness-Gram Activities |  | Three Weeks- Fall, Winter, Spring |  |
|  | Unit Title: Obstacle Course |  | Two Weeks |  |
|  | Unit Title: Jump Rope for Heart |  | Three Weeks |  |
|  | Unit Title: Scooters |  | One Week –Fall, Winter, Spring |  |
|  | Unit Title: Running/ Agility Activities- Group Activities |  | Two Weeks |  |
|  | Unit Title: Ball Manipulation/ Basketball |  | Two Weeks |  |
|  | Unit Title: Rhythm and Dance |  | Two Weeks |  |
|  | Unit Title: Yoga |  | Two Weeks |  |
|  | Unit Title: Racquet Skills/ Striking |  | Two Weeks |  |
|  | Unit Title: Field Day Prep Activities  |  | Two Weeks |  |
|  | Unit Title: Net Games |  | Two Weeks |  |
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| **Content Area: Physical Education** | **Grade Level : Kindergarten** |
| **Unit Title: Safety Rules and Requirements/Classroom Set-Up** |
| 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**:* 2.5.2.C.1- Explain what it means to demonstrate good sportsmanship
* 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment
 |
| **Math- Geometry KG****A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).**1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.2. Correctly name shapes regardless of their orientations or overall size.3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).**Social Studies****6.1 U.S. History: America in the World:** *All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.* **A. Civics, Government, and Human Rights** * 6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.
* 6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.
* 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.
 |
| **Technology Integration:****Standard:** **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:****All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.****Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.***Cumulative Progress Indicators**:* **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work.
* **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community.
 |
| **21st Century Skills and Standard 9*** CRP1. Act as a responsible and contributing citizen and employee.
* CRP3. Attend to personal health and financial well-being
* CRP9. Model integrity, ethical leadership and effective management
* CRP11. Use technology to enhance productivity
* CRP12. Work productively in teams while using cultural global competence
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| **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**:* Why is it important to follow safety rules and procedures in school?
* How would you not following these safety rules impact others?
 |
| **Knowledge and Skills**:* Students will understand the importance of acting appropriately to ensure their enjoyment, safety and well-being.
* Students will understand that being organized in squads/lines and in order can help them to prepare quickly for the next activity.
 | **Demonstration of Learning**:* Students will be able to demonstrate proper entry and exit procedures by walking in and out of the gym.
* Students will be able demonstrate proper and quick exiting procedures in the case of emergencies by following the school protocols.
* Students will be able to demonstrate the formation of squads/lines to facilitate entry into other activities by sitting quietly when the teacher is speaking.
* Holistic Performance Rubric:

[[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-02-08-PSR-HolisticPerformanceRubric.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-02-08-PSR-HolisticPerformanceRubric.docx)] |
| Suggested Tasks and Activities:* Practice Squad set-up drills and positioning (inside & out).
* Discussion and dialogue regarding safety rules and classroom procedures. Have the class suggest what they feel the rules might be.
* Incorporate the entry and exiting procedures into the opening and closing activities of the period. Lead in activities. Discussion and dialogue regarding safety rules and classroom procedures. Have the class suggest what they feel the rules might be.
 | **Technical Integration**: * SmartBoard
* Laptop/Ipad/Projector
* Music – Blue tooth speaker
 |
| Resources: Fitnessgram, SHAPE, P.E. Central |

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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 practice/skill
* station groups
* Varying levels of resources and materials
* Use of technology
 | * Tiered Assignments
* Leveled questions- turn and talk, multiple choice, open ended…
* Centers/Stations
* Use of technology
* Journals/Logs - FitnessGram
 | * Demonstration of skill
* Summative unit test
* Group discussion
* Conduct psycho-motor assessment
* Formulate & defend physical skill technique
* Design/modify 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
* Centers/Stations
* Scaffolding
* Chunking
* Google translate
* Extended time
* Differentiated instructional outcomes
* Use of technology
* Frequent checks for understanding
* Word/picture wall
* Teacher modeling
* Peer modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
 |
| **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
* Centers/Stations
* Scaffolding
* Chunking
* Extended time
* Differentiated instructional outcomes
* Use of technology
* Frequent checks for understanding
* Word/picture wall
* Teacher modeling
* Peer modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
* Oral assessments
 |
| **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- …
* 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
* Word/picture wall
* Teacher modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
* Oral assessments
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| **Content Area: Physical Education** | **Grade Level : Kindergarten** |
| **Unit Title: Body Awareness/ Movement and Skills** |
| 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:*** 2.5.2.A.1 - Explain and perform [movement skills](http://www.state.nj.us/education/cccs/def/2/HEALTH_PE_movskills.html) with developmentally appropriate control in isolated settings and applied settings
* 2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
* 2.5.2.A.3- Respond in movement to changes in tempo, beat, rhythm, or musical style
* 2.5.2.A.4 -Correct movement errors in response to feedback
 |
| **Technology Standards** **Standard:** **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:****All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.****Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.***Cumulative Progress Indicators**:* **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work.
* **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community.
 |
| **21st Century Skills and Standard 9*** CRP1. Act as a responsible and contributing citizen and employee.
* CRP3. Attend to personal health and financial well-being
* CRP9. Model integrity, ethical leadership and effective management
* CRP11. Use technology to enhance productivity
* CRP12. Work productively in teams while using cultural global competence
 |
| **Interdisciplinary Connections:****Visual and Performing Arts** **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.** **A. Dance*** 1.1.2.A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

**Visual and Performing Arts** **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.** **A. Dance*** 1.3.P.A.6 Use movement/dance to convey meaning around a theme or to show feelings.
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| **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.
* The simple movements learned in class can be used in other areas of life such as sports, dance, martial arts as well as everyday acts such as lifting.
 | **Essential Questions:*** Why is it important to know my right vs. left, front/back, clockwise/counter-clockwise, above/below?
* What is so important that we need to learn about personal/self-space, general space?
* What do we need to look out for when playing around other people or objects?
* When might I need to get into or stay out of someone else’s personal/self-space?
 |
| Knowledge and Skills:* 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 spatial awareness by moving through the room in general-space and maintaining a desired distance from other moving participants.
* Students will demonstrate their ability to change direction or speed by following the rules or tempo of the game.
* Students will show their knowledge and ability to move directionally as instructed by changing locomotor skills and dodging and fleeing.
* Self-Assessment Worksheet:

