



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Physical Education
Grade K

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

*Springfield Board of Education
Approved June 25, 2022*



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Springfield Public Schools Springfield, New Jersey

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*Springfield Board of Education
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"Cultivating compassionate and extraordinary learners"

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Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

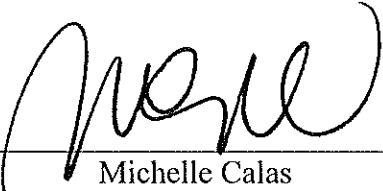
To adopt the following curriculum and courses for the 2022-2023 school year:

- Revised Comprehensive Health and Physical Education *due to new standards in CH/PE (Separate Roll Call Vote)*
 - K-12 Comprehensive Health
 - K-12 Physical Education

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th of July 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit Overview Template

Content Area: Physical Education **Grade Level:** K **Unit Title:** Spatial Awareness

Unit Summary: Students will participate in activities that will establish class environment, behavioral expectations of students, management and organization protocols, and teach principles which provide the foundation of physical development for this age.

Primary Interdisciplinary Connections: Anatomy, Wellness

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: To enhance their social and personal development throughout this unit, students will learn to share, cooperate, take turns, and experience personal success through movement, and how to move safely.

Learning Targets

Standards: 2.1 Emotional Health
 2.2 Physical Wellness
 8.2 Computer Science
 9.4 Career Readiness

Content Statements:

Emotional Health 2.1.2 Many factors influence how we think about ourselves and others
 2.1.2 There are different ways that individuals handle stress, and some are healthier than others.

Movement Skills and Concepts: 2.2.2 MSC- The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.
 2.2.2 MSC- Feedback impacts and improves the learning of movement skills and concepts.
 2.2.2 MSC- Teamwork consists of effective communication and respect among class and team members.

Physical Fitness: 2.2.2.PF- The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.

Lifelong Fitness: 2.2.2.LF- Exploring wellness components provide a foundational experience of physical movement activities.
 2.2.2.LF- Resources that support physical activity are all around you.



Networks and the Internet	8.1.2.NI- Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.
	8.1.2.NI- Connecting devices to a network or the Internet provides great benefits, but care must be taken to use authentication measures, such as strong passwords, to protect devices and information from unauthorized access.
Digital Citizenship:	9.4.2.DC- Individuals should practice safe behaviors when using the Internet.
	9.4.2.DC- An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.
Global and Cultural Awareness:	9.4.2.GCA- Individuals from different cultures may have different points of view and experiences.
CPI#:	Cumulative Progress Indicator (CPI):
2.1.2.EL.3	Demonstrate self control in a variety of settings (e.g., classrooms, playgrounds, special programs).
2.1.2.EL.4	Demonstrate strategies for managing ones own emotions, thoughts and behaviors.
2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
2.2.2.MSC.2	Differentiate non-locomotor and locomotor as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways, and ranges.
2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.PF.2	Explore how to move different body parts in a controlled manner.
2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
2.2.2.LF.1	Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.



2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
2.2.2.LF.4	Identify physical activities available outside of school that are in the community.
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
Unit Essential Questions: • What is personal space? • How would you know if you were in personal space?	
Unit Enduring Understandings: • The development of skill competency is needed in order to participate in spatial awareness activities. • Personal fitness is important in order to lead a healthy lifestyle. • Participation in a variety of physical activities is necessary for overall fitness. • Responsible, social, and personal behavior enhances enjoyment of physical activity.	
Unit Learning Targets: Students will.... • Define and demonstrate personal space and spatial awareness. • Demonstrate the ability to locate various boundary lines within the gymnasium. • Identify and explain safety rules.	



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Evidence of Learning

Summative Assessment:	12 days The teacher will be observing and using a spatial awareness rubric to identify which students are able to recognize the concepts for the unit.
Equipment Needed:	poly spots, pinnies, cones, music
Teacher Resources:	SPARK physical education activity book
Formative Assessments:	• Teacher Observation • Rubric



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Lesson Plans

Lesson	Time Frame
Lesson 1 Intro to P.E.	120 minutes/3 days
Lesson 2 Coconut Trees	120 minutes/3 days
Lesson 3 Listen and Move	120 minutes/ 3 days
Teacher Notes: Will observe and facilitate the lessons throughout the unit by using unit rubrics.	
Curriculum Development Resources/Technology Resources: SPARK physical education activity book	



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Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Intro. to P.E. Time Frame: 120 minutes/3 days

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

Poly spots, yarn balls, pinnies

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify personal space and spatial awareness - List the rules of the gymnasium - Discuss why Sportsmanship is an important aspect of Physical Education	Lesson Sequence - The teachers will introduce themselves and ask if they can think of any ways they can stay safe while playing in the gym. (SHARE). - The teachers will also explain the rules and procedures. - If they want to know how they are doing they can refer to the rubric. The teacher will explain the rubric. - PERSONAL SPACE. Ask yourself what you think personal space is. When we say "GO," walk and	- Teacher Observation - Spatial Awareness Rubric



	see if you can find personal space. 5. Some of you are in personal space. The teacher will point to some kids in personal space. 6. Some people are not. (I am not in my personal space). What is the difference between those children and us? (SHARE) 7. Personal Space is when you are moving or standing away from others. In the gym this is important because we move at all different speeds and we can easily bump into each other. 8. We also have boundaries in the gym. What are boundaries? Look where you are standing now. Are you in bounds or out of bounds? 9. Whenever we play games we need to stay within the boundaries just like in sports. If you are outside these lines (side lines and end lines) you are out of bounds and need to step inside. 10. GAME/ACTIVITY: **Dinosaur Tag** 11. Who has played tag before? Think about a safe place where we can tag someone. (Shoulders, arms and back). This game is called Dinosaur Tag. There will be 3 children picked to wear pinnies. They are in the game to help unfreeze	
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	anyone who was tagged. Four children will be holding a green yarn ball. If you are tagged by the green dinosaur you need to freeze and look like a dinosaur in personal space. The children wearing the pinnies can unfreeze you at any time and you will be able to move around again. We want to see who can work on staying within the boundaries and in personal space. 12. Lesson Closure/Clean-up: Talk/show the students where they line up and have them recall what they learned.	
Differentiation: AL: Students will be used for demonstrating the tasks to the class. BL: Students will have the opportunity to work with partners if needed in order to clarify the rules of the game and how to determine if you are in personal space.		
Resources Provided: Adventure Fitness Workshop Materials		



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Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Coconut Trees Time Frame: 120 minutes/3 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

Plastic domes, bean bags

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify personal space and spatial awareness. - Demonstrate knowledge of the boundaries of the gymnasium. - Identify what good sportsmanship is.	Lesson Sequence - Teams: The children will come in and find their squad spots. Warm-Up: Achieving Fitness Activity - The teacher will lead the children in various stretches including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push ups, sit ups. - Personal Space: Have the children review what personal space is. Ask them to go into personal space. They can go back	- Teacher Observation - Spatial Awareness Rubric



- to poly spots to check for understanding.
5. End Line/Side Line/Mid-Court Line: There are various boundary lines in the gym that the children need to be aware of for activities. The teacher will review the lines. They will then be asked to perform various locomotor movements to the lines to see if they understand where they are. Ex: Skip to a sideline, Gallop to the midcourt line, etc.
 6. Coconut Trees: At the start of the game, each student will have their own "coconut" with a bean bag placed underneath it. When the game starts, students will walk to other coconuts and take the bean bag to put back under their own coconut. The student with the most bean bags at the end of the game will win. Games will be played a number of times, depending on how much time is left in the class. We will continue to watch for students staying in personal space. Students may be asked to move around by completing various locomotor movements.

Differentiation:

AL: These students will be asked to demonstrate certain activities in the gym. They can also help other students who are struggling with specific stretches.



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BL: Students struggling with these skills will be partnered with an AL student who can help them. If necessary, the teacher can work one on one with students who are having greater difficulty. During the game, they may work with a partner.

Resources Provided:

SPARK physical education activity book



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Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Listen and Move Time Frame: 120 minutes/3 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

Listen and Move CD

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify personal space and spatial awareness. - Describe what good sportsmanship is. - Work with others in order to reach a common goal.	Lesson Sequence - The teacher will lead the children in various stretches including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push ups, sit ups. - Review Personal Space and Sidelines: Have students start out on a side-line. Check for understanding if they can get themselves into personal space. Once students are in personal space, ask if they can WALK and find a	- Teacher Observation - Spatial Awareness Rubric



	sideline, endline, and then the mid-court line. 3. Locomotor Movements: The teacher will explain that they will be learning some other ways to move besides walking. These movements are called locomotor movements. Children will be picked to model how to walk, speed walk, run/jog, gallop, hop and jump. 4. Listen and Move: The children will be following a CD called "Listen and Move." This CD has the children perform the locomotor movements learned in a fun way.	
Differentiation: AL: Students will be able to demonstrate the tasks for the others in the class. BL: Directions for the game can be repeated for students individually if they are having difficulty in understanding the rules of the game. The teacher may partner these students with another classmate to work together on the task.		
Resources Provided: Spark physical education activity book		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs		X	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Physical Education	Grade Level: Kindergarten	Unit Title: Spatial Awareness
Created: January 2021	Board Approved on:	Type Here



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Unit Overview Template

Content Area: Physical Education **Grade Level:** Kindergarten **Unit Title:** Project Adventure

Unit Summary: The Project Adventure unit will provide experience through activities to enhance student understanding of working together, safety, and respect for self and others.

Primary Interdisciplinary Connections: Anatomy, Wellness

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: A physically educated person demonstrates competency in many movement forms and proficiency in a few movement forms and applies movement concepts and principles to the learning and development of motor skills. They exhibit a physically active lifestyle and achieve and maintain a health-enhancing level of physical fitness. They demonstrate an understanding of and respect for differences among people in physical activity settings. They also understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

Learning Targets

Standards: 2.1 Emotional Learning
2.2 Physical Wellness
8.2 Computer Science
9.4 Career Readiness

Content Statements:

Emotional Learning 2.1.2 Many factors influence how we think about ourselves and others
2.1.2 There are different ways that individuals handle stress, and some are healthier than others.

Movement Skills and Concepts: 2.2.2 MSC- The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.
2.2.2 MSC- Feedback impacts and improves the learning of movement skills and concepts.
2.2.2 MSC- Teamwork consists of effective communication and respect among class and team members.



Physical Fitness:	2.2.2.PF- The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.
	2.2.2.LF- Exploring wellness components provide a foundational experience of physical movement activities.
Lifelong Fitness:	2.2.2.LF- Resources that support physical activity are all around you.
Networks and the Internet	8.1.2.NI- Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.
	8.1.2.NI- Connecting devices to a network or the Internet provides great benefits, but care must be taken to use authentication measures, such as strong passwords, to protect devices and information from unauthorized access.
Digital Citizenship:	9.4.2.DC- Individuals should practice safe behaviors when using the Internet.
	9.4.2.DC- An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.
Global and Cultural Awareness:	9.4.2.GCA- Individuals from different cultures may have different points of view and experiences.
CPI#:	Cumulative Progress Indicator (CPI):
2.1.2.EL.3	Demonstrate self control in a variety of settings (e.g., classrooms, playgrounds, special programs).
2.1.2.EL.4	Demonstrate strategies for managing ones own emotions, thoughts and behaviors.
2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
2.2.2.MSC.2	Differentiate non-locomotor and locomotor as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways, and ranges.
2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.



