

Readington Township Public Schools

Grade K-2 and 3-5 Physical Education

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Readington Township Public Schools

www.readington.k12.nj.us

The fundamental basis for the physical education program is to develop positive attitudes and values with regards to students' physical well-being. Physical education is an integral part of the total education of youth as it stimulates opportunities for not only physical but academic development, creativity, developing human relationships, and building values. The program is based on student needs and interests and emphasizes the development of physical skills, leisure time and recreational activities; keeping with the goals and mission of our district. The program strives to provide an environment that promotes self-confidence through meaningful, challenging, and varied experiences.

New Jersey Student Learning Standards

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

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.

Strand B. Strategy

2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.

2.5.2.B.2 Explain the difference between offense and defense.

2.5.2.B.3 Determine how attitude impacts physical performance.

2.5.2.B.4 Demonstrate strategies that enable team members to achieve goals.

Strand C. Sportsmanship, Rules, and Safety

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.

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. Movement Skills and Concepts

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.

Visual and Performing Arts

Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Strand A. Dance

1.1.2.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.3 Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.

1.1.2.A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Strand A. History of the Arts and Culture

1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. Strand A. Dance

1.3.2.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.

1.3.2.A.3 Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.

1.3.2.A.4 Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.

Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Strand A. Aesthetic Responses

1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).

1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

Kindergarten Physical Education

I. Overview

Physical Education in Kindergarten places an emphasis on the development of basic body movement, gross locomotor skills, and rhythemics. The course emphasizes students to develop skills in sportsmanship and fair play, fundamental skills, and techniques along with good body mechanics. The activities selected will be suitable to the season as well as the developmental appropriateness of the target skill.

II. STRATEGIES

May include by are not limited to:

- Direct Instruction
- Group Discussion
- Teacher/Student Demonstration
- Differentiated Instruction

III. ACCOMMODATIONS

[Accommodations and Modification Addendum](#)

IV. ASSESSMENTS

- Formative assessments
 - Classroom Discussion
 - Anecdotal Notes from teacher observation
 - Cooperative Learning Groups
 - Exit Slips
 - Open Ended Questions

- Checklists
- Teacher Observation
- Summative assessments
 - Unit Tests
 - Quizzes
- Benchmark assessments
 - Personal growth rubric
- Alternative assessments
 - Presentations
 - Performance Assessments
 - Role Play

V. REQUIRED RESOURCES

In order for students to fully participate in Physical Education Class, they must wear the appropriate attire and sneakers for physical activity.

VI. PACING

Unit: Rules and Sportsmanship (6 days)

Enduring Understandings

- Rules help keep you safe.
- Behaving well is as important as playing well.
- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contribute to the enjoyment of the event.

Essential Questioning

- Why do we need rules during a game?
- What would happen if you didn't follow the rules?
- Are you fun to play with? Would you want to be on the same team as you?
- Did I follow the rules? If I didn't, why?

Objectives

Students will develop an understanding of:

- Explain their importance for the safety and enjoyment of participants, and follow the rules during physical
- Good sportsmanship and why it is important.
- Ways to handle and care for equipment safely and responsibly.

Unit: Fitness (6 days)

Enduring Understandings

- It is important to stay healthy and fit.
- How much exercise should you get each day and what is the best exercise?
- Exercising every day will make you look and feel your best.

Essential Questioning

- What do I do to stay active?

- Why on some days do I get tired faster than on others?
- What can I do to get more energy?
- How did I challenge myself today?

Objectives

Students will develop an understanding of:

- Fitness activities can be for exercise or to practice a skill to be used in a sport.
- Exercise causes changes in the body. Why does that happen?
- The benefits of regular physical activity.

Unit: Strategy & Technique (6 days)

Enduring Understanding

- Learning new skills can be difficult but the more you practice the better you become.
- Think before you make your choices.
- Think before you start; a good planner knows why and when to make adjustments.
- Work at your own pace.

Essential Questioning

- If my team is not winning the game, what can we do?
- What is a strategy and how is it used during a game?
- What did I learn from playing the game?
- Did I help my teammates during the game?

Objectives

Students will develop an understanding of:

- Skill and activity-specific vocabulary. The basic movement vocabulary to describe the physical activity.
- It is important to give others personal space while doing activities in the gymnasium.
- Certain body parts are used for different activities
- Using proper form is very important to get the full benefit of an activity.

Unit: Leadership & Teamwork (6 days)

Enduring Understanding

- A leader should be a role model for other members of the team.
- Words can be positive and negative.
- A team is more than a collection of individuals.
- Teamwork means working together and discussing problems not yelling.

Essential Questions

- What is a leader?
- Can words help/hurt others during a game?
- What is a teammate and how should they act?
- What makes a good team?
- What is sportsmanship?
- Does the way I act affect my team?

Objectives

Students will develop an understanding of:

- How to be a good leader and a good teammate.
- The factors that lead to group success and help solve group problems.