[[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-02-07-PSR-StudentSelfAssessment.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-02-07-PSR-StudentSelfAssessment.docx)]* Holistic Performance Rubric:

[[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-02-08-PSR-HolisticPerformanceRubric.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-02-08-PSR-HolisticPerformanceRubric.docx) |
| **Suggested Tasks and Activities**:* Movement skill games
	+ Freeze tag
	+ Sharks and Minnows
* Musical Freeze game
 | **Technical Integration**: * SmartBoard
* Laptop/Ipad/Projector
* Music – Blue tooth speaker
 |
| Resources: Fitness-gram, SHAPE, P.E. Central, OPEN, SPARKMaterials: Cones, Yarn balls, Polyspots, Gator skin balls |

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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 practice/skill
* station groups
* Varying levels of resources and materials
* Use of technology
 | * Tiered Assignments
* Leveled questions- turn and talk, multiple choice, open ended…
* Centers/Stations
* Use of technology
* Journals/Logs - FitnessGram
 | * Demonstration of skill
* Summative unit test
* Group discussion
* Conduct psycho-motor assessment
* Formulate & defend physical skill technique
* Design/modify 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
* Centers/Stations
* Scaffolding
* Chunking
* Google translate
* Extended time
* Differentiated instructional outcomes
* Use of technology
* Frequent checks for understanding
* Word/picture wall
* Teacher modeling
* Peer modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
 |
| **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
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* Word/picture wall
* Teacher modeling
* Peer modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
* Oral assessments
 |
| **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- …
* 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
* Word/picture wall
* Teacher modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
* Oral assessments
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| **Content Area: Physical Education** | **Grade Level : Kindergarten** |
| **Unit Title: Ball Manipulation** |
| **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 SafetyPracticing 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 ActivityEach component of fitness contributes to personal health as well as motor skill performance.**Cumulative Progress Indicators**: * 2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
* 2.5.2.A.4 -Correct movement errors in response to feedback
* 2.5.2.C.1- Explain what it means to demonstrate good sportsmanship
* 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.2.6.2.A.2 - Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness
 |
| 21st Century Skills and Standard 9* CRP1. Act as a responsible and contributing citizen and employee.
* CRP3. Attend to personal health and financial well-being
* CRP9. Model integrity, ethical leadership and effective management
* CRP11. Use technology to enhance productivity
* CRP12. Work productively in teams while using cultural global competence
 |
| **Technology Integration:****Standard:** **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:****All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.****Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.***Cumulative Progress Indicators**:* **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work.
* **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community.
 |
| **Interdisciplinary Connections:** **Math - Counting and Cardinality K.CC****A. Know number names and the count sequence.**1. Count to 100 by ones and by tens.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).**K-PS2 Motion and Stability: Forces and interactions****Students who demonstrate understanding can:*** K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.] [Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.]
* K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.\* [Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.] [Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.]
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| Enduring Understanding:* The importance of practicing appropriately and safely when involved in games, sports and physical activities.
* Participation in activities is the basis for pursuing a healthy lifestyle by providing a physical activity
* The general and self-space skills learned early in class can be applied to the game and other life activities.
* The importance of following the rules and procedures.
* Practicing sportsmanship in activities makes for a more successful experience and outcome.
 | Essential Questions:* Why is sportsmanship so important in sports?
* What is the proper body positioning to hold and roll a ball
* Why is practicing safety so importance while rolling a ball?
 |
| Knowledge and Skills:* Recognize that two hands are needed to hold the ball evenly
* Feet should be shoulder width apart with knees bent
* Swing the ball 3 times then release.
* Keep your eye on the target
* Do not bounce the ball
 | Demonstration of Learning:* Students will demonstrate their ability to Roll the ball to the target by using two and swinging the ball between their legs
* Students will demonstrate proper body positioning by having feet apart, knees bent and two hands on the ball.
* Self-Assessment Worksheet:

[[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-04-07-HandSkills-StudentSelfAssessment.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-04-07-HandSkills-StudentSelfAssessment.docx) |
| Suggested Tasks and Activities:* Partner passing
* 1 vs 1 pin ball
* Bowling
 | Technical Integration:* SmartBoard
* Laptop/Ipad/Projector
* Music – Blue tooth speaker
 |
| Resources: American Heart Association, SHAPE, P.E. Central, OPEN, SPARKMaterials: Gator skin balls, cones poly spots, foam pins |

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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 practice/skill
* station groups
* Varying levels of resources and materials
* Use of technology
 | * Tiered Assignments
* Leveled questions- turn and talk, multiple choice, open ended…
* Centers/Stations
* Use of technology
* Journals/Logs - FitnessGram
 | * Demonstration of skill
* Summative unit test
* Group discussion
* Conduct psycho-motor assessment
* Formulate & defend physical skill technique
* Design/modify 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
* Centers/Stations
* Scaffolding
* Chunking
* Google translate
* Extended time
* Differentiated instructional outcomes
* Use of technology
* Frequent checks for understanding
* Word/picture wall
* Teacher modeling
* Peer modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
 |
| **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
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* Frequent checks for understanding
* Word/picture wall
* Teacher modeling
* Peer modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
* Oral assessments
 |
| **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- …
* 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
* Word/picture wall
* Teacher modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
* Oral assessments
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| **Content Area: Physical Education** | **Grade Level : Kindergarten** |
| **Unit Title: Fitness-Gram Activities** |
| 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.P.A.1- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and
* 2.6.2.A.1- Explain the role of regular physical activity in relation to personal health.
* 2.6.2.A.2 - Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness
* 2.6.2.A.3- Develop a fitness goal and monitor progress towards achievement of the goal
 |
| **Technology:****Standard:** **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:****All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.****Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.***Cumulative Progress Indicators**:* **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work.
* **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community.
 |
| 21st Century Skills and Standard 9* CRP3. Attend to personal health and financial well-being
* CRP9. Model integrity, ethical leadership and effective management
* CRP11. Use technology to enhance productivity
* CRP12. Work productively in teams while using cultural global competence

Standard 9* 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
 |
| **Interdisciplinary Connections:** **Counting and Cardinality K.CC****C. Compare numbers.*** 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.1
* 7. Compare two numbers between 1 and 10 presented as written numerals.