2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.PF.2	Explore how to move different body parts in a controlled manner.
2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
2.2.2.LF.1	Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Unit Essential Questions:

- What kinds of things do you do that are good for you?
- When do you need to get along with other people?
- How does what you say affect others?
- How do you keep yourself safe?
- Why are there rules?
- How does what you do impact your classmates' safety?

Unit Enduring Understandings:

- Teamwork is important in order to be successful.
- Communication is important to be successful.
- Thinking before speaking can go a long way.



- Rules are important to keep everyone safe.

Unit Learning Targets:

Students will....

- Demonstrate an understanding of movement concepts and the use of motor skills.
- Demonstrate responsible personal and social behavior.
- Demonstrate the ability to use effective interpersonal skills.
- Demonstrate the ability to use the decision-making skills of appropriate goal setting, risk taking and problem solving.
- Comprehend that challenge, enjoyment, creativity, self-expression and social interaction are important, life enhancing experiences.
- Demonstrate an understanding of and respect for differences.
- Identify and demonstrate various fitness exercises including ABC push-ups, burpees, crab toe touches, jogging in place, jumping jacks, plank, plank jacks, and jogging in place.



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Evidence of Learning

Summative Assessment: 12 days
The teacher will be observing if the children can work together as a team and show good sportsmanship.

Equipment Needed: Adventure Curriculum for Physical Education

Teacher Resources: Project Adventure for Elementary Students

Formative Assessments:

- Teacher Observation
- Think-Pair-Share
- Peer Assessment
- Project Adventure Rubric



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Lesson Plans

Lesson	Time Frame
Lesson 1 Exploring the notion of working collaboratively with someone else (People to People/Follow Me)	120 minutes/3 days
Lesson 2 Gaining an understanding of full value concepts (Parachute)	120 minutes/3 days
Lesson 3 Learning the connection between following specific directions and being safe (I See, I See)	120 minutes/3 days
Lesson 4 Learning that differences and similarities are important steps in respecting others (Child Sort)	
Teacher Notes: Teacher will observe and facilitate the lessons throughout the unit by using unit rubrics.	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> Adventure Curriculum for Elementary School	



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Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: People to People/Follow Me Time Frame: 120 minutes/3 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

N/A

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain how to work together and use strategies to reach a common goal. - Demonstrate the ability to follow directions while working with a partner or in a group. - Identify how to move safely with others.	Lesson Sequence - Jog - Stretch - Activity: People to People Project Adventure game. - Have the students form a circle. - Ask students to connect a foot with one person next to them. If they do not have a partner they can come to the middle. - The teacher will call out a body part (example back to back). - The partners go back to back, elbow to elbow etc...	- Teacher Observation - Project Adventure Rubric



8. When the teacher says people to people the students will stand foot to foot with a different person.
9. Activity: Follow Me Make small groups of 5-6 children.
10. Teacher will choose one child to be the leader in the group.
11. The leader will move safely throughout the gym and group members will follow the movements.

Differentiation:

AL: These students will be asked to demonstrate how to play the game "People To People" and "Follow Me". Students will assist other students having trouble understanding the rules or directions during the game.

BL: Students struggling with the game will make use of the students in their group who understand how to play. If they still do not understand how to play the game, the teacher will assist and give further explanation.

Resources Provided:

Adventure Curriculum for Physical Education~Elementary School



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Lesson Plan 2 Template

Content Area:	Physical Education	Lesson Title:	Full Value Parachute Challenges	Time Frame:	120 minutes/ 3 days
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Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

Parachute, full value posters

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and explain how to safely move the parachute. - Identify and explain the importance and use of teamwork and cooperation, following directions and listening skills. - Identify and explain the full value concepts (play hard, play safe, play fair, and have fun).	Lesson Sequence - Teams: The students will go to their poly spots. Warm-Up: Achieving Fitness Activity - The teacher will lead the children in various stretches including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push ups, sit ups. - The parachute has special colors that represent our class values. Let's discuss what they are. What would playing hard look like in a P.E. class? What	- Teacher Observation - Project Adventure Rubric



	would playing safe look like in a P.E. class? What would having fun look like in a P.E. class? What does playing fair look like in a P.E. class? - Teacher will call out a color or value. Students will switch places under the parachute. - I may ask you to say or do something related to that value when you move under the parachute. - Other challenges will be demonstrated using class values.	
Differentiation: AL: These students will demonstrate various activities using the parachute. They can also lead students in the activities. BL: Students struggling with activities using the parachute will be partnered or asked to stand next to others that understand what to do.		
Resources Provided: Adventure Curriculum for Physical Education~Elementary School		



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Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: I See, I See Time Frame: 120 minutes/3 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

N/A

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain how to play safe during game play. - Explain the importance of listening skills and following directions.	Lesson Sequence - Warm up - Stretch - Activity: I See, I See, Project Adventure - Students will go to personal space. - Teacher/student will say "I See, I See...." The students will say "What do you see"? The teacher will say "I see (i.e children jumping, children building snowmen). - Teachers will remind students of personal space and safety while moving in the gym. - Lesson Closure	- Teacher Observation - Project Adventure Rubric



Differentiation:

AL: Students will be asked to demonstrate how to play the game "I See I See". Students will assist other students having trouble understanding the rules or directions during the game.

BL: Students struggling with the game will make use of the students in their group who understand how to play. If they still do not understand how to play the game, the teacher will assist and give further explanation.

Resources Provided:

Adventure Curriculum for Physical Education~Elementary School



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		X	
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills		X	
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			X
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Physical Education	Grade Level:	Kindergarten	Unit Title:	Project Adventure
Created:	January 2021	Board Approved on:			



Unit Overview Template

Content Area:	Project Adventure Fitness	Grade Level:	Kindergarten	Unit Title:	Project Adventure Fitness
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Unit Summary:

The Project Adventure unit will provide experience through activities to enhance student understanding of working together, safety, and respect for self and others while engaging in dynamic fitness activities.

Primary Interdisciplinary Connections: Anatomy, Wellness

21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: A physically educated person demonstrates competency in many movement forms and proficiency in a few movement forms and applies movement concepts and principles to the learning and development of motor skills. They exhibit a physically active lifestyle and achieve/maintain a health-enhancing level of physical fitness. They demonstrate an understanding of and respect for differences among people in physical activity settings. They also understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

Learning Targets

Standards: 2.1 Emotional Learning
 2.2 Physical Wellness
 8.2 Computer Science
 9.4 Career Readiness

Content Statements:

Emotional Learning 2.1.2 Many factors influence how we think about ourselves and others
 2.1.2 There are different ways that individuals handle stress, and some are healthier than others.

Movement Skills and Concepts: 2.2.2 MSC- The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.
 2.2.2 MSC- Feedback impacts and improves the learning of movement skills and concepts.
 2.2.2 MSC- Teamwork consists of effective communication and respect among class and team members.



Physical Fitness:	2.2.2.PF- The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.
Lifelong Fitness:	2.2.2.LF- Exploring wellness components provide a foundational experience of physical movement activities. 2.2.2.LF- Resources that support physical activity are all around you.
Networks and the Internet	8.1.2.NI- Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide. 8.1.2.NI- Connecting devices to a network or the Internet provides great benefits, but care must be taken to use authentication measures, such as strong passwords, to protect devices and information from unauthorized access.
Digital Citizenship:	9.4.2.DC- Individuals should practice safe behaviors when using the Internet. 9.4.2.DC- An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.
Global and Cultural Awareness:	9.4.2.GCA- Individuals from different cultures may have different points of view and experiences.

CPI#:	Cumulative Progress Indicator (CPI):
2.1.2.EL.3.	Demonstrate self control in a variety of settings (e.g., classrooms, playgrounds, special programs).
2.1.2.EL.4	Demonstrate strategies for managing ones own emotions, thoughts and behaviors.
2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
2.2.2.MSC.2	Differentiate non-locomotor and locomotor as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways, and ranges.
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.



2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.PF.2	Explore how to move different body parts in a controlled manner.
2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
2.2.2.LF.1	Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Unit Essential Questions:

- What kinds of things do you do that are good for you?
- When do you need to get along with other people?
- How does what you say affect others?
- How do you keep yourself safe?
- Why are there rules?
- How does what you do impact your classmates' safety?
- How can you work together to complete fitness tasks?
- How does participating in these dynamic fitness activities affect your mind and body, to maintain life-long fitness?

Unit Enduring Understandings:

- Teamwork is important in order to be successful.
- Communication is important to be successful.
- Thinking before speaking can go a long way.
- Rules are important to keep everyone safe.
- Being fit will help us become life-long learners.
- A good attitude has a positive impact on performance.

Unit Learning Targets:

Students will....

- Demonstrate an understanding of movement concepts and the use of motor skills.
- Demonstrate responsible, personal and social behavior.
- Demonstrate the ability to use effective interpersonal skills.



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- Demonstrate the ability to use the decision-making skills of appropriate goal setting, risk taking and problem solving.
- Comprehend that challenge, enjoyment, creativity, self-expression and social interaction are important life- enhancing experiences, and are found in Achieving Fitness Project Adventure activities.
- Demonstrate an understanding of and respect for differences.
- Explain and demonstrate the four class values including play hard, play safe, play fair, and have fun.
- Explain the role of regular physical activity in relation to personal health. Develop fitness goals while performing dynamic fitness exercises.



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Evidence of Learning

Summative Assessment: Full-Value self-assessment checklists

Equipment Needed: cones, dice, hula hoops

Teacher Resources: Project Adventure Achieving Fitness Book

Formative Assessments:

- Teacher Observation
- Think-Pair-Share
- Self-Assessment
- Project Adventure Rubric
- Project Adventure Checklist



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Lesson Plans

Lesson	Time Frame
Lesson 1 Rock Paper Scissors Run	120 minutes/3 days
Lesson 2 Dice Run	120 minutes/3 days
Lesson 3 Don't Get Caught Run	120 minutes/3 days
Teacher Notes: Will observe and facilitate the lessons throughout the unit by using unit rubrics.	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> Project Adventure Achieving Fitness Book	



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Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Rock Paper Scissors Run Time Frame: 120 minutes/3 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

4 cones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and demonstrate various loco -motor movements. - Identify ways to work cooperatively and demonstrate safety.	Lesson Sequence - Students begin at one of the four cones set up around the perimeter of the play area, and face off with someone for a R/P/S dual. - The winner runs (or performs different locomotor movements) to the next cone, while the loser stays at the same cone and quickly chooses someone else to play. - This continues at each cone, dueling quickly to make their way around the square as many times as possible.	- Project Adventure Checklist - Teacher Observation - Project Adventure Rubric



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Differentiation:

AL: Students can help students with the hand movements for the activity.

BL: Students will work with a partner.

Resources Provided: Adventure Curriculum for Physical Education -Elementary School



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Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Dice Run Time Frame: 120 minutes/3 days

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

Dice, hula hoops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain and demonstrate teamwork and good sportsmanship. - Explain and demonstrate personal and social behavior and a positive attitude during the whole group activity.	Lesson Sequence - Six hula hoops are placed around the perimeter of the play area. - There will be 6-8 dice in each hula hoop. - Runners may begin at any hoops. - When the music goes on, students will choose and roll a die, then run (move forward) the number that was rolled. Example~Student rolls a 3 and runs 3 hoops. - Students continue rolling a die at a hoop and running that number.	- Project Adventure Checklist - Teacher Observation - Project Adventure Rubric



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|--|--|--|
| | <p>6. Variation: Add two hoops without dice in it. If students end up at that empty hoop, they will go to the middle of the gym to perform a designated fitness exercise. After performing 10 repetitions of the exercise, students will then move to the next hoop and continue play.</p> | |
|--|--|--|

Differentiation:

AL: Students can work with another student who does not understand the activity.