VII. Activities for Kindergarten

May include but are not limited to:

<ul style="list-style-type: none">● Intro to PE & Rules/Direction Following● Cooperative Games & Activities● Intro to Spatial Awareness & Locomotor Skills● Throwing and Catching Skills● Intro to Soccer & Kicking/Dribbling● Intro to Jump Roping Skills & Scooter Safety● Intro to Pillow Polo Hockey● Tagging & Tag Activities	<ul style="list-style-type: none">● Kicking and Ball Handling Skills● Intro to Kickball Activities● Base Running Skills● Cooperative games and activities● Intro to Football Skills & Dodging/Weaving● Intro to Badminton & Volleyball Activities● Intro to Basketball and games● Body Parts and Self Space
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VIII. 21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS

- **Career Ready Practices**
 - **CRP5** : Consider the environmental, social, and economic impacts of decisions.
Activity: During game play the teacher will facilitate discussions of how decisions impact the game as a whole and individuals.
- **9.2 Career Awareness, Exploration, and Preparation**
 - **9.2.4.A.2** Identify various life roles and civic and work-related activities in the school, home, and community.
Activity: The teacher will facilitate discussions regarding the different roles/positions in the game and how they relate to different roles at home or at work.
- **Technology**
 - **8.1.P.B.1** Create a story about a picture taken by the student on a digital camera or mobile device.
Activity: Students will take digital pictures of classmates during play and use a picture prompt for story writing.
- **Interdisciplinary Connections**
 - **K.CC.A.** Know number names and the count sequence.
Activity: Students will keep score of points with teacher assistance.
 - **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Activity: Students will write about the beginning, middle and end of their physical education class with the aid of digital photos.

1st Grade Physical Education

I. Overview

Physical Education in Grade 1 places an emphasis on the development of basic body movement, gross locomotor skills, and rhythmic. The course emphasizes students to develop skills in sportsmanship and fair play, fundamental skills, and techniques along with good body mechanics. The activities selected will be suitable to the season as well as the developmental appropriateness of the target skill.

II. STRATEGIES

May include by are not limited to:

- Direct Instruction
- Group Discussion
- Teacher/Student Demonstration
- Differentiated Instruction

III. ACCOMMODATIONS

[Accommodations and Modification Addendum](#)

IV. ASSESSMENTS

- Formative assessments
 - Classroom Discussion
 - Anecdotal Notes from teacher observation
 - Cooperative Learning Groups
 - Exit Slips
 - Open Ended Questions
 - Checklists
 - Teacher Observation
- Summative assessments
 - Unit Tests
 - Quizzes
- Benchmark assessments
 - Personal growth rubric
- Alternative assessments
 - Presentations
 - Performance Assessments
 - Role Play

V. REQUIRED RESOURCES

In order for students to fully participate in Physical Education Class, they must wear the appropriate attire and sneakers for physical activity.

VI. PACING

Unit: Rules and Sportsmanship (6 days)

[Enduring Understandings](#)

- Rules help keep you safe.
- Behaving well is as important as playing well. Be accountable for the choices you make.
- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contribute to the enjoyment of the event.

[Essential Questioning](#)

- How do rules help a game? How do rules change the way you play?
- Are you fun to play with? How do other people see you?

- Did I do the right thing? What will I do the next time?
- What does having good sportsmanship mean?

Objectives

Students will develop an understanding of:

- Why each game/activity has specific rules
- The characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.
- Ways to handle and care for equipment safely and responsibly.

Unit: Fitness (6 days)

Enduring Understandings

- You only have one body; take care of it so that you can be your best every day.
- Appropriate types and amounts of physical activity enhance personal health and fitness is a lifetime commitment.

Essential Questioning

- What does it mean to be physically fit?
- What can I do to have more energy during the day?
- How did I challenge myself today and what can I do to challenge myself tomorrow?

Objectives

Students will develop an understanding of:

- The components of health related and skill related fitness and identify activities that develop each component.
- The body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.
- The physical, social, and emotional benefits of regular physical activity.

Unit: Strategy & Technique (6 days)

Enduring Understandings

- The new way is only harder for a short period of time. Just because you can't do it today, doesn't mean you won't be able to do it tomorrow.
- Your mind must know what your body is doing.
- Think before you start; a good planner knows why and when to make adjustments.
- Work at your own pace but find a way to make it happen.

Essential Questioning

- Why did I choose to act this way during the game?
- Did my choices help or hurt my team?
- What is my team's strategy and is it working?
- What did I learn from playing?

Objectives

Students will develop an understanding of:

- Skill and activity-specific vocabulary.
- Basic vocabulary to describe the physical activity.
- That personal and general space is used in all forms of physical activity.
- Which body parts are used for specific activities.
- Suggestions and demonstrations can be used to improve skill performance.

- The importance of proper forms when performing movement skills.
- How a skill can be used in various sports and activities.

Unit: Leadership & Teamwork (6 days)

Enduring Understandings

- The job of a leader is to make everyone perform better.
- Words can be positive or negative.
- A team is more than a collection of individuals.
- Teamwork consists of working together to solve a problem.

Essential Questioning

- What makes a good team captain?
- Is being positive and helpful good for my team?
- What makes a good teammate?
- What makes a good team?

Objectives

Students will develop an understanding of:

- The qualities of an effective leader and a good teammate.
- The factors that lead to group success and help solve group problems.

