

Beach Haven School District
Physical Education Curriculum Grade 5-6

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: Strategy | 31 days- ongoing |
| Unit 3: Sportsmanship, Rules & Safety | 31 days- ongoing |
| Unit 4: Fitness & Physical Activity | 31 days- ongoing |

Unit 1: Movement Education/Rhythm

Duration: 31 days-ongoing

Accommodations & Modifications

English Language Learners

- Use of concrete examples before beginning activity.
- Cue student by stating name before asking a question, or speaking to them.
- Assign student a peer tutor/partner learner when necessary

Gifted and Talented

- Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.
- Allow students who exceed objective expectations, the opportunity to visit subject specific interactive websites.

Basic Skills

- Use Cue Words and Prompts
- Modify speed to fit student needs
- Simplify movements or reduce the number of steps in an activity
- 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
- Provide a Variety of Size Manipulatives to Accommodate Student Needs and Abilities

Economically Disadvantaged

- Modify speed
- Simplify or Modify Movements
- Provide Students with Visuals (through pictures or videos) as Concrete Examples
- Allow Students Additional Time to Complete Activity
- Use Consistent Terminology
- Provide a Variety of Size Manipulatives to Accommodate Student Needs and Abilities
- Repeat or Reword a Question or Directions to Help Promote Student Understanding

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications

- 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.
- Provide variety of size manipulatives to accommodate student needs.

Standards

| | |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.5 | Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. |
| 2.5.4.A.2 | Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space |
| 2.5.4.A.3 | Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. |
| 2.5.4.A.4 | Correct movement errors in response to feedback and explain how the change improves performance. |
| 2.5.6.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.4 | Use self-evaluation and external feedback to detect and correct errors in one's movement performance |

Interdisciplinary Connections

Science:

- 5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.
- MS-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an

object and to the speed of an object.

ELA

- SL.5.1.B- Follow agreed-upon rules for discussions and carry out assigned roles.

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.
- 1.3.8.A.1- Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.

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"> • 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? |
| Knowledge and Skills | |
| Content | Skills |

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • All basic motor skills, (ex. Walk, Run, Jump, etc.) | <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • 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). • Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space. • Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. • Correct movement errors in response to feedback and explain how the change improves performance. • 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).

Instructional Plan

| Suggested Activities | Resources |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Warm Ups - Students will perform timed jog, stretch head to toe, push-ups, sit ups, etc. | www.Teach-nology.com www.pecentral.com Stereo, iPod, CD's, Mats |
| Cha Cha Slide - Students will move as directed while music plays. | www.youtube.com Stereo, iPod, CD's, Mats |
| Electric Slide - Students will perform a series of moves to the electric slide song. | www.iTunes.com |
| | Stereo, iPod, CD's, Mats |
| Conga Line - Students will perform in small groups move in their own pathway then groups can connect and make a big line. | www.iTunes.com Stereo, iPod, CD's, Mats |
| The Wobble - Students will perform a Jump forward, forward, then wobble, then back back, wobble, then side side, then wobble, then other side side, wobble. | www.youtube.com Stereo, iPod, CD's, Mats |
| The Whip - Students will move as directed while music plays. | www.iTunes.com www.youtube.com Stereo, iPod, CD's, Mats |
| Hit the Quan - Students will move as directed while music plays. | www.iTunes.com www.youtube.com Stereo, iPod, CD's, Mats |

| | |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lean and Dab - Students will move as directed while music plays. | www.iTunes.com www.youtube.com Stereo, iPod, CD's, Mats |
| Cupid Shuffle - Students will move as directed while music plays. | www.Youtube.com www.iTunes.com Stereo, iPod, CD's, Mats |
| 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 | |
| Assessments | |

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher observation ● Student participation ● Checklist ● Verbal question and answer ● Student participation | <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Fitnessgram ● Rubric score <p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● FitnessGram <p>Alternative Assessments</p> <ul style="list-style-type: none"> ● 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 2: Strategy | Duration: 31 days-ongoing |
|-------------------------|----------------------------------|