**Measurement and Data K.MD****A. Describe and compare measurable attributes.*** 2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
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| **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.
 | **Essential Questions:*** Why is it important to test our current abilities?
* What can we do to get better results?
 |
| **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 which they can self-monitor.

Fitness Gram Tests* Perform/endurance runs (1/4 mile run, Pacer tests)
* Flexibility testing (Flex-box, Trunk lift)
* Upper body testing (flexed arm hang)
* Abdominal testing (curl-ups)
 |
| **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/Ipad/Projector
* Music – Blue tooth speaker
 |
| Resources: Fitness-Gram endorsed by the Presidential Youth Fitness ProgramMaterials: Cones, Mats, FitnessGram Measuring strips, Stop Watch, Pull up bar, flex box |

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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 practice/skill
* station groups
* Varying levels of resources and materials
* Use of technology
 | * Tiered Assignments
* Leveled questions- turn and talk, multiple choice, open ended…
* Centers/Stations
* Use of technology
* Journals/Logs - FitnessGram
 | * Demonstration of skill
* Summative unit test
* Group discussion
* Conduct psycho-motor assessment
* Formulate & defend physical skill technique
* Design/modify 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
* Centers/Stations
* Scaffolding
* Chunking
* Google translate
* Extended time
* Differentiated instructional outcomes
* Use of technology
* Frequent checks for understanding
* Word/picture wall
* Teacher modeling
* Peer modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
 |
| **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
* Centers/Stations
* Scaffolding
* Chunking
* Extended time
* Differentiated instructional outcomes
* Use of technology
* Frequent checks for understanding
* Word/picture wall
* Teacher modeling
* Peer modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
* Oral assessments
 |
| **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- …
* 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
* Word/picture wall
* Teacher modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
* Oral assessments
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| **Content Area: Physical Education** | **Grade Level : Kindergarten** |
| **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.P.A.1 –Develop and refine gross motor skill (e.g. hopping, galloping, jumping, running and marching)
* 2.5.P.A.2 - Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
* 2.5.P.A.3 - Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).
* 2.6.P.A.1- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running and marching).
 |
| **Technology:****Standard:** **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:****All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.****Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.***Cumulative Progress Indicators**:* **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work.
* **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community.
 |
| **21st Century Skills and Standard 9*** CRP3. Attend to personal health and financial well-being
* CRP9. Model integrity, ethical leadership and effective management
* CRP11. Use technology to enhance productivity
* CRP12. Work productively in teams while using cultural global competence
 |
| **Interdisciplinary Connections:** **Visual and Performing Arts** **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.** **A. Dance*** 1.1.2.A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

**Visual and Performing Arts** **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.** **A. Dance*** 1.3.P.A.6 Use movement/dance to convey meaning around a theme or to show feelings.
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| Enduring Understanding:* Student will be able to maneuver their bodies through the obstacle course involving running, balance, spatial awareness, jumping, and crawling.
* Students will understand the safety issues while participating in the obstacle course.
 | Essential Questions:* What would happen if we moved in any direction we wanted, whenever we felt like it?
* Is it important to know the difference between right, left, up and down?
 |
| Knowledge and Skills:* Students will watch the teacher complete the obstacle course as well as a peer.
* Students will practice and refine different gross motor skills
 | Demonstration of Learning:* Students will jump with two feet by starting and landing on two feet, through the hula hoops
* Students will walk on the balance beam by stepping one foot in front of the other
* Students will make their bodies small to fit through the tunnel and hula hoops by maneuvering their body.
* Self-Assessment Worksheet:

[[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-03-07-LMS-StudentSelfAssessment.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-03-07-LMS-StudentSelfAssessment.docx)]* Holistic Performance Rubric:

[[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-03-08-LMS-HolisticPerformanceRubric.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-03-08-LMS-HolisticPerformanceRubric.docx)]* Dual Performance Rubric:

[[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-03-09-LMS-HolisticDualPerformanceRubric.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-03-09-LMS-HolisticDualPerformanceRubric.docx)] |
| Suggested Tasks and Activities:Obstacle course, jumping through hula hoops, balance beam, crawl through the tunnel, spatial awareness | Technical Integration:* SmartBoard
* Laptop/Ipad/Projector
* Music – Blue tooth speaker
 |
| Resources: P.E. Central, SHAPE, SPARK, OPENMaterials: Cones, Polyspots, Hula Hoops, Mats, Balance beam, Tunnel, Wedge Mat, Lava Rocks, Stepping Buckets |

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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 practice/skill
* station groups
* Varying levels of resources and materials
* Use of technology
 | * Tiered Assignments
* Leveled questions- turn and talk, multiple choice, open ended…
* Centers/Stations
* Use of technology
* Journals/Logs - FitnessGram
 | * Demonstration of skill
* Summative unit test
* Group discussion
* Conduct psycho-motor assessment
* Formulate & defend physical skill technique
* Design/modify 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
* Centers/Stations
* Scaffolding
* Chunking
* Google translate
* Extended time
* Differentiated instructional outcomes
* Use of technology
* Frequent checks for understanding
* Word/picture wall
* Teacher modeling
* Peer modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
 |
| **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
* Centers/Stations
* Scaffolding
* Chunking
* Extended time
* Differentiated instructional outcomes
* Use of technology
* Frequent checks for understanding
* Word/picture wall
* Teacher modeling
* Peer modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
* Oral assessments
 |
| **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- …
* 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
* Word/picture wall
* Teacher modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
* Oral assessments
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| **Content Area: Physical Education** | **Grade Level : Kindergarten** |
| **Unit Title: Jump Rope for Heart** |
| 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.P.A.1 -Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
* 2.5.P.A.3 - Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).
* 2.5.2.A.3- Respond in movement to changes in tempo, beat, rhythm, or musical style
* 2.5.2.A.4 -Correct movement errors in response to feedback
* 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
* 2.6.2.A.1- Explain the role of regular physical activity in relation to personal health.
* 2.6.2.A.2 - Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness
 |
| **Technology Standards:****Standard**: **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:****All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.****Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.***Cumulative Progress Indicators**:* **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work.
* **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community.
 |
| 21st Century Skills and Standard 9* CRP1. Act as a responsible and contributing citizen and employee.
* CRP3. Attend to personal health and financial well-being
* CRP9. Model integrity, ethical leadership and effective management
* CRP11. Use technology to enhance productivity
* CRP12. Work productively in teams while using cultural global competence
 |
| **Interdisciplinary Connections****Visual and Performing Arts** **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.** **A. Dance*** 1.1.2.A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

