

Beach Haven School District

Physical Education Curriculum Grade 3-4

Introduction

All students will develop overall physical fitness, game skills, and strategies in various activities. Emphasis is placed on lifelong skills. The goal is to improve the strength, endurance, and flexibility of the student; to improve the social and emotional development of the student; to improve the students' knowledge of rules, techniques, and strategies as it pertains to specific sports; and to expose students to a variety of activities that keep them healthy and help them have fun!

The Physical Education Units for grades K-6 are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next.

All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units will progress from basic movement education to developing and applying manipulative skills in various isolated and applied situations such as physical fitness and activity, individual skill development, and cooperative activities.

Primary Interdisciplinary Connections: Math, Language Arts, Science

Revised on:	December 4, 2019
Revised by:	Katie Micek, Stephanie Konsig, Robert Barrett
Proposed Revision Date:	Summer 2022

Physical Education Pacing Guide

Unit 1: Movement Education/Rhythm	31 days- ongoing
Unit 2: Wellness	31 days- ongoing
Unit 3: Manipulative Skills	31 days- ongoing
Unit 4: Movement Education – Locomotor/Non-locomotor Skills	31 days- ongoing
Unit 5: Cooperative Games	31 days- ongoing

Unit 1: Movement Education/ Rhythm

Duration: 31 days- ongoing

Accommodations & Modifications

English Language Learners

- Pair ELL student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator
- Multi - language word wall
- Total Physical Response (TPR) : kinesthetic learning

Gifted and Talented

- Challenge with additional movements
- Challenge with increased tempo

Basic Skills

- Modify speed
- Simplify movements
- Total Physical Response (TPR) : kinesthetic learning
- Provide Students with Verbal and Visual Directions
- Preview Vocabulary and Skills Before Lesson to Build Background Knowledge
- Assign Student a Peer Tutor, Buddy, or Partner Learner to Help Teach and Support Student Needs

Economically Disadvantaged

- Modify speed
- Simplify or Modify Movements
- Provide Students with Visuals (through pictures or videos) as Examples
- Allow Students Additional Time to Complete Activity

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modification
- Provide manipulatives or the opportunity to draw solution strategies
- Provide student with cool off location.

- Provide variety of size manipulatives to accommodate student needs.

504

- Provide differentiated instruction as needed
- Follow 504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Provide student with cool off location.
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Standards

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

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

Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science

21st century themes: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture

**A.
Movement
Skills and
Concepts**

4 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

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.

4 Ongoing feedback impacts improvement and effectiveness of movement actions

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

2.6-Fitness	
A. Fitness and Physical Activity	Each component of fitness contributes to personal health as well as motor skill performance.
	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.

Interdisciplinary Connections

Science:

- 3-PS2-2. Make observations and/or measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion.
- 3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- 5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.

ELA

- SL.3.1.B- Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Visual and Performing Arts Standards

- 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.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <p>2..5</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Can you demonstrate movement sequences, in response to various tempos, rhythms, and musical styles? ● Does feedback help you to correct movement errors? ● What body management skills do you use to control yourself when moving in relation to others in personal and general space?
<p>2..6</p> <ul style="list-style-type: none"> ● Each component of fitness contributes to personal health as well as motor skill performance. 	<ul style="list-style-type: none"> ● How does regular physical activity promote wellness? ● What are the benefits of regular physical activity? ● Can you name age-appropriate activities that address each component of health-related and skill- related fitness?

Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Demonstrate changes in time, force, and flow while moving in personal and general space. ● Respond in movement to changes in tempo, beat, rhythm, or musical style 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Demonstrate essential elements of movement while performing non locomotor (stretching, bending) and locomotor (galloping, running) activities. (3) ● Perform essential elements of movement in a rhythmic activity. (3)
	<ul style="list-style-type: none"> ● Demonstrate appropriate control when engaging in game, activity, or dance in various applied settings. (3) ● Explain how executing essential elements of movement may affect one's personal health and fitness. (4) ● Explain how the correction of movement errors in response to teacher/peer feedback will improve movement in games, activities or dance. (4) ● Combine accurate rhythm, coordination, and movement patterns while participating in games, activities and dance. (4) ● Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. ● Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
Instructional Plan	

Suggested Activities	Resources
<ul style="list-style-type: none"> ● You're Safe!: Teacher will work with students to review safety rules for general PE classes and for each specific activity. Teacher will create a chart and post safety rules in PE areas. 	www.PECentral.org
<ul style="list-style-type: none"> ● Everybody's It!: All students will be identified as chaser or fleeing student. If tagged, students "take a knee" until they are tagged again to be "freed". 	Music www.SuperSimpleSongs.com
<ul style="list-style-type: none"> ● Just Dance: Students will follow directions from teacher instructed dances and/or Wii: Just Dance 	Nintendo Wii game console www.PECentral.org

Websites	
<ul style="list-style-type: none"> ● Lesson Plan Ideas 	<ul style="list-style-type: none"> ● www.PECentral.org ● www.PEUniverse.com ● www.supportrealteachers.org
<ul style="list-style-type: none"> ● Skill Introduction 	<ul style="list-style-type: none"> ● www.youtube.com ● www.Stack52.com ● www.Christylane.com

Evidence of Student Learning	
Formative Assessments	Summative Assessments

- Teacher Observation
- Teacher Checklist
- Verbal question and answer
- Self-evaluation of performance and progress

- Student participation
- Rubric score
- Fitnessgram
- Performance Test- Run for your Money

Benchmark Assessment

- FitnessGram

Alternative Assessments

- Teacher Observation Checklist of Student Skills and/or Understanding of Concepts Taught
- Student Self-Reflection, Verbal or Physical Representation, or Discussion of Skill and Quality Representation or Understanding
- Rubric Scoring Student Participation

Accommodations & Modifications**English Language Learners**

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- Follow all IEP modification
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- Provide differentiated instruction as needed
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Standards

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

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

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

Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science

21st century themes: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

2.6 Fitness:

A. Fitness and Physical Activity

4 Each component of fitness contributes to personal health as well as motor skill performance.

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.

2.1-Wellness

A. Personal

4 The dimensions of wellness are interrelated and impact overall personal well-being.

Growth and Development	2.1.4. A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.
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B. Nutrition	4 Choosing a balanced variety of nutritious foods contributes to wellness.
	2.1.4. B.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
2.2- Integrated Skills	
B. Decision Making and Goal Setting	4 Many health-related situations require the application of a thoughtful decision-making process.
	2.2.4. B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
	2.2.4. B.4 Develop a personal health goal and track progress.

Interdisciplinary Connections

Science:

- 3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
- 3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- 5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.

ELA

- SL.3.1.B- Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Visual and Performing Arts Standards

- 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.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <p>2.6</p> <ul style="list-style-type: none"> ● Each component of fitness contributes to personal health as well as motor skill performance. 	<p>2.6</p> <ul style="list-style-type: none"> ● How does regular physical activity promote wellness? ● What are the benefits of regular physical activity? ● Can you name age-appropriate activities that address each component of health-related and skill-related fitness?
<p>2.1</p> <ul style="list-style-type: none"> ● The use of disease prevention strategies in home, school, and community promotes personal health. 	<ul style="list-style-type: none"> ● Are most diseases and health conditions preventable? ● Can you tell how the use of universal precautions, sanitation and waste disposal, proper food handling

	<p>and storage, and environmental controls prevent diseases and health conditions?</p> <ul style="list-style-type: none"> • How does mental health impact one's wellness?
<p>2.2</p> <ul style="list-style-type: none"> • Effective communication may be a determining factor in the outcome of health- and safety-related situations. Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts. 	<ul style="list-style-type: none"> • Can you describe and demonstrate the effective use of communication skills, including refusal, negotiation and assertiveness? • How can you resolve disagreements peacefully?