VII. Activities for First Grade

May include but are not limited to:

<ul style="list-style-type: none"> • Intro to PE & Rules/Direction Following • Cooperative Games & Activities • Intro to Spatial Awareness & Locomotor Skills • Throwing and Catching Skills • Intro to Soccer & Kicking/Dribbling • Intro to Jump Roping Skills & Scooter Safety • Intro to Pillow Polo Hockey • Tagging & Tag Activities 	<ul style="list-style-type: none"> • Kicking and Ball Handling Skills • Intro to Kickball Activities • Base Running Skills • Cooperative games and activities • Intro to Football Skills & Dodging/Weaving • Intro to Badminton & Volleyball Activities • Intro to Basketball and games • Body Parts and Self Space
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VIII. 21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS

- **Career Ready Practices**
 - **CRP4:** Communicate clearly and effectively and with reason.
Activity: During gameplay the instructor will stress cooperation, being respectful and using safe behaviors while maintaining good personal space.
- **9.2 Career Awareness, Exploration, and Preparation**
 - **9.2.4.A.3** Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes
Activity: Instructor will lead a discussion about activities students like to do and how that can become a career.
- **Technology**
 - **8.1.2.D.1** Develop an understanding of ownership of print and nonprint information.
Activity: Students will research olympic athletes and list where they found the information/pictures

- **Interdisciplinary Connections**

- **SL.1.3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Activity: Students are encouraged to ask clarifying questions after the instructor is finished explaining the activities of the day. Students can also ask teammates for direction if they need help.
- **1.NBT.1** Count utilizing written or verbal numerals starting at any number less than 100.
Activity: Using white boards, students will write down and add up their team score
- **MP.5** Use appropriate tools strategically.
Activity: Using equipment as manipulatives, students will calculate their team score at the end of the game.
- **SL.1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
Activity: Students will work in groups to plan a strategy utilizing items they are supplied and are available on the floor to move across the gym floor without touching it. Students will tell the instructor their plan before the game starts.

2nd Grade Physical Education

I. Overview

Physical Education in Grade 2 places an emphasis on the development of basic body movement, gross locomotor skills, and rhythmic. The course emphasizes students to develop skills in sportsmanship and fair play, fundamental skills, and techniques along with good body mechanics. The activities selected will be suitable to the season as well as the developmental appropriateness of the target skill.

II. STRATEGIES

May include by are not limited to:

- Direct Instruction
- Group Discussion
- Teacher/Student Demonstration
- Differentiated Instruction

III. ACCOMMODATIONS

[Accommodations and Modification Addendum](#)

IV. ASSESSMENTS

- Formative assessments
 - Classroom Discussion
 - Anecdotal Notes from teacher observation
 - Cooperative Learning Groups
 - Exit Slips
 - Open Ended Questions
 - Checklists

- Teacher Observation
- Summative assessments
 - Unit Tests
 - Quizzes
- Benchmark assessments
 - Personal growth rubric
- Alternative assessments
 - Presentations
 - Performance Assessments
 - Role Play

V. REQUIRED RESOURCES

In order for students to fully participate in Physical Education Class, they must wear the appropriate attire and sneakers for physical activity.

VI. PACING

Unit: Rules and Sportsmanship (6 days)

Enduring Understandings

- Rules help keep you safe.
- Behaving well is as important as playing well. Make the right choices and take ownership of mistakes.
- Practicing safe and appropriate behaviors is important when playing and watching a game.

Essential Questioning

- How do rules help a game?
- How do rules change the way you play?
- How does following the rules help you play better?
- Are you fun to play with? How do other people see you?
- Did I do the right thing?
- What will I do the next time?

Objectives

Students will develop an understanding of:

- Activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity (e.g. stretches, warm up activities, fitness stations, gymnastics, net games, floor hockey, kickball, T-ball, ball manipulatives (soccer), spatial awareness activities (tag games), manipulative skill practice, problem solving activities, partner and small group manipulatives, fundamental movements).
- Define good sportsmanship and demonstrate appropriate behaviors in and out of class.
- Ways to handle and care for equipment safely and responsibly.

Unit: Fitness (6 days)

Enduring Understandings

- It is important to take care of your body so you can be strong and healthy.
- The activities that will keep you healthy and fit.
- Fitness is important and should be something you do your whole life.

Essential Questioning

- What can I do to improve my physical fitness?
- Sometimes I feel tired during the day, what can I do to change that?
- How did I challenge myself physically today and how did it make me feel?

Objectives

Students will develop an understanding of:

- Different types of fitness activities help your body in different types of ways.
- Your body goes through changes when you exercise such as sweating, faster heartbeat, and shortness of breath.
- Physical activity is a great way to keep your body and mind fit.

Unit: Strategy & Technique (6 days)

Enduring Understandings

- Trying new activities can be difficult but the more you do something the better you become.
- Your mind must know what your body is doing.
- Think of a strategy before you start playing the game.
- Work at your own pace but try to push yourself harder each time.

Essential Questioning

- How do my choices affect my team?
- Should I follow the rules if no one else is?
- What is a strategy?
- How can my team be more successful?

Objectives

Students will develop an understanding of:

- Skill and activity-specific vocabulary. (e.g. stretches, warm up activities, fitness stations, gymnastics, net games, floor hockey, kickball, T-ball, ball manipulatives (soccer), spatial awareness activities (tag games), manipulative skill practice, problem-solving activities, partner and small group manipulatives, fundamental movements).
- The basic vocabulary to describe the physical activity.
- That personal space is used in all forms of physical activity
- Various body parts and proper form are used in different activities.
- The verbal and visual cues that can be used to improve skill performance.
- The importance of proper body mechanics when performing movement skills.
- The fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity.
- The ways to refine and increase control when performing movement skills.
- How a movement skill can be used in another movement setting.
- All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance.
- Original movement is generated through improvisational skills and techniques.