BL: Students can work with a partner.

Resources Provided:

Project Adventure Achieving Fitness Book



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Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Don't Get Caught Time Frame: 120 minutes/3 days

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

none

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify ways to move around the gym safely. - Explain and demonstrate the four class values including play hard, play safe, play fair, and have fun. - Explain why achieving fitness is important for a lifetime.	Lesson Sequence - Students run around the basketball court with music playing. - When the music goes off, all students caught running along the end lines go to the middle of the gym to complete a fitness exercise (i.e. 5 push- ups, 5 burpees) before returning to the endline to continue running.	- Project Adventure Checklist - Teacher Observation - Project Adventure Rubric



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Differentiation:

AL: Students can work with another student who does not understand the activity.

BL: Students can work with a partner.

Resources Provided:

Project Adventure Achieving Fitness book



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		X	
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Physical Education	Grade Level:	Kindergarten	Unit Title:	Project Adventure Achieving Fitness
Created:	January 2021	Board Approved on:	Type Here		



Unit Overview Template

Content Area: Physical Education **Grade Level:** Kindergarten **Unit Title:** Ball Play

Unit Summary: The ball play unit includes fundamental skills in which children manipulate balls of various shapes and sizes. Ball skills may be divided into two categories: the development of hand-eye coordination (rolling, bouncing, throwing, and catching), and the development of foot-eye coordination (kicking, trapping, and dribbling).

Primary Interdisciplinary Connections: Anatomy, Wellness

21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: This unit focuses on hand-eye and foot-eye coordination and skills. By receiving instruction and practice in these fundamentals, children learn the basics for many individual and team sports.

Learning Targets

Standards: 2.1 Emotional Learning
2.2 Physical Wellness
8.2 Computer Science
9.4 Career Readiness

Content Statements:

Emotional Learning 2.1.2 Many factors influence how we think about ourselves and others
2.1.2 There are different ways that individuals handle stress, and some are healthier than others.

Movement Skills and Concepts: 2.2.2 MSC- The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.
2.2.2 MSC- Feedback impacts and improves the learning of movement skills and concepts.
2.2.2 MSC- Teamwork consists of effective communication and respect among class and team members.

Physical Fitness: 2.2.2.PF- The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.



Lifelong Fitness:	2.2.2.LF- Exploring wellness components provide a foundational experience of physical movement activities. 2.2.2.LF- Resources that support physical activity are all around you.
Networks and the Internet	8.1.2.NI- Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide. 8.1.2.NI- Connecting devices to a network or the Internet provides great benefits, but care must be taken to use authentication measures, such as strong passwords, to protect devices and information from unauthorized access.
Digital Citizenship:	9.4.2.DC- Individuals should practice safe behaviors when using the Internet. 9.4.2.DC- An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.
Global and Cultural Awareness:	9.4.2.GCA- Individuals from different cultures may have different points of view and experiences.

CPI#:	Cumulative Progress Indicator (CPI):
2.1.2.EL.3	Demonstrate self control in a variety of settings (e.g., classrooms, playgrounds, special programs).
2.1.2.EL.4	Demonstrate strategies for managing ones own emotions, thoughts and behaviors.
2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
2.2.2.MSC.2	Differentiate non-locomotor and locomotor as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways, and ranges.
2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.



2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.PF.2	Explore how to move different body parts in a controlled manner.
2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
2.2.2.LF.1	Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
Unit Essential Questions: • What are some ways that we can manipulate a ball? • Are you using your hands or feet to dribble a basketball? • What are some skills that we need in order to play soccer? • What are some skills that we need in order to play basketball?	
Unit Enduring Understandings: • The development of competency is needed in order to participate in ball activities. • Personal fitness is important in order to lead a healthy lifestyle. • Participation in a variety of physical activities is necessary for overall fitness. • Responsible, social, and personal behavior enhances enjoyment of physical activity.	
Unit Learning Targets: Students will.... • Demonstrate the ability to manipulate a ball in several ways. • Demonstrate the ability to properly toss an object. • Demonstrate the ability to dribble and pass a ball with both hands and feet. • Demonstrate the ability to overhand and underhand throw.	



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- Demonstrate the ability to catch a ball, bean bag, or yarn ball.
- Comprehend that soccer and basketball are team sports.
- Demonstrate the ability to work well with others and show good sportsmanship.



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Evidence of Learning

Summative Assessment: 12 days
The teacher will be observing and using a ball play skill assessment rubric to identify which students are able to recognize the concepts for the unit.

Equipment Needed: bean bags, balls (foam, basketballs, soccer balls) poly spots, cones, hula hoops

Teacher Resources: SPARK physical education activity book

Formative Assessments:

- Teacher Observation
- Having a Ball Skill Assessment Rubric



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Lesson Plans

Lesson	Time Frame
Lesson 1 Make It to the Hoop	120 minutes/ 3 days
Lesson 2 Basketball Stations	120 minutes/ 3 days
Lesson 3 Clean Your Room	120 minutes/ 3 days
Teacher Notes: Will observe and facilitate the lessons throughout the unit by using unit rubrics.	
Curriculum Development Resources/Technology Resources: SPARK Physical Education Activity book	



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Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Make It to the Hoop Time Frame: 120 minutes/ 3 days

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

Hula hoops, soccer balls, poly spots

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate the ability to dribble and pass a ball. • Comprehend that soccer is a team sport. • Demonstrate the ability to work well with others and show good sportsmanship	Lesson Sequence 1. Teams: The children will come in and find their poly spots. 2. Warm-Up: Achieving Fitness Activity 3. The teacher will lead the children in various stretches including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push ups, sit ups. 4. Soccer Musical Dribbling: The children will each get a ball and practice dribbling it (with their feet) around the gym to	• Teacher Observation • Ball Play Skill Assessment Rubric



the music. When the music goes off, the children will stop and freeze. When the music comes back on, they will continue to dribble.

5. Make it to the Hoop:
Students will be set up in relay lines. Each relay line will be set up with a yarn ball, foam ball and soccer ball in a bucket next to the team cone. There will be 3 hula hoops set up in a line in front of each team to determine levels easy, medium and hard. At the start, students will select which ball they would like to use. Students must kick the ball by using the inside of their foot, aiming for one of the three hoops. If the student misses, they will get the ball and return back to their line. If the student makes it into the hoop, they will bring back a snowman from that hoop (there will be 3 snowmen in each hoop). The snowmen in the first hoop are worth 1 point, the snowmen in the second hoop are worth 2 points and in the third hoop are worth 3 points. The next person will then start their turn by picking a ball to kick. When all the snowmen are gone, the team can sit down and add up the total number of points they



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	have. Game can be reset to play another round if time permits.	
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Differentiation:

AL: These students will be asked to demonstrate certain activities in the gym. They can also have a target to pass to that is further away.

BL: Students struggling with these skills will be partnered with a student who can complete the skill. In some cases, they will be partnered with an AL student, and at other times, with a student who is just above the level of the student having difficulty so that they do not get discouraged. If necessary, the teacher can work one on one with students who are having greater difficulty.

Resources Provided:

SPARK physical education activity book



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Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Basketball Stations Time Frame: 120 minutes/3 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

Basketballs, hoops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate the ability to dribble a ball. • Comprehend that basketball is a team sport. • Demonstrate the ability to work well with others and show good sportsmanship.	Lesson Sequence 1. Teams: The children will come in and find their poly spots. 2. Warm-Up: Achieving Fitness Activity 3. The teacher will lead the children in various stretches including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push ups, sit ups. 4. Basketball Stations: We will have 3 stations set up throughout the gym for the students to	• Teacher Observation • Ball Play Skill Assessment Rubric



participate in. All students will have the opportunity to work at each station for a period of time before rotating to the next. The stations that we will be working on are:

Dribbling: Students will have a designated area to dribble around in. They will be asked to work on using both their dominant and non-dominant hands and have spatial awareness.

1. Passing: Students will be set up in a straight line on spots. Each time that the groups rotate, they will work on a different passing technique. They will work on passing the ball over head, under their legs, and around their side.
2. Shooting: Cones will be set up in front of each of the four hoops. Students will get a ball and begin at the cone. They will need to dribble up to the hoop and shoot. After taking 1 shot, they will return to the cone and let the next person in line have their turn. Students will continue this until it is time to rotate.

Differentiation:

AL: These students will be asked to demonstrate certain activities in the gym.

BL: Students struggling with these skills will be partnered with a student who can complete the skill. In some cases, they will be partnered with an AL student, and at other times, with a student who is just above the level of the student having difficulty so that they do not get discouraged. If necessary, the teacher can work one on one with students who are having greater difficulty.



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Resources Provided:

SPARK physical education activity book



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Clean Your Room Time Frame: 120 minutes/3 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

Yarn balls, foam balls

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate the ability to overhand and underhand throw. • Demonstrate the ability to work well with others and show good sportsmanship. • Demonstrate the ability to catch a ball.	Lesson Sequence 1. Teams: Have students line up in squads to check sneakers. 2. Warm-up: Toss N' Catch Tag-Students will find a partner and get one ball between them. Whoever has the ball is it. When the music goes on the game of tag between the partners begins. If the child gets tagged they will now take the yarn ball and become the tagger. 3. The teacher will lead the children in various stretches including: running in place, jumping jacks, arm	• Teacher Observation • Ball Play Skill Assessment Rubric



	stretch, hamstring stretch, quad stretch, ABC push ups, sit ups. 4. Clean your Room: The class will be divided into 2 equal teams. Yarn balls will be spread throughout the gym and a hula hoop will be placed on each side of the gym. Students may not cross the mid-court line. On GO, students will overhand throw yarn balls over to the other teams side. They are trying to make their room cleaner then the other. When the music goes off the game will stop and the children will put all of their yarn balls into the hula hoop. Whoever has the least wins. 5. Lesson Closure	
Differentiation: AL: These students will be asked to demonstrate certain activities in the gym. BL: Students struggling with these skills will be partnered with a student who can complete the skill. In some cases, they will be partnered with an AL student, and at other times, with a student who is just above the level of the student having difficulty so that they do not get discouraged. If necessary, the teacher can work one on one with students who are having greater difficulty.		
Resources Provided: SPARK physical education activity book		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Physical Education	Grade Level:	Kindergarten	Unit Title:	Ball Play
Created:	January 2021	Board Approved on:	Type Here		



Unit Overview Template

Content Area: Physical Education **Grade Level:** Kindergarten **Unit Title:** Dance

Unit Summary:

The students will work on their rhythm, timing, balance and body awareness through creative expression. Dancing will provide a great cardiovascular workout.

Primary Interdisciplinary Connections: Anatomy, Wellness

21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy

Unit Rationale: The students should participate in dance activities because they should understand that dance is a fitness activity that can keep them healthy and active for a lifetime.

Learning Targets

Standards: 2.1 Emotional Learning
 2.2 Physical Wellness
 8.2 Computer Science
 9.4 Career Readiness

Content Statements:

Emotional Learning 2.1.2 Many factors influence how we think about ourselves and others
 2.1.2 There are different ways that individuals handle stress, and some are healthier than others.

Movement Skills and Concepts: 2.2.2 MSC- The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.
 2.2.2 MSC- Feedback impacts and improves the learning of movement skills and concepts.
 2.2.2 MSC- Teamwork consists of effective communication and respect among class and team members.

