Barrington Haddon Heights Lawnside Merchantville

School District School District School District School District

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**Course Name: Physical Education 5 & 6**

**Grade: 5 & 6**

Board Approved: DATE OF BOARD APPROVAL

\*All curriculum is aligned with the NJSLS in accordance with the Department’s curriculum implementation timeline and includes all required components (NJ.A.C.6A:8).

**New Jersey Student Learning Standards**

**for**

**Comprehensive Health and Physical Education**

**INTRODUCTION**

**Comprehensive Health and Physical Education in the 21st Century**

Health literacy is an integral component of 21st century education. Healthy students are learners who are “knowledgeable, productive, and also

emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond

their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the

contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle

that fosters a lifelong commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

**Mission:** *Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical,*

*social, and emotional wellness.*

**Vision:** A quality comprehensive health and physical education program fosters a population that:

• Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.

• Engages in a physically active lifestyle.

• Is knowledgeable about health and wellness and how to access health resources.

• Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health

products and services.

• Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.

• Is accepting and respectful of individual and cultural differences.

• Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health

and safety issues.

**Intent and Spirit of the Comprehensive Health and Physical Education Standards**

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary

connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and

assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards

is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global

community. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents

published by national content-specific organizations as well as public health and other education organizations and agencies.

**Revised Standards**

The Comprehensive Health and Physical Education Standards provide the foundation for creating local curricula and meaningful assessments.

Revisions to the standards include cumulative progress indicators that reflect:

o Recently enacted legislation outlined in the section below

o An emphasis on health literacy, a 21st century theme

o Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other

countries

o Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention

o Increased awareness of and sensitivity to the challenges related to individuals with disabilities

The 2014 standards continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public

schools, including those enacted from 2009-2014:

• Dating Violence Prevention Bill: N.J.S.A. 18A:35-4.23 a (2010) requires instruction in dating violence prevention.

• CPR/ AED Instruction Bill: N.J.S.A. 18A:35-4.28-4.29 (2014) requires public high schools to provide instruction in cardiopulmonary

resuscitation and the use of an automated external defibrillator to each student prior to graduation.

Health Literacy includes:

• Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are

health enhancing.

• Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress

reduction.

• Using available information to make appropriate health-related decisions.

• Establishing and monitoring personal and family health goals.

• Understanding national and international public health and safety issues.

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| **STANDARD: 2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. | | | |
| **Unit 1: Introduction & Cooperative Activities** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.6.A.1,2,3:** Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. * **2.5.6.A.4:** Performing movement skills effectively is often based on an individual’s ability to analyze one’s own performance as well as receive constructive feedback from others. * **2.5.6.B.1,2:** There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations. * **2.5.6.C.1,2:** Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. * **2.5.6.C.3:** There is a strong cultural, ethnic, and historical background associated with competitive sports and dance. | *Students will be able to independently use their knowledge to…*   * Recall class rules * Demonstrate proper form while running, dodging, and tagging * Work cooperatively with classmates * Problem solve * Demonstrate skills in a game * Recognize safety and rules * Demonstrate a cooperative attitude and positive social skills | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * 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). * Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. * Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). * Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. * Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities. * Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement. * Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. * Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. * Relate the origin and rules associated with certain games, sports, and dances to different cultures. | ESSENTIAL QUESTIONS   * “Why is it important to follow the safety rules?” * “How does attitude impact physical performance?” * “What strategies can help achieve team goals?” * “How does cooperative lead to overall success?” | |
|
| **Unit 1: Grades 3&4 - Lessons** | | | |
| **Lesson 1-** 2.5.6.A.1,2,3: ‘Elbow Tag’  **Lesson 2-** 2.5.6.A.4: ‘What Did You Do?’  **Lesson 3-** 2.5.6.C.1,2: ‘Survivor’ | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Active Participation  Teacher Observation/ Feedback  Peer Evaluation  Self Evaluation  Class Discussion | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Participation Grade  Activity Grade  Fitnessgram Test  Final Exam | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments: | **Suggestion: Performance Task**  **Performance of Activity**  Remind students that their Activity Grade is worth 15% of their Marking Period Grade.  Students are assessed for each activity using rubric (to left) based on their attitude, effort, skill performance, and knowledge of activity. Assessment is made through instructor observation throughout entire unit. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| Ready-to-Use Secondary P.E. Activities Program for Grades 6-12, Ken Lumsden and Sally Jones, Parker Publishing Co.  A Comprehensive Guide to Sports Skills and Tests and Measurement, D. Ray Collins, Ed.D. and Patrick B. Hodges, Ph.D., Charles C. Thomas, Publisher.  Evaluation in Physical Education/Assessing Motor Behavior, Margaret J. Safrit, Prentice Hall | | [www.pecentral.org](http://www.pecentral.org)  <http://www.cooperinstitute.org/fitnessgram> | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.5-6.1-10 | **Math**  MA.6.3.S-ID.B.5 | | **Science**  SCI.5-6.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.6.A.1  TECH 8.1.6.A.2  TECH 8.1.6.A.3  TECH 8.1.6.B.1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **visuals**  **extended time**  **intentional grouping** | | **Students at Risk of School Failure**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *3 Days* | | | |