Unit: Leadership & Teamwork (6 days)

Enduring Understandings

- The job of a leader is to make everyone perform better.
- Words can motivate or aggravate.
- A team is more than a collection of individuals.
- Teamwork consists of effective communication and other interactions between team members.

Essential Questioning

- What makes a good leader?
- Do I think I would make a good leader?
- Does what I say affect how people play?
- What makes a good teammate?
- What makes a good team?
- What did you learn from playing the game?

Objectives

Students will develop an understanding of:

- The qualities of an effective leader and a good teammate.
- The factors that lead to group success and help solve group problems.

VII. Activities for Second Grade

May include but are not limited to:

<ul style="list-style-type: none">• Intro to PE Rules & Following Directions• Teamwork Skills and Activities• Cooperative Games & Activities• Spatial Awareness & Locomotor Skills• Intro to Anaerobic Exercise & Flexibility• Throwing and Catching• Soccer Skills/Kicking/Trapping/Dribbling• Jump Roping Skills• Intro to Speed Stacking• Intro to Pillow Polo Hockey	<ul style="list-style-type: none">• Tagging Games & Activities• Kicking and Ball Handling Skills & Activities• Ball Manipulative Stations & Base Running Skills• Volleyball & Badminton Activities• Football Skills & Dodging/Weaving• Basketball Games & Activities• Intro to Golf Skills• Body Parts and Self Space• Elements of dance in planned and improvised dance sequences.
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VIII. 21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS

- **Career Ready Practices**
 - **CRP6:** Demonstrate creativity and innovation.
Activity: Students can follow teacher cues and movements, in time to music.
- **9.2 Career Awareness, Exploration, and Preparation**
 - **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.
Activity: Students will research careers of interest and the steps to achieve that career.
- **Technology**
 - **8.1.2.E.1** Use digital tools and online resources to explore a problem or issue.
Activity: Students will research different types of exercise and decide which is the best cardiovascular workout
- **Interdisciplinary Connections**

- **4.NBT.4** Fluently add and subtract multi-digit whole numbers using the standard algorithm.
Activity: During a word building activity students will gather letter tiles with various numbers and add up points as they build various words.
- **W.2.8.** Recall information from experiences or gather information from provided sources to answer a question.
Activity: Students are encouraged to share and fitness skills they have learned outside of school. These students will have the opportunity to demonstrate the skill they have learned and the other students can also try the skill.
- **2-PS1-3** Energy and Matter Objects may break into smaller pieces and be put together into larger pieces, or change shapes.
Activity: Students will build towers using colored buckets which they will protect from the other team knocking them down. If the towers are knocked down the students will use the pieces to build it back up again.
- **RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Activity: Students will use shoe tying practice books to learn how to tie their shoes. They will then demonstrate the procedure during an assessment.

3rd Grade Physical Education

I. Overview

Physical Education in Grade 3 places an emphasis on the development of basic body movement, gross locomotor skills, and rhythmic. The course emphasizes students to develop skills in sportsmanship and fair play, fundamental skills, and techniques along with good body mechanics. Students are tested for their physical fitness and they are introduced to personal forms of conditioning and body development to practice and enjoy both in school activities and at home. The activities selected will be suitable to the season as well as the developmental appropriateness of the target skill.

New Jersey Student Learning Standards

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

2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.

Strand B. Strategy

2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning,

faking, dodging, creating open areas, and defending space).

2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

Strand C. Sportsmanship, Rules, and Safety

2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.

2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

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. Movement Skills and Concepts

2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.

2.6.4.A.2 Participate in moderate to vigorous age appropriate activities that address each component of health-related and skill related fitness.

2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.

2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Visual and Performing Arts

Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Strand A. Dance

1.1.5.A.1 Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.

1.1.5.A.2 Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.

1.1.5.A.3 Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.

1.1.5.A.4 Differentiate contrasting and complimentary shapes, shared weight centers, body parts, body patterning, balance, and range of motion in compositions and performances.

Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Strand A. History of the Arts and Culture

1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Strand A. Dance

1.3.5.A.1 Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.

1.3.5.A.2 Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.

1.3.5.A.3 Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.

1.3.5.A.4 Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.

1.3.5.A.5 Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.

Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Strand A. Aesthetic Responses

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

II. STRATEGIES

May include by are not limited to:

- Direct Instruction
- Group Discussion
- Teacher/Student Demonstration
- Differentiated Instruction

III. ACCOMMODATIONS

[Accommodations and Modification Addendum](#)

IV. ASSESSMENTS

- Formative assessments
 - Classroom Discussion
 - Anecdotal Notes from teacher observation
 - Cooperative Learning Groups
 - Exit Slips
 - Open Ended Questions
 - Checklists
 - Teacher Observation
- Summative assessments
 - Unit Tests
 - Quizzes
- Benchmark assessments
 - Personal growth rubric
- Alternative assessments
 - Presentations
 - Performance Assessments
 - Role Play

V. REQUIRED RESOURCES

In order for students to fully participate in Physical Education Class, they must wear the appropriate attire and sneakers for physical activity.

VI. PACING

Unit: Rules and Sportsmanship (6 days)

Enduring Understandings

- Rules help keep you safe.
- Behaving well is as important as playing well. Be accountable for the choices you make.
- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contribute to the enjoyment of the event.