Physical Fitness: 2.2.2.PF- The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.

Lifelong Fitness: 2.2.2.LF- Exploring wellness components provide a foundational experience of physical movement activities.



Networks and the Internet Digital Citizenship: Global and Cultural Awareness:	2.2.2.LF- Resources that support physical activity are all around you. 8.1.2.NI- Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide. 8.1.2.NI- Connecting devices to a network or the Internet provides great benefits, but care must be taken to use authentication measures, such as strong passwords, to protect devices and information from unauthorized access. 9.4.2.DC- Individuals should practice safe behaviors when using the Internet. 9.4.2.DC- An individual's digital footprint reflects the various actions an individual makes online, both positive and negative. 9.4.2.GCA- Individuals from different cultures may have different points of view and experiences.
CPI#:	Cumulative Progress Indicator (CPI):
2.1.2.EL.3	Demonstrate self control in a variety of settings (e.g., classrooms, playgrounds, special programs).
2.1.2.EL.4	Demonstrate strategies for managing ones own emotions, thoughts and behaviors.
2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
2.2.2.MSC.2	Differentiate non-locomotor and locomotor as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways, and ranges.
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.PF.2	Explore how to move different body parts in a controlled manner.
2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).



2.2.2.LF.1	Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
Unit Essential Questions: How does your participation in dance impact your fitness?	
Unit Enduring Understandings: - The development of (motor manipulative) skill competency is needed in order to participate in fitness activities. - Personal fitness is important to lead a healthy lifestyle. - Participation in a variety of physical activities is necessary for overall fitness.	
Unit Learning Targets: Students will.... - Demonstrate rhythm, timing, balance, and body awareness through creative expression. - Comprehend that dance is an activity that can increase their overall fitness levels.	



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Evidence of Learning

Summative Assessment:	12 days The teacher will teach the children various dance steps and the children will have to perform them correctly when told.
Equipment Needed:	iPad
Teacher Resources:	youtube, gonoodle
Formative Assessments:	• Teacher Observation • Dance Rubric



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Lesson Plans

Lesson	Time Frame
Lesson 1 Wipe Out	120 minutes/3 days
Lesson 2 Awesome Rainbows	120 minutes/ 3 days
Lesson 3 Just Dance	120 minutes/ 3 days
Teacher Notes: The teacher can use go noodle and youtube to find dance activities and ideas. Teacher will observe and facilitate the lessons throughout the unit by using unit rubrics.	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> www.youtube.com www.gonoodle.com	



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Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Wipe Out Time Frame: 3 days/120 minutes

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

Wipe-out Song

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Demonstrate rhythm, timing, balance, body awareness. - Respond in movement to changes in tempo, beat, rhythm, or musical style.	Lesson Sequence - Teams: We will check for sneakers. Warm-Up: Achieving Fitness Activity - The teacher will lead the children in various stretches including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push ups, sit ups. - Fitness Activity: Students will begin learning various fitness activities at the end of our warm-up segment. This week, students will be working on the correct	- Teacher Observation - Dance Rubric



	way to do jumping jacks. Complete 20 jumping jacks as a class while concentrating on their form. Jump straight like a pencil, and then open like a star. 5. Cha Cha Slide: The children will end with a dance to the Cha Cha Slide. They need to listen and perform the movements. 6. Wipe Out: The students will begin to learn the moves for this dance. During this dance they will be acting as surfers.	
Differentiation: AL: These students will be asked to demonstrate certain activities in the gym. They can lead the dances for other students. BL: Students struggling with these skills will be partnered with a student who can complete the skill. In some cases, they will be partnered with an AL student, and at other times, with a student who is just above the level of the student having difficulty so that they do not get discouraged. If necessary, the teacher can work one on one with students who are having greater difficulty.		
Resources Provided: you tube go noodle		



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Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Awesome Rainbows Time Frame: 120 minutes/3 minutes

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Wellness, Anatomy

Integration of Technology:

iPad

Equipment Needed:

Awesome Rainbows Song

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Demonstrate rhythm, timing, balance, body awareness, non-locomotor and locomotor skills and creative expression.	Lesson Sequence - Teams: The children will come in and find their poly spots. We will check for sneakers. Warm-Up: Achieving Fitness Activity - The teacher will lead the children in various stretches including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push ups, sit ups. - Fitness Activity: Students will begin learning various fitness activities at the end of our	- Teacher Observation - Dance Rubric



warm-up segment. This week, students will be working on the correct way to do ABC push-ups. The activity is completed by saying the alphabet while holding yourself in a push-up position and alternating touching opposite shoulders.

5. Wipe Out: The students will review the moves for this dance. During this dance they will be acting as surfers.

6. Awesome Rainbows: The children will be learning a new dance to the song "Awesome Rainbows." The song has 4 basic moves. Once the beat of the song picks up, you begin with the Rainbow run, for 32 counts (turn every 8)--REPEAT--followed by the Swish-Clap as they sing about favorite colors (32 count), SCREAM!!!, Sky touch, rainbow swipe, squirm it, sky touch, rainbow swipe, touch your head, touch your toes! (REPEAT). Repeat the whole dance. Ends with the rainbow run.

Differentiation:

AL: These students will be asked to demonstrate certain activities in the gym. These students will be given the opportunity to perform in front of their classmates.

BL: Students struggling with these skills will be partnered with a student who can complete the skill. In some cases, they will be partnered with an AL student, and at other times, with a student who is just above the level of the student having difficulty so that they do not get discouraged. If necessary,



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the teacher can work one on one with students who are having greater difficulty. Students can also watch the video of the dance to gain greater understanding of how the dance should be complet

Resources Provided:

go noodle
you tube



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Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Just Dance Time Frame: 120 minutes/3 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

Gummy Bear Dance

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Demonstrate rhythm, timing, balance, body awareness, non-locomotor and locomotor skills and creative expression.	Lesson Sequence - Squads: The children will come in and find their squad spots. We will check for sneakers. Warm-Up: Achieving Fitness Activity - The teacher will lead the children in various stretches including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push ups, sit ups. - Fitness Activity: Students will begin learning various fitness activities	- Teacher Observation - Dance Rubric



	at the end of our warm-up segment. This week, students will be working on the correct way to do a v-sit. 5. Gummy Bear Dance: Before showing the video, we will cover some of the basic dance moves used in the Gummy Bear Dance. Students will then follow along to the Gummy Bear Just Dance video. http://www.youtube.com/watch?v=5hn61z3FLMQ 6. Lesson Closure	
Differentiation: AL: These students will be asked to demonstrate certain activities in the gym. They may choose to perform the dance in front of the class to give other students additional opportunities to see the dance performed correctly. BL: Students struggling with these skills will be partnered with a student who can complete the skill. In some cases, they will be partnered with an AL student, and at other times, with a student who is just above the level of the student having difficulty so that they do not get discouraged. If necessary, the teacher can work one on one with students who are having greater difficulty. Students may also use the ipod to watch the dance and take additional time to learn the steps.		
Resources Provided: Gummy Bear Dance video		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Physical Education	Grade Level:	Kindergarten	Unit Title:	Dance
Created:	January 2021	Board Approved on:	Type Here		



Unit Overview Template

Content Area: Physical Education **Grade Level:** Kindergarten **Unit Title:** Bean Bags

Unit Summary: This unit allows students to participate in activities that will help in increasing their coordination, agility, balance, object manipulation, and creative movement.

Primary Interdisciplinary Connections: Anatomy, Wellness

21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving X Health Literacy ☐ ICT Literacy

☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Beanbag activities may be used to develop many physical skills including fine/gross motor, hand/eye, foot/eye, and general coordination, agility, balance, object manipulation, and creative movement.

Learning Targets

Standards: 2.1 Emotional Learning
2.2 Physical Wellness
8.2 Computer Science
9.4 Career Readiness

Content Statements:

Emotional Learning 2.1.2 Many factors influence how we think about ourselves and others
2.1.2 There are different ways that individuals handle stress, and some are healthier than others.

Movement Skills and Concepts: 2.2.2 MSC- The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.
2.2.2 MSC- Feedback impacts and improves the learning of movement skills and concepts.
2.2.2 MSC- Teamwork consists of effective communication and respect among class and team members.

Physical Fitness: 2.2.2.PF- The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.

Lifelong Fitness: 2.2.2.LF- Exploring wellness components provide a foundational experience of physical movement activities.
2.2.2.LF- Resources that support physical activity are all around you.



Networks and the Internet

8.1.2.NI- Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.

8.1.2.NI- Connecting devices to a network or the Internet provides great benefits, but care must be taken to use authentication measures, such as strong passwords, to protect devices and information from unauthorized access.

Digital Citizenship:

9.4.2.DC- Individuals should practice safe behaviors when using the Internet.

9.4.2.DC- An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.

9.4.2.GCA- Individuals from different cultures may have different points of view and experiences.

Global and Cultural Awareness:

CPI#:	Cumulative Progress Indicator (CPI):
2.1.2.EL.3	Demonstrate self control in a variety of settings (e.g., classrooms, playgrounds, special programs).
2.1.2.EL.4	Demonstrate strategies for managing ones own emotions, thoughts and behaviors.
2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
2.2.2.MSC.2	Differentiate non-locomotor and locomotor as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways, and ranges.
2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.PF.2	Explore how to move different body parts in a controlled manner.



2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
2.2.2.LF.1	Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
Unit Essential Questions: ● On what parts of my body can I balance a bean bag? ● What is the correct way to toss an object? ● What do you need to do to toss the bean bag into the bucket? ● What are ways that I can show good sportsmanship? What can I say?	
Unit Enduring Understandings: ● The development of skill competency is needed in order to participate in bean bag and other physical activities. ● Personal fitness is important in order to lead a healthy lifestyle. ● Participation in a variety of physical activities is necessary for overall fitness.	
Unit Learning Targets: Students will.... ● Demonstrate the ability to manipulate a bean bag in several ways. ● Demonstrate how to toss an object correctly. ● Work with a team towards a common goal. ● Use teamwork and show good sportsmanship.	



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Evidence of Learning

Summative Assessment: 12 days
The teacher will be observing and using a bean bag skill assessment rubric to identify which students are able to recognize the concepts for the unit.

Equipment Needed: bean bags, poly spots, cones, buckets, hula hoops

Teacher Resources: SPARK physical education activity book

Formative Assessments:

- Teacher Observation
- Bean Bag Rubric



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Lesson Plans

Lesson	Time Frame
Lesson 1 People to People	120 minutes/3 days
Lesson 2 Make It Take It	120 minutes/ 3 days
Lesson 3 Bean Bag Mania	120 minutes/ 3 days
Teacher Notes: Teacher will observe and facilitate the lessons throughout the unit by using unit rubrics.	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> SPARK physical education activity book	



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Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: People to People Time Frame: 120 minutes/3 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

Bean bags

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate the ability to manipulate a bean bag in various ways. • Demonstrate the proper way to toss an object. • Demonstrate how to work with a partner to reach a common goal.	Lesson Sequence 1. Teams: Check for sneakers. 2. Warm-Up: Achieving Fitness Activity 3. The teacher will lead the children in various stretches including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push ups, sit ups. 4. Bean Bag Body Balance Activities: The children will complete the following activities dealing with the beanbags. They will be	• Teacher Observation • Bean Bag Rubric



focusing on how to balance the bean bag in various ways.