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| **STANDARD: 2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. | | | |
| **Unit 2: Manipulatives/Fitness** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.6.A.1,2,3:** Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. * **2.5.6.A.4:** Performing movement skills effectively is often based on an individual’s ability to analyze one’s own performance as well as receive constructive feedback from others. * **2.5.6.B.1,2:** There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations. * **2.5.6.C.1,2:** Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. * **2.5.6.C.3:** There is a strong cultural, ethnic, and historical background associated with competitive sports and dance. | *Students will be able to independently use their knowledge to…*   * Demonstrate safety, rules of the game, and basic skills utilized in participation of the activity. * Demonstrate running, dodging, tagging, rolling (bowling), and a variety of skills | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * 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). * Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. * Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). * Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. * Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities. * Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement. * Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. * Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. * Relate the origin and rules associated with certain games, sports, and dances to different cultures. | ESSENTIAL QUESTIONS   * “Why is it important to follow the safety rules?” * “How does attitude impact physical performance?” * “What strategies can help achieve team goals?” * “Why is accuracy important when it comes to winning games/activities?” | |
|
| **Unit 2: Grades 3&4 - Lessons** | | | |
| **Lesson 1-** 2.5.6.B.1,2: ‘Pirate’s Treasure’  **Lesson 2-** 2.5.6.B.1,2: ‘Jack-O-Lantern Jamborie’  **Lesson 3-** 2.5.6.C.1,2: ‘Xtreme Ghost’  **Lesson 4-** 2.5.6.A.1,2:‘Battleship’  **Lesson 5-** 2.5.6.A.1,2: ‘Pins’  **Lesson 6-** 2.5.6.B.1,2: ‘2 Ways to Jail’ | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Active Participation  Teacher Observation/ Feedback  Peer Evaluation  Self Evaluation  Class Discussion | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Participation Grade  Activity Grade  Fitnessgram Test  Final Exam | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments: | **Suggestion: Performance Task**  **Performance of Activity**  Remind students that their Activity Grade is worth 15% of their Marking Period Grade.  Students are assessed for each activity using rubric (to left) based on their attitude, effort, skill performance, and knowledge of activity. Assessment is made through instructor observation throughout entire unit. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| Ready-to-Use Secondary P.E. Activities Program for Grades 6-12, Ken Lumsden and Sally Jones, Parker Publishing Co.  A Comprehensive Guide to Sports Skills and Tests and Measurement, D. Ray Collins, Ed.D. and Patrick B. Hodges, Ph.D., Charles C. Thomas, Publisher.  Evaluation in Physical Education/Assessing Motor Behavior, Margaret J. Safrit, Prentice Hall | | [www.pecentral.org](http://www.pecentral.org)  <http://www.cooperinstitute.org/fitnessgram> | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.5-6.1-10 | **Math**  MA.6.3.S-ID.B.5 | | **Science**  SCI.5-6.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.6.A.1  TECH 8.1.6.A.2  TECH 8.1.6.A.3  TECH 8.1.6.B.1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **visuals**  **extended time**  **intentional grouping** | | **Students at Risk of School Failure**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *6 Days* | | | |