Essential Questioning

- Why is it important for me to be a good sport?
- How can sportsmanship affect my participation?
- What qualities does it take to be a good leader?
- Why is it important for a leader to be impartial?
- Do I treat all members of my team the same?
- When are you allowed to be proud of your progress?

Objectives

Students will develop an understanding of:

- Activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity (e.g. stretches, warm up activities, fitness stations, gymnastics, net games, floor hockey, kickball, T-ball, ball manipulatives (soccer), dance, ribbon sticks, spatial-awareness activities (tag games), manipulative skill practice, problem-solving activities, partner and small group manipulatives, fundamental movements).
- The characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.
- Ways to handle and care for equipment safely and responsibly.

Unit: Fitness (6 days)

Enduring Understandings

- You only have one body; take care of it so that you can be your best every day.
- Appropriate types and amounts of physical activity enhance personal health and fitness is a lifetime commitment.
- Just because you can't do it today, doesn't mean you won't be able to do it tomorrow.
- Fitness is a lifelong commitment.

Essential Questioning

- What physical activities do I participate in daily?
- How do I exhibit a physically active lifestyle outside of school?
- How do I encourage others to participate in physical activities?
- What does it mean to be fit?
- What do I need to change tomorrow to be more successful?
- How can I help others to be more physically fit?

Objectives

Students will develop an understanding of:

- The components of health related and skill related fitness and identify activities that develop each component.
- The body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.
- The physical, social, and emotional benefits of regular physical activity.

Unit: Strategy & Technique (6 days)

Enduring Understandings

- The new way is only harder for a short period of time. Just because you can't do it today, doesn't mean you won't be able to do it tomorrow.
- Your mind must know what your body is doing.
- Think before you start; a good planner knows why and when to make adjustments.
- Work at your own pace but find a way to make it happen.

Essential Questioning

- How can I combine movement with objects?
- What are some ways I can move an object from one point to another? (kicking, throwing, striking, volleying)
- How can I use a combination of skills in a game situation? (Running and dribbling)

Objectives

Students will develop an understanding of:

- Skill and activity-specific vocabulary. (e.g. stretches, warm up activities, fitness stations, gymnastics, net games, floor hockey, kickball, T-ball, ball manipulatives (soccer), spatial awareness activities (tag games), manipulative skill practice, problem-solving activities, partner and small group manipulatives, fundamental movements).
- The basic movement vocabulary to describe the physical activity.
- That personal and general space is used in all forms of physical activity (e.g., using the entire dance floor, position play in a sport).
- The activity relevant body planes and parts.
- The verbal and visual cues that can be used to improve skill performance.
- The importance of proper body mechanics when performing movement skills.
- The fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity.
- The ways to refine and increase control when performing movement skills.
- How a movement skill can be used in another movement setting.
- Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography.
- Compositional works are distinguished by the use of various body movements and sources of initiation (i.e., central, peripheral, or transverse).

Unit: Leadership & Teamwork (6 days)

Enduring Understandings

- The job of a leader is to make everyone perform better.
- Words can motivate or aggravate.
- A team is more than a collection of individuals.

- Teamwork consists of effective communication and other interactions between team members.

Essential Questioning

- What makes a good leader?
- Does what I say affect how people play?
- What makes a good teammate?
- What makes a good team?

Objectives

Students will develop an understanding of:

- The qualities of an effective leader and a good teammate.
- The factors that lead to group success and help solve group problems.

VII. Activities for Third Grade

May include but are not limited to:

<ul style="list-style-type: none"> ● PE Rules & Following Directions ● Teamwork Skills and Activities ● Cooperative Games & Activities ● Spatial Awareness & Locomotor Skills ● Anaerobic Exercise & Flexibility ● Throwing and Catching ● Soccer Skills/Kicking/Trapping/Striking/Dribbling ● Jump Roping Skills ● Speed Stacking 	<ul style="list-style-type: none"> ● Pillow Polo Hockey ● Tagging Games & Activities ● Kicking and Ball Handling Skills & Activities ● Ball Manipulative Stations & Base Running Skills ● Volleyball & Badminton Activities ● Football Skills & Dodging/Weaving ● Basketball Games & Activities ● Golf Skills & Activities ● Body Parts and Self Space ● Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.
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VIII. 21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS

- **Career Ready Practices**
 - **CRP12:** Work productively in teams while using cultural global competencies.
Activity: During gameplay, students will strategize and solve problems as a team with minimal assistance from the teacher.
- **9.2 Career Awareness, Exploration, and Preparation**
 - **9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
Activity: The instructor will lead a discussion on how cooperation, teamwork and good sportsmanship will help students as they grow up.
- **Technology**
 - **8.1.5.A.4** Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
Activity: Students will keep track of their steps using a pedometer and the graph those steps using a relevant computer program.
- **Interdisciplinary Connections**
 - **SL.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Activity: When students are chosen to be a team captain they will work with their co-captains to work out a strategy, position their players, and answer any questions about the activity of the day.

- **SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Activity: Whenever an activity and game is explained students are given time to ask questions to clarify the concept.

- **3-PS2-1** Cause and Effect Cause and effect relationships are routinely identified.

Activity: During the game of bowling, students will realize that their stance and arm swing will cause more or less pins to be knocked down.