5. Balancing: The children will be trying to manipulate the bean bag in many ways. Lets see if we can balance the bean bag on our shoulder, hand, elbow, knee, foot, etc.
6. People to People: When the teacher says "People to people," during the balancing exercise, everyone will find a partner. They will then continue to use the same body part that they were previously balancing, and try to balance the bean bag between the two students.
7. Balancing Tree: Students will be put into groups of 4-5 (larger groups for doubled classes) and set up in relay lines. The first person in line will become the "tree" and stand opposite their team at the cone. Bean bags will be spread out on the floor in between the group and the tree. The tree will decide how they will stand so that their team can balance as many bean bags as possible on the tree. You cannot be a stump. At the start, one person from each team at a time will go out to get a bean bag. They will attempt to balance the bean bag on



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	the tree. The bean bags will represent leaves. The tree with the most leaves at the new win. If a leaf falls off a tree it must stay on the ground. Count up your leaves! Next person in line will be the new tree. 8. Lesson Closure	
Differentiation: AL: These students will be asked to demonstrate certain activities in the gym. BL: Students struggling with these skills will be partnered with a student who can complete the skill. In some cases, they will be partnered with an AL student, and at other times, with a student who is just above the level of the student having difficulty so that they do not get discouraged. If necessary, the teacher can work one on one with students who are having greater difficulty.		
Resources Provided: SPARK physical education activity book		



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Make It, Take It Time Frame: 120 minutes/3 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

Bean bags, cones, poly spots, buckets

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate the ability to manipulate a bean bag in several ways. • Demonstrate the proper way to toss an object. • Demonstrate the ability to work with a partner to reach a common goal.	Lesson Sequence 1. Warm-up: Catch a Tail Students will each get a tail made out of a plastic garbage bag. Students will place the tail in the back of their pants or pocket. On Go, students will try to grab as many tails as possible. 2. The teacher will lead the children in various stretches including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push ups, sit ups.	• Teacher Observation • Bean Bag Rubric



3. Make It, Take It:
Students will be set up in a relay line formation. Two buckets will be placed out in the gym and poly spots will be placed at various distances around the buckets. Bean bags will be placed off on either side of the gym. On GO, the first person on the line will run out and collect a bean bag. They will pick any poly spot to stand on and try to underhand toss the bean bag into the bucket. If they make it they will take the spot they were standing on to show points collected. If they do not make it they will take the bean bag back to their team. The next student will go. This continues until all of the spots are gone. Students use math skills to add up their point values collected.
4. Lesson Closure

Differentiation:

AL: These students will be asked to demonstrate certain activities in the gym. Students will also choose to throw from the more challenging spots that are placed farther from the buckets.

BL: Students will be allowed to choose their level of difficulty when throwing. There will be spots spread out throughout the gym, and struggling students will be able to throw from the closer spots in order to be successful at the task.

Resources Provided:

SPARK physical education activity book



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Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Bean Bag Mania Time Frame: 120 minutes/3 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

Pins, bean bags, buckets, poly spots

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate the ability to underhand toss an object correctly. • Demonstrate the ability to underhand toss accurately to a target.	Lesson Sequence 1. Warm-Up: Achieving Fitness Activity 2. The teacher will lead the children in various stretches including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push ups, sit ups. 3. Bean Bag Mania: Students will be placed in a relay line formation behind a bucket filled with bean bags. Pins will be scattered throughout the gym standing on top	• Teacher Observation • Bean Bag Rubric



	of a poly spot. On Go, the first student on the line will take a bean bag and underhand toss or slide it towards a pin trying to knock it down. Students will not run out to retrieve their bean bags. The students will go to the end of the line and the next student will go. Once all of the bean bags are used students will sit down and together we will count how many pins we knocked down. The next round we will try to beat that total. 4. Lesson Closure	
Differentiation: AL: These students will be asked to demonstrate certain activities in the gym. Students will also choose to throw from the more challenging spots that are placed farther from the pins. BL: Students will be allowed to choose their level of difficulty when throwing. There will be spots spread out throughout the gym, and struggling students will be able to throw from the closer spots in order to be successful at the task.		
Resources Provided: SPARK physical education activity book		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Physical Education	Grade Level:	Kindergarten	Unit Title:	Bean Bags
Created:	January 2021	Board Approved on:	Type Here		



Unit Overview Template

Content Area: Physical Education **Grade Level:** Kindergarten **Unit Title:** Jump Rope

Unit Summary: The jump rope unit allows students to participate in important activities that will improve overall cardiovascular health. Students will learn timing, coordination, and balance. This unit will also provide opportunities to connect with home and community through a community service fundraiser to help in the fight against heart disease.

Primary Interdisciplinary Connections: Anatomy, Wellness

21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Jump Roping is a fun exercise that you can perform anywhere. It will increase your overall fitness level in a short amount of time.

Learning Targets

Standards: 2.1 Emotional Learning
2.2 Physical Wellness
8.2 Computer Science
9.4 Career Readiness

Content Statements:

Emotional Learning 2.1.2 Many factors influence how we think about ourselves and others
2.1.2 There are different ways that individuals handle stress, and some are healthier than others.

Movement Skills and Concepts: 2.2.2 MSC- The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.
2.2.2 MSC- Feedback impacts and improves the learning of movement skills and concepts.
2.2.2 MSC- Teamwork consists of effective communication and respect among class and team members.

Physical Fitness: 2.2.2.PF- The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.

Lifelong Fitness:



Networks and the Internet Digital Citizenship: Global and Cultural Awareness:	2.2.2.LF- Exploring wellness components provide a foundational experience of physical movement activities. 2.2.2.LF- Resources that support physical activity are all around you. 8.1.2.NI- Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide. 8.1.2.NI- Connecting devices to a network or the Internet provides great benefits, but care must be taken to use authentication measures, such as strong passwords, to protect devices and information from unauthorized access. 9.4.2.DC- Individuals should practice safe behaviors when using the Internet. 9.4.2.DC- An individual’s digital footprint reflects the various actions an individual makes online, both positive and negative. 9.4.2.GCA- Individuals from different cultures may have different points of view and experiences.
CPI#:	Cumulative Progress Indicator (CPI):
2.1.2.EL.3	Demonstrate self control in a variety of settings (e.g., classrooms, playgrounds, special programs).
2.1.2.EL.4	Demonstrate strategies for managing ones own emotions, thoughts and behaviors.
2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
2.2.2.MSC.2	Differentiate non-locomotor and locomotor as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.PF.2	Explore how to move different body parts in a controlled manner.
2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.



2.2.2.LF.1	Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.2	Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
Unit Essential Questions: • How would community resources influence activity opportunities? • How can skill competency influence physical activity? • How do practice, perseverance and effort impact performance?	
Unit Enduring Understandings: • Knowledge of home and community resources enhances the opportunities to engage in physical activity. • The development of (motor and manipulative) skill competency is needed to participate in fitness activities.	
Unit Learning Targets: Students will.... • Identify jump rope safety rules. • Identify the ability to jump over flat ropes. • Explain and demonstrate how to properly turn a rope. • Demonstrate rhythm, timing, balance, and body awareness.	



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Evidence of Learning

Summative Assessment:	3 days Students will participate in a number of stations at the end of the unit in order to evaluate them on the number of jump rope skills they have learned.
Equipment Needed:	short ropes, long ropes, chinese jump ropes
Teacher Resources:	Jump Rope Activity Book Chinese Jump Rope Activity Book American Heart Association Jump Rope for Heart Resources
Formative Assessments:	- Teacher Observation - Jump Rope Rubric

Lesson Plans

Lesson	Time Frame
Lesson 1 Short Rope	120 minutes/ 3 days
Lesson 2 Long Rope	120 minutes/ 3 days
Lesson 3 Jump Rope for Heart Open House	120 minutes/ 3 days
Teacher Notes: During the Jump Rope for Heart Stations, parents will be invited to the PE Open House.	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> Jump Rope Activity Book Chinese Jump Rope Activity Book American Heart Association Jump Rope for Heart Resources heart.org.jump	



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Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Short Rope Time Frame: 120 minutes/3 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

Short ropes

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate how to perform locomotor skills, balance, rhythm and timing. • Explain the steps for completing a jump. • Identify and explain ways that jump rope is good for your health.	Lesson Sequence 1. Warm-Up: Achieving Fitness Activity 2. The teacher will lead the children in various stretches including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push ups, sit ups. 3. Jump Rope Activities: Tell the class that we will be starting our Jump Rope unit. Why do they think we jump rope? Explain to students that jump rope activities are a great way to exercise, are good for our heart and	• Teacher Observation • Jump Rope Rubric



are very fun to do. However, like other activities, we must remember safety. Tell the students to keep a safe distance between one another and be careful not to hit anyone with their rope.

4. Rope Selection: The children will come up to get a jump rope if they are not already spread out on the floor for them.
5. Flat Rope Exploration: Students will practice various movements and skills while the rope is flat on the ground. The children will make a straight line with their rope. They will perform various challenges such as jumping side to side, jumping over it, making letters, and making a heart.
6. Circle Jumping: The children will manipulate their rope into a circle or heart. When the music is off, they will do various jumps in and out of the rope. When the music turns on, they have to move around the outside of their circle. They will also listen for cues such as moving to another rope.
7. Toe Catch: The children will practice bringing the rope over their heads and catch it with their feet. They will be moving into turning and jumping.



8. Free Jumping: As students are able to do the toe catch, they will then be asked to complete one jump (saying to themselves, "over my head...jump!"). Students will continue to practice these jumps until they can do it naturally without saying the words to themselves. As they can complete more and more jumps, the teacher will give students challenges such as jumping with eyes closed, jumping backwards, jumping on one foot, doing the pretzel jump or criss cross. If particular students are struggling, they will continue to try the toe catch and completion of one jump. The teacher will continue to give challenges for the above level children, and walk around to assist the below level children.
9. Lesson Closure

Differentiation:

AL: These students will be asked to demonstrate certain activities in the gym. They may be given challenges to complete in the long rope. AL students may also jump with a partner in the rope.

BL: Students struggling with these skills will be partnered with a student who can complete the skill. In some cases, they will be partnered with an AL student, and at other times, with a student who is just above the level of the student having difficulty so that they do not get discouraged. If necessary, the teacher can work one on one with students who are having greater difficulty. The teacher can help in turning the rope for students who are struggling.

Resources Provided:

American Heart Association Jump Rope Activity Book



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Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Long Rope Time Frame: 120 minutes/3 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

Long ropes

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate rhythm, timing, balance and body awareness while jump roping. • Demonstrate the ability to work cooperatively with others.	Lesson Sequence 1. Warm-up short rope jumping 2. The teacher will lead the children in various stretches including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push ups, sit ups. 3. Mountain Climber: Students will be grouped together to participate in an activity called Mountain Climber with a long rope. The long rope	• Teacher Observation • Jump Rope Rubric



	will be placed flat on the floor. One child from the group will push the beads away and stand on the rope of the jump rope. Another child will go to the other end and hold the rope in their hands pulling it tight towards their chest. The rope will look like it starts low and goes up high. Students in the group will use a side to side jump to see how high they can make it up the rope. 4. Lesson Closure	
Differentiation: AL: These students will be asked to demonstrate certain activities in the gym. They may be given challenges to complete in the long rope. AL students may also jump with a partner in the rope. BL: Students struggling with these skills will be partnered with a student who can complete the skill. In some cases, they will be partnered with an AL student, and at other times, with a student who is just above the level of the student having difficulty so that they do not get discouraged. If necessary, the teacher can work one on one with students who are having greater difficulty. The teacher can help in turning the rope for students who are struggling.		
Resources Provided: American Heart Association Jump Rope for Heart Resources		



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Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Jump Rope for Heart Open House Time Frame: 120 minutes/3 days

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

Short ropes, long ropes, chinese jump ropes

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Demonstrate rhythm, timing, balance and body awareness while jumping rope. - Demonstrate the ability to work cooperatively with others.	Lesson Sequence - Various jump roping stations will be set-up. - Parents will be invited to jump rope with their children. - Stations: flat ropes, short ropes, long ropes, chinese jump ropes, mountain climber and various other P.E. activities. - Lesson Closure	- Teacher Observation - Jump Rope Rubric
Differentiation: AL: These students will be asked to demonstrate certain activities in the gym. AL students will be split between all stations so that they can assist in their group and take on a "group leader" role. These		



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students will help struggling students in their group and will be able to remind group members of the station directions.