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| **STANDARD: 2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. | | | |
| **Unit 3: Create a Game** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.6.A.1,2,3:** Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. * **2.5.6.A.4:** Performing movement skills effectively is often based on an individual’s ability to analyze one’s own performance as well as receive constructive feedback from others. * **2.5.6.B.1,2:** There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations. * **2.5.6.C.1,2:** Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. * **2.5.6.C.3:** There is a strong cultural, ethnic, and historical background associated with competitive sports and dance. | *Students will be able to independently use their knowledge to…*   * Create a new game using given equipment * Work cooperatively with his/her squad in order to develop the game concept, safety rules, and goals of the game | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * 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). * Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. * Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). * Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. * Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities. * Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement. * Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. * Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. * Relate the origin and rules associated with certain games, sports, and dances to different cultures. | ESSENTIAL QUESTIONS   * “Why is it important to follow the safety rules?” * “How does attitude impact physical performance?” * “What strategies can help achieve team goals?” * “What were some skills that were involved in your game?” * “What established sport closely resembled your created game?” | |
|
| **Unit 3: Grades 3&4 - Lessons** | | | |
| **Lesson 1-** 2.5.6.C.1,2: ‘Create a Game’ Planning  **Lesson 2-** 2.5.6.C.1,2: ‘Create a Game’ Presentation  **Lesson 3-** 2.5.6.C.1,2: ‘Create a Game’ Presentation | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Active Participation  Teacher Observation/ Feedback  Peer Evaluation  Self Evaluation  Class Discussion | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Participation Grade  Activity Grade  Fitnessgram Test  Final Exam | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments: | **Suggestion: Performance Task**  **Performance of Activity**  Remind students that their Activity Grade is worth 15% of their Marking Period Grade.  Students are assessed for each activity using rubric (to left) based on their attitude, effort, skill performance, and knowledge of activity. Assessment is made through instructor observation throughout entire unit. | | |
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| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.5-6.1-10 | **Math**  MA.6.3.S-ID.B.5 | | **Science**  SCI.5-6.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.6.A.1  TECH 8.1.6.A.2  TECH 8.1.6.A.3  TECH 8.1.6.B.1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **visuals**  **extended time**  **intentional grouping** | | **Students at Risk of School Failure**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *3 Days* | | | |

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| **STANDARD: 2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. | | | |
| **Unit 4: Dance** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.6.A.1,2,3:** Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. * **2.5.6.A.4:** Performing movement skills effectively is often based on an individual’s ability to analyze one’s own performance as well as receive constructive feedback from others. * **2.5.6.B.1,2:** There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations. * **2.5.6.C.1,2:** Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. * **2.5.6.C.3:** There is a strong cultural, ethnic, and historical background associated with competitive sports and dance. | *Students will be able to independently use their knowledge to…*   * Demonstrate safety, rhythm, and basic skills utilized in participation of the activity. * Move throughout general space using a variety of pathways and levels * Display an understanding of rhythm; * Recall choreography * Each student will be actively engaged in rhythm and movement patterns | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * 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). * Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. * Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). * Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. * Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities. * Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement. * Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. * Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. * Relate the origin and rules associated with certain games, sports, and dances to different cultures. | ESSENTIAL QUESTIONS   * “Why is it important to follow the safety rules?” * “How does attitude impact physical performance?” * “What strategies can help achieve team goals?” * “How does dance relate to fitness?” * “What are some different dance moves we did today and what do they look like?” | |
|
| **Unit 4: Grades 3&4 - Lessons** | | | |
| **Lesson 1-** 2.5.6.C.3: ‘Cotton-Eyed Joe’  **Lesson 2-** 2.5.6.C.3: ‘Gettin’ Jiggy With It’  **Lesson 3-** 2.5.6.C.3: ‘Cupid Shuffle’  **Lesson 4-** 2.5.6.C.3: ‘Turbo Hustle’  **Lesson 5-** 2.5.6.C.3: ‘Cleveland Shuffle’  **Lesson 6-** 2.5.6.C.3: ‘S.O.S.’ | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Active Participation  Teacher Observation/ Feedback  Peer Evaluation  Self Evaluation  Class Discussion | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Participation Grade  Activity Grade  Fitnessgram Test  Final Exam | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments: | **Suggestion: Performance Task**  **Performance of Activity**  Remind students that their Activity Grade is worth 15% of their Marking Period Grade.  Students are assessed for each activity using rubric (to left) based on their attitude, effort, skill performance, and knowledge of activity. Assessment is made through instructor observation throughout entire unit. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| Ready-to-Use Secondary P.E. Activities Program for Grades 6-12, Ken Lumsden and Sally Jones, Parker Publishing Co.  A Comprehensive Guide to Sports Skills and Tests and Measurement, D. Ray Collins, Ed.D. and Patrick B. Hodges, Ph.D., Charles C. Thomas, Publisher.  Evaluation in Physical Education/Assessing Motor Behavior, Margaret J. Safrit, Prentice Hall | | [www.pecentral.org](http://www.pecentral.org)  <http://www.cooperinstitute.org/fitnessgram> | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.5-6.1-10 | **Math**  MA.6.3.S-ID.B.5 | | **Science**  SCI.5-6.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.6.A.1  TECH 8.1.6.A.2  TECH 8.1.6.A.3  TECH 8.1.6.B.1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **visuals**  **extended time**  **intentional grouping** | | **Students at Risk of School Failure**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *6 Days* | | | |

