



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Physical Education
Grade 1

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 July 25, 2022



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

**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

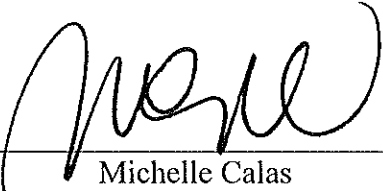
To adopt the following curriculum and courses for the 2022-2023 school year:

- 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: 1	Unit Title: Achieving Fitness
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Unit Summary: The achieving fitness unit allows students to participate in activities that will establish a basic fitness routine in the gymnasium. Students will understand how to complete the activities at each station so that these activities can be used throughout the year. These activities will establish behavioral expectations of students, managements and organization protocols, and teach principles of basic fitness activities that provide a foundation for physical development at this age.

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: 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 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.
Civic Responsibility:	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, hoping, skipping, running).
2.2.2.MSC.2:	Differentiate non-locomotor and locomotor movements 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.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 feeling 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: - Why is fitness important for our health? - What are some activities we could complete to increase our fitness level?	
Unit Enduring Understandings: - Personal fitness is important in order to lead a healthy lifestyle. - Participation in a variety of physical activities are necessary for overall fitness.	
Unit Learning Targets: Students will.... - Identify personal space and spatial awareness. - Demonstrate various locomotor movement skills. - Demonstrate the ability to set a realistic goal for themselves while performing fitness activities. - Explain what flexibility and fitness exercises do for our bodies. - Distinguish between flexibility and fitness exercises.	



Evidence of Learning

Summative Assessment:	The teacher will be observing if students can complete all fitness activities on their own with no assistance.
Equipment Needed:	Fitness station cones, fitness scholastic game, stair steppers, mats, scooters, jump ropes
Teacher Resources:	iPads
Formative Assessments:	• Teacher Observation • Achieving Fitness Rubric

Lesson Plans

Lesson	Time Frame
Lesson 1 Introduction to P.E.	80 minutes/ 2 days
Lesson 2 Fitness Stations	80 minutes/ 2 days
Lesson 3 Roll-A-Fitness-Exercise	80 minutes/ 2 days
Teacher Notes:	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> ipads-under videos Adventure Fitness workshop materials	



Lesson Plan 1 Template

Content Area: Physical Education	Lesson Title: Intro to P.E.	Time Frame: 80 minutes/ 2 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:

Green yarn balls, pinnies

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify personal space and boundary lines. - Identify and explain various rules and procedures in the gymnasium.	Lesson Sequence - The teacher will ask students if they can think of ways to 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. - One of our safety rules is PERSONAL SPACE.	Teacher Observation



5. Ask yourself what personal space is. When we say "GO," walk and see if you can find personal space.
6. FREEZE
7. Some of you are in personal space. The teacher will acknowledge some kids in personal space. Some people are not. (I am not in personal space). What is the difference between those children and us?
(SHARE)
8. 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.
9. We also have boundaries in the gym. What are boundaries? Look where you are standing. Are you in bounds or out of bounds?
10. Whenever we play games we need to stay in 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 move in.
11. GAME/ACTIVITY:
Dinosaur Tag
12. There will be 3 children picked to wear pinnies. They are in the game to help unfreeze 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. The purpose is to see who can work on staying in the boundaries and personal space.

Differentiation:

AL: Multiple intelligence options, think pair share.

BL: Leveled rubrics, multiple intelligence options, work alone or together.

Resources Provided:

- Adventure Fitness Workshop Materials



Lesson Plan 2 Template			
Content Area:	Physical Education	Lesson Title:	Fitness Stations
		Time Frame:	80 minutes/ 2 days
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☐ 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: iPads, iPod			
Equipment Needed: Cones, station signs, steppers, mats, jump ropes, bosu balls			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and demonstrate various fitness exercises. - Explain why these activities are good for our overall health.	Lesson Sequence - Teams: The children will come in and sit on their class's assigned baseline. Check for sneakers. - Warm up: The teacher will lead the children in a warm up including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push-ups, and sit-ups.	- Teacher Observation - Achieving Fitness Rubric



	3. FITNESS STATIONS: The teacher will assign each student a fitness station. The teacher will then explain each station. HULA HOOP HOP-SCOTCH BURPEES MOUNTAIN CLIMBERS JUMPING JACKS LOUNGES PUSH-UPS/ABC-PUSHUPS AB WHEEL STEP-UPS JUMPING ROPE CURL-UPS/SIT-UPS SQUATS 4. Closure	
Differentiation: AL: These students will be asked to demonstrate certain activities in the gym. They may be the leader at their fitness station. BL: Students struggling with these skills will be partnered with another student who can help them. If necessary, the teacher can work one on one with students who are having greater difficulty.		
Resources Provided: • A tutorial video of each exercise will be on the iPads for students. • Adventure Fitness Workshop Materials.		



Lesson Plan 3 Template

Content Area: Physical Education	Lesson Title: Roll-A-Fitness-Exercise	Time Frame: 80 minutes/ 2 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, Math

Integration of Technology:

iPad, iPod

Equipment Needed:

Cones, fitness station signs, mats, steppers, jump ropes, bosu ball, dice

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Demonstrate and identify various fitness exercises. - Demonstrate the ability to work cooperatively.	Lesson Sequence - Teams: The children will come in and sit on their class's assigned baseline. Check for sneakers. - Warm up: The teacher will lead the children in a warm up including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push-ups, and sit-ups.	- Teacher Observation - Achieving Fitness Rubric



3. Roll-A-Fitness-
Exercise: Students will each have a partner and a set of dice. On the first roll the students will refer to a fitness poster to find out which exercise they will need to perform. On the second roll students will add up both together to find out how many they need to do of the exercise.
4. Students will work together to complete the fitness exercises and count for each other.
5. Closure

Differentiation:

AL: These students will be asked to demonstrate certain activities in the gym. They may be the leader at their fitness station.

BL: Students struggling with these skills will be partnered with another student who can help them. If necessary, the teacher can work one on one with students who are having greater difficulty.

Resources Provided:

- Adventure Fitness Workshop Materials
- iPad Exercise Tutorial



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:	1	Unit Title:	Achieving Fitness
Created:	December 2018	Board Approved on:	Type Here		



Unit Overview Template

Content Area: Physical Education **Grade Level:** 1 **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
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Content Statements:

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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, hoping, skipping, running).
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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.PF.4:	Demonstrate strategies and skills that enable team and group members to achieve goals.
2.2.2.LF.1:	Express one's feeling 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 activities do you participate in 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 and are found in Adventure activities.
- Demonstrate an understanding of and respect for differences.