BL: Students struggling with these skills will be partnered with a student who can complete the skill. In some cases, they will be partnered with an AL student, and at other times, with a student who is just above the level of the student having difficulty so that they do not get discouraged. If necessary, the teacher can work one on one with students who are having greater difficulty.

Resources Provided:

American Heart Association Jump Rope Activity Book



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Physical Education	Grade Level: Kindergarten	Unit Title: Jump Rope
Created: January 2021	Board Approved on: Type Here	



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Unit Overview Template

Content Area: Physical Education **Grade Level:** Kindergarten **Unit Title:** Parachute

Unit Summary: Type Here

Primary Interdisciplinary Connections:

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: The parachute is important for the children to participate in because it will improve their muscular strength and continue to improve their communication and team building skills. It also helps teach the students about the P.E. class values; Play Hard, Play Safe, Play Fair and Have Fun.

Learning Targets

Standards: 2.1 Emotional Learning
2.2 Physical Wellness
8.2 Computer Science
9.4 Career Readiness

Content Statements:

Emotional Learning 2.1.2 Many factors influence how we think about ourselves and others
2.1.2 There are different ways that individuals handle stress, and some are healthier than others.

Movement Skills and Concepts: 2.2.2 MSC- The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.
2.2.2 MSC- Feedback impacts and improves the learning of movement skills and concepts.
2.2.2 MSC- Teamwork consists of effective communication and respect among class and team members.

Physical Fitness: 2.2.2.PF- The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.

Lifelong Fitness: 2.2.2.LF- Exploring wellness components provide a foundational **experience of physical movement activities.**
2.2.2.LF- Resources that support physical activity are all around you.



Networks and the Internet

8.1.2.NI- Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.

8.1.2.NI- Connecting devices to a network or the Internet provides great benefits, but care must be taken to use authentication measures, such as strong passwords, to protect devices and information from unauthorized access.

Digital Citizenship:

9.4.2.DC- Individuals should practice safe behaviors when using the Internet.

9.4.2.DC- An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.

Global and Cultural Awareness:

9.4.2.GCA- Individuals from different cultures may have different points of view and experiences.

CPI#:	Cumulative Progress Indicator (CPI):
2.1.2.EL.3	Demonstrate self control in a variety of settings (e.g., classrooms, playgrounds, special programs).
2.1.2.EL.4	Demonstrate strategies for managing ones own emotions, thoughts and behaviors.
2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
2.2.2.MSC.2	Differentiate non-locomotor and locomotor as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways, and ranges.
2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.PF.2	Explore how to move different body parts in a controlled manner.



2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
2.2.2.LF.1	Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
Unit Essential Questions: - How can we manipulate the parachute together? - What muscles in your body are being exercised during various activities?	
Unit Enduring Understandings: - Responsible, social, and personal behavior enhances enjoyment of physical activity. - The development of skill competency is needed in order to participate in fitness activities. - Personal fitness is important in order to lead a healthy lifestyle. - Participation in a variety of physical activities is necessary for overall fitness.	
Unit Learning Targets: Students will.... - Identify safety rules when using the parachute. - Explain how to use teamwork and cooperative skills during activities. - Increase fitness levels while using the parachute. - Demonstrate proper timing and control of the parachute. - Explain the P.E. Class Values; Play Hard, Play Safe, Play Fair and Have Fun.	



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Evidence of Learning

Summative Assessment:	12 days The teacher will observe students participating in various activities. A parachute rubric will be used to assess the students.
Equipment Needed:	parachute, foam balls
Teacher Resources:	Parachute Activity Guide
Formative Assessments:	• Teacher Observation • Parachute Rubric



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Lesson Plans

Lesson	Time Frame
Lesson 1 Introduction to Parachute	120 minutes/ 3 days
Lesson 2 Color and Number Exchange	120 minutes/ 3 days
Lesson 3 Mountain and Tent	120 minutes/ 3 days
Teacher Notes: Class Values will be posted in the gym. Will observe and facilitate the lessons throughout the unit by using unit rubrics.	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> Parachute Activity Guide	



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Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Introduction to Parachute Time Frame: 120 minutes/3 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

Parachute, class value poster

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate the ability to work cooperatively and manipulate the parachute together. • Demonstrate the ability to listen and follow directions. • Identify areas of the body being used during various activities. • Explain the P.E. Class Values; Play Hard, Play Safe, Play Fair and Have fun.	Lesson Sequence 1. Warm-up jog 2. The teacher will lead the children in various stretches including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push ups, sit ups. Students will learn to count in Spanish from 1 to 10. 3. Parachute Safety: Work as a team, listen and follow directions carefully, make sure you hold on with two hands. Stay outside of the	• Teacher Observation • Parachute Rubric



	parachute unless told to go inside. 4. Parachute Activities: The children will participate in various activities with the parachute. They are as follows: 5. Merry Go Round: The children will each stand and grab the parachute with one hand. It must be pulled tight towards their bodies. On "go," the children will perform various locomotor movements while trying to keep the parachute up and as flat as a board. 6. Shake, Shake, Shake: Students will listen to the cues to shake the parachute as fast or as slow as they can. 7. UP AND DOWN: The children will learn how to raise the parachute up in the air and down as a team and cooperatively. 8. Popcorn: The children will shake the parachute together. Nerf balls will be placed on the parachute. This will be the popcorn that the children will be popping on the parachute. 9. Parachute Class Value Activities 10. Lesson Closure	
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Differentiation:

AL: These students will be asked to demonstrate certain activities around the parachute. Students can also lead the parachute activities by giving the directions to the class.

BL: Students struggling with the parachute will be partnered next to a student who can complete the skills. In some cases, they will be partnered with an AL student, and at other times, with a student



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who is just above the level of the student having difficulty so that they do not get discouraged. If necessary, the teacher can work one on one with students who are having greater difficulty.

Resources Provided:

Parachute Activity Guide



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Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Color and Number Exchange Time Frame: 120 minutes/3 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

Parachute, foam balls

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate the ability to work cooperatively and manipulate the parachute together. • Demonstrate the ability to listen and follow directions. • Demonstrate the ability to play hard, play safe, play fair, and have fun.	Lesson Sequence 1. Warm-up jog 2. The teacher will lead the children in various stretches including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push ups, sit ups. Students will learn to count in Spanish from 1 to 10. 3. Parachute Activities: The children will participate in various activities with the parachute. They are as follows:	• Teacher Observation • Parachute Rubric



4. Shake, Shake, Shake: Students will listen to the cues to shake the parachute as fast or as slow as they can.
5. UP AND DOWN: The children will learn how to raise the parachute up in the air and down as a team and cooperatively.
6. Number Exchange: Each child will be given a number. Each child should have someone across from them with the same number. The children will raise the parachute up and the teacher will call a number. If their number is called they will run under the parachute exchanging places.
7. Color Exchange: Color exchange is like number exchange. Students will be asked to make sure they know what color that they are standing on. Students will lift the parachute up on 3 and the teacher will call a color. If students are in a color they will run 3 steps under the parachute and 3 steps back out to the spot that they started in.
8. Popcorn: The children will shake the parachute together. Nerf balls will be placed on the parachute. This will be the popcorn that the children will be popping on the parachute.
9. Lesson Closure



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Differentiation: AL: These students will be asked to demonstrate certain activities around the parachute. Students will lead various parachute activities for other students. BL: Students struggling with the parachute will be partnered next to a student who can complete the skills. In some cases, they will be partnered with an AL student, and at other times, with a student who is just above the level of the student having difficulty so that they do not get discouraged. If necessary, the teacher can work one on one with students who are having greater difficulty.		
Resources Provided: Parachute Activity Guide		



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Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Mountain and Tent Time Frame: 120 minutes/3 days

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

Parachute

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Demonstrate the ability to work cooperatively and manipulate the parachute together. - Demonstrate the ability to listen and follow directions.	Lesson Sequence - Warm-up jog - The teacher will lead the children in various stretches including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push ups, sit ups. - Parachute Activities: The children will participate in various activities with the parachute. They are as follows: - Mountain: The children will raise the parachute	- Teacher Observation - Parachute Rubric



	up in the air and bring it down to the floor. They will kneel on the edges of the parachute so that no air comes out. The teacher will call a color, if they are at that color on the parachute they will climb the mountain carefully. 5. Tent: The children will raise the parachute up into the air and pull it behind them this time and sit inside like a tent. 6. Lesson Closure	
Differentiation: AL: These students will be asked to demonstrate certain activities around the parachute. Students will lead the parachute activities for other students. BL: Students struggling with the parachute will be partnered next to a student who can complete the skills. In some cases, they will be partnered with an AL student, and at other times, with a student who is just above the level of the student having difficulty so that they do not get discouraged. If necessary, the teacher can work one on one with students who are having greater difficulty.		
Resources Provided: Parachute Activity Guide		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Physical Education	Grade Level: Kindergarten	Unit Title: Parachute
Created: January 2021	Board Approved on:	Type Here



Unit Overview Template

Content Area: Physical Education **Grade Level:** Kindergarten **Unit Title:** Scooter

Unit Summary: Scooters will provide children with activities that will enhance cooperative play, teamwork, problem solving, and sportsmanship while enjoying a fun physical activity. Scooter activities also enhance children's muscular strength.

Primary Interdisciplinary Connections: Anatomy, Wellness

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Scooters are an important activity for students to participate in because they will increase their overall fitness levels and strength in a fun way. When activities are fun and exciting, children will hopefully begin a lifelong journey in fitness and health.

Learning Targets

Standards: 2.1 Emotional Learning
2.2 Physical Wellness
8.2 Computer Science
9.4 Career Readiness

Content Statements:

Emotional Learning 2.1.2 Many factors influence how we think about ourselves and others
2.1.2 There are different ways that individuals handle stress, and some are healthier than others.

Movement Skills and Concepts:

2.2.2 MSC- The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.
2.2.2 MSC- Feedback impacts and improves the learning of movement skills and concepts.
2.2.2 MSC- Teamwork consists of effective communication and respect among class and team members.
2.2.2.PF- The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.

Physical Fitness:

2.2.2.LF- Exploring wellness components provide a foundational experience of physical movement activities.



