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**Course Name: Physical Education 3rd & 4th Grade**

**Grade: 3 & 4**

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.  **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 1: Introduction & Cooperative Activities** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.4.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. * **2.5.4.A.4:** Ongoing feedback impacts improvement and effectiveness of movement actions. * **2.5.4.B.1,2:** Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations. * **2.5.4.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. * **2.6.4.A.1,2,3,4:** Each component of fitness contributes to personal health as well as motor skill performance. | *Students will be able to independently use their knowledge to…*   * Demonstrate skills in game * Recognize Safety and Rules * Demonstrate cooperative attitude and positive social skills * Demonstrate proper form while running, dodging, tagging * Work cooperatively with classmates | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * 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 demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space). * Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. * Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer. * Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. * Determine the physical, social, emotional, and intellectual benefits of regular physical activity. * Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness. * 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. | 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 is the proper form for running?” * “What is the proper form for dodging?” * “What is the proper form for tagging?” | |
|
| **Unit 1: Grade 3 & 4 - Lessons** | | | |
| **Lesson 1-** 2.5.4.A.1,2: ‘Chicken Tag’  **Lesson 2-** 2.5.4.A.4: ‘What Did You Do’  **Lesson 3-** 2.5.4.B.1,2: ‘Survivor in the Dark’ | | | |
| **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>  Practical, Engaging, Cutting-Edge Activities to Enhance Your Physical Education  Program (BER)  Count Me In  No Standing Around In My Gym | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.3-4.1-10 | **Math**  MA.4.3.S-ID.B.5 | | **Science**  SCI.3-4.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.4.A.1  TECH 8.1.4.A.2  TECH 8.1.4.A.3  TECH 8.1.4.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.  **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 2: Manipulatives & Fitness** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.4.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. * **2.5.4.A.4:** Ongoing feedback impacts improvement and effectiveness of movement actions. * **2.5.4.B.1,2:** Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations. * **2.5.4.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. * **2.6.4.A.1,2,3,4:** Each component of fitness contributes to personal health as well as motor skill performance. | *Students will be able to independently use their knowledge to…*   * Demonstrate their skills in practice or games * Demonstrate proper skills for running, tagging, rolling, dodging, and a variety of skills | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * 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 demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space). * Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. * Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer. * Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. * Determine the physical, social, emotional, and intellectual benefits of regular physical activity. * Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness. * 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. | 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 are the safety rules for tagging?” * “How can dodging help you/your team?” | |
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| **Unit 2: Grade 3 & 4 - Lessons** | | | |
| **Lesson 1-** 2.5.4.A.1,3: ‘Pirate’s Treasure’  **Lesson 2-** 2.5.4.B.1,2: ‘Jack-O-Lantern’  **Lesson 3-** 2.5.4.B.1,2: ‘Jamborie’  **Lesson 4-** 2.5.4.A.4: ‘Ghost Bowling  **Lesson 5-** 2.5.4.A.3: ‘Rainbow Run’  **Lesson 6-** 2.5.4.B.1: ‘Xtreme Rock, Paper, Scissors  **Lesson 7-** 2.5.4.A.2,3: ‘Pins’  **Lesson 8-** 2.5.4.B.1,2: ‘Battleship’  **Lesson 9-** 2.5.4.B.2: ‘Hula Hut’ | | | |
| **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/) | | | |
| **ELA**  LA.W.3-4.1-10 | **Math**  MA.4.3.S-ID.B.5 | | **Science**  SCI.3-4.5.1.3.B.a |
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| **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** | | | |
| *9 Days* | | | |

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| **Unit 3: Cooperative Strategies** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.4.B.1,2:** Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations. | *Students will be able to independently use their knowledge to…*   * Comprehend and Demonstrate map skills * Create a movement map and perform the skills for the whole class * Decode a map * Perform specific locomotor skills | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will...*   * Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. * Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer. * Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. | 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 is the importance of knowing how to use a map?” | |
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| **Unit 3: Grade 3 & 4 - Lessons** | | | |