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Accommodations & Modifications | |
| <p>English Language Learners</p> <ul style="list-style-type: none"> ● Use of concrete examples before beginning activity. ● Cue student by stating name before asking a question, or speaking to them. ● Assign student a peer tutor/partner learner when necessary | |
| <p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students. ● Allow students who exceed objective expectations, the opportunity to visit subject specific interactive websites. | |

Basic Skills

- Use Cue Words and Prompts
- Modify speed to fit student needs
- Simplify movements or reduce the number of steps in an activity
- 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
- Provide a Variety of Size Manipulatives to Accommodate Student Needs and Abilities

Economically Disadvantaged

- Modify speed
- Simplify or Modify Movements
- Provide Students with Visuals (through pictures or videos) as Concrete Examples
- Allow Students Additional Time to Complete Activity
- Use Consistent Terminology
- Provide a Variety of Size Manipulatives to Accommodate Student Needs and Abilities
- Repeat or Reword a Question or Directions to Help Promote Student Understanding

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications
- 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.
- Provide variety of size manipulatives to accommodate student needs.

Standards

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

Interdisciplinary Connections

Science:

- 5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.
- MS-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.

ELA

- SL.5.1.B- Follow agreed-upon rules for discussions and carry out assigned roles.

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.
- 1.3.8.A.1- Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.

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"> ● There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations. | <ul style="list-style-type: none"> ● Are you able to name some appropriate ways to motivate and celebrate accomplishments? ● How can you demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities? |

| Knowledge and Skills | |
|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| Content | Skills |
| <p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Understanding of spacial awareness | <p><i>Students will be able to ...</i></p> |

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Perform movement skills with developmentally appropriate control in isolated and applied settings | <ul style="list-style-type: none"> • 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). • Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space. • Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. • Correct movement errors in response to feedback and explain how the change improves performance. • 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). |
| Instructional Plan | |
| Suggested Activities | Resources |
| <p>Lacrosse Lead Up Game - Students will play a lacrosse type game using safety ball and sticks, etc.</p> | <p>www.isport.com www.Wikipedia.com www.Pecentral.com www.pegames.com Lacrosse Lead up sticks, Lacrosse Lead up Grab Ball, Scrimmage Vests, Cones, Scoreboard</p> |
| <p>Flag Football - Students will perform running pass patterns, running plays avoiding other players trying to pull off a flag, etc.</p> | <p>www.isport.com www.Wikipedia.com www.Pecentral.com www.mrgym.com Flag Football Belts and Flags, Footballs, Cones</p> |

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Soccer, Speedball and Field Hockey - Students will play a game activity striking a ball using some form of stick or foot with the intent to get the ball into a goal</p> | <p>www.Associationfootball.com www.Wikipedia.com www.Youtube.com Gator Skin Balls, Goals, Cones, Scrimmage Vests, Field Hockey, Safety Sticks, Field Hockey Safety Balls</p> |
| <p>Basketball - Students will perform various lead up games, drills, 3 on 3 games, sideline basketball, etc.</p> | <p>www.Isport.com www.Breakthroughbasketball.com www.Pecentral.com Basketballs, Cones, Scrimmage vests</p> |
| <p>Track Relays - Students will run races where they have to pass and receive a small track baton</p> | <p>www.Pecentral.com www.Isport.com www.Pegeek.com www.thoughtco.com /olympic-sprint-and-relays-rules Batons, Cones, Stopwatches</p> |
| <p>Softball - Student will play a game involving striking a ball running the bases, running after ground balls and fly balls trying to catch them.</p> | <p>www.Efastball.com www.Pinterest.com www.active.com Softtee Balls, Bats, Base Sets, Baseball Gloves</p> |
| <p>Literature</p> | |
| <ul style="list-style-type: none"> ● <i>The Sports Book</i> | |

DK Publishing, NY,NY

- *A Teacher's Guide to Elementary School Physical Education - 4th Edition* Norman A. Cochran, Lloyd C. Wilkinson, John J. Furlow
- *Fitness Gram Test Administration Manual*
The Cooper Institute
Marilu D. Meredith, Gregory J. Welk
- *Fitness For Life - A Teacher's Guide*
Guy C. LeMaster, Dolly D. Lambdin, Charles B. Corbin

Websites

Websites are listed next to the activity it relates to.