**Visual and Performing Arts** **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.** **A. Dance*** 1.3.P.A.6 Use movement/dance to convey meaning around a theme or to show feelings.
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| **Enduring Understanding:*** Students will understand the effects of having a healthy heart and what they can do to help others that don’t.
* Students will be able to jump the long and short ropes
* Students will participate in jumping activities
 | **Essential Questions:*** Why is it important to keep our heart healthy?
* Do we want our heart to always beat fast?
 |
| **Knowledge and Skills**:* Student will understand the need for daily physical activity.
* Students can identify between the different ropes; short, long.
 | **Demonstration of Learning:*** Students will be able to hold and turn a jump rope properly by using two hands and having plenty of space.
* Students will be able to jump through the letter “U” by holding the rope in the U shape and jumping with two feet.
* Students will be able to jump by starting and landing with two feet

Jump rope skill rubric |
| **Suggested Tasks and Activities**:* Short rope practice with teacher modeling
* Long rope practice jumping over a moving rope
* Obstacle course – jumping section –hula hoops and hopscotch
 | **Technical Integration:*** SmartBoard
* Laptop/Ipad/Projector
* Music – Blue tooth speaker
 |
| Resources: American Heart Association, SHAPE, P.E. Central, OPEN SPARKMaterials: Long and Short Jump Ropes, Cones, Polyspots, Hula Hoops, Mats, Balance beam, Tunnel, Wedge Mat, Lava Rocks, Stepping Buckets, Foam Dice, Stethoscope |

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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 practice/skill
* station groups
* Varying levels of resources and materials
* Use of technology
 | * Tiered Assignments
* Leveled questions- turn and talk, multiple choice, open ended…
* Centers/Stations
* Use of technology
* Journals/Logs - FitnessGram
 | * Demonstration of skill
* Summative unit test
* Group discussion
* Conduct psycho-motor assessment
* Formulate & defend physical skill technique
* Design/modify 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
* Centers/Stations
* Scaffolding
* Chunking
* Google translate
* Extended time
* Differentiated instructional outcomes
* Use of technology
* Frequent checks for understanding
* Word/picture wall
* Teacher modeling
* Peer modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
 |
| **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
* Centers/Stations
* Scaffolding
* Chunking
* Extended time
* Differentiated instructional outcomes
* Use of technology
* Frequent checks for understanding
* Word/picture wall
* Teacher modeling
* Peer modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
* Oral assessments
 |
| **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- …
* 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
* Word/picture wall
* Teacher modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
* Oral assessments
 |

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| **Content Area: Physical Education** | **Grade Level : Kindergarten** |
| **Unit Title: Scooters** |
| 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**:* 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
* 2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
* 2.5.2.A.3- Respond in movement to changes in tempo, beat, rhythm, or musical style
* 2.5.2.A.4 -Correct movement errors in response to feedback
* 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment
 |
| **Technology Integration:****Standard:** **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:****All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.****Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.***Cumulative Progress Indicators**:* **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work.
* **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community.
 |
| **21st Century Skills and Standard 9** * CRP1. Act as a responsible and contributing citizen and employee.
* CRP3. Attend to personal health and financial well-being.
* CRP9. Model integrity, ethical leadership and effective management.
* CRP11. Use technology to enhance productivity
* CRP12. Work productively in teams while using cultural global competence
 |
| **Interdisciplinary Connections** **Progress Indicators for Speaking and Listening****Comprehension and Collaboration**SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. 1. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

**Progress Indicators for Language****Knowledge of Language**L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.1. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
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| **Enduring Understanding**:* Students will understand the safety issues for riding the scooter
* Students will be able to explain what muscles are being used
 | **Essential Questions**:* Why should we pay attention to our surroundings and how we participate in it?
* Are we using muscles when we sit?
 |
| **Knowledge and Skills**:* Students will understand why it is important to ride the scooters safely.
* Students will understand how the body’s muscles are used through different activities.
* Students will understand how to propel, and change direction using their feet or hands on the scooter
 | **Demonstration of Learning**:* Students will be able to travel on the scooter properly by riding on their stomachs or bottom.
* Students will be able to explain and locate the muscles being used while riding the scooter by touching or saying the muscles.

Scooter Riding Rubric |
| **Suggested Tasks and Activities:*** Free riding
* Directional riding
* Partner riding
* Builders and bulldozers
* Relay Races
* Healthy food game
 | **Technical Integration:** * SmartBoard
* Laptop/Ipad/Projector
* Music – Blue tooth speaker
 |
| Resources: SHAPE, P.E. Central, OPEN, SPARKMaterials: Scooters – 2 sizes, Cones, Polyspots, Foam Pins, Yarn balls |

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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 practice/skill
* station groups
* Varying levels of resources and materials
* Use of technology
 | * Tiered Assignments
* Leveled questions- turn and talk, multiple choice, open ended…
* Centers/Stations
* Use of technology
* Journals/Logs - FitnessGram
 | * Demonstration of skill
* Summative unit test
* Group discussion
* Conduct psycho-motor assessment
* Formulate & defend physical skill technique
* Design/modify 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
* Centers/Stations
* Scaffolding
* Chunking
* Google translate
* Extended time
* Differentiated instructional outcomes
* Use of technology
* Frequent checks for understanding
* Word/picture wall
* Teacher modeling
* Peer modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
 |
| **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
* Centers/Stations
* Scaffolding
* Chunking
* Extended time
* Differentiated instructional outcomes
* Use of technology
* Frequent checks for understanding
* Word/picture wall
* Teacher modeling
* Peer modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
* Oral assessments
 |
| **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- …
* 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
* Word/picture wall
* Teacher modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
* Oral assessments
 |