Evidence of Learning

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

Equipment Needed: Hula hoops, cones, cups, paper plates, bean bags, balloons

Teacher Resources: Adventure Curriculum for Elementary School

Formative Assessments:

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

Lesson Plans

Lesson	Time Frame
Lesson 1 Crazy Plates	80 minutes/ 2 days
Lesson 2 Cooperative Balloons	80 minutes/ 2 days
Lesson 3 Team Stack Em' High	80 minutes/ 2 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Adventure Curriculum for Elementary School



Lesson Plan 1 Template

Content Area: Physical Education	Lesson Title: Crazy Plates	Time Frame: 80 minutes/ 2 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:

iPod

Equipment Needed: numbered plates, poly spots

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Explain and demonstrate how to work together to reach a common goal. ● Identify and demonstrate good sportsmanship. ● Create a strategy.	Lesson Sequence 1. Teams: The children will come in and sit on their class's assigned baseline. Check for sneakers. 2. Warm-up: Jogging: Students will jog around the jogging circle for 1 min 30 seconds. 3. Warm up: The teacher will lead the children in a warm up including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch,	● Teacher Observation ● Project Adventure Rubric



ABC push-ups, and sit-ups.

4. Crazy Plates Game: Each class will be divided into four teams. Each team will be assigned a colored cone on the perimeter of the crazy plates play area. The play area will consist of 40 plates (1-10 for each team in their color) spread out and turned upside down. The teams will search for their teams numbers starting at 1 and working their way up to number 10. If they find the correct plate, they will bring it back to their team. If they select the wrong plate, they will turn it back over on the floor, and return to their team. Every team member must be watching what the other team members pick up so they can remember for the future which plates to pick. The game will be played until all teams find all 10 of their plates.
5. Closure

Differentiation:

AL: These students will be asked to demonstrate how to play the game "crazy plates." They can also be used to assist other students during the game if they are having trouble understanding the rules or directions.

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

Resources Provided:

- Project Adventure Curriculum for Elementary School



Lesson Plan 2 Template			
Content Area:	Physical Education	Lesson Title:	Cooperative Balloons
		Time Frame:	80 minutes/ 2 days
Lesson Components			
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u> ☐ 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: iPod			
Equipment Needed: Hula hoops, balloons			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain how to work cooperatively with their group. - Identify ways to move safely in the gym. - Identify how to show good sportsmanship.	Lesson Sequence - Teams: The children will come in and sit on their class's assigned baseline. Check for sneakers. - Jog: The children will jog in a circle to warm-up their muscles. - Warm up: The teacher will lead the children in a warm up including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch,	- Teacher Observation - Project Adventure Rubric



	ABC push-ups, and sit-ups. 4. Cooperative Balloons Through Hoops: Two pairs of children team up to make a group of 4. Give each team of four children one balloon and one hula hoop. One set of partners holds the hula hoop at levels 1 (at the floor), level 2 (at waist level), and at level 3 (above their heads), with each student holding one side of the hoop. The other set of partners will be standing facing one another with the hula hoop in between them. These students will try to tap, hit, or throw the balloon back and forth through the hoop, trying to keep it off the floor. Partners switch jobs every so often so that both sets of partners get to do levels 1-3. 5. Closure	
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Differentiation:

AL: These students will be asked to demonstrate how to hold the hula hoop and how to complete the task. They can also be used to assist other students during the game if they are having trouble understanding how to work together.

BL: Students struggling with the task will make use of the students in their group who understand how to cooperate with one another to succeed at the task. If they continue to have trouble with this, the teacher will be there to assist.

Resources Provided:

- Project Adventure Curriculum for Elementary School



Lesson Plan 3 Template			
Content Area:	Physical Education	Lesson Title:	Team Stack Em' High
		Time Frame:	80 minutes/ 2 days
Lesson Components			
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u> ☐ 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: iPod			
Equipment Needed: Cones, bean bags, cups, pennies			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and demonstrate ways to work cooperatively. - Identify and demonstrate good sportsmanship.	Lesson Sequence - Teams: The children will come in and sit on their class's assigned baseline. Check for sneakers. - Warm-Up: Fitness Stations- The children will work at fitness stations of their choosing for the allotted amount of time. - Warm up: The teacher will lead the children in a warm up including: running in place,	- Teacher Observation - Project Adventure Rubric



jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push-ups, and sit-ups.

4. Team Stack 'Em High:
Students will be set up in relay lines with their team. Each team will be a different color. To start, the first person in line will run to the center of the gym and get a bean bag. They will bring the bean bag back to their team and stack it on the floor. The next person will then go over and bring another bean bag back to their team and stack in on top of the first one. Teams will continue to do this until there are no more bean bags left. The team with the highest stack of bean bags on top of one another will be the winning team. If during this process, your stack of bean bags falls down, the team must return ALL bean bags back to the middle of the gym and start over. Repeat this process with cups (either small or large speed stacks).
5. Closure

Differentiation:

AL: These students will be asked to demonstrate how to play the game. They can also be used to assist other students during the game if they are having trouble understanding how to work together.



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BL: Students struggling with the task will make use of the students in their group who understand how to cooperate with one another to succeed at the task. If they continue to have trouble with this, the teacher will be there to assist.

Resources Provided:

- Project Adventure Curriculum for Elementary School



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: 1	Unit Title: Project Adventure
Created: December 2018	Board Approved on:	Type Here



Unit Overview Template

Content Area: Physical Education **Grade Level:** 1 **Unit Title:** Parachute

Unit Summary: The children will be learning how to manipulate the parachute together as a team. Throughout the unit they will perform various fitness exercises and games that will improve their cardiovascular endurance and muscular strength.

Primary Interdisciplinary Connections: Anatomy, Wellness, World Languages

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: It is important for students to participate in parachute activities because it will improve upon their muscular strength and continue to improve upon their communication and team building skills.

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, hoping, skipping, running).
2.2.2.MSC.2:	Differentiate non-locomotor and locomotor movements 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.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.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 feeling 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, 7.1NL.IPERS.5, 7.1.NL.IPERS.6).
Unit Essential Questions: • How can we manipulate the parachute together? • What areas/muscles in our body are being used during the 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 to 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 while using the parachute. • Demonstrate proper timing and control of parachute.	



Evidence of Learning

Summative Assessment: The children will be able to participate in various activities and identify the muscles being used during those activities.