Evidence of Student Learning

Assessments

Formative Assessments

- Teacher observation
- Student participation
- Checklist
- Verbal question and answer
- Student participation

Summative Assessments

- Fitnessgram
- Rubric score

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: Sportsmanship, Rules and Safety**Duration:** 31 days-ongoing**Accommodations & Modifications****English Language Learners**

- Use of concrete examples before beginning activity.
- Cue student by stating name before asking a question, or speaking to them.
- Assign student a peer tutor/partner learner when necessary

Gifted and Talented

- Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.
- Allow students who exceed objective expectations, the opportunity to visit subject specific interactive websites.

Basic Skills

- Use Cue Words and Prompts
- Modify speed to fit student needs
- Simplify movements or reduce the number of steps in an activity
- 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
- Provide a Variety of Size Manipulatives to Accommodate Student Needs and Abilities

Economically Disadvantaged

- Modify speed
- Simplify or Modify Movements
- Provide Students with Visuals (through pictures or videos) as Concrete Examples
- Allow Students Additional Time to Complete Activity
- Use Consistent Terminology
- Provide a Variety of Size Manipulatives to Accommodate Student Needs and Abilities
- Repeat or Reword a Question or Directions to Help Promote Student Understanding

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications
- 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.
- Provide variety of size manipulatives to accommodate student needs.

| Standards | |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. |
| 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. |

Interdisciplinary Connections

Science:

- 5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.
- MS-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.

ELA

- SL.5.1.B- Follow agreed-upon rules for discussions and carry out assigned roles.

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.

- 1.3.8.A.1- Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.

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

Students will understand that...

- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
- Games and rules from game may have originated from different cultures.

- 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?
- As an observer, how can you display good sportsmanship?

Knowledge and Skills

| Content | Skills |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Teacher Modeling ● 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"> ● Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. ● Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. |
| Instructional Plan | |
| Suggested Activities | Resources |
| <p>Warm Ups - Students will perform timed jog, stretch head to toe, pushups, sit ups, etc.</p> | <p>www.lsport.com</p> <p>www.teach-nology.com</p> |
| <p>Flag Football - Students will perform running pass patterns, running plays avoiding other players trying to pull off a flag, etc.</p> | <p>www.Pecentral.com</p> <p>www.mrgym.com</p> <p>Flag Football Belts and Flags, Footballs, Cones</p> |
| <p>Soccer, Speedball and Field Hockey - Students will play a game activity striking a ball using some form of stick or foot with the intent to get the ball into a goal</p> | <p>www.associationfootball.com www.Wikipedia.com</p> <p>Gator Skin Balls, Goals, Cones, Scrimmage Vests, Field Hockey, Safety Sticks, Field Hockey Safety Balls</p> |
| <p>Lacrosse Lead Up Game - Students will play a lacrosse type game using safety ball and sticks, etc.</p> | <p>www.Pegames.com</p> <p>www.Wikipedia.com</p> <p>Lacrosse Lead up sticks, Lacrosse Lead up Grab Ball, Scrimmage Vests, Cones, Scoreboard</p> |