4th Grade Physical Education

I. Overview

Physical Education in Grade 4 places an emphasis on the development of basic body movement, gross locomotor skills, and rhythmic. The course emphasizes students to develop skills in sportsmanship, fair play, personal responsibility, honesty, integrity, fundamental skills and techniques in conjunction with good body mechanics. Students are tested for their physical fitness and they are introduced to personal forms of conditioning and body development to practice and enjoy both in school activities and at home. Activities are selected based on the developmental appropriateness of the target skills.

II. STRATEGIES

May include by are not limited to:

- Direct Instruction
- Group Discussion
- Teacher/Student Demonstration
- Differentiated Instruction

III. ACCOMMODATIONS

[Accommodations and Modification Addendum](#)

IV. ASSESSMENTS

- Formative assessments
 - Classroom Discussion
 - Anecdotal Notes from teacher observation
 - Cooperative Learning Groups
 - Exit Slips
 - Open Ended Questions
 - Checklists
 - Teacher Observation
- Summative assessments
 - Unit Tests

- Quizzes
- Benchmark assessments
 - Personal growth rubric
- Alternative assessments
 - Presentations
 - Performance Assessments
 - Role Play

V. REQUIRED RESOURCES

In order for students to fully participate in Physical Education Class, they must wear the appropriate attire and sneakers for physical activity.

VI. PACING

Unit: Rules and Sportsmanship (6 days)

Enduring Understandings

- Rules help keep you safe
- Behaving well is as important as playing well. (Integrity) Be accountable for the choice you make. (Personal Responsibility)
- Practicing appropriate and safe behavior

Essential Questioning

- How do rules help a game?
- How do rules change the way you play?
- How does following the rules help you play better?
- How do other people see you?
- Did I do the right thing?
- What will I do the next time?
- How can you use the rules of a game to help to create a strategy?

Objectives

Students will develop an understanding of:

- Apply specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules (game specific and safety) during physical activity (e.g. flag football, soccer, fitness stations, golf, volleyball, problem solving activities, floor hockey, dance, basketball, International games, track & field, volleyball, base running games, outdoor games).
- The characteristics of good sportsmanship and demonstrate appropriate behavior as both a player, observer and referee during physical activity.
- Ways to handle and care for equipment safely and responsibly.

Unit: Fitness (6 days)

Enduring Understandings

- You only have one body; take care of it so that you can be your best every day.
- Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.
- Fitness is a lifetime commitment.

Essential Questioning

- What are my favorite activities I participate in to keep myself active?
- What are some activities my family and I can do together to keep active?
- What does it mean to be fit (for me)?
- Why on some days do I get tired faster than on others?
- How do I get more energy (both in the short-term and in the long-term)?
- How did I challenge myself today?
- How am I already active, and what can I do to be more active?
- What are some activities my family and I participate in already, what are some activities we can try?

Objectives (students will be able to...)

- Describe the components of health related and skill related fitness and identify activities that develop each component.
- Describe how the body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.
- Explain in detail the physical, social, and emotional benefits of regular physical activity.

Unit: Strategy and Technique (6 days)

Enduring Understandings

- Your mind must know what your body is doing.
- Think before you start; a good planner knows why and when to make adjustments.
- Work at your own pace but find a way to challenge yourself.
- Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.
- Ongoing feedback impacts improvement and effectiveness of movement actions.
- Performing movement skills effectively are often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.

Essential Questioning

- What is the goal of the game, to win or have fun?
- What is the best strategy to support my team?
- What is working well and what could be changed?
- What did I learn from this playing experience?
- What (if any) strategies can I change to make myself and my teammates more successful?
- How do I reach the next level of performance?

Objectives (students will be able to...)

- Define activity-specific vocabulary. (e.g. soccer, fitness stations, golf, volleyball, problem-solving activities, floor hockey, basketball, International games, track & field, base running games, outdoor games, general sports safety).
- Describe the basic movement vocabulary to describe the physical activity.
- Define and apply personal and general space is used in all forms of physical activity (e.g., using the entire dance floor, position play in a sport).
- Describe the activity relevant body plans and parts.
- Analyze and perform the verbal and visual cues that can be used to improve skill performance.
- Evaluate the importance of proper body mechanics when performing movement skills.

- Comprehend the fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity.
- Describe and apply the ways to refine and increase control when performing movement skills.
- Hypothesize how a movement skill can be used in another movement setting.

Unit: Leadership and Teamwork (6 days)

Enduring Understanding

- The job of a leader is to help everyone be more successful.
- Words can motivate or aggravate.
- A team is more than a collection of individuals.
- Teamwork consists of effective communication, collaboration, and other interactions between team members.

Essential Questioning

- What makes a good leader?
- Does what I say affect how people play?
- What makes a good teammate?
- What makes a good team?
- What are some ways leaders and teammates work together?

Objectives (students will be able to...)

- List and describe qualities of an effective leader and a good teammate.
- List the factors that lead to group success and help solve group problems.
- Apply activity-specific rules by explaining their importance for the safety and enjoyment of participants, and following the rules during physical activity.
- Demonstrate the characteristics of good sportsmanship through appropriate behavior as both a player and an observer during activity time.