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| **Content Area: Physical Education** | **Grade Level : Kindergarten** |
| **Unit Title: Running/ Agility Activities- Group Activities** |
| 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.P.A.1 -Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
* 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
* 2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
* 2.5.2.A.3- Respond in movement to changes in tempo, beat, rhythm, or musical style
 |
| **Technology Standards:****Standard:** **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:****All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.****Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.***Cumulative Progress Indicators**:* **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work
* **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community.
 |
| **21st Century Skills and Standard 9*** CRP1. Act as a responsible and contributing citizen and employee.
* CRP3. Attend to personal health and financial well-being
* CRP9. Model integrity, ethical leadership and effective management
* CRP11. Use technology to enhance productivity
* CRP12. Work productively in teams while using cultural global competence
 |
| **Interdisciplinary Connections:** **Progress Indicators for Language****Knowledge of Language**L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.1. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

**Conventions of Standard English**L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.B. Use frequently occurring nouns and verbs. |

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| **Enduring Understanding**: * Students will understand the necessity of running/moving vigorously and safely
* Students will understand personal space while running/moving with others
* Students will understand different speeds and directions
 | **Essential Questions:*** What are the benefits of running/moving vigorously?
* What happens to your body when you run/move vigorously?
* Why is it important to run/move safely?
 |
| **Knowledge and Skills:*** Students understand that running/moving vigorously during games keeps us healthy.
* Students understand that following the rules allows us to enjoy and continue staying healthy.
 | **Demonstration of Learning:*** Students will be able to explain what happens to their bodies while moving vigorously during these games by saying their heart is beating fast or they are sweating.
* Students will demonstrate spatial awareness by showing their ability to change speed and directions safely
* Self-Assessment Worksheet:

[[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-03-07-LMS-StudentSelfAssessment.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-03-07-LMS-StudentSelfAssessment.docx)]* Holistic Performance Rubric:

[[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-03-08-LMS-HolisticPerformanceRubric.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-03-08-LMS-HolisticPerformanceRubric.docx)]* Dual Performance Rubric:

[[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-03-09-LMS-HolisticDualPerformanceRubric.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-03-09-LMS-HolisticDualPerformanceRubric.docx)] |
| **Suggested Tasks and Activities:*** Group running
* Tag- Freeze, Stuck in the Mud, Builders and Bulldozers, Smart Squirrels
* Catch a Tail
 | **Technical Integration:** * SmartBoard
* Laptop/Ipad/Projector
* Music – Blue tooth speaker
 |
| Resources: P.E. Central, SHAPE, SPARK, OPENMaterials: Cones, pinnies, polyspots, yarn balls, throwing scarfs, gator skin balls, foam pins |

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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 practice/skill
* station groups
* Varying levels of resources and materials
* Use of technology
 | * Tiered Assignments
* Leveled questions- turn and talk, multiple choice, open ended…
* Centers/Stations
* Use of technology
* Journals/Logs - FitnessGram
 | * Demonstration of skill
* Summative unit test
* Group discussion
* Conduct psycho-motor assessment
* Formulate & defend physical skill technique
* Design/modify 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
* Centers/Stations
* Scaffolding
* Chunking
* Google translate
* Extended time
* Differentiated instructional outcomes
* Use of technology
* Frequent checks for understanding
* Word/picture wall
* Teacher modeling
* Peer modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
 |
| **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
* Centers/Stations
* Scaffolding
* Chunking
* Extended time
* Differentiated instructional outcomes
* Use of technology
* Frequent checks for understanding
* Word/picture wall
* Teacher modeling
* Peer modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
* Oral assessments
 |
| **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- …
* 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
* Word/picture wall
* Teacher modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
* Oral assessments
 |

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| **Content Area: Physical Education** | **Grade Level : Kindergarten** |
| **Unit Title: Ball Manipulation/ Basketball** |
| 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**: * P -Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
* 2.5.P.A.3 - Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).
* 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
* 2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
 |
| **Technology Standards:****Standard:** **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:****All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.****Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.***Cumulative Progress Indicators**:* **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work.
* **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community.
 |
| **21st Century Skills and Standard 9**CRP1. Act as a responsible and contributing citizen and employee.CRP3. Attend to personal health and financial well-beingCRP9. Model integrity, ethical leadership and effective managementCRP11. Use technology to enhance productivityCRP12. Work productively in teams while using cultural global competence |
| **Interdisciplinary Connections:****K-PS2 Motion and Stability: Forces and interactions****Students who demonstrate understanding can:*** K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.] [Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.]
* K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.\* [Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.] [Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.]
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| **Enduring Understanding:*** Students will understand how to bounce and catch a ball (stationary, moving)
* Students will understand how to bounce a ball to a partner
* Students will understand how to bounce a ball over, under and through obstacles
 | **Essential Questions:*** What do you do when an object is coming at you?
* Does how we position our body mater when we are trying to pass a ball?
 |
| **Knowledge and Skills:*** Students understand that two hands are needed to bounce and catch the ball
* Students understand the force needed to bounce a ball to a partner
* Students understand how to bounce the ball at different levels.
 | **Demonstration of Learning:*** Students will demonstrate the proper body positioning for bouncing a ball by bending at the knees and keeping their feet apart.
* Students will demonstrate how to bounce and catch a ball stationary by using two hands to grip the ball and push then two hands to catch the ball
* Students will demonstrate object manipulation by bouncing a ball over, under and through objects
* Self-Assessment Worksheet:

[[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-04-07-HandSkills-StudentSelfAssessment.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-04-07-HandSkills-StudentSelfAssessment.docx)]* Holistic Performance Rubric:

[[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-04-08-HandSkills-HolisticPerformanceRubric.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-04-08-HandSkills-HolisticPerformanceRubric.docx)]* Dual Performance Rubric:

[[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-04-09-HandSkills-HolisticDualPerformanceRubric.pdf), WORD |
| **Suggested Tasks and Activities:*** Stationary bounce and catch with teacher modeling
* Partner bounce and catch game
* Bounce through hula hoop to partner
* Bounce over a bar at different levels
* Bounce to music beat
 | **Technical Integration:*** SmartBoard
* Laptop/Ipad/Projector
* Music – Blue tooth speaker
 |
| Resources: SHAPE, P.E. Central, SPARK, OPENMaterials: Small and Large Basketballs, Cones, Polyspots, Pinnies, Basketball nets, Visual Aides |