Knowledge and Skills	
Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> • Explain the role of regular physical activity in relation to personal health • Determine the physical, social, emotional, and intellectual benefits of regular physical activity • Develop a fitness goal and monitor towards achievement of the goal. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Identify each health-related and skill-related fitness component of fitness. (3) • Determine the short and long term physical, social, emotional and intellectual benefits of participating in regular physical activity (3) • Identify which factors (personal, hereditary, environmental) might play a role in determining one's personal fitness level.(3) • Describe specific strategies that will maintain or improve each health-related and skill-related fitness component. (4) • Develop health-related fitness goals based on the assessment of one's personal fitness- level and track progress using health/fitness indicators. (4) • Identify factors (health status, interests, environmental) that impact personal fitness and

	explain their potential positive and negative effects. (4)
Instructional Plan	
Suggested Activities	Resources
How Do You Feel: After performing activities, students will be asked how they feel. The students will be required to	www.PECentral.org
describe their physical state (heart beating fast, sweating, tired, energized, etc).	
Fitnessgram Assessment: Students are assessed on Curl ups, Push-ups, Sit and Reach, Pacer	www.cooperinstitute.org/fitnessgram www.myhealthyzone.fitnessgram.net
Websites	
Lesson Plan Ideas	<ul style="list-style-type: none"> ● www.PECentral.org ● www.PEUniverse.com ● www.supportrealteachers.org
Skill Introductions	<ul style="list-style-type: none"> ● www.youtube.com ● www.cooperinstitute.org/fitnessgram ● Book : <i>Fitness for Children</i> by Curt Hinson
Evidence of Student Learning	
Formative Assessments	Summative Assessments

- Teacher Observation
- Teacher Checklist
- Verbal question and answer
- Self-evaluation of performance and progress

- Student participation
- Rubric score
- Fitnessgram
- Performance Test- Run for your Money

Benchmark Assessment

- FitnessGram

Alternative Assessments

- Teacher Observation Checklist of Student Skills and/or Understanding of Concepts Taught
- Student Self-Reflection, Verbal or Physical Representation, or Discussion of Skill and Quality Representation or Understanding
- Rubric Scoring Student Participation

Unit 3: Manipulative Skills**Duration:** 31 days-ongoing**Accommodations & Modifications****English Language Learners**

- Pair ELL student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator
- Multi - language word wall
- Total Physical Response (TPR) : kinesthetic learning

Gifted and Talented

- Challenge with additional movements
- Challenge with increased tempo

Basic Skills

- Modify speed
- Simplify movements
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Economically Disadvantaged

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Special Education

- Provide differentiated instruction as needed
- Follow all IEP modification
- Provide manipulatives or the opportunity to draw solution strategies
- Provide student with cool off location.
- Provide variety of size manipulatives to accommodate student needs.

504

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Standards

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

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Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science

21st century themes: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

2.5- Motor Skill Development

A. Movement Skills and Concepts

Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

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.

C. Sportsmansh

4 Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

ip, rules, and Safety	2.5.4. C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
2.6- Fitness	

A. Fitness and Physical Activity	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.
	2.6.6. A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.

Interdisciplinary Connections

Science:

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Career Ready Practices:

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21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations ● Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. 	<ul style="list-style-type: none"> ● Can you explain player positioning, faking, dodging, creating open areas, and defending space? ● Can you demonstrate the proper technique of manipulative skills?

Knowledge and Skills	
Content	Skills

<p><i>Students will....</i></p> <ul style="list-style-type: none"> • Understand fundamental gross motor skills • Understand fundamental fine motor skills 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Manipulate a variety of objects with control in personal and general space. (e.g. hula hoop, jump rope, bean bags, ribbons, etc.) (3) • Explain and demonstrate striking and kicking of an object with and without an implement, using correct mechanical techniques in games, sports and activities. (3) • Explain and demonstrate how to dribble and shoot an object for a goal in a variety of games, sports, and activities. (3) • Explain and demonstrate throwing, catching, dribbling, shooting, and striking an object from a stationary position with mechanical correctness. (4) • Explain and demonstrate how to dribble, pass, and receive an object while moving with a partner. (4) • Explain and demonstrate how to strike an object continuously with a variety of body parts and implements (hands, feet, and paddle/racquet). (4) • Explain and demonstrate passing and receiving of an object showing accuracy while moving safely in
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	<p>relation to boundaries in games, sports, and activities. (4)</p>
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Instructional Plan	
Suggested Activities	Resources