Equipment Needed: Parachute, yarn balls

Teacher Resources: Parachute Activity Guide

Formative Assessments:

- Teacher Observation
- Parachute Rubric
- Think Pair Share
- Peer Assessment

Lesson Plans

Lesson	Time Frame
Lesson 1 Introduction to Parachute	80 minutes/ 2 days
Lesson 2 Parachute Mountain and Tent	80 minutes/ 2 days
Lesson 3 Parachute Experts	80 minutes/ 2 days
Teacher Notes:	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> Parachute Activity Guide	



Lesson Plan 1 Template

Content Area: Physical Education	Lesson Title: Introduction to Parachute	Time Frame: 80 minutes/ 2 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, World Language

Integration of Technology:

iPod

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. • Identify muscles being used during various activities.	Lesson Sequence 1. Teams: The children will come in and sit on their class's assigned baseline. Check for sneakers. 2. Warm-up: The children will warm up by jogging around the jogging circle. 3. Warm up: The teacher will lead the children in a warm up including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch,	• Teacher Observation • Parachute Rubric • Peer Assessment



ABC push-ups, and sit-ups.

4. Parachute Activities: The children will participate in various activities with the parachute. They are as follows:

- 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.
- Shake, Shake, Shake: Students will listen to the cues to shake the parachute as fast or as slow as they can.
- UP AND DOWN: The children will learn how to raise the parachute up in the air and down as a team and cooperatively.
- 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.
- 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. 5. Closure	
Differentiation: AL: These students will be asked to demonstrate certain activities around the parachute. 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		



Lesson Plan 2 Template			
Content Area:	Physical Education	Lesson Title:	Parachute Mountain and Tent
		Time Frame:	80 minutes/ 2 days
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☐ 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, World Languages			
Integration of Technology: iPod			
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 • Identify areas of the body being used during various activities.	Lesson Sequence 1. Teams: The children will come in and sit on their class's assigned baseline. Check for sneakers. 2. Warm up: The teacher will lead the children in a warm up including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push-ups, and sit-ups.	• Teacher Observation • Parachute Rubric



3. Parachute Activities: The children will participate in various activities with the parachute. They are as follows:
 - Mountain: The children will raise the parachute 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. The teacher will go over the words for the different colors in Spanish. Activity will be repeated using those words.
4. Tent: The children will raise the parachute up into the air and pull it behind them this time and sit inside like a tent.
5. Closure

Differentiation:

AL: These students will be asked to demonstrate certain activities around the parachute.

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



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Parachute Experts Time Frame: 80 minutes/ 2 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

Anatomy, Wellness, World Languages

Integration of Technology:

iPod

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. • Identify areas of the body being used during various activities.	Lesson Sequence 1. Teams: The children will come in and sit on their class's assigned baseline. Check for sneakers. 2. Warm up: The teacher will lead the children in a warm up including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push-ups, and sit-ups.	• Teacher Observation • Parachute Rubric • Peer Assessment



3. Parachute Activities: The children will participate in various activities with the parachute. They are as follows:
4. •Shake, Shake, Shake: Students will listen to the cues to shake the parachute as fast or as slow as they can.
5. •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.
6. •Mountain: The children will raise the parachute 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.
7. •Tent: The children will raise the parachute up into the air and pull it behind them this time and sit inside like a tent.
8. Closure

Differentiation:

AL: These students will be asked to demonstrate certain activities around the parachute.

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.



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Resources Provided:

- Parachute Activity Guide



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: 1	Unit Title: Parachute
Created: December 2018	Board Approved on:	Type Here



Unit Overview Template

Content Area: Physical Education **Grade Level:** Grade 1 **Unit Title:** Soccer

Unit Summary: The Soccer unit will provide opportunities for the students to learn and understand what offense and defense are. This unit will also provide experiences in working together with teammates appropriately. The students will learn how to be a good sport while participating in various 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: Students will begin learning how to be a good team member. This will help them in various aspects of their life.

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.2:	Differentiate non-locomotor and locomotor movements 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.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.MSC.8:	Explain the difference between offense and defense.



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 feeling 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, 7.1NL.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....

- Identify and demonstrate the rules of soccer.
- Demonstrate soccer skills such as dribbling, trapping, inside foot passing and shooting.
- Demonstrate teamwork during all games.
- Demonstrate how to dribble and show ability to control the ball.
- Demonstrate trapping in personal space.
- Identify ways to show good teamwork and sportsmanship.



Evidence of Learning

Summative Assessment: The teacher will observe each student and record if they are able to dribble and pass a ball. The teacher will assess the children by showing them the words offense and defense on a paper. The children will have to draw a picture showing what offense looks like, and what defense looks like.

Equipment Needed: soccer balls, pins, goals, poly spots

Teacher Resources: Soccer Activity Guide

Formative Assessments:

- Teacher Observation
- Student offense/defense assessment
- Think Pair Share
- Soccer Rubric

Lesson Plans

Lesson	Time Frame
Lesson 1 Soccer Dribbling/Passing	80 minutes/ 2 days
Lesson 2 Soccer Pins	80 minutes/ 2 days
Lesson 3 Mass Soccer	80 minutes/ 2 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Soccer Activity Guide



Lesson Plan 1 Template

Content Area: Physical Education	Lesson Title: Soccer Dribbling and Passing	Time Frame: 80 minutes/ 2 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:

iPod

Equipment Needed:

Soccer balls, poly spots

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify that soccer is a team sport. - Demonstrate the ability to dribble, trap, and pass a soccer ball.	Lesson Sequence - Teams: The children will come in and sit on their class's assigned baseline. Check for sneakers. - Warm up: The teacher will lead the children in a warm up including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push-ups, and sit-ups. - Soccer Activities:	- Teacher Observation - Soccer Rubric



	Dribble & Trap: The children will each get a ball and practice dribbling it with their feet around the gym to the music. When the music goes off, the children will trap the ball with control. Circle Passing: The students will get into groups of 5-7 (depending on class size) and stand in a circle. With one ball, they will have to pass to everyone in the group and trap the ball with control. When everyone in the group has gotten the ball, they will sit down. See which group finishes first! Repeat. Circle dribble: In the same groups, continue with circle passing. When you get the ball, you must dribble around your circle, return to your starting spot, and then pass to the next person. Again, see which group finishes first. 4. Closure	
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Differentiation:

AL: These students will be asked to demonstrate how to complete specific skills. They can also be used to assist other students during the activities if they are having trouble understanding how to complete skills or work with others.

BL: Students struggling with the task will make use of the students in their group who understand how to cooperate with one another to succeed at the task. If they continue to have trouble with this, the teacher will be there to assist.