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Winter Wonderland - Students will participate in the following activities- carpet square hockey, speed carpet skating, buddy walkers, pedalos, roller racers, etc.</p> | <p>www.isport.com www.Wikipedi.com www.Pecentral.com www.Mrgym.com</p> <p>Stereo, iPod (Jeff Martin Holiday Mix), Mats, Carpet Squares, Bowling Pins, Bowling Balls, Buddy Walkers, Pedalos, Roller, Racers, Tug of War Rope, Gym Scooters, Hockey goals, Plastic, Safety Hockey Sticks, Foam Hockey Puck, Box Hockey Sets, Cones</p> |
| <p>Basketball - Students will perform various lead up games, drills, 3 on 3 games, sideline basketball, etc.</p> | <p>www.Breakthroughbasket.com www.isport.com www.Pecentral.com</p> <p>Basketballs, Cones, Scrimmage vests</p> |
| <p>Track Relays - Students will run races where they have to pass and receive a small track baton</p> | <p>www.Pegeek.com www.thoughtco.com /olympic-sprint-and-relays-rules</p> <p>Batons, Cones, Stopwatches</p> |
| <p>Softball - Student will play a game involving striking a ball running the bases, running after ground balls and fly balls trying to catch them.</p> | <p>www.efastball.com www.Pinterest.com www.Active.com</p> <p>Softee Balls, Bats, Base Sets, Baseball Gloves</p> |

Literature

- *The Sports Book*
DK Publishing, NY,NY
- *A Teacher's Guide to Elementary School Physical Education - 4th Edition*
Norman A. Cochran, Lloyd C. Wilkinson, John J. Furlow
- *Fitness Gram Test Administration Manual*
The Cooper Institute
Marilu D. Meredith, Gregory J. Welk
- *Fitness For Life - A Teacher's Guide*
Guy C. LeMaster, Dolly D. Lambdin, Charles B. Corbin

Websites

www.isport.com

www.Wikipedia.com

www.youtube.com

www.Pecentral.com

Evidence of Student Learning

Assessments

Formative Assessments

- Teacher observation
- Student participation
- Checklist
- Verbal question and answer
- Student participation

Summative Assessments

- Fitnessgram
- Rubric score

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 4: Fitness and Physical Activity

Duration: 31 days-ongoing

Accommodations & Modifications**English Language Learners**

- Use of concrete examples before beginning activity.
- Cue student by stating name before asking a question, or speaking to them.
- Assign student a peer tutor/partner learner when necessary

Gifted and Talented

- Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.
- Allow students who exceed objective expectations, the opportunity to visit subject specific interactive websites.

Basic Skills

- Use Cue Words and Prompts
- Modify speed to fit student needs
- Simplify movements or reduce the number of steps in an activity
- 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
- Provide a Variety of Size Manipulatives to Accommodate Student Needs and Abilities

Economically Disadvantaged

- Modify speed
- Simplify or Modify Movements
- Provide Students with Visuals (through pictures or videos) as Concrete Examples
- Allow Students Additional Time to Complete Activity
- Use Consistent Terminology
- Provide a Variety of Size Manipulatives to Accommodate Student Needs and Abilities
- Repeat or Reword a Question or Directions to Help Promote Student Understanding

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications
- 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.
- Provide variety of size manipulatives to accommodate student needs.

| Standards | |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 |

Interdisciplinary Connections

Science:

- 5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.
- MS-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.

ELA

- SL.5.1.B- Follow agreed-upon rules for discussions and carry out assigned roles.

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.

- 1.3.8.A.1- Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.

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"> ● Each component of fitness contributes to personal health as well as motor skill performance. | <ul style="list-style-type: none"> ● What goal can you set for yourself that can be tracked and improve upon? ● What factors such as heredity, training, diet and technology will affect your personal fitness? ● How are physical activity, healthy eating, and body composition related to personal fitness and health? ● Can you explain what FITT means and how can you apply it to your physical activity? |
| <p>Knowledge and Skills</p> | |

| 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"> • Develop a health-related fitness goal and track progress using health/fitness indicators. • Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology. • Relate physical activity, healthy eating, and body composition to personal fitness and health. • Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness. |
| <p>Instructional Plan</p> | |
| <p>Suggested Activities</p> | <p>Resources</p> |
| <p>Warm Ups - Students will perform timed jog, stretch head to toe, pushups, sit ups, etc.</p> | <p>www.isport.com www.Teach-nology.com Stereo, iPod, CD's, Mats</p> |
| <p>Winter Wonderland - Students will participate in the following activities- carpet square hockey, speed carpet skating, buddy walkers, pedalos, roller racers, etc.</p> | <p>www.isport.com www.Wikipedia.com www.Pecentral.com www.mrgym.com Mats, Carpet Squares, Bowling Pins, Bowling Balls, Buddy, Walkers, Pedalos, Roller Racers, Tug of War Rope, Gym Scooters, Hockey goals, Plastic Safety Hockey Sticks Foam Hockey Puck, Box Hockey Sets, Cones, cones and more cones</p> |