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| **STANDARD: 2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. | | | |
| **Unit 5:Volleying** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.6.A.1,2,3:** Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. * **2.5.6.A.4:** Performing movement skills effectively is often based on an individual’s ability to analyze one’s own performance as well as receive constructive feedback from others. * **2.5.6.B.1,2:** There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations. * **2.5.6.C.1,2:** Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. * **2.5.6.C.3:** There is a strong cultural, ethnic, and historical background associated with competitive sports and dance. | *Students will be able to independently use their knowledge to…*   * Demonstrate skills in practice and game settings * Demonstrate safety, rules of the game, and basic skills utilized in participation of the activity. * Demonstrate volley, set, dig, serve * Comprehend rules of game and rotation sequence | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * 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). * Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. * Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). * Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. * Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities. * Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement. * Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. * Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. * Relate the origin and rules associated with certain games, sports, and dances to different cultures. | ESSENTIAL QUESTIONS   * “Why is it important to follow the safety rules?” * “How does attitude impact physical performance?” * “What strategies can help achieve team goals?” * “What were some skills that were involved in your game?” * “How does volleyball relate to fitness?” | |
|
| **Unit 5: Grades 3&4 - Lessons** | | | |
| **Lesson 1-** 2.5.6.A.1,2: Group Drills  **Lesson 2-** 2.5.6.A.1,2: Volleyball  **Lesson 3-** 2.5.6.A.3,4: Volleyball | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Active Participation  Teacher Observation/ Feedback  Peer Evaluation  Self Evaluation  Class Discussion | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Participation Grade  Activity Grade  Fitnessgram Test  Final Exam | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments: | **Suggestion: Performance Task**  **Performance of Activity**  Remind students that their Activity Grade is worth 15% of their Marking Period Grade.  Students are assessed for each activity using rubric (to left) based on their attitude, effort, skill performance, and knowledge of activity. Assessment is made through instructor observation throughout entire unit. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| Ready-to-Use Secondary P.E. Activities Program for Grades 6-12, Ken Lumsden and Sally Jones, Parker Publishing Co.  A Comprehensive Guide to Sports Skills and Tests and Measurement, D. Ray Collins, Ed.D. and Patrick B. Hodges, Ph.D., Charles C. Thomas, Publisher.  Evaluation in Physical Education/Assessing Motor Behavior, Margaret J. Safrit, Prentice Hall | | [www.pecentral.org](http://www.pecentral.org)  <http://www.cooperinstitute.org/fitnessgram> | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.5-6.1-10 | **Math**  MA.6.3.S-ID.B.5 | | **Science**  SCI.5-6.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.6.A.1  TECH 8.1.6.A.2  TECH 8.1.6.A.3  TECH 8.1.6.B.1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **visuals**  **extended time**  **intentional grouping** | | **Students at Risk of School Failure**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *3 Days* | | | |

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| **STANDARD: 2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. | | | |
| **Unit 6: Soccer** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.6.A.1,2,3:** Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. * **2.5.6.A.4:** Performing movement skills effectively is often based on an individual’s ability to analyze one’s own performance as well as receive constructive feedback from others. * **2.5.6.B.1,2:** There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations. * **2.5.6.C.1,2:** Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. * **2.5.6.C.3:** There is a strong cultural, ethnic, and historical background associated with competitive sports and dance. | *Students will be able to independently use their knowledge to*   * Demonstrate safety, rules of the game, and basic skills utilized in participation of the activity * Demonstrate dribbling, trapping, passing, juggling, offense, and defense * Demonstrate skills in practice, drills and game settings | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * 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). * Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. * Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). * Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. * Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities. * Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement. * Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. * Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. * Relate the origin and rules associated with certain games, sports, and dances to different cultures. | ESSENTIAL QUESTIONS   * “Why is it important to follow the safety rules?” * “How does attitude impact physical performance?” * “What strategies can help achieve team goals?” * “What were some skills that were involved in your game?” * “How does Soccer relate to fitness?” | |
|
| **Unit 6: Grades 3&4 - Lessons** | | | |
| **Lesson 1-** 2.5.6.A.1,2: ‘Soccer Knockout’  **Lesson 2-** 2.5.6.A.1,2: ‘Group Drills’  **Lesson 3-** 2.5.6.A.3,4: ‘Goalie Game’  **Lesson 4-**2.5.6.A.3,4: ‘Modified Game’ | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Active Participation  Teacher Observation/ Feedback  Peer Evaluation  Self Evaluation  Class Discussion | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Participation Grade  Activity Grade  Fitnessgram Test  Final Exam | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments: | **Suggestion: Performance Task**  **Performance of Activity**  Remind students that their Activity Grade is worth 15% of their Marking Period Grade.  Students are assessed for each activity using rubric (to left) based on their attitude, effort, skill performance, and knowledge of activity. Assessment is made through instructor observation throughout entire unit. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| Ready-to-Use Secondary P.E. Activities Program for Grades 6-12, Ken Lumsden and Sally Jones, Parker Publishing Co.  A Comprehensive Guide to Sports Skills and Tests and Measurement, D. Ray Collins, Ed.D. and Patrick B. Hodges, Ph.D., Charles C. Thomas, Publisher.  Evaluation in Physical Education/Assessing Motor Behavior, Margaret J. Safrit, Prentice Hall | | [www.pecentral.org](http://www.pecentral.org)  <http://www.cooperinstitute.org/fitnessgram> | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.5-6.1-10 | **Math**  MA.6.3.S-ID.B.5 | | **Science**  SCI.5-6.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.6.A.1  TECH 8.1.6.A.2  TECH 8.1.6.A.3  TECH 8.1.6.B.1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **visuals**  **extended time**  **intentional grouping** | | **Students at Risk of School Failure**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *4 Days* | | | |