Resources Provided:

- Soccer Activity Guide



Lesson Plan 2 Template			
Content Area:	Physical Education	Lesson Title:	Soccer Pins
		Time Frame:	80 minutes/ 2 days
Lesson Components			
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u> ☐ 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: iPod			
Equipment Needed: Soccer balls, poly spots, pins			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and demonstrate the ability to dribble, trap, and pass a soccer ball. - Explain how they will show the ability to work as a team.	Lesson Sequence - Teams: The children will come in and sit on their class's assigned baseline. Check for sneakers. - Warm up: The teacher will lead the children in a warm up including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push-ups, and sit-ups.	- Teacher Observation - Soccer Rubric



3. Soccer Activities: The children will each get a soccer ball and begin by practicing dribbling and trapping the ball with control. They will also work on passing a soccer ball to a partner with the inside of the foot pass.
4. Soccer Pins: The children will be divided into 4 teams. The teams will each get the same amount of pins and they will have to set them up in their teams area or square. Each team will have to stay in their square and use a soccer pass or kick to knock the other team's pins down.
5. Closure

Differentiation:

AL: These students will be asked to demonstrate how to complete specific skills. They can also be used to assist other students during the activities if they are having trouble understanding how to complete skills or work with others.

BL: Students struggling with the task will make use of the students in their group who understand how to cooperate with one another to succeed at the task. If they continue to have trouble with this, the teacher will be there to assist.

Resources Provided:

- Soccer Activity Guide



Lesson Plan 3 Template			
Content Area:	Physical Education	Lesson Title:	Mass Soccer
		Time Frame:	80 minutes/ 2 days
Lesson Components			
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u> ☐ 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: iPod			
Equipment Needed: Soccer balls, goals, bean bags, poly spots			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify how to dribble, trap and pass a soccer ball. - Explain how they will show the ability to work as a team.	Lesson Sequence - Teams: The children will come in and sit on their class's assigned baseline. Check for sneakers. - Warm up: The teacher will lead the children in a warm up including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push-ups, and sit-ups.	- Teacher Observation - Soccer Rubric



3. Mass Soccer: Students will be divided into 5-10 teams. 5-10 goals will be scattered throughout the gym, depending on class size. Each team will have their own goal. The teams will each start with 5 yarn balls in their team color. The students will divide their team into goalies, offense and defense. The object of the game is to travel around the gymnasium and score a goal at each opposing team goal. When a goal is scored, the team must give the scorer a yarn ball from their team. As teams score goals, they will collect yarn balls to bring back to their team immediately, before scoring again.
- As a defender, you may kick a teams ball away from them
 - You can only score a goal with your team ball
 - The ball must remain on the ground!
 - Only the goalie may use their hands to stop a ball. If they catch the ball, they must ROLL it back out to the team.
 - Game play continues and students will rotate through to make sure they play each position.
 - Closure



Differentiation:

AL: These students will be asked to demonstrate how to play the game. They can also be used to assist other students during the activities if they are having trouble understanding how to complete skills or work with others. AL students may be challenged to complete a number of passes with their partner before scoring a goal.

BL: Students struggling with the task will make use of the students in their group who understand how to cooperate with one another to succeed at the task. If they continue to have trouble with this, the teacher will be there to assist. Students may need additional time to understand how to rotate through to all positions in the game. The teacher may demonstrate with these students so that they are able to complete the task during game play.

Resources Provided:

- Soccer Activity Guide



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: 1	Unit Title: Soccer
Created: December 2018	Board Approved on: Type Here	



Unit Overview Template

Content Area: Physical Education **Grade Level:** 1 **Unit Title:** Basketball

Unit Summary: The Basketball Unit will provide opportunities for the students to understand the roles of offense and defense during game play. The unit will also provide experiences in working with teammates appropriately. The students will learn how to be a good sport while participating in various team 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: Students will continue learning how to be a good team member. This will help them in various aspects of their life.

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

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.

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.2:	Differentiate non-locomotor and locomotor movements 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.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.MSC.8:	Explain the difference between offense and defense.
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.LF.1:	Express one's feeling 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, 7.1NL.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.... • Identify and demonstrate the rules of basketball. • Demonstrate basketball skills such as bounce pass, chest pass, dribbling and shooting. • Demonstrate the ability to control the ball while staying in personal space. • Identify the roles of offense and defense.	



Evidence of Learning

Summative Assessment: The teacher will observe each student and record if they are able to dribble and pass a ball. The teacher will assess the children by showing them the words offense and defense on a paper. The children will have to draw a picture showing what offense looks like, and what defense looks like.

Equipment Needed: Basketballs, pinnies, hula hoops, yarn balls, cones, baskets, poly spots

Teacher Resources: Spark and Catch Physical Education Activity Guides

Formative Assessments:

- Teacher Observation
- Basketball Rubric
- Self-Peer Assessment

Lesson Plans

Lesson	Time Frame
Lesson 1 Dribblers and Defenders	80 minutes/ 2 days
Lesson 2 Make It, Take It Basketball	80 minutes/ 2 days
Lesson 3 Mass Basketball	80 minutes/ 2 days
Teacher Notes:	
Curriculum Development Resources/Technology Resources: Spark and Catch Physical Education Activity Guides	



Lesson Plan 1 Template

Content Area: Physical Education	Lesson Title: Dribblers and Defenders	Time Frame: 80 minutes/ 2 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:

iPod

Equipment Needed:

Basketballs, hula hoops, bean bags, poly spots

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain and demonstrate how to dribble a basketball properly. - Demonstrate ways to dribble past a defender.	Lesson Sequence - Teams: The children will come in and sit on their class's assigned baseline. Check for sneakers. - Warm up: The teacher will lead the children in a warm up including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push-ups, and sit-ups. - Basketball Activities:	- Teacher Observation - Basketball Rubric



Musical Dribbling: The children will each get a ball and practice dribbling it (with their hands) around the gym to the music. When the music goes off, the children will be given a challenge to complete. The challenges will be for children to move the ball around either waist, legs, head, do a mummy wrap, etc. When the music comes back on, they will continue to dribble with their other hand, alternating hands every time the music goes on and off.