<ul style="list-style-type: none"> ● Dribble Tag: Students will demonstrate proper dribbling technique and control in a game setting. Multiple students will be designated as ‘defense’ to steal the ball away from dribbling students. 	www.PECentral.org
<ul style="list-style-type: none"> ● Quadrant Soccer: Students will be divided into 4 teams. Each team has a goalie, while other players play offense and defense to demonstrate proper kicking skills. 	Book: <i>Physical Best Activity Guide</i> by SHAPE America
<ul style="list-style-type: none"> ● Endzone: Students will demonstrate proper throwing and catching skills by dividing groups into quarterbacks, receivers, and defensive players. 	www.PECentral.org
<ul style="list-style-type: none"> ● Keep it up: Students will practice a self and partner volleying by using proper set and bump skills of volleyball. Student will try to set or bump the ball consecutively keeping a count of success. 	Book: <i>The Ultimate Sport Lead Up Game Book</i> by Guy Bailey
Websites	
Lesson Plan Ideas	www.PECentral.org www.SparkPE.org
Skill Introduction	www.NJAHPERD.org www.SparkPE.org

Evidence of Student Learning	
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Unit 4: Movement/ Locomotor/ Non-locomotor Skills

Duration: 31 days- ongoing

Accommodations & Modifications

English Language Learners

- Pair ELL student with student who speaks English and understands/ able to communicate with student's native language
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	2.5.4. A.4 Correct movement errors in response to feedback and explain how the change improves performance.
C. Sportsmanship Rules, and	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

Safety	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.
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Interdisciplinary Connections

Science:

- 3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
- 3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- 5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.

ELA

- SL.3.1.B- Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Visual and Performing Arts Standards

- 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.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. ● What body management skills do you use to control yourself when moving in relation to others in personal and general space? 	<ul style="list-style-type: none"> ● What are the characteristics of good sportsmanship? ● In what ways can you demonstrate appropriate behavior as both a player and an observer? ● Why is it important to maintain a safe environment during activity? ● Ongoing feedback impacts improvement and effectiveness of movement actions.
Knowledge and Skills	

Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Understanding of spacial awareness ● Perform movement skills with developmentally appropriate control in isolated and applied settings 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Demonstrate controlled static balances in a variety of shapes and levels (stretching, yoga), including upright and inverted positions, using different body parts. (3) ● Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer. (4)

Instructional Plan	
Suggested Activities	Resources
<ul style="list-style-type: none"> ● Fitness Stations: Students participate in various stations incorporating yoga stretches, balance ball, strengthening movements, and cardiovascular activities. 	<ul style="list-style-type: none"> ● FitDeck cards ● Fitness for Children by Curt Hinsin ● www.darebee.com

<ul style="list-style-type: none"> ● Four Corner Fitness: Using different locomotor movements, students will travel around the gym. When the music stops, students travel to a corner and listen for a number. The number called is the corner of students free from activity for that round. All other students will perform specific number of fitness movements given by teacher (i.e. 15 jumping jacks). 	<ul style="list-style-type: none"> ● www.PECentral.com
<ul style="list-style-type: none"> ● Rock, Paper, Scissor, Shoot Challenge: Students begin challenge with one partner. The partner who loses, now becomes the winner's cheer section. Winner finds a new partner to challenge. As the student wins more challenges, cheer section grows. Game continues until there are two winners left with two full cheer sections. 	<ul style="list-style-type: none"> ● NJAHPERD annual conference activities

<ul style="list-style-type: none"> ● Sportsmanship Code: After viewing sportsmanship video, students will work in small groups to create their own acronym spelling out 'Sportsmanship'. 	<ul style="list-style-type: none"> ● www.youtube.com
Websites	
Lesson Plan Ideas	www.PECentral.org www.SparkPE.org www.internationalsport.org/national/sportsmanship/day
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Evidence of Student Learning