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| **STANDARD: 2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. | | | |
| **Unit 7: Football** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.6.A.1,2,3:** Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. * **2.5.6.A.4:** Performing movement skills effectively is often based on an individual’s ability to analyze one’s own performance as well as receive constructive feedback from others. * **2.5.6.B.1,2:** There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations. * **2.5.6.C.1,2:** Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. * **2.5.6.C.3:** There is a strong cultural, ethnic, and historical background associated with competitive sports and dance. | *Students will be able to independently use their knowledge to…*   * Demonstrate safety, rules of the game, and basic skills utilized in participation of the activity * Demonstrate passing, catching, offense, defense, and pass patterns * Demonstrate skills in practice and game settings | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * 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). * Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. * Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). * Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. * Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities. * Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement. * Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. * Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. * Relate the origin and rules associated with certain games, sports, and dances to different cultures. | ESSENTIAL QUESTIONS   * “Why is it important to follow the safety rules?” * “How does attitude impact physical performance?” * “What strategies can help achieve team goals?” * “What were some skills that were involved in your game?” * “How does Football relate to fitness?” | |
|
| **Unit 7: Grades 3&4 - Lessons** | | | |
| **Lesson 1-** 2.5.6.A.1,2: ‘Group Drills’  **Lesson 2-** 2.5.6.A.1,2: ‘Group Drills’  **Lesson 3-** 2.5.6.A.3,4: ‘Modified Games’ | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Active Participation  Teacher Observation/ Feedback  Peer Evaluation  Self Evaluation  Class Discussion | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Participation Grade  Activity Grade  Fitnessgram Test  Final Exam | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments: | **Suggestion: Performance Task**  **Performance of Activity**  Remind students that their Activity Grade is worth 15% of their Marking Period Grade.  Students are assessed for each activity using rubric (to left) based on their attitude, effort, skill performance, and knowledge of activity. Assessment is made through instructor observation throughout entire unit. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| Ready-to-Use Secondary P.E. Activities Program for Grades 6-12, Ken Lumsden and Sally Jones, Parker Publishing Co.  A Comprehensive Guide to Sports Skills and Tests and Measurement, D. Ray Collins, Ed.D. and Patrick B. Hodges, Ph.D., Charles C. Thomas, Publisher.  Evaluation in Physical Education/Assessing Motor Behavior, Margaret J. Safrit, Prentice Hall | | [www.pecentral.org](http://www.pecentral.org)  <http://www.cooperinstitute.org/fitnessgram> | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.5-6.1-10 | **Math**  MA.6.3.S-ID.B.5 | | **Science**  SCI.5-6.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.6.A.1  TECH 8.1.6.A.2  TECH 8.1.6.A.3  TECH 8.1.6.B.1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **visuals**  **extended time**  **intentional grouping** | | **Students at Risk of School Failure**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *3 Days* | | | |