1. **Dribblers & Defenders:** Students will be set up in relay lines across the width of the gym and lined up along the windows. There will be hula hoops spread throughout the gym floor. We will select a number of children to be the "defenders". The defenders will have one foot placed inside the hoops, and one foot out. When giving the signal to start, the first person in each line will attempt to dribble to the opposite wall, while avoiding the defenders. If they go too close to the defenders, the defenders may try to tap the ball away from them. If the dribbler makes it to the end



	without having a defender touch their basketball, they may collect a bean bag for their team. The dribblers and defenders will be switched each round. 4. Closure	
Differentiation: AL: These students will be asked to demonstrate certain activities in the gym. Students that need a greater challenge will be given a certain path to travel through to reach the end. 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 will be given additional opportunities to collect their ball and continue through the defenders. For example, students may have their ball taken by a defender and still continue through to get a bean bag.		
Resources Provided: • Spark and Catch Physical Education Activity Guides		



Lesson Plan 2 Template			
Content Area:	Physical Education	Lesson Title:	Make It Take It Basketball
		Time Frame:	80 minutes/ 2 days
Lesson Components			
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u> ☐ 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: iPod			
Equipment Needed: Poly spots, basketball nets, basketballs, cones			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and demonstrate the correct form while shooting a basketball. - Demonstrate good sportsmanship.	Lesson Sequence - Teams: The children will come in and sit on their class's assigned baseline. Check for sneakers. - Warm up: The teacher will lead the children in a warm up including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push-ups, and sit-ups.	- Teacher Observation - Basketball Rubric - Peer/Self Assessment



3. **Make it, Take it:** Review proper way to shoot a basketball.
Students will be split into teams of 2-3 students.
One person at a time from each team will take the ball and pick any polyspots on the floor to stand on, based on their choice of difficulty (teaching by invitation).
Using the correct form, students will try to shoot into the hoop. If they miss, they will collect their ball and hand it off to the next team member. If they make it, they will pick up the poly spots they are standing on and get their basketball, and return to their team with BOTH objects. The next person will then be able to have their turn.
The next person in line will then already have a basketball, and begin to select a spot to shoot from.
Game Play stops when all the poly spots are collected.
In teams, students will add up how many points they earned based on the respective values of each polyspot, or the number of spots collected.
4. **Closure**



Differentiation:

AL: These students will be asked to demonstrate certain activities in the gym. These students may select spots that are more challenging.

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 be able to shoot from some of the spots that are closer to the basket. There will be various types of baskets out for students to shoot at. BL students may choose to shoot at a basket with a wider rim to make the skill less challenging.

Resources Provided:

- SPARK and Catch Physical Education Activity Guides



Lesson Plan 3 Template			
Content Area:	Physical Education	Lesson Title:	Mass Basketball
		Time Frame:	80 minutes/ 2 days
Lesson Components			
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u> ☐ 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: iPod			
Equipment Needed: Garbage cans, poly spots, basketballs, yarn balls, poly spots			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and demonstrate how to dribble, pass and shoot a basketball. - Demonstrate the ability to work together.	Lesson Sequence - Teams: The children will come in and sit on their class's assigned baseline. Check for sneakers. - Warm up: The teacher will lead the children in a warm up including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push-ups, and sit-ups.	- Teacher Observation - Basketball Rubric - Peer Assessment



3. Mass Basketball:
Students will be divided into 5-10 teams. 5-10 hoops will be scattered throughout the gym, depending on class size. Each team will have their own hoop. The teams will start with 5 yarn balls in their team color. The students will divide their team into offense and defense. Depending on team size, they should have 2-3 students on offense and 2-3 students on defense. The object of the game is to travel around the gymnasium and score a basket at each opposing team basket. When a basket is scored, the team must give the scorer a yarn ball from their pile. As teams score, they will collect a yarn ball to bring it back to their team immediately, before scoring again. As a defender, you may swat the other team's ball away from them, or even steal the ball (you must then return the ball to them and they will need to go to a different basket).

You can only score with your team basketball. The ball must not be thrown above anyone's head. Game play continues until music stops. Count up the number of yarn balls at the end.

4. 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 and Catch Physical Education Activity Guide



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: 1	Unit Title: Basketball
Created: December 2018	Board Approved on: Type Here	



Unit Overview Template

Content Area: Physical Education **Grade Level:** 1 **Unit Title:** Scooters

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.
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.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.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, 7.1NL.IPERS.5, 7.1.NL.IPERS.6).
Unit Essential Questions: • How can skill competency influence physical activity? • How do 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 physical activity.	
Unit Learning Targets: Students will.... • Demonstrate safety while riding on the scooters. • Identify different ways to move on the scooter (sitting, laying, kneeling). • Demonstrate movements on scooters during games.	



Evidence of Learning

Summative Assessment: The teacher will have a picture of a child and an activity that we used on the scooter listed on the side. The child will draw a line from the activity to the part of the body that is being used to perform that activity.

Equipment Needed: Scooters

Teacher Resources: Scooter Activity Guide

Formative Assessments:

- Teacher Observation
- Teacher Rubric

Lesson Plans

Lesson	Time Frame
Lesson 1 Alligator Tag	80 minutes/ 2 days
Lesson 2 Cooperative Scooters	80 minutes/ 2 days
Lesson 3 Frogger	80 minutes/ 2 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Scooter Activity Guide



Lesson Plan 1 Template

Content Area: Physical Education	Lesson Title: Alligator Tag	Time Frame: 80 minutes/ 2 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:

iPod

Equipment Needed:

Scooters

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and demonstrate safety on the scooters. - Demonstrate and identify ways to move on the scooter (sitting, laying, kneeling). - Demonstrate movements on scooters during games.	Lesson Sequence - Teams: The children will come in and sit on their class's assigned baseline. Check for sneakers. - Warm up: The teacher will lead the children in a warm up including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push-ups, and sit-ups. - Scooter Activities: The children will come up	- Teacher Observation - Scooter Rubrics



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 alligator. The game continues until everyone is an alligator.
 4. 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 Activity Guide



Lesson Plan 2 Template			
Content Area:	Physical Education	Lesson Title:	Cooperative Scooters
		Time Frame:	80 minutes/ 2 days
Lesson Components			
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy X Health Literacy			
<u>21st Century Skills</u> ☐ Creativity and Innovation X Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Anatomy, Wellness			
Integration of Technology: iPod			
Equipment Needed: Scooters			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and demonstrate various ways to move safely on scooters. - Explain various ways to work cooperatively while riding the scooters.	Lesson Sequence - Teams: The children will come in and sit on their class's assigned baseline. Check for sneakers. - Warm up: The teacher will lead the children in a warm up including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push-ups, and sit-ups. - Scooter Partner Activities: - Sit side by side with your partner and link elbows.	- Teacher Observation - Scooter Rubric



	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? Kneeling Relay: The children will ride their scooter on their knees to the mid-court line and back. Sitting Relay: Ride the scooters while sitting to the mid-court line and back. Stomach Relay: Ride the scooters while laying on their bellies to the mid-court line and back. 4. Closure	
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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.