	2.2.2.LF- Resources that support physical activity are all around you.
Lifelong Fitness:	8.1.2.NI- Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.
Networks and the Internet	8.1.2.NI- Connecting devices to a network or the Internet provides great benefits, but care must be taken to use authentication measures, such as strong passwords, to protect devices and information from unauthorized access.
Digital Citizenship:	9.4.2.DC- Individuals should practice safe behaviors when using the Internet. 9.4.2.DC- An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.
Global and Cultural Awareness:	9.4.2.GCA- Individuals from different cultures may have different points of view and experiences.
CPI#:	Cumulative Progress Indicator (CPI):
2.1.2.EL.3	Demonstrate self control in a variety of settings (e.g., classrooms, playgrounds, special programs).
2.1.2.EL.4	Demonstrate strategies for managing ones own emotions, thoughts and behaviors.
2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
2.2.2.MSC.2	Differentiate non-locomotor and locomotor as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways, and ranges.
2.2.2.MSC.5	Adjust and correct movements and skills in response to feedback.
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.PF.2	Explore how to move different body parts in a controlled manner.



2.2.2.PF.3	EEngage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
2.2.2.LF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
2.2.2.LF.1	Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.2	Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
Unit Essential Questions: • How can skill competency influence physical activity? • How does practice, perseverance and effort impact performance? • How does safety impact physical activity?	
Unit Enduring Understandings: • The development of (motor and manipulative) skill competency is needed to participate in fitness activities. • Responsible personal and social behavior enhances enjoyment of activity.	
Unit Learning Targets: Students will.... • Demonstrate the ability to move safely while riding on a scooter. • Identify and demonstrate different ways to move on the scooters (sitting, laying, kneeling). • Demonstrate the ability to cooperate and show good sportsmanship during scooter activities.	



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Evidence of Learning

Summative Assessment:	12 days The teacher will observe students on the scooters specifically looking for safety and teamwork.
Equipment Needed:	scooters, pins, gym tape
Teacher Resources:	Scooter Games Activity Book
Formative Assessments:	• Teacher Observation • Scooter Rubric



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Lesson Plans

Lesson	Time Frame
Lesson 1 Alligator Tag	120 minutes/ 3 days
Lesson 2 Cooperative Scooters	120 minutes/ 3 days
Lesson 3 Battleship	120 minutes/ 3 days
Teacher Notes: Teacher will observe and facilitate the lessons throughout the unit by using unit rubrics.	
Curriculum Development Resources/Technology Resources: Scooter Games Activity Book	



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Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Alligator Tag Time Frame: 120 minutes/3 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

Scooters

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and demonstrate various ways to ride on a scooter. - Demonstrate safety on the scooters. - Demonstrate sportsmanship and cooperation while playing scooter games.	Lesson Sequence: Warm-up: The children will participate in Rock, Paper, Scissors Jogging for their warm-up. Students will each have a partner and will start in a corner of the gym. On "GO" students will play rock, paper, scissors. If you win, students will move on to corner 2. If you do not win, you will remain in your corner. Students will then play a different person in the corner. Winner moves on, the other remains.	- Teacher Observation - Scooter Rubric



2. The teacher will lead the children in various stretches including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push ups, sit ups.
3. Scooter Activities: The children will come up with safety rules for riding on the scooters. They will include:
 - Watch Your Fingers!
 - Stay in Personal Space
 - If you have long hair, tie it back or put it in your shirt
 - The scooter is not a skateboard so we can not stand on it.
 - Running and Jumping on scooters is unsafe.
 1. The children will practice different ways to ride on the scooter. This may include sitting going forwards and backwards, laying on their bellies, and kneeling on the scooter.
 2. Alligator Tag: Pick 4-8 taggers. They will be the alligators and the taggers. They will lie on their bellies to start the game. The rest of the children will be sitting on their scooters. The alligators will pretend to be asleep. The rest of the children will begin riding on their scooters. When the music goes on, the alligators will wake up and begin tagging the children on the foot. If tagged, the children will become an



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	alligator. The game continues until everyone is an alligator. 3. Lesson Closure	
Differentiation: AL: These students will be asked to demonstrate certain activities in the gym. BL: Students struggling with these skills will be partnered with a student who can complete the skill. In some cases, they will be partnered with an AL student, and at other times, with a student who is just above the level of the student having difficulty so that they do not get discouraged. If necessary, the teacher can work one on one with students who are having greater difficulty.		
Resources Provided: Scooter Games Activity Book		



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Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Cooperative Scooters Time Frame: 120 minutes/3 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

Scooters

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and demonstrate various ways to ride safely on the scooters. - Demonstrate cooperation while riding on the scooters. - Demonstrate ways to ride with a partner safely.	Lesson Sequence Warm-up: The children will participate in Rock, Paper, Scissors Jogging for their warm-up. Students will each have a partner and will start in various corners of the gym. When the music starts, students will begin to play rock, paper, scissors. If you win, students will move on to the next corner, making their way around the jogging circle. If you do not win, you will remain	- Teacher Observation - Scooter Rubric



in your corner. Students will then play a different person in the corner. Winner moves on, the other remains.

2. The teacher will lead the children in various stretches including:
running in place,
jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push ups, sit ups.
3. Scooter Partner Activities:
 - Sit side by side with your partner and link elbows. Try to move forward together and backwards.
 - Try sitting back to back with elbows linked and try moving different ways.
 - Lie on your bellies side by side and hold hands.
 - One partner sits on their scooter and puts their feet on their partner's scooter. The partner will push their partner and then they will switch.
 - One partner kneels on one scooter and puts their hands on the scooter in front and the partner pushes them and then they can switch places.
 - Can we think of other safe ways to ride with a partner?
1. Kneeling Relay: The children will ride their scooter on their knees to the mid-court line and back.
2. Sitting Relay: Ride the scooters while sitting to



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	the mid-court line and back. 3. Stomach Relay: Ride the scooters while laying on their bellies to the mid-court line and back. 4. Lesson Closure	
Differentiation: AL: These students will be asked to demonstrate certain activities on the scooters. BL: Students struggling with these skills will be partnered with a student who can complete the skill. In some cases, they will be partnered with an AL student, and at other times, with a student who is just above the level of the student having difficulty so that they do not get discouraged. If necessary, the teacher can work one on one with students who are having greater difficulty.		
Resources Provided: Scooter Activity Book		



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Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Battleship Time Frame: 120 minutes/3 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

Scooters, pins, gym tape

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and demonstrate various ways to ride safely on the scooters. - Identify and demonstrate ways to work cooperatively and show good sportsmanship.	Lesson Sequence - Warm-up jog - Stretch - Battleship: Students will be divided into teams of 4-6. Each team will be standing inside a taped out box on the floor. This will be their battleship. They will also have 3 pins on their ship and two scooters. One student from the ship will be the submarine. The submarine will go out on the scooter on their belly and collect balls that will	- Teacher Observation - Scooter Rubric



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	be out in the ocean(the gym floor). They will bring the balls back to the ship. The scuba diver will be sitting on their scooter and they will take the balls from their ship and go to other ships and try to knock their pins down. Some students will stay on the ship and guard the pins. The last team to have pins standing wins. 4. Lesson Closure	
Differentiation: AL: These students will be asked to demonstrate certain activities on the scooters. BL: Students struggling with these skills will be partnered with a student who can complete the skill. In some cases, they will be partnered with an AL student, and at other times, with a student who is just above the level of the student having difficulty so that they do not get discouraged. If necessary, the teacher can work one on one with students who are having greater difficulty.		
Resources Provided: Scooter Activity Book		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs		X	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Physical Education	Grade Level: Kindergarten	Unit Title: Scooters
Created: January 2021	Board Approved on: Type Here	



Unit Overview Template

Content Area: Physical Education **Grade Level:** Kindergarten **Unit Title:** Throwing and Catching

Unit Summary: The throwing and catching unit teaches fundamental skills in a variety of easy to manage learning environments. Children will develop hand/eye coordination, locomotor skills and coordination with a partner. The emphasis of this section is on skill development, participation, and having fun.

Primary Interdisciplinary Connections: Anatomy, Wellness

21st Century Themes Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ ICT Literacy

☐ Information Literacy Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy

Unit Rationale: This unit focuses on locomotor skills and coordination; specifically hand/eye coordination. By receiving instruction and practice in these fundamentals, children learn the basics for many individual and team sports.

Learning Targets

Standards: 2.1 Emotional Learning
2.2 Physical Wellness
8.2 Computer Science
9.4 Career Readiness

Content Statements:

Emotional Learning 2.1.2 Many factors influence how we think about ourselves and others
2.1.2 There are different ways that individuals handle stress, and some are healthier than others.

Movement Skills and Concepts: 2.2.2 MSC- The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.
2.2.2 MSC- Feedback impacts and improves the learning of movement skills and concepts.
2.2.2 MSC- Teamwork consists of effective communication and respect among class and team members.

Physical Fitness: 2.2.2.PF- The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.



Lifelong Fitness:	2.2.2.LF- Exploring wellness components provide a foundational experience of physical movement activities. 2.2.2.LF- Resources that support physical activity are all around you. 8.1.2.NI- Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.
Networks and the Internet	8.1.2.NI- Connecting devices to a network or the Internet provides great benefits, but care must be taken to use authentication measures, such as strong passwords, to protect devices and information from unauthorized access. 9.4.2.DC- Individuals should practice safe behaviors when using the Internet. 9.4.2.DC- An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.
Digital Citizenship:	9.4.2.GCA- Individuals from different cultures may have different points of view and experiences.
Global and Cultural Awareness:	

CPI#:	Cumulative Progress Indicator (CPI):
2.1.2.EL.3	Demonstrate self control in a variety of settings (e.g., classrooms, playgrounds, special programs).
2.1.2.EL.4	Demonstrate strategies for managing ones own emotions, thoughts and behaviors.
2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
2.2.2.MSC.2	Differentiate non-locomotor and locomotor as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways, and ranges.
2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).



2.2.2.PF.2	Explore how to move different body parts in a controlled manner.
2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
2.2.2.LF.1	Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
Unit Essential Questions: - How does working together impact the ability to accomplish a goal? - How can skill competency influence physical activity?	
Unit Enduring Understandings: - Responsible personal and social behavior enhances enjoyment of physical activity. - The development of (motor and manipulative) skill competency is needed to participate in fitness activities.	
Unit Learning Targets: Students will.... - Demonstrate the proper way to throw and catch a ball to self and others. - Identify and demonstrate ways to throw for distance and accuracy. - Explain how to properly throw and catch a ball.	



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Evidence of Learning

Summative Assessment: 12 days
The teacher will observe the students during activities and use the throwing and catching rubric to assess students.

Equipment Needed: foam balls, yarn balls, buckets, omnikin ball, cup stacks

Teacher Resources: PE Central

Formative Assessments:

- Teacher Observation
- Throwing and Catching Rubric



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Lesson Plans

Lesson	Time Frame
Lesson 1 Make It Take It	120 minutes/ 3 days
Lesson 2 Wreck It Ralph	120 minutes/ 3 days
Lesson 3 Thunderball	120 minutes/ 3 days
Teacher Notes: Teacher will observe and facilitate the lessons throughout the unit by using unit rubrics.	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> pecentral.org	



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Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Make It, Take It Time Frame: 120 minutes/3 days

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Math, Wellness

Integration of Technology:

iPad

Equipment Needed:

Bean bags, cones, poly spots, buckets, signs with point values

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain and demonstrate the steps to properly throw underhand. - Demonstrate how to toss and catch.	Lesson Sequence - Warm-up: The children will warm up by jogging around the jogging circle. - The teacher will lead the children in various stretches including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push ups, sit ups. - Make it, Take it: Review proper way to toss/throw a bean bag. Students will be split into teams of 4-5 students. One person at a time	- Teacher Observation - Throwing and Catching Rubric



from each team will run to the far end of the gymnasium and pick up a bean bag. They will then pick any polyspot on the floor to stand on based on their choice of difficulty (teaching by invitation).