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| **STANDARD: 2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. | | | |
| **Unit 8: Basketball** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.6.A.1,2,3:** Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. * **2.5.6.A.4:** Performing movement skills effectively is often based on an individual’s ability to analyze one’s own performance as well as receive constructive feedback from others. * **2.5.6.B.1,2:** There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations. * **2.5.6.C.1,2:** Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. * **2.5.6.C.3:** There is a strong cultural, ethnic, and historical background associated with competitive sports and dance. | *Students will be able to independently use their knowledge to…*   * Demonstrate safety, rules of the game, and basic skills utilized in participation of the activity * Demonstrate dribbling, chest pass, bounce pass, jump shot, layup, offense, and defense * Demonstration of skills in practice and game settings | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * 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). * Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. * Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). * Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. * Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities. * Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement. * Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. * Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. * Relate the origin and rules associated with certain games, sports, and dances to different cultures. | ESSENTIAL QUESTIONS   * “Why is it important to follow the safety rules?” * “How does attitude impact physical performance?” * “What strategies can help achieve team goals?” * “What were some skills that were involved in your game?” * “How does Basketball relate to fitness?” | |
|
| **Unit 8: Grades 3&4 - Lessons** | | | |
| **Lesson 1-** 2.5.6.A.1,2: ‘Dribble Knockout’  **Lesson 2-** 2.5.6.A.1,2: ‘Group Drills’  **Lesson 3-** 2.5.6.A.3,4: ‘Modified Games’  **Lesson 4-** 2.5.6.A.3,4: ‘Ultimate Basketball’ | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Active Participation  Teacher Observation/ Feedback  Peer Evaluation  Self Evaluation  Class Discussion | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Participation Grade  Activity Grade  Fitnessgram Test  Final Exam | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments: | **Suggestion: Performance Task**  **Performance of Activity**  Remind students that their Activity Grade is worth 15% of their Marking Period Grade.  Students are assessed for each activity using rubric (to left) based on their attitude, effort, skill performance, and knowledge of activity. Assessment is made through instructor observation throughout entire unit. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| Ready-to-Use Secondary P.E. Activities Program for Grades 6-12, Ken Lumsden and Sally Jones, Parker Publishing Co.  A Comprehensive Guide to Sports Skills and Tests and Measurement, D. Ray Collins, Ed.D. and Patrick B. Hodges, Ph.D., Charles C. Thomas, Publisher.  Evaluation in Physical Education/Assessing Motor Behavior, Margaret J. Safrit, Prentice Hall | | [www.pecentral.org](http://www.pecentral.org)  <http://www.cooperinstitute.org/fitnessgram> | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.5-6.1-10 | **Math**  MA.6.3.S-ID.B.5 | | **Science**  SCI.5-6.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.6.A.1  TECH 8.1.6.A.2  TECH 8.1.6.A.3  TECH 8.1.6.B.1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **visuals**  **extended time**  **intentional grouping** | | **Students at Risk of School Failure**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *4 Days* | | | |

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| **STANDARD: 2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. | | | |
| **Unit 9: Frisbee** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.6.A.1,2,3:** Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. * **2.5.6.A.4:** Performing movement skills effectively is often based on an individual’s ability to analyze one’s own performance as well as receive constructive feedback from others. * **2.5.6.B.1,2:** There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations. * **2.5.6.C.1,2:** Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. * **2.5.6.C.3:** There is a strong cultural, ethnic, and historical background associated with competitive sports and dance. | *Students will be able to independently use their knowledge to…*   * Demonstrate safety, rules of the game, and basic skills utilized in participation of the activity * Demonstrate the different grips used in Frisbee * Throw a Frisbee using the different grips * Demonstrate the proper way to catch a Frisbee * Comprehend rules of Ultimate Frisbee * Demonstration of skills in practice and game settings. | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * 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). * Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. * Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). * Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. * Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities. * Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement. * Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. * Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. * Relate the origin and rules associated with certain games, sports, and dances to different cultures. | ESSENTIAL QUESTIONS   * “Why is it important to follow the safety rules?” * “How does attitude impact physical performance?” * “What strategies can help achieve team goals?” * “What were some skills that were involved in your game?” * “How are frisbee activities related to fitness?” | |
|
| **Unit 9: Grades 3&4 - Lessons** | | | |
| **Lesson 1-** 2.5.6.A.1,2: ‘Skills: Grip, Throwing, Catching, Scoring’  **Lesson 2-** 2.5.6.A.1,2: ‘Skills: Grip, Throwing, Catching, Scoring’  **Lesson 3-** 2.5.6.A.3,4: ‘Ultimate Frisbee’ | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Active Participation  Teacher Observation/ Feedback  Peer Evaluation  Self Evaluation  Class Discussion | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Participation Grade  Activity Grade  Fitnessgram Test  Final Exam | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments: | **Suggestion: Performance Task**  **Performance of Activity**  Remind students that their Activity Grade is worth 15% of their Marking Period Grade.  Students are assessed for each activity using rubric (to left) based on their attitude, effort, skill performance, and knowledge of activity. Assessment is made through instructor observation throughout entire unit. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| Ready-to-Use Secondary P.E. Activities Program for Grades 6-12, Ken Lumsden and Sally Jones, Parker Publishing Co.  A Comprehensive Guide to Sports Skills and Tests and Measurement, D. Ray Collins, Ed.D. and Patrick B. Hodges, Ph.D., Charles C. Thomas, Publisher.  Evaluation in Physical Education/Assessing Motor Behavior, Margaret J. Safrit, Prentice Hall | | [www.pecentral.org](http://www.pecentral.org)  <http://www.cooperinstitute.org/fitnessgram> | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.5-6.1-10 | **Math**  MA.6.3.S-ID.B.5 | | **Science**  SCI.5-6.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.6.A.1  TECH 8.1.6.A.2  TECH 8.1.6.A.3  TECH 8.1.6.B.1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **visuals**  **extended time**  **intentional grouping** | | **Students at Risk of School Failure**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *3 Days* | | | |