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Resources Provided:

- Scooter Activity Guide



Lesson Plan 3 Template			
Content Area:	Physical Education	Lesson Title:	Battleship
		Time Frame:	80 minutes/ 2 days
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy X Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Anatomy, Wellness			
Integration of Technology: iPod			
Equipment Needed: Scooters, pins, yarn balls, floor tape			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate the ability to work cooperatively with a team. • Demonstrate the ability to move on the scooter in various ways safely .	Lesson Sequence 1. Teams: The children will come in and sit on their class's assigned baseline. Check for sneakers. 2. Warm up: The teacher will lead the children in a warm up including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push-ups, and sit-ups.	• Teacher Observation • Peer Assessment



3. Battleship: Floor tape will be placed on the floor in a rectangle shape. This will resemble the battleship. On the ship 3 pins will be placed. There will also be 2 scooters for the submarine and the scuba diver to ride on.
4. Place students in groups of 5 or 6.
5. Have them decide who the guards will be and who will be the scuba diver and submarine.
6. Guards: They will stay on the ship and guard the pins.
7. Submarines: They will go out into the ocean laying on the scooter and collect 2 balls and place them on the ship. This continues throughout the round.
8. Scuba Diver: The scuba diver will sit on the scooters and take two balls from the ship and go out to another battleship and try to knock one of their pins down.
9. Once one ship is left with a pin standing the round will end and students will switch roles.
10. 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.



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Resources Provided:

- Scooter Activity Guide



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: 1	Unit Title: Scooters
Created: December 2018	Board Approved on:	Type Here



Unit Overview Template

Content Area: Physical Education **Grade Level:** 1 **Unit Title:** Jump Rope

Unit Summary: Jump Rope is an important activity because it will improve overall cardiovascular health. Jump Rope can also be helpful for learning timing, coordination, and balance. This jump rope unit will 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 an inexpensive and fun exercise that you can perform anywhere. It will increase your overall fitness levels 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:	



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 Digital Citizenship: Global and Cultural Awareness:	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, hoping, skipping, running).
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.LF.1:	Express one's feeling 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, 7.1NL.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. • Demonstrate the ability to jump over a flat rope. • Explain how to properly turn a rope. • Demonstrate full rope turn with a jump. • demonstrate rhythm, timing, balance, and body awareness.	



Evidence of Learning

Summative Assessment: The students will be participating 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/Chinese Jump Rope Activity Books, heart.org/jump

Formative Assessments:

- Teacher Observation
- Jump Rope Rubric
- Peer Assessment Checklist
- Think Pair Share

Lesson Plans

Lesson	Time Frame
Lesson 1 Short Rope	80 minutes/ 2 days
Lesson 2 Long Rope	80 minutes/ 2 days
Lesson 3 Jump Rope for Heart Stations	80 minutes/ 2 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Jump Rope/Chinese Jump Rope Activity Books

heart.org/jump



Lesson Plan 1 Template

Content Area: Physical Education	Lesson Title: Short Rope	Time Frame: 80 minutes/ 2 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:

iPod

Equipment Needed:

Short ropes

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain and demonstrate the steps to jumping with a short rope. - Explain why jump rope is a good fitness exercise.	Lesson Sequence - Teams: The children will come in and sit on their class's assigned baseline. Check for sneakers. - Warm up: The teacher will lead the children in a warm up including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push-ups, and sit-ups. - Jump Rope Activities: Tell the class that we will	- Teacher Observation - Jump Rope Rubric - Peer Assessment



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 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 doing 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. Closure

Differentiation:

AL: These students will be asked to demonstrate certain activities in the gym. Students will also be given challenges to perform throughout the duration of the class.



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 on one half of the gym. I will be able to help these students in breaking down the task of jump roping step by step. Students may also be given ropes that are shorter or longer, based on student needs.

Resources Provided:

- Jump Rope Activity Book
- heart.org/jump



Lesson Plan 2 Template			
Content Area:	Physical Education	Lesson Title:	Long Rope
		Time Frame:	80 minutes/ 2 days
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy X Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation X Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Anatomy, Wellness			
Integration of Technology: iPod			
Equipment Needed: Long ropes			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate the ability to jump over a long rope. • Demonstrate the ability to work together turning a long rope.	Lesson Sequence 1. Teams: The children will come in and sit on their class's assigned baseline. Check for sneakers. 2. Warm up: The teacher will lead the children in a warm up including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push-ups, and sit-ups. 3. Long Rope:	• Teacher Observation • Jump Rope Rubric



Climb the Mountain: The children will make the rope look like a mountain by holding it to the ground on one side and up to their waist on the other. They will try climbing the mountain by jumping over the rope from one side to the other. Students will rotate through positions of holding the rope and jumping.

Turn and Jump: They will practice turning the rope the correct way to start. Students will count to 3 before turning the rope. Students will take turns jumping on their own and turning the rope. If students feel comfortable, they will be able to run into the rope to jump.

4. 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:

- Jump Rope for Heart lesson activities



Lesson Plan 3 Template			
Content Area:	Physical Education	Lesson Title:	Jump Rope for Heart Stations
		Time Frame:	80 minutes/ 2 days
Lesson Components			
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u> ☐ 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: iPod			
Equipment Needed: Long ropes, short ropes, chinese jump ropes, buckets, scooters, JRH banner, stethoscopes, balloons, yarn balls, stomp & catch, bowling pins, hula hoops, sling & catch			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Demonstrate the ability to manipulate long rope, short rope and chinese jump rope. - Demonstrate the ability to work together.	Lesson Sequence - Teams: The children will come in and sit on their class's assigned baseline. Check for sneakers. - Warm up: The teacher will lead the children in a warm up including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch,	- Teacher Observation - Jump Rope Rubric



ABC push-ups, and sit-ups.

3. Jump Rope Stations:

Short Rope: At this station, the children can practice jump roping and any new skills that they have been working on

Flat Ropes: Various jumps, making shapes, letters and numbers with the ropes.

Mountain Climber: Two students will hold each end of the rope. The one end will be held up to their chest and the other end will be on the ground. They will take turns jumping side to side to see how high they can get up the mountain.

Long Rope & Sign Banner: Two students will hold each end of the rope and take turns, while someone in the group jumps. Students will take turns turning and jumping. Children will also sign the banner.

Chinese Jump Rope: The children will work on the various ways that they learned to use a Chinese jump rope.