VII. Activities for Fourth Grade

May include but are not limited to:

- Rules/ Safety Concept Skills/ Intro to PE/ Outdoor PE/Goal Setting Activities
- Spatial Awareness/Chasing, Fleeing, Dodging/Challenge By Choice Station Work
- Outdoor Games/Fall Sports Skills/Gross Motor Development/Cardiopulmonary Endurance
- Pre-Fitness Testing/Cardiopulmonary Endurance/ Health and Wellness Related Fitness
- Manipulative Skills-Throwing and Catching/Fitness Activities and Core Strength and Endurance
- Team Concept Skills/Cooperative Activities/Lifetime Sports Skills and Strategies
- Locomotor Skills/ Health Related Fitness/Agility Balance and Coordination Skills
- Manipulative Skills- Kicking, Dribbling, Shooting, Volleying, Floor Hockey Skills and Drills
- Interdisciplinary Activities/ Individual Stunts and Challenges
- Post-Fitness Testing/ Dance and Rhythmic Activities
- Manipulative Skills-Long Handled Implements, Golf
- Group Stunts and Challenges/Fitness Circuit

VIII. 21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS

- **Career Ready Practices**
 - **CRP11.** Use technology to enhance productivity

Activity: Wii Fit, exergaming, heart rate monitors, and pedometers will be used by students to enhance their fitness levels.

- **9.2 Career Awareness, Exploration, and Preparation**

- **9.2.4.A.2** Identify various life roles and civic and work-related activities in the school, home, and community.

Activity: Students will interview various members of their family to find out how they decided the career they currently have. Students will share their information during class.

- **Technology**

- **8.1.5.F.1** Apply digital tools to collect, organize, and analyze data that support a scientific finding.

Activity: Students will utilize heart monitors to record their heart rate levels while performing various fitness activities.

- **Interdisciplinary Connections**

- **SL.4.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Activity: Students will work cooperatively with their teammates to create a strategy to use during a team sport.

- **L.4.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.4.3.A. Choose words and phrases to convey ideas precisely

Activity: Students will ask questions before and during activities to clarify meaning. Students will also explain the activities to their teammates if they are confused with the rules of the game.

- **PS3.C:** Relationship Between Energy and Forces When objects collide, the contact forces transfer energy so as to change the objects' motions.

Activity: Students will throw the smaller balls at the large ball in the center to force it to move. Other teams will also be throwing at the larger ball to get it to move in the opposite direction.

5th Grade Physical Education

I. OVERVIEW

Physical Education in Grade 5 places an emphasis on the development of basic body movement, gross locomotor skills, and rhythmic. The course emphasizes students to develop skills in sportsmanship, fair play, personal responsibility, honesty, integrity, fundamental skills and techniques in conjunction with good body mechanics. Students are tested for their physical fitness and they are introduced to personal forms of conditioning and body development to practice and enjoy both in school activities and at home. Activities are selected based on the developmental appropriateness of the target skills.

STUDENT OUTCOMES (Linked to New Jersey Student Learning Standards)

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

2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).

2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

Strand B. Strategy

2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.

2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.

Strand C. Sportsmanship, Rules, and Safety

2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.

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. Movement Skills and Concepts

2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.

2.6.6.A.2 Determine to what extent various activities improve skill related fitness versus health-related fitness.

2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.

2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.

2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.

2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.

2.6.6.A.7 Evaluate the short and long-term effects of anabolic steroids and other performance enhancing substances on personal health.

Visual and Performing Arts

Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Strand A. Dance

1.1.5.A.1 Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.

1.1.5.A.2 Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.

1.1.5.A.3 Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.

1.1.5.A.4 Differentiate contrasting and complementary shapes, shared weight centers, body parts, body patterning, balance, and range of motion in compositions and performances.

Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Strand A. History of the Arts and Culture

1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

- 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
- 1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Strand A. Dance

- 1.3.5.A.1 Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.
- 1.3.5.A.2 Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.
- 1.3.5.A.3 Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.
- 1.3.5.A.4 Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.
- 1.3.5.A.5 Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.

Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Strand A. Aesthetic Responses

- 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
- 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
- 1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

II. STRATEGIES

May include by are not limited to:

- Direct Instruction
- Group Discussion
- Teacher/Student Demonstration
- Differentiated Instruction

III. ACCOMMODATIONS

[Accommodations and Modification Addendum](#)

IV. ASSESSMENTS

- Formative assessments
 - Classroom Discussion
 - Anecdotal Notes from teacher observation
 - Cooperative Learning Groups
 - Exit Slips
 - Open Ended Questions
 - Checklists
 - Teacher Observation
- Summative assessments

- Unit Tests
- Quizzes
- Benchmark assessments
 - Personal growth rubric
- Alternative assessments
 - Presentations
 - Performance Assessments
 - Role Play

V. REQUIRED RESOURCES

In order for students to fully participate in Physical Education Class, they must wear the appropriate attire and sneakers for physical activity.

VI. PACING

Unit: Rules and Sportsmanship (6 days)

Enduring Understandings

- Rules help keep you safe.
- Behaving well is as important as playing well. Be accountable for the choices you make.
- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other activities.
- Competitive events contribute to the enjoyment of the event.

Essential Questioning

- How do rules help a game? How do rules change the way you play? How does following the rules help you play better?
- Are you fun to play with? How do other people see you? How do you see yourself?
- Did I do the right thing? What will I do the next time?

Objectives

Students will develop an understanding of:

- Activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity (e.g. flag football, soccer, fitness stations, golf, volleyball, problem solving activities, floor hockey, dance, basketball, International games, Circus, track & field, Softball, outdoor games, bike safety).
- Describe and define the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.
- Ways to handle and care for equipment safely and responsibly.

Unit: Fitness (6 days)

Enduring Understandings

- You only have one body; take care of it so that you can be your best every day.
- Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status and fitness are a lifetime commitment.