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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 practice/skill
* station groups
* Varying levels of resources and materials
* Use of technology
 | * Tiered Assignments
* Leveled questions- turn and talk, multiple choice, open ended…
* Centers/Stations
* Use of technology
* Journals/Logs - FitnessGram
 | * Demonstration of skill
* Summative unit test
* Group discussion
* Conduct psycho-motor assessment
* Formulate & defend physical skill technique
* Design/modify 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
* Centers/Stations
* Scaffolding
* Chunking
* Google translate
* Extended time
* Differentiated instructional outcomes
* Use of technology
* Frequent checks for understanding
* Word/picture wall
* Teacher modeling
* Peer modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
 |
| **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
* Centers/Stations
* Scaffolding
* Chunking
* Extended time
* Differentiated instructional outcomes
* Use of technology
* Frequent checks for understanding
* Word/picture wall
* Teacher modeling
* Peer modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
* Oral assessments
 |
| **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- …
* 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
* Word/picture wall
* Teacher modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
* Oral assessments
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| **Content Area: Physical Education** | **Grade Level : Kindergarten** |
| **Unit Title: Yoga** |
| **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:** * 2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
* 2.6.2.A.1- Explain the role of regular physical activity in relation to personal health.
 |
| **Technology Integration:** **Standard:** **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:****All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.****Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.***Cumulative Progress Indicators**:* **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work.
* 8.2.2.A.5 Collaborate to design a solution to a problem affecting the community.
 |
| **21st Century Skills and Standard 9*** CRP1. Act as a responsible and contributing citizen and employee.
* CRP3. Attend to personal health and financial well-being
* CRP9. Model integrity, ethical leadership and effective management
* CRP11. Use technology to enhance productivity
* CRP12. Work productively in teams while using cultural global competence
 |
| **Interdisciplinary Connections:** **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.** **A. Dance*** 1.1.2.A.1 Identify the elements of dance in planned and improvised dance sequences.
* 1.1.2.A.2 Use improvisation to discover new movement to fulfill the intent of the choreography.
* 1.1.2.A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

**Visual and Performing Arts** **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.** **A. Dance*** 1.3.P.A.6 Use movement/dance to convey meaning around a theme or to show feelings.
* 1.3.2.A.1 Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
* 1.3.2.A.2 Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
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| Enduring Understanding:* Students will understand that yoga is a lifelong activity that promotes health and physical activity
* Students will understand that the body has many muscles that are used to support itself
* Students will understand how to control their breathing
 | Essential Questions:* Can yoga help keep us calm?
* How can breathing help us when we are angry or frustrated?
* What are things you do to stay focused and calm down?
 |
| Knowledge and Skills:* Students will understand that many muscles are used to support their body
* Students will understand that controlling their breathing will help them focus
* Students will understand that yoga can be to calm down and focus
 | Demonstration of Learning:* Students will demonstrate balance by completing the yoga poses mat
* Students will demonstrate their flexibility by performing the yoga poses
* Students will demonstrate their muscular strength by performing the yoga poses
* Holistic Performance Rubric:

[[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-03-08-LMS-HolisticPerformanceRubric.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-03-08-LMS-HolisticPerformanceRubric.docx)] |
| Suggested Tasks and Activities:* Teacher modeling and students following on their own yoga mats
* Students will work with a partner using yoga mats
* Students follow along with yoga DVD
 | Technical Integration:* SmartBoard
* Laptop/Ipad/Projector
* Music – Blue tooth speaker
 |
| Resources: Yoga DVD, SHAPE, P.E. Central, OPEN, SPARKMaterials: Yoga Mats, Visual Aides, Music, Speaker |

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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 practice/skill
* station groups
* Varying levels of resources and materials
* Use of technology
 | * Tiered Assignments
* Leveled questions- turn and talk, multiple choice, open ended…
* Centers/Stations
* Use of technology
* Journals/Logs - FitnessGram
 | * Demonstration of skill
* Summative unit test
* Group discussion
* Conduct psycho-motor assessment
* Formulate & defend physical skill technique
* Design/modify 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
* Centers/Stations
* Scaffolding
* Chunking
* Google translate
* Extended time
* Differentiated instructional outcomes
* Use of technology
* Frequent checks for understanding
* Word/picture wall
* Teacher modeling
* Peer modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
 |
| **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
* Centers/Stations
* Scaffolding
* Chunking
* Extended time
* Differentiated instructional outcomes
* Use of technology
* Frequent checks for understanding
* Word/picture wall
* Teacher modeling
* Peer modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
* Oral assessments
 |
| **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- …
* 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
* Word/picture wall
* Teacher modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
* Oral assessments
 |

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| **Content Area: Physical Education** | **Grade Level : Kindergarten** |
| **Unit Title: Rhythm and Dance** |
| **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- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities**.* 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
* 2.5.2.A.2- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
* 2.5.2.A.3- Respond in movement to changes in tempo, beat, rhythm, or musical style
* 2.5.2.A.4 -Correct movement errors in response to feedback
* 2.6.2.A.2 - Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness
 |
| **Technology Integration:** Standard: **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:****All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.****Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.***Cumulative Progress Indicators**:* **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work.
* **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community.
 |
| **21st Century Skills and Standard 9*** CRP1. Act as a responsible and contributing citizen and employee.
* CRP3. Attend to personal health and financial well-being
* CRP9. Model integrity, ethical leadership and effective management
* CRP11. Use technology to enhance productivity
* CRP12. Work productively in teams while using cultural global competence
 |
| **Interdisciplinary Connections:** **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.** **A. Dance*** 1.1.2.A.1 Identify the elements of dance in planned and improvised dance sequences.
* 1.1.2.A.2 Use improvisation to discover new movement to fulfill the intent of the choreography.
* 1.1.2.A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

**Visual and Performing Arts** **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.** **A. Dance*** 1.3.P.A.6 Use movement/dance to convey meaning around a theme or to show feelings.
* 1.3.2.A.1 Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.