Formative Assessments

- Teacher Observation
- Teacher Checklist
- Verbal question and answer
- Self-evaluation of performance and progress

Summative Assessments

- Student participation
- Rubric score
- Fitnessgram
- Performance Test- Run for your Money

Benchmark Assessment

- FitnessGram

Alternative Assessments

- Teacher Observation Checklist of Student Skills and/or Understanding of Concepts Taught
- Student Self-Reflection, Verbal or Physical Representation, or Discussion of Skill and Quality Representation or Understanding
- Rubric Scoring Student Participation

Accommodations & Modifications

English Language Learners

- Pair ELL student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator
- Multi - language word wall
- Total Physical Response (TPR) : kinesthetic learning

Gifted and Talented

- Challenge with additional movements
- Challenge with increased tempo

Basic Skills

- Modify speed
- Simplify movements
- Total Physical Response (TPR) : kinesthetic learning
- Provide Students with Verbal and Visual Directions
- Preview Vocabulary and Skills Before Lesson to Build Background Knowledge
- Assign Student a Peer Tutor, Buddy, or Partner Learner to Help Teach and Support Student Needs

Economically Disadvantaged

- Modify speed
- Simplify or Modify Movements
- Provide Students with Visuals (through pictures or videos) as Examples
- Allow Students Additional Time to Complete Activity

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modification
- Provide manipulatives or the opportunity to draw solution strategies
- Provide student with cool off location.
- Provide variety of size manipulatives to accommodate student needs.

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Standards

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

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

Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science

21st century themes: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture.

2.5- Motor Skill Development

A. Movement skills and concepts

4 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

2.5.4. 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).

B. Strategy

4 Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations

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.
C. Sportsmanship, Rules, Safety	4 Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

	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.
2.6- Fitness	
A. Fitness and Physical Activity	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.
	2.6.6. A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.

Interdisciplinary Connections

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Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations. 	<ul style="list-style-type: none"> ● Can you explain the difference between offense and defense? ● How can the team work together to achieve goals? ● Can you explain player positioning and creating open areas and defending space?

Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Demonstrate appropriate behavior as both a player and observer 	<p>Students will be able to ...</p> <ul style="list-style-type: none"> ● Demonstrate fundamental offensive and defensive strategies (faking, dodging, defending open space) in an isolated setting (skill practice). (3) ● Describe how team members may motivate each other for success during cooperative games and activities. (3) ● Identify the characteristics of good sportsmanship that are displayed by both players and observers. (3) ● Compare and contrast the proper situations for strategies (faking, dodging, defending open space) to be implemented. (4) ● Explain and demonstrate passing and receiving an object while moving cooperatively with a partner or small group in games, sports and activities. (4) ● Demonstrate effective team building skills in a variety of cooperative physical challenges and activities. (4) ● Demonstrate appropriate sportsmanship behaviors and apply specific rules during competitive games, sports, and other cooperative activities. (4)

Instructional Plan	
Suggested Activities	Resources

<ul style="list-style-type: none"> ● Capture the Flag: Students will be divided into two teams using offensive and defensive strategies to travel into the opposite team's territory and retrieve their flag. 	www.PECentral.org
<ul style="list-style-type: none"> ● Flying Fish: In teams, students need to transport an oversized inflatable fish by using small parachutes to throw and catch. 	NJAHPERD annual conference
<ul style="list-style-type: none"> ● Cross the River: As a group, students work together to get from point a to point b using specific equipment. Students may not touch the floor and can only travel on given equipment. 	Project Adventure
<ul style="list-style-type: none"> ● Run for your money: Students are paired with a partner. One partner starts as the runner, the other partner is the 'banker' and coach. The 'banker' hands out one dollar for each lap their partner runs in specific time. 'Banker' is encouraged to motivate partner as they run. 	NJAHPERD annual conference

Websites

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