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Softball - Student will play a game involving striking a ball running the bases, running after ground balls and fly balls trying to catch them.</p> | <p>www.Efastball.com www.Isport.com Softee Balls, Bats, Base Sets, Baseball Gloves</p> |
| <p>Fitness Gram Testing and practice (Fun Fitness Unit) - Students will participate in the pacer Test, Push Ups, Sit and Reach, Curl Ups</p> | <p>www.Myhealthyzone.net www.Cooperinstitute.com Stereo, Mats, sit/reach box</p> |
| <p>Soccer, Speedball and Field Hockey - Students will play a game activity striking a ball using some form of stick or foot with the intent to get the ball into a goal</p> | <p>www.Isport.com www.Youtube.com Gator Skin Balls, Goals, Cones, Scrimmage Vests, Field Hockey Safety Sticks, Field Hockey Safety Balls</p> |
| <p>Basketball - Students will perform various lead up games, drills, 3 on 3 games, sideline basketball, etc.</p> | <p>www.Isport.com www.Breakthroughbasketball.com Basketballs, Cones, Scrimmage vests</p> |
| <p>Track Relays - Students will run races where they have to pass and receive a small track baton</p> | <p>www.Pecentral.com www.Isport.com www.Pegeek.com www.thoughtco.com /olympic-sprint-and-relays-rules Batons, Stopwatches, cones</p> |
| <p>Low Organization Games - Students will participate in castle ball, Mat Ball, 4 Square, 4 Down Football, DungeonBall, Crazy Bases, Crazy Cones, Make It - Take It, Bowling Activities</p> | <p>www.isport.com www.Wikipedia.com www.Pecentral.com www.Mrgym.com</p> |

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Castle Balls, Hoola Hoops, Mats, Rubber bouncy balls, Basketballs, Polly-spots, Cones, Hollow rubber bowling ball, Plastic bowling pins |
| Fun Fitness Week - Students will participate in various stations - Test yourself - Cargo Net, Rope Climb, Rope Jump, Push Ups, Trunk Twist, Step Aerobics, Horizontal Ladder, Vertical Ladder, Peg Board, Shuttle Run, Pacer Test Practice, Sit and Reach, Curl Ups | www.sport.com www.Mrgym.com www.PegsforPegBoard.com Medicine Balls, Stopwatches, Basketballs, Cones, Climbing, Ropes, Cargo Net, Vertical Ladder, Horizontal Ladder, Mats, Steppers, Punching Bag and Gloves, Stereo for Pacer Test (and iPod or CD) |
| Flag Football - Students will perform running pass patterns, running plays avoiding other players trying to pull off a flag, etc. | www.Pecentral.com www.Mrgym.com Flags, Footballs, Cones |
| Literature | |
| <ul style="list-style-type: none"> ● <i>A Teacher's Guide to Elementary School Physical Education</i> - 4th Edition Norman A. Cochran, Lloyd C. Wilkinson, John J. Furlow ● <i>Fitness Gram Test Administration Manual</i> The Cooper Institute Marilu D. Meredith, Gregory J. Welk ● <i>Fitness For Life - A Teacher's Guide</i> Guy C. LeMaster, Dolly D. Lambdin, Charles B. Corbin | |
| Websites | |
| www.isport.com | www.Activekids.com |
| www.Wikipedia.com | www.Pecentral.com |

| |
|-------------------------------------|
| Evidence of Student Learning |
|-------------------------------------|

Assessments

Formative Assessments

- Teacher observation
- Student participation
- Checklist
- Verbal question and answer
- Student participation

Summative Assessments

- Fitnessgram
- Rubric score

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