1.3.2.A.2 Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway. |

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| Enduring Understanding:* Students will understand that moderate to vigorous participation in dance activities provide the basis for pursuing a healthy lifestyle
* Students will understand how to combine dance steps and work with a dance team
* Students will appreciate how involvement in dance activities can be used throughout life as a source of fun, entertainment, exercise and socializing.
* Students can take moves provided, change or rearrange them and create new moves or dances of their own.
 | Essential Questions:* How can you work with other students to combine the dance steps?
* How will dancing keep us healthy and physically fit?
* How does the constant high activity level of dance help our hearts?
* What muscles groups are we using when we dance?
 |
| 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 dance
 | Demonstration of Learning:* Students will demonstrate their ability to dance by following along with of the Wii Dance system.
* Students will demonstrate their directional and timing abilities by staying with the rhythm and tempo.
* Holistic Performance Rubric:

 [[PDF](https://openphysed.org/wp-content/uploads/2016/05/P-05-08-Dance-HolisticPerformanceRubric.pdf), [WORD](https://openphysed.org/wp-content/uploads/2016/05/P-05-08-Dance-HolisticPerformanceRubric.docx) |
| Suggested Tasks and Activities:* Dance Party
* Go Noodle
* Dance Group Teams
 | Technical Integration:* SmartBoard
* Laptop/Ipad/Projector
* Music – Blue tooth speaker
 |
| Resources: P.E. Central, SHAPE, OPEN, SPARK, KERRBOOMKA DVD Materials: Music, Speaker, Visual Aides, Drums, instruments |

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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 practice/skill
* station groups
* Varying levels of resources and materials
* Use of technology
 | * Tiered Assignments
* Leveled questions- turn and talk, multiple choice, open ended…
* Centers/Stations
* Use of technology
* Journals/Logs - FitnessGram
 | * Demonstration of skill
* Summative unit test
* Group discussion
* Conduct psycho-motor assessment
* Formulate & defend physical skill technique
* Design/modify 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
* Centers/Stations
* Scaffolding
* Chunking
* Google translate
* Extended time
* Differentiated instructional outcomes
* Use of technology
* Frequent checks for understanding
* Word/picture wall
* Teacher modeling
* Peer modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
 |
| **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
* Centers/Stations
* Scaffolding
* Chunking
* Extended time
* Differentiated instructional outcomes
* Use of technology
* Frequent checks for understanding
* Word/picture wall
* Teacher modeling
* Peer modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
* Oral assessments
 |
| **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- …
* 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
* Word/picture wall
* Teacher modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
* Oral assessments
 |

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| **Content Area: Physical Education**  | **Grade Level : Kindergarten** |
| **Unit Title: Racquet Skills/Striking** |
| **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:** * P -Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
* 2- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
* 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
* 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
 |
| **Technology Standards:** Standard: **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:****All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.****Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.***Cumulative Progress Indicators**:* **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work.
* **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community.
 |
| 21st Century Skills and Standard 9* CRP1. Act as a responsible and contributing citizen and employee.
* CRP3. Attend to personal health and financial well-being
* CRP9. Model integrity, ethical leadership and effective management
* CRP11. Use technology to enhance productivity
* CRP12. Work productively in teams while using cultural global competence
 |
| **Interdisciplinary Connections:** **Interdisciplinary Connections:****K-PS2 Motion and Stability: Forces and interactions****Students who demonstrate understanding can:*** K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.] [Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.]
* K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.\* [Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.] [Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.]
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| **Enduring Understanding:*** Students will understand how holding a racquet properly will affect where the object goes
* Students will understand at what level to strike an object so it goes over the net
* Students will understand why they must keep their eyes on the object before striking
 | **Essential Questions:*** How do you make the object bounce up, down, forward?
 |
| **Knowledge and Skills:*** Students will hold the racquet with one hand
* Students will learn to keep their eyes on the object
 | **Demonstration of Learning:*** Students will demonstrate hand/eye coordination by striking the balloon 3 times.
* Holistic Performance Rubric:

[[PDF](https://openphysed.org/wp-content/uploads/2016/01/P-07-08-Volleying-HolisticPerformanceRubric.pdf), [WORD](https://openphysed.org/wp-content/uploads/2016/01/P-07-08-Volleying-HolisticPerformanceRubric.docx)] |
| **Suggested Tasks and Activities:*** Students will use soft racquets and balloons to practice
* Teacher will model and students will practice alone, then with partners
 | **Technical Integration:** * SmartBoard
* Laptop/Ipad/Projector
* Music – Blue tooth speaker
 |
| Resources: American Heart Association, SHAPE, P.E. Central, OPEN, SPARKMaterials: Rackets, Volleyball nets, Birdie, Yarn Balls, Cones, Pinnies |

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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 practice/skill
* station groups
* Varying levels of resources and materials
* Use of technology
 | * Tiered Assignments
* Leveled questions- turn and talk, multiple choice, open ended…
* Centers/Stations
* Use of technology
* Journals/Logs - FitnessGram
 | * Demonstration of skill
* Summative unit test
* Group discussion
* Conduct psycho-motor assessment
* Formulate & defend physical skill technique
* Design/modify 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
* Centers/Stations
* Scaffolding
* Chunking
* Google translate
* Extended time
* Differentiated instructional outcomes
* Use of technology
* Frequent checks for understanding
* Word/picture wall
* Teacher modeling
* Peer modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
 |
| **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
* Centers/Stations
* Scaffolding
* Chunking
* Extended time
* Differentiated instructional outcomes
* Use of technology
* Frequent checks for understanding
* Word/picture wall
* Teacher modeling
* Peer modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
* Oral assessments
 |
| **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- …
* 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
* Word/picture wall
* Teacher modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
* Oral assessments
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| **Content Area: Physical Education** | **Grade Level : Kindergarten** |
| **Unit Title: Field Day Prep Activities** |
| 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.P.A.1 -Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
* 2.5.2.A.1 - Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
* 2.5.2.B.4 - Demonstrate strategies that enable team members to achieve
* 2.5.2.C.1- Explain what it means to demonstrate good sportsmanship
* 2.5.2.C.2 - Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
 |
| **Technology Standards:**Standard: **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:****All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.****Strand: A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.***Cumulative Progress Indicators**:* **8.2.2.A.2** Describe how designed products and systems are useful at school, home and work.
* **8.2.2.A.5** Collaborate to design a solution to a problem affecting the community.
 |
| **21st Century Skills and Standard 9*** CRP1. Act as a responsible and contributing citizen and employee.
* CRP3. Attend to personal health and financial well-being
* CRP9. Model integrity, ethical leadership and effective management
* CRP11. Use technology to enhance productivity
* CRP12. Work productively in teams while using cultural global competence
 |
| **Interdisciplinary Connections:** **Progress Indicators for Speaking and Listening****Comprehension and Collaboration*** SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
	1. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
* SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
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| Unit Title: Field Day Prep Activities | Time Frame: 2 Weeks |
| Enduring Understanding:* Students will understand that field day is a culminating event to show case their skills learned all year
* Students will understand the rules for all activities for field day
* Students will understand how sportsmanship and teamwork will benefit them during field day
 | Essential Questions:* What is sportsmanship and teamwork?
* What does it mean to be a team player?
 |
| Knowledge and Skills:* Students will know that field day is a culminating event
* Students will know that their class will work together and cheer for each other during activities
* Students will use a combination of skills learner throughout the year to participate
 | Demonstration of Learning: * Students will demonstrate self-control and fair play by waiting their turn and following the directions in each relays race
* Students will demonstrate teamwork and good sportsmanship by working with classmates to complete activities.
* Holistic Performance Rubric:

[[PDF](https://openphysed.org/wp-content/uploads/2015/10/P-02-08-PSR-HolisticPerformanceRubric.pdf), [WORD](https://openphysed.org/wp-content/uploads/2015/10/P-02-08-PSR-HolisticPerformanceRubric.docx)] |
| Suggested Tasks and Activities:* Students will observe a demonstration of each activity; relay races, tug of war, obstacle course, parachute games and team games.
* Students will get multiple trials to practice each event and figure out the best ways for each one to participate
 | **Technical Integration:** * SmartBoard
* Laptop/Ipad/Projector
* Music – Blue tooth speaker
 |
| Resources: Field Day Guide handbook, P.E. Central, OPEN, SPARKMaterials: Cones, Gator skin balls, 4 buckets of water, 2 cups with holes in the bottom, mats, hula hoops, volleyball net, big baseball bat, baseball tee, whiffle ball, potato sacks, 2 PVC gutters, straws, Tug of War rope, parachute, yarn balls, jump ropes |

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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 practice/skill
* station groups
* Varying levels of resources and materials
* Use of technology
 | * Tiered Assignments
* Leveled questions- turn and talk, multiple choice, open ended…
* Centers/Stations
* Use of technology
* Journals/Logs - FitnessGram
 | * Demonstration of skill
* Summative unit test
* Group discussion
* Conduct psycho-motor assessment
* Formulate & defend physical skill technique
* Design/modify 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
* Centers/Stations
* Scaffolding
* Chunking
* Google translate
* Extended time
* Differentiated instructional outcomes
* Use of technology
* Frequent checks for understanding
* Word/picture wall
* Teacher modeling
* Peer modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
 |
| **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
* Centers/Stations
* Scaffolding
* Chunking
* Extended time
* Differentiated instructional outcomes
* Use of technology
* Frequent checks for understanding
* Word/picture wall
* Teacher modeling
* Peer modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
* Oral assessments
 |
| **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- …
* 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
* Word/picture wall
* Teacher modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
* Oral assessments
 |

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| **Content Area: Physical Education** | **Grade Level : Kindergarten** |
| **Unit Title: Net Games** |
| **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.P.A.3 - Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).
* 2.6.P.A.1- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
 |
| **Technology Standards:****Standard: 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:****All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as** **they relate to the individual, global society, and the environment.****Strand: A. The Nature of Technology: Creativity and Innovation Technology systems impact every aspect of the world in which we live.****Cumulative Progress Indicators:*** **8.2.2.A.2 Describe how designed products and systems are useful at school, home and work.**
* **8.2.2.A.5 Collaborate to design a solution to a problem affecting the community.**
 |
| **21st Century Skills and Standard 9*** CRP1. Act as a responsible and contributing citizen and employee.
* CRP3. Attend to personal health and financial well-being
* CRP9. Model integrity, ethical leadership and effective management
* CRP11. Use technology to enhance productivity
* CRP12. Work productively in teams while using cultural global competence
 |
| **Interdisciplinary Connections:** **K-PS2 Motion and Stability: Forces and interactions****Students who demonstrate understanding can:*** K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.] [Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.]
* K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.\* [Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.] [Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.]
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| Enduring Understanding:* Students will understand the importance of safety games involving a net
* Students will understand how to position their body to propel an object over the net
* Students will understand how to participate with a partner or team
 | Essential Questions:* What can make an object move faster when throwing or hitting it?
 |
| Knowledge and Skills:* Students will know net safety
* Students will be able to throw, hit and bounce an object over the net
 | Demonstration of Learning:* SWBAT participate safely by not running under or pulling the net
* SWBAT demonstrate object manipulation by directing the object where they want it to go
* SWBAT demonstrate teamwork by participant within a group during a net gam
* Throwing and Catching Rubric
 |
| Suggested Tasks and Activities:* Junk food game w/net
* Throw and catch with partners over the net
 | **Technical Integration**: * SmartBoard
* Laptop/Ipad/Projector
* Music – Blue tooth speaker
 |
| Resources: SHAPE, P.E. Central, OPEN,  Materials: Rackets, Volleyball nets, Birdie, Yarn Balls, Cones, Pinnies |

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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
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* station groups
* Varying levels of resources and materials
* Use of technology
 | * Tiered Assignments
* Leveled questions- turn and talk, multiple choice, open ended…
* Centers/Stations
* Use of technology
* Journals/Logs - FitnessGram
 | * Demonstration of skill
* Summative unit test
* Group discussion
* Conduct psycho-motor assessment
* Formulate & defend physical skill technique
* Design/modify a game
 |
| **ELL** | * Compacting
* Flexible grouping
* Controlled choice
* Multi-sensory learning-auditory, visual, kinesthetic, tactile
* Pre-teach vocabulary
* Vocabulary lists
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* Use of technology
 | * Tiered Assignments
* Centers/Stations
* Scaffolding
* Chunking
* Google translate
* Extended time
* Differentiated instructional outcomes
* Use of technology
* Frequent checks for understanding
* Word/picture wall
* Teacher modeling
* Peer modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
 |
| **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
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* Frequent checks for understanding
* Word/picture wall
* Teacher modeling
* Peer modeling
 | * Rubrics
* Group tasks
* Quizzes, tests with various types of questions
* Physical Demonstration
* Oral assessments
 |
| **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- …
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