| **Lesson 1-** 2.5.4.B.1,2: Map Mania  **Lesson 2-** 2.5.4.B.1,2: Map Mania Creation  **Lesson 3-** 2.5.4.B.1,2: Map Mania 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.3-4.1-10 | **Math**  MA.4.3.S-ID.B.5 | | **Science**  SCI.3-4.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.4.A.1  TECH 8.1.4.A.2  TECH 8.1.4.A.3  TECH 8.1.4.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.  **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 4: Soccer** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.4.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. * **2.5.4.A.4:** Ongoing feedback impacts improvement and effectiveness of movement actions. * **2.5.4.B.1,2:** Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations. * **2.5.4.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. * **2.6.4.A.1,2,3,4:** Each component of fitness contributes to personal health as well as motor skill performance. | *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 skills in practice, drills, and game settings * Demonstrate dribbling, trapping, passing, juggling | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * 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 demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space). * Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. * Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer. * Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. * Determine the physical, social, emotional, and intellectual benefits of regular physical activity. * Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness. * 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. | 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 is the ball moved across the field?” * “What are the proper forms for dribbling, passing, and trapping?” | |
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| **Unit 4: Grade 3 & 4 - Lessons** | | | |
| **Lesson 1-** 2.5.4.B.1,2: ‘Soccer Knockout’  **Lesson 2-** 2.5.4.A.1,2:‘Group Drills’  **Lesson 3-** 2.5.4.B.1,2: ‘Goalie 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. | | |
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| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.3-4.1-10 | **Math**  MA.4.3.S-ID.B.5 | | **Science**  SCI.3-4.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.4.A.1  TECH 8.1.4.A.2  TECH 8.1.4.A.3  TECH 8.1.4.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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| **Unit 5: Volleying** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.4.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. * **2.5.4.A.4:** Ongoing feedback impacts improvement and effectiveness of movement actions. * **2.5.4.B.1,2:** Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations. * **2.5.4.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. * **2.6.4.A.1,2,3,4:** Each component of fitness contributes to personal health as well as motor skill performance. | *Students will be able to independently use their knowledge to…*   * Demonstrate safety, rules of the game, basic skills utilized in participation of the activity * Demonstrate of skills in practice and game settings * Demonstrate proper volleying form during modified volleyball drills and games | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * 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 demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space). * Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. * Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer. * Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. * Determine the physical, social, emotional, and intellectual benefits of regular physical activity. * Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness. * 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. | 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 is the purpose of volleying?” * “What is the proper form for volleying?” | |
|
| **Unit 5: Grade 3 & 4 - Lessons** | | | |
| **Lesson 1-**  2.5.4.A.1,2: ‘Group Drills’  **Lesson 2-** 2.5.4.A.1,2: ‘Group Drills’’  **Lesson 3-** 2.5.4.A.3: ‘Wammi-Ball’  **Lesson 4-** 2.5.4.A.4: Balloons in a Bag Challenge’  **Lesson 5-** 2.5.4.B.1,2: ‘Rattiball’  **Lesson 6-** 2.5.4.B.1,2: ‘Rattiball’ | | | |
| **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>  Practical, Engaging, Cutting-Edge Activities to Enhance Your Physical Education  Program (BER)  Count Me In  No Standing Around In My Gym | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.3-4.1-10 | **Math**  MA.4.3.S-ID.B.5 | | **Science**  SCI.3-4.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.4.A.1  TECH 8.1.4.A.2  TECH 8.1.4.A.3  TECH 8.1.4.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.  **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 6: Hockey/Striking** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.4.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. * **2.5.4.A.4:** Ongoing feedback impacts improvement and effectiveness of movement actions. * **2.5.4.B.1,2:** Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations. * **2.5.4.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. * **2.6.4.A.1,2,3,4:** Each component of fitness contributes to personal health as well as motor skill performance. | *Students will be able to independently use their knowledge to…*   * Demonstrate Safety, rules of the game, and basic skills utilized in participation of activity * Demonstrate skills in practice and game settings * Demonstrate proper form while striking an object with an implement * Comprehend offense and defense | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * 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 demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space). * Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. * Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer. * Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. * Determine the physical, social, emotional, and intellectual benefits of regular physical activity. * Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness. * 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. | 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 is proper form while striking an object with an implement?” * “How does offense and defense apply to hockey?” | |
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| **Unit 6: Grade 3 & 4 - Lessons** | | | |