Stomp and Catch

Sling & Catch

Target Balloon Toss:

Students will aim and try to hit the balloons from a far distance.

Roller Racers

4. Closure



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 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:

- Jump Rope for Heart lesson activities



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: 1	Unit Title: Jump Rope
Created: December 2018	Board Approved on:	Type Here



Unit Overview Template

Content Area: Physical Education **Grade Level:** 1 **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:

21st Century Themes **X** 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 will participate in dance activities to create an understanding 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. 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, hoping, skipping, running).
2.2.2.MSC.2:	Differentiate non-locomotor and locomotor movements 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.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 feeling 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, 7.1NL.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. - Demonstrate correct dance techniques learned throughout the unit.	



Evidence of Learning

Summative Assessment: Students will be taught various dance steps and will be expected to perform them correctly.

Equipment Needed: music

Teacher Resources: you tube

Formative Assessments:

- Teacher Observation
- Dance Rubric
- Dance Student Checklist
- Self and Peer Assessment Forms
- Peer Feedback

Lesson Plans

Lesson	Time Frame
Lesson 1 The Mexican Hat Dance	80 minutes/ 2 days
Lesson 2 The Twist	80 minutes/ 2 days
Lesson 3 Alabama Gal	80 minutes/ 2 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

youtube.com



Lesson Plan 1 Template

Content Area: Physical Education	Lesson Title: Mexican Hat Dance	Time Frame: 80 minutes/ 2 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:

iPod

Equipment Needed:

Music

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate changes in time, force and flow while moving in personal and general space at different levels, directions, ranges and pathways. • Respond in movement to changes in tempo, beat, rhythm, or musical style.	Lesson Sequence 1. Teams: The children will come in and sit on their class's assigned baseline. Check for sneakers. 2. Warm up: The teacher will lead the children in a warm up including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push-ups, and sit-ups. 3. Mexican Hat Dance: Play the Mexican Hat Dance	• Teacher Observation • Dance Rubric • Dance Student Checklist



	song: The teacher will teach them various dance moves that go along with this song. The children will jump and tap their heels alternating feet and then clap twice. This will happen several times. Then the music will speed up and they will grab hands and side slide to the left and right several times. Repeat again. 4. 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: • You Tube		



Lesson Plan 2 Template			
Content Area:	Physical Education	Lesson Title:	The Twist
		Time Frame:	80 minutes/ 2 days
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☐ 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, Music			
Integration of Technology: iPod, You Tube			
Equipment Needed: Music			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate changes in time, force and flow while moving in personal and general space at different levels, directions, ranges and pathways. • Respond in movement to changes in tempo, beat, rhythm, or musical style.	Lesson Sequence 1. Teams: The children will come in and sit on their class's assigned baseline. Check for sneakers. 2. Warm up: The teacher will lead the children in a warm up including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push-ups, and sit-ups.	• Teacher Observation • Dance Rubric • Self and Peer Assessment Forms



3. Let's Twist: Play the Let's Twist song: The teacher will teach them various dance moves that go along with this song. The children will learn to twist their bodies side to side to do the twist.
4. 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:

- You Tube



Lesson Plan 3 Template			
Content Area:	Physical Education	Lesson Title:	Alabama Gal Time Frame: 80 minutes/ 2 days
Lesson Components			
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u> ☐ 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, Music			
Integration of Technology: iPod, You Tube, projector			
Equipment Needed: music, poly spots, projector			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Demonstrate changes in time, force and flow while moving in personal and general space at different levels, directions, ranges and pathways. - Respond in movement to changes in tempo, beat, rhythm, or musical style.	Lesson Sequence - Teams: The children will come in and sit on their class's assigned baseline. Check for sneakers. - Warm up: The teacher will lead the children in a warm up including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push-ups, and sit-ups.	- Teacher Observation - Dance Rubric - Self and Peer Assessment Forms



3. Alabama Gal: The children will be set up in groups of 10. The group will divide in half and form two lines facing each other for this dance. The teacher will teach them various dance moves to this dance.
4. 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:

- You Tube



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: 1	Unit Title: Dance
Created: December 2018	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Physical Education	Grade Level:	1	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 ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☐ 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.	
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.
Digital Citizenship:	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.
Global and Cultural Awareness:	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.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.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 feeling 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, 7.1NL.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. • Identify ways to throw for distance and accuracy. • Demonstrate how to toss and catch in personal space. • Throw and catch with a partner. • exhibit hand-eye coordination while throwing/catching. • participate in activities that promote skill development.	



Evidence of Learning

Summative Assessment: Students will be shown various photos of individuals throwing and catching. Students will need to decipher which photos show the correct and incorrect form for throwing and catching.

Equipment Needed: foam balls, yarn balls, bucket, cones, bean bags, omnikin ball, cupstacks

Teacher Resources: PECentral

Formative Assessments:

- Teacher Observation
- Throwing and Catching Rubric

Lesson Plans

Lesson	Time Frame
Lesson 1 Make It, Take It	80 minutes/ 2 days
Lesson 2 Wreck It Ralph	80 minutes/ 2 days
Lesson 3 Thunderball	80 minutes/ 2 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

pecentral.org



Lesson Plan 1 Template

Content Area: Physical Education	Lesson Title: Make It, Take It	Time Frame: 80 minutes/ 2 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, Math

Integration of Technology:

iPod

Equipment Needed:

Bean bags, cones, poly spots, buckets

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain and demonstrate the proper way to throw underhand.	Lesson Sequence - Teams: The children will come in and sit on their class's assigned baseline. Check for sneakers. - Warm up: The teacher will lead the children in a warm up including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push-ups, and sit-ups. - Make it, Take it: Review proper way to toss/throw a bean bag.	- Teacher Observation - Throwing and Catching Rubric



Students will be split into teams of 4-5 students. One person at a time 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 play. 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. 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,



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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.

Resources Provided:

- PECentral.org



Lesson Plan 2 Template			
Content Area:	Physical Education	Lesson Title:	Wreck It Ralph
		Time Frame:	80 minutes/ 2 days
Lesson Components			
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u> ☐ 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: iPod			
Equipment Needed: Yarn balls, stacking cups, poly spots			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain and demonstrate how to overhand throw at a target.	Lesson Sequence - Teams: The children will come in and sit on their class's assigned baseline. Check for sneakers. - Warm up: The teacher will lead the children in a warm up including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push-ups, and sit-ups.	- Teacher Observation - Throwing and Catching Rubric - Peer Assessment



3. Wreck it Ralph: Students will be divided into 4 teams. Each team will be designated to a corner of the gym. Teams will be 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. 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.