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| **STANDARD: 2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. | | | |
| **Unit 10: Lacrosse** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.6.A.1,2,3:** Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. * **2.5.6.A.4:** Performing movement skills effectively is often based on an individual’s ability to analyze one’s own performance as well as receive constructive feedback from others. * **2.5.6.B.1,2:** There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations. * **2.5.6.C.1,2:** Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. * **2.5.6.C.3:** There is a strong cultural, ethnic, and historical background associated with competitive sports and dance. | *Students will be able to independently use their knowledge to…*   * Demonstrate safety, rules of the game, and basic skills utilized in participation of the activity * Demonstration of skills in practice and game settings. * Demonstrate throwing, catching, and cradling * Comprehend rules of Lacrosse. | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * 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). * Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. * Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). * Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. * Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities. * Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement. * Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. * Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. * Relate the origin and rules associated with certain games, sports, and dances to different cultures. | ESSENTIAL QUESTIONS   * “Why is it important to follow the safety rules?” * “How does attitude impact physical performance?” * “What strategies can help achieve team goals?” * “What were some skills that were involved in your game?” * “How does Lacrosse relate to fitness?” | |
|
| **Unit 10: Grades 3&4 - Lessons** | | | |
| **Lesson 1-** 2.5.6.A.1,2: ‘Lacrosse Skills- Throwing, Catching, Cradling, Scoring’  **Lesson 2-** 2.5.6.A.1,2: ‘Lacrosse Skills- Throwing, Catching, Cradling, Scoring’  **Lesson 3-** 2.5.6.A.3,4: ‘Modified Games’ | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Active Participation  Teacher Observation/ Feedback  Peer Evaluation  Self Evaluation  Class Discussion | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Participation Grade  Activity Grade  Fitnessgram Test  Final Exam | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments: | **Suggestion: Performance Task**  **Performance of Activity**  Remind students that their Activity Grade is worth 15% of their Marking Period Grade.  Students are assessed for each activity using rubric (to left) based on their attitude, effort, skill performance, and knowledge of activity. Assessment is made through instructor observation throughout entire unit. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| Ready-to-Use Secondary P.E. Activities Program for Grades 6-12, Ken Lumsden and Sally Jones, Parker Publishing Co.  A Comprehensive Guide to Sports Skills and Tests and Measurement, D. Ray Collins, Ed.D. and Patrick B. Hodges, Ph.D., Charles C. Thomas, Publisher.  Evaluation in Physical Education/Assessing Motor Behavior, Margaret J. Safrit, Prentice Hall | | [www.pecentral.org](http://www.pecentral.org)  <http://www.cooperinstitute.org/fitnessgram> | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.5-6.1-10 | **Math**  MA.6.3.S-ID.B.5 | | **Science**  SCI.5-6.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.6.A.1  TECH 8.1.6.A.2  TECH 8.1.6.A.3  TECH 8.1.6.B.1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **visuals**  **extended time**  **intentional grouping** | | **Students at Risk of School Failure**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *3 Days* | | | |