| **Lesson 1-** 2.5.4.A.1,2: ‘Polo-Hockey’  **Lesson 2-** 2.5.4.A.3,4: ‘Group Drills’  **Lesson 3-** 2.5.4.B.1,2: ‘Small-Sided 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>  Practical, Engaging, Cutting-Edge Activities to Enhance Your Physical Education  Program (BER)  Count Me In  No Standing Around In My Gym | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.3-4.1-10 | **Math**  MA.4.3.S-ID.B.5 | | **Science**  SCI.3-4.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.4.A.1  TECH 8.1.4.A.2  TECH 8.1.4.A.3  TECH 8.1.4.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.  **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 7: Basketball** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.4.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. * **2.5.4.A.4:** Ongoing feedback impacts improvement and effectiveness of movement actions. * **2.5.4.B.1,2:** Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations. * **2.5.4.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. * **2.6.4.A.1,2,3,4:** Each component of fitness contributes to personal health as well as motor skill performance. | *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 skills in practice and game settings * Demonstrate dribbling, chest pass, bounce pass, and shooting | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * 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 demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space). * Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. * Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer. * Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. * Determine the physical, social, emotional, and intellectual benefits of regular physical activity. * Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness. * 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. | 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 do you move the ball on the court?” * “What are the proper forms for dribbling, chest pass, bounce pass, and shooting?” | |
|
| **Unit 7: Grade 3 & 4 - Lessons** | | | |
| **Lesson 1-** 2.5.4.A.4: ‘Dribble Knockout’  **Lesson 2-** 2.5.4.A.4: ‘Knockout’  **Lesson 3-** 2.5.4.A.1,2,3: ‘Group Drills’  **Lesson 4-**  2.5.4.AB.1,2: ‘Small-Sided 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>  Practical, Engaging, Cutting-Edge Activities to Enhance Your Physical Education  Program (BER)  Count Me In  No Standing Around In My Gym | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.3-4.1-10 | **Math**  MA.4.3.S-ID.B.5 | | **Science**  SCI.3-4.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.4.A.1  TECH 8.1.4.A.2  TECH 8.1.4.A.3  TECH 8.1.4.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.  **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 8: Dance** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.4.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. * **2.5.4.A.4:** Ongoing feedback impacts improvement and effectiveness of movement actions. * **2.5.4.B.1,2:** Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations. * **2.5.4.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. * **2.6.4.A.1,2,3,4:** Each component of fitness contributes to personal health as well as motor skill performance. | *Students will be able to independently use their knowledge to…*   * Demonstrate safety, rhythm, and basic skills utilized in participation of the activity * Be actively engaged in rhythm and movement patterns * Move throughout dengeral space using a variety of pathways and levels * Display an understanding of rhythm | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * 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 demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space). * Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. * Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer. * Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. * Determine the physical, social, emotional, and intellectual benefits of regular physical activity. * Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness. * 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. | 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 dancing relate to fitness?” * “What different dance moves have we learned?” | |
|
| **Unit 8: Grade 3 & 4 - Lessons** | | | |
| **Lesson 1-** 2.6.4.A.1,2: ‘Cupid Shuffle’  **Lesson 2-** 2.6.4.A.2,3: ‘Men in Black’  **Lesson 3-** 2.6.4.A.3,4: ‘Hey Baby’ | | | |
| **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>  Practical, Engaging, Cutting-Edge Activities to Enhance Your Physical Education  Program (BER)  Count Me In  No Standing Around In My Gym | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.3-4.1-10 | **Math**  MA.4.3.S-ID.B.5 | | **Science**  SCI.3-4.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.4.A.1  TECH 8.1.4.A.2  TECH 8.1.4.A.3  TECH 8.1.4.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.  **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 9: Fitnessgram Preparation & Testing** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.4.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. * **2.5.4.A.4:** Ongoing feedback impacts improvement and effectiveness of movement actions. * **2.5.4.B.1,2:** Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations. * **2.5.4.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. * **2.6.4.A.1,2,3,4:** Each component of fitness contributes to personal health as well as motor skill performance. | *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 …*   * 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 demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space). * Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. * Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer. * Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. * Determine the physical, social, emotional, and intellectual benefits of regular physical activity. * Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness. * 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. | ESSENTIAL QUESTIONS   * “What is the purpose of the Fitnessgram Test?” * “Why should we compare our fitness results to the national goals?” | |
|
| **Unit 9: Grade 3 & 4 - Lessons** | | | |
| **Lesson 1-** 2.5.4.A.4: ‘Sit-and-Reach’  **Lesson 2-** 2.5.4.A.4: ‘Body Fat Percentage’  **Lesson 3-** 2.5.4.A.4: ‘Flexed Arm Hang’  **Lesson 4-** 2.5.4.A.4: ‘Push-Ups’  **Lesson 5-**2.5.4.A.4: ‘Pacer’  **Lesson 6-** 2.5.4.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** | |
| 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>  Practical, Engaging, Cutting-Edge Activities to Enhance Your Physical Education  Program (BER)  Count Me In  No Standing Around In My Gym | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.3-4.1-10 | **Math**  MA.4.3.S-ID.B.5 | | **Science**  SCI.3-4.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.4.A.1  TECH 8.1.4.A.2  TECH 8.1.4.A.3  TECH 8.1.4.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* | | | |