Using the correct form, students will try to toss or throw the bean bag into the bucket. If they miss, they will collect the bean bag and hand it off to the next team member. If they make it, they will pick up the polyspot they are standing on and return with it to their team.

The next person in line will have to run to the end of the gym to get a bean bag to continue playing.

Game Play stops when all the poly spots are collected.

In teams, students will add up how many points their team has based on the poly spots their team collected.

4. Lesson Closure

Differentiation:

AL: These students will be asked to demonstrate certain activities in the gym. They can also challenge themselves by throwing and catching from a further distance.

BL: Students struggling with these skills will be partnered with a student who can complete the skill. In some cases, they will be partnered with an AL student, and at other times, with a student who is just above the level of the student having difficulty so that they do not get discouraged. If necessary, the teacher can work one on one with students who are having greater difficulty. BL students may be given an additional turn to fix any throwing errors that they make



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Wreck It Ralph Time Frame: 120 hours/ 3 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

Foam balls, yarn balls, cup stacks, poly spots

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain and demonstrate the steps to properly throw overhand and underhand - Demonstrate how to catch a ball. - Demonstrate accuracy when throwing.	Lesson Sequence - Warm-Up: The children will be jogging around the jogging circle for their warm-up. - The teacher will lead the children in various stretches including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push ups, sit ups. - Wreck it Ralph: Students will be divided into 4 teams. Each team will be designated to a corner of the gym. Teams will be	- Teacher Observation - Throwing and Catching Rubric



	given 20 red cups. The goal for each team is to create two standing pyramids (4 cups at the base, followed by 3, 2 and 1 cup on top) in the space provided by the teachers. While each team is attempting to create these two pyramids, teammates from all the teams will also be using yarn balls to try and knock down the other teams pyramids. This will be an on- going process until one team has two standing pyramids for 10 seconds. Teams will have to decide who will be building, protecting, and throwing. Remind students that when they throw, they must step with their opposite foot and throw overhand for the duration of the game. 4. Lesson Closure	
Differentiation: AL: These students will be asked to demonstrate certain activities in the gym. The AL students who have perfecting their throwing technique may find themselves in the role of knocking down the pyramids. BL: Students struggling with these skills will be partnered with a student who can complete the skill. In some cases, they will be partnered with an AL student, and at other times, with a student who is just above the level of the student having difficulty so that they do not get discouraged. If necessary, the teacher can work one on one with students who are having greater difficulty.		
Resources Provided: • PE Central		



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Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Thunderball Time Frame: 120 minutes/3 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

Omnikin ball, foam balls

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Demonstrate and explain how to properly overhand throw. - Demonstrate the ability to work well with others and show good sportsmanship.	Lesson Sequence - Warm-up: Students will be jogging around the jogging circle as their warm-up. - The teacher will lead the children in various stretches including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push ups, sit ups. - Thunderball: Students must stay outside of the thunderbox at all times for safety reasons. If at any point the music	- Teacher Observation - Throwing and Catching Rubric



stops, everyone must stop immediately! Students will use the smaller foam balls to aim for the large pink omnikin ball (thunderball). All students must start with one foam ball in their hand, but no more. During game play, they can hold up to two foam balls. The object of the game is to keep the thunderball away from your team's sideline. In order to do this, they must work as a team to push the ball in the opposite direction. Students should remember that when throwing the ball, they must step with their opposite foot, and twist from the waist in order to create more power. If the thunderball reaches your sideline, your team will gain 1 point. The team with the fewest amount of points will win. If someone on the team touches the thunderball, this will also automatically gain the team a point. This includes touching the thunderball with the ball you hold in your hand. The game starts when the music starts. Game play stops when the music stops.

4. Lesson Closure



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Differentiation:

AL: These children will need to work in order to get a ball for their team. They can also be given a spot that they need to throw behind in order to make it more challenging of a task for them.

BL: Children that are struggling with this game will be given additional assistance with throwing. Reminding these students to step with their opposite foot is always helpful. I will also make sure that these students are given a ball (rather than finding their own) so that they are not waiting. This will give these students additional practice time at the task.

Resources Provided:

- PE Central



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Physical Education	Grade Level: Kindergarten	Unit Title: Throwing and Catching
Created: January 2021	Board Approved on:	Type Here



Overview Template

Content Area:	Physical Education	Grade Level:	Kindergarten	Unit Title:	Striking and Fielding
Unit Summary: The striking and fielding unit teaches fundamental skills in a variety of easy to manage learning environments. Children will develop hand/eye coordination, locomotor skills and coordination with a partner. The emphasis of this section is on skill development, participation, and having fun.					
Primary Interdisciplinary Connections: Anatomy, Wellness					
21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: This unit focuses on hand/eye coordination, locomotor skills and coordination. By receiving instruction and practice in these fundamentals, children learn the basics for many individual and team sports.					

Learning Targets

Standards:	2.1 Emotional Learning 2.2 Physical Wellness 8.2 Computer Science 9.4 Career Readiness
Content Statements:	
Emotional Learning	2.1.2 Many factors influence how we think about ourselves and others 2.1.2 There are different ways that individuals handle stress, and some are healthier than others.
Movement Skills and Concepts:	2.2.2 MSC- The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities. 2.2.2 MSC- Feedback impacts and improves the learning of movement skills and concepts. 2.2.2 MSC- Teamwork consists of effective communication and respect among class and team members.
Physical Fitness:	2.2.2.PF- The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.
Lifelong Fitness:	2.2.2.LF- Exploring wellness components provide a foundational experience of physical movement activities.



Networks and the Internet

2.2.2.LF- Resources that support physical activity are all around you.

8.1.2.NI- Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.

8.1.2.NI- Connecting devices to a network or the Internet provides great benefits, but care must be taken to use authentication measures, such as strong passwords, to protect devices and information from unauthorized access.

Digital Citizenship:

9.4.2.DC- Individuals should practice safe behaviors when using **the** Internet.

9.4.2.DC- An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.

Global and Cultural Awareness:

9.4.2.GCA- Individuals from different cultures may have different points of view and experiences.

CPI#:	Cumulative Progress Indicator (CPI):
2.1.2.EL.3	Demonstrate self control in a variety of settings (e.g., classrooms, playgrounds, special programs).
2.1.2.EL.4	Demonstrate strategies for managing ones own emotions, thoughts and behaviors.
2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
2.2.2.MSC.2	Differentiate non-locomotor and locomotor as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways, and ranges.
2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.PF.2	Explore how to move different body parts in a controlled manner.



2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
2.2.2.LF.1	Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
Unit Essential Questions: • How does working together impact the ability to accomplish a goal? • How can skill competency influence physical activity? • Type Here	
Unit Enduring Understandings: • Responsible personal and social behavior enhances enjoyment of physical activity. • The development of (motor and manipulative) skill competency is needed to participate in fitness activities.	
Unit Learning Targets: Students will.... • Demonstrate the way to hit a ball off a tee. • Demonstrate and explain how the bases are run. • Demonstrate and explain how to field a ball. • Identify what a bump and set is in volleyball.	



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Evidence of Learning

Summative Assessment: 12 days

The teacher will observe students and assess them by using the striking and fielding rubric.

Equipment Needed: foam balls, tees(large cones), bats, poly spots, balloons, small omnikin balls

Teacher Resources: PE Central

Formative Assessments:

- Teacher Observation
- Striking and Fielding Rubric



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Lesson Plans

Lesson	Time Frame
Lesson 1 Balloon Volleyball	120 minutes/ 3 days
Lesson 2 Tee Ball Relay	120 minutes/ 3 days
Lesson 3 Tee Ball Game	120 minutes/ 3 days
Teacher Notes: Teacher will observe and facilitate the lessons throughout the unit by using unit rubrics.	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this lesson.</i> pecentral.org	



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Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Balloon Volleyball Time Frame: 120 minutes/3 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

Volleyball nets, balloons, omnikin balls

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify what a bump and set is. - Explain when to use the bump or the set. - Demonstrate the ability to work together to reach a common goal.	Lesson Sequence - Warm-up jog - Stretch - Individual balloon striking activities. - Striking with a partner. - Use a net. - Lesson Closure	- Teacher Observation - Striking and Fielding Rubric
Differentiation: AL: These students will be asked to demonstrate certain activities in the gym. BL: Students struggling with these skills will be partnered with a student who can complete the skill. In some cases, they will be partnered with an AL student, and at other times, with a student who is just above the level of the student having difficulty so that they do not get discouraged. If necessary, the teacher can work one on one with students who are having greater difficulty.		



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Resources Provided:

- PE Central

Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Tee Ball Relays Time Frame: 120 minutes/
3 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

Tee (large cone), bat, foam ball, poly spots

Goals/Objectives

Students will:

- Explain and demonstrate how to use a bat to strike a ball off a tee.
- Demonstrate how to field a ball.

Learning Activities/ Instructional Strategies

Lesson Sequence

1. Warm-up jog
2. Stretch
3. Tee Ball Relay
4. Lesson Closure

Formative Assessment Tasks

- Teacher Observation
- Striking and Fielding Rubric

Differentiation:

AL: These students will be asked to demonstrate certain activities in the gym. These students may be given challenges for where to hit the ball.



BL: Students struggling with these skills will be partnered with a student who can complete the skill. In some cases, they will be partnered with an AL student, and at other times, with a student who is just above the level of the student having difficulty so that they do not get discouraged. If necessary, the teacher can work one on one with students who are having greater difficulty. There will be tape on the floor to help remind students where to stand to hit the ball. If students swing and miss, they will be given another chance to hit the ball.

Resources Provided:

- PE Central

Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Tee Ball Time Frame: 120 minutes/3 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Anatomy, Wellness

Integration of Technology:

iPad

Equipment Needed:

bases or cones, bat, foam ball, tee (large cone)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate how to hold a bat correctly and hit a ball off the tee. • Demonstrate how to work cooperatively with	Lesson Sequence 1. Warm-up jog 2. Stretch 3. Tee Ball Game 4. Lesson Closure	• Teacher Observation • Striking and Fielding Rubric



their team and show good sportsmanship.

- Demonstrate the ability to field the ball.

Differentiation:

AL: These students will be asked to demonstrate certain activities in the gym. These students may hit a ball that is pitched to them.

BL: Students struggling with these skills will be partnered with a student who can complete the skill. In some cases, they will be partnered with an AL student, and at other times, with a student who is just above the level of the student having difficulty so that they do not get discouraged. If necessary, the teacher can work one on one with students who are having greater difficulty. There will be tape on the floor to help remind students where to stand to hit the ball. If students swing and miss, they will be given another chance to hit the ball.

Resources Provided:

- PE Central



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Physical Education	Grade Level: Kindergarten	Unit Title: Striking and Fielding
Created: January 2021	Board Approved on:	



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GLOBAL SKILLS**

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools **James Caldwell** **Thelma L. Sandmeier**

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide

and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students

enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- *Cognitive Abilities Test (CogAT)*
- *Classroom Performance/Student Portfolios*
- *DRA2 Level*
- *iReady Diagnostic Scores*
- *Gifted Indicators Checklist*
- *Start Strong/NJSLA Assessment Data*

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Team meetings present the opportunity to review data and assess the educational needs of all students. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Gifted and talented student: The “[*Strengthening Gifted and Talented Education Act*](#)” defines a gifted and talented student as a “student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students may also be

referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student’s grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student’s general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders

- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.