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Resources Provided:

- PECentral.org



Lesson Plan 3 Template			
Content Area:	Physical Education	Lesson Title:	Thunderball
		Time Frame:	80 minutes/ 2 days
Lesson Components			
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u> ☐ 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: iPod			
Equipment Needed: Poly spots, omnikin balls, foam balls			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain and demonstrate how to overhand and underhand throw. - Explain and demonstrate how to catch a ball. - Demonstrate the ability to work as a team and have good sportsmanship.	Lesson Sequence - Teams: The children will come in and sit on their class's assigned baseline. Check for sneakers. - Warm up: The teacher will lead the children in a warm up including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push-ups, and sit-ups.	- Teacher Observation - Throwing and Catching Rubric



3. Thunderball: Students must stay outside of the thunderbox at all times for safety reasons. If at any point the music 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. Closure	
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: • PEECentral.Org		



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: 1	Unit Title: Throwing and Catching
Created: December 2018	Board Approved on: Type Here	



Unit Overview Template

Content Area:	Physical Education	Grade Level:	1	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. 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 one's own emotions, thoughts and behaviors.
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.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.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, 7.1NL.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.... - Identify safety rules. - Demonstrate the proper way to hit a ball off a tee. - Demonstrate the proper way to run bases. - Identify ways of fielding the ball. - identify ways of catching a ball at different levels (fly ball, line drive, on ground). - identify how to bump and set a volleyball.	



Evidence of Learning

Summative Assessment: Students will be shown various photos of individuals striking a volleyball and a baseball. Students will be responsible for deciphering which photos show the correct form.

Equipment Needed: foam balls, tees, bats, poly spots, volleyball nets, beach balls, balloons, small omnican balls

Teacher Resources: PECentral.org

Formative Assessments:

- Teacher Observation
- Striking and Fielding rubric



Lesson Plans

Lesson	Time Frame
Lesson 1 Balloon Volleyball	80 minutes/ 2 days
Lesson 2 Tee Ball Relays	80 minutes/ 2 days
Lesson 3 Tee Ball Striking Game	80 minutes/ 2 days
Teacher Notes:	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> pecentral.org	



Lesson Plan 1 Template			
Content Area:	Physical Education	Lesson Title:	Balloon Volleyball Time Frame: 80 minutes/ 2 days
Lesson Components			
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u> ☐ 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: iPod			
Equipment Needed: Volleyball nets, balloons, small omnican balls			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and demonstrate the ability to strike the volleyball with your hand. - Explain that you cannot hit the volleyball twice in a row. - Identify and demonstrate the bump and set in volleyball.	Lesson Sequence - Teams: The children will come in and sit on their class's assigned baseline. Check for sneakers. - Warm up: The teacher will lead the children in a warm up including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push-ups, and sit-ups.	- Teacher Observation - Striking and Fielding Rubric



3. Bump & Set: Students will be given cues for the proper way to bump and set in volleyball.
- BUMP:
Hands together
Arms Straight
Use your forearm (above watch) and not your hands!
Two arms, do not swing one arm out to the side
Use this hit when the ball is low
 - SET:
Use fingertips (fingertips like in basketball) and form a diamond with your hands.
Move your feet so you are under the ball
Set UP, NOT straight towards the net
Use this hit if the ball is high
1. Review Rules: You cannot hit the ball twice in a row. You can pass it and then receive and hit the ball again. Give Examples.
2. Balloon Volleyball: Have students form groups of 4-5. In their groups, they will practice keeping the balloon in the air for as many hits in a row as possible by using either the bump or set. Make sure they are communicating. After a few minutes of practice, they will be set up in their teams on different sides of the nets. Spots will be placed on the floor.



Explain to the students that we will be rotating (moving to the next spot) every time that the music stops and they hear "ROTATE!"

3. Explain to the students that the person in the back right corner is the server. They will start with the ball. Students will attempt to keep the beach ball going over the net as many times in a row as they can. If the balloon/beach ball hits the floor, the team that hit the ball over will earn a point. When your team earns a point, you get to start with the ball on your side again.
4. 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:

- PECentral.org



Lesson Plan 2 Template			
Content Area:	Physical Education	Lesson Title:	Tee Ball Relays
		Time Frame:	80 minutes/ 2 days
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☐ 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: iPod			
Equipment Needed: Large cones, foam balls, plastic bats, poly spots			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate the ability to hold the bat the correct way. • Identify and demonstrate the “ready position” while fielding the ball.	Lesson Sequence 1. Teams: The children will come in and sit on their class’s assigned baseline. Check for sneakers. 2. Warm up: The teacher will lead the children in a warm up including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push-ups, and sit-ups.	• Teacher Observation • Striking and Fielding Rubric



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3. Tee Ball Relay Lines:
Students will be set up in groups of 3-4. Each group will be given a batting order that they must follow. The first batter will stand behind the cone that is facing the windows. Their other teammates will be standing on spots that are out in front of their cones. The spots will be one behind another. The students will be in their batting order with the first person behind the cone, the second batter on the first spot, the next batter on the second spot, and so on. To start, the students will go over how to hold a bat. Their dominant hand will go above their non-dominant hand, with both hands touching. They will be standing with their non-dominant side facing the outfield. The fielders will be in the ready position with their hands up in front of them and squatted down to catch the ball. The batter will get a chance to hit the ball off of the tee. Their team will field the ball. Whoever catches the ball will toss it to the outfielder on the first spot. The batter then goes to the last spot in their line. The first spot person becomes the batter, and



	all the other outfielders move one spot closer to the cone. 4. Closure	
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: • PECentral.org		



Lesson Plan 3 Template			
Content Area:	Physical Education	Lesson Title:	Tee Ball Striking Game
		Time Frame:	80 minutes/ 2 days
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☐ 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: iPod			
Equipment Needed: Large cones, foam ball, bases, plastic bat, poly spots			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate the ability to hold the bat correctly. • Demonstrate the ability to run the bases correctly. • Demonstrate the ability to field a ball.	Lesson Sequence 1. Teams: The children will come in and sit on their class's assigned baseline. Check for sneakers. 2. Warm up: The teacher will lead the children in a warm up including: running in place, jumping jacks, arm stretch, hamstring stretch, quad stretch, ABC push-ups, and sit-ups.	• Teacher Observation • Striking and Fielding Rubric



3. Tee Ball Game: Students will be split up on two teams. The one team will be set up in a line behind the tee. The other team will be