- Try something new, challenge yourself, it will only be harder for a short period of time. Just because you can't do it today, doesn't mean you won't be able to do it tomorrow.
- Your mind must know what your body is doing.
- Think before you start; a good planner knows why and when to make adjustments.
- Work at your own pace but find a way to challenge yourself.
- Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.
- Ongoing feedback impacts improvement and effectiveness of movement actions. Performing movement skills effectively are often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.

Essential Questioning

- What does it mean to be fit (for me)?
- Why on some days do I get tired faster than on others? How do I get more energy (both in the short-term and in the long-term)?
- How did I challenge myself today?

Objectives

Students will develop an understanding of:

- The components of health related and skill related fitness and identify activities that develop each component.
- The body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.
- The physical, social, and emotional benefits of regular physical activity.

Unit: Strategy & Technique (6 days)

Enduring Understandings

- Try something new, it will only be harder for a short period of time. Just because you can't do it today, doesn't mean you won't be able to do it tomorrow.
- Your mind must know what your body is doing.
- Think before you start; a good planner knows why and when to make adjustments.
- Work at your own pace but find a way to challenge yourself.
- Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.
- Ongoing feedback impacts improvement and effectiveness of movement actions. Performing movement skills effectively are often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.
- Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography.
- Compositional works are distinguished by the use of various body movements and sources of initiation (i.e., central, peripheral, or transverse).

Essential Questioning

- Why am I doing this? (in terms of strategic choices)
- What's my plan? How is it working?
- What did I learn from playing? How do I get better? How do I reach the next level of performance?

- What part of my strategy was successful? What can I change or do differently next time to be more successful as an individual or group?

Objectives

Students will develop an understanding of:

- Skill and activity-specific vocabulary. (e.g. soccer, fitness stations, golf, volleyball, problem-solving activities, floor hockey, dance, basketball, International games, track & field, Softball, outdoor games).
- The basic movement vocabulary to describe the physical activity.
- That personal and general space is used in all forms of physical activity (e.g., using the entire dance floor, position play in a sport).
- The activity relevant body planes and parts.
- The verbal and visual cues that can be used to improve skill performance.
- The importance of proper body mechanics when performing movement skills.
- The fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity.
- The ways to refine and increase control when performing movement skills.
- How a movement skill can be used in another movement setting.

Unit: Leadership & Teamwork (6 days)

Enduring Understandings

- The job of a leader is to help make their group/team successful.
- Words can motivate or aggravate.
- A team is more than a collection of individuals.
- Teamwork consists of effective communication, collaboration, and other interactions between team members.

Essential Questioning

- What makes a good leader?
- Does what I say affect how people play?
- What makes a good teammate?

Objectives (students will be able to...)

- Define, list, and identify the qualities of an effective leader and how to be a good teammate.
- List the factors that lead to group success and help solve group problems.
- Apply activity-specific rules by explaining their importance for the safety and enjoyment of participants, and following the rules during activity time.
- Demonstrate the characteristics of good sportsmanship through appropriate behavior as a player, observer, and referee during physical activity.

VII. Activities for Fifth Grade

May include but are not limited to:

- Rules/ Safety Concept Skills/ Intro to PE/ Outdoor PE/Goal Setting Activities
- Spatial Awareness/Chasing Fleeing Dodging/Challenge By Choice Station Work
- Outdoor Games/ Gross Motor Development/ Cardiopulmonary Endurance/ Team Concept Skills
- Fitnessgram Assessment/Health and Wellness Related Fitness/ Aerobic Activities
- Decision Making/ Risk Taking/Cooperative Activities

- Sportsmanship/Anti-bullying
- Activities/ Tolerance Skills
- Lifetime Sports skills and Strategies/ Integrated Health Concepts
- Gross Motor Skill Development- Kicking, Dribbling, Shooting, Volleying, Floor Hockey Skills and Drills
- Interdisciplinary Activities/ Individual Stunts and Challenges/ Cooperative Activities
- Fitnessgram Post Assessment/Dance and Rhythmic Activities
- Manipulative Skills-Long Handled Implements, Striking, and Golf
- Fitness Circuit/ Group Stunts and Challenges/ Kinesthetic Awareness

VIII. 21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS

- **Career Ready Practices**
 - **CRP9:** Model integrity, ethical leadership and effective management.
Activity: Instructor leads a discussion about the importance of teamwork and cooperation in gameplay and as they grow
- **9.2 Career Awareness, Exploration, and Preparation**
 - **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.
Activity: The instructor will lead a discussion pertaining to work and the reasons people have to work. How much education is required for certain careers and the positives and negatives of that career.
- **Technology**
 - **8.1.5.D.3** Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
Activity: The instructor will lead a discussion about other students' feelings and how social media can be used to bully students.
- **Interdisciplinary Connections**
 - **L.5.3.** Use knowledge of language and its conventions when writing, speaking, or listening.
Activity: Students will work in groups to list and define various terms used in sports that other students may not know.
 - **5-PS3-1** Energy and Matter Energy can be transferred in various ways and between objects.
Activity: Students will practice throwing at a target using different size and weight balls. They will record which balls required the most force to hit the target.
 - **SL.5.4.** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Activity: Students will be given the opportunity to model specific skills that they have learned outside of school. If a student knows how to properly shoot a basketball they can describe step by step the proper procedure that should be used.