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| **STANDARD: 2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. | | | |
| **Unit 11: Hockey** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.6.A.1,2,3:** Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. * **2.5.6.A.4:** Performing movement skills effectively is often based on an individual’s ability to analyze one’s own performance as well as receive constructive feedback from others. * **2.5.6.B.1,2:** There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations. * **2.5.6.C.1,2:** Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. * **2.5.6.C.3:** There is a strong cultural, ethnic, and historical background associated with competitive sports and dance. | *Students will be able to independently use their knowledge to…*   * Demonstrate safety, rules of the game, and basic skills utilized in participation of the activity * Demonstrate striking, shooting, offense and defense * Comprehend rules of hockey * Demonstration of skills in practice and game settings. | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * 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). * Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. * Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). * Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. * Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities. * Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement. * Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. * Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. * Relate the origin and rules associated with certain games, sports, and dances to different cultures. | ESSENTIAL QUESTIONS   * “Why is it important to follow the safety rules?” * “How does attitude impact physical performance?” * “What strategies can help achieve team goals?” * “What were some skills that were involved in your game?” * “How does hockey relate to fitness?” | |
|
| **Unit 11: Grades 3&4 - Lessons** | | | |
| **Lesson 1-** 2.5.6.A.1,2: ‘Striking/Shooting’  **Lesson 2-** 2.5.6.B.1,2: ‘Offense/Defense’  **Lesson 3-** 2.5.6.A.3,4: ‘Modified Games’ | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Active Participation  Teacher Observation/ Feedback  Peer Evaluation  Self Evaluation  Class Discussion | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Participation Grade  Activity Grade  Fitnessgram Test  Final Exam | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments: | **Suggestion: Performance Task**  **Performance of Activity**  Remind students that their Activity Grade is worth 15% of their Marking Period Grade.  Students are assessed for each activity using rubric (to left) based on their attitude, effort, skill performance, and knowledge of activity. Assessment is made through instructor observation throughout entire unit. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| Ready-to-Use Secondary P.E. Activities Program for Grades 6-12, Ken Lumsden and Sally Jones, Parker Publishing Co.  A Comprehensive Guide to Sports Skills and Tests and Measurement, D. Ray Collins, Ed.D. and Patrick B. Hodges, Ph.D., Charles C. Thomas, Publisher.  Evaluation in Physical Education/Assessing Motor Behavior, Margaret J. Safrit, Prentice Hall | | [www.pecentral.org](http://www.pecentral.org)  <http://www.cooperinstitute.org/fitnessgram> | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.5-6.1-10 | **Math**  MA.6.3.S-ID.B.5 | | **Science**  SCI.5-6.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.6.A.1  TECH 8.1.6.A.2  TECH 8.1.6.A.3  TECH 8.1.6.B.1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **visuals**  **extended time**  **intentional grouping** | | **Students at Risk of School Failure**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *3 Days* | | | |

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| **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. | | | |
| **Unit 12: Fitnessgram** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.6.6.A.1,2,3,4,5,6,7:** Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status. | *Students will be able to independently use their knowledge to…*   * Demonstrate proper form while completing a variety of Fitnessgram Test * Evaluate their performance by interpreting their scores * Evaluate their performance based on national goals | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * Analyze the social, emotional, and health benefits of selected physical experiences. * Determine to what extent various activities improve skill-related fitness versus health-related fitness. * 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. * Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness. * 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. * Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health. | ESSENTIAL QUESTIONS   * “What is the purpose of the Fitnessgram Test?” * “Why should we compare our fitness results to the national goals?” | |
|
| **Unit 12: Grades 3&4 - Lessons** | | | |
| **Lesson 1-** 2.5.6.A.4: ‘Sit-and-Reach’  **Lesson 2-** 2.5.6.A.4: ‘Body Fat Percentage’  **Lesson 3-** 2.5.6.A.4: ‘Flexed Arm Hang’  **Lesson 4-** 2.5.6.A.4: ‘Push-Ups’  **Lesson 5-**2.5.6.A.4: ‘Pacer’  **Lesson 6-** 2.5.6.A.4: ‘Sit-Ups’ | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Active Participation  Teacher Observation/ Feedback  Peer Evaluation  Self Evaluation  Class Discussion | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Participation Grade  Activity Grade  Fitnessgram Test  Final Exam | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments: | **Suggestion: Performance Task**  **Performance of Activity**  Remind students that their Activity Grade is worth 15% of their Marking Period Grade.  Students are assessed for each activity using rubric (to left) based on their attitude, effort, skill performance, and knowledge of activity. Assessment is made through instructor observation throughout entire unit. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
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| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
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| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.6.A.1  TECH 8.1.6.A.2  TECH 8.1.6.A.3  TECH 8.1.6.B.1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **visuals**  **extended time**  **intentional grouping** | | **Students at Risk of School Failure**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *6 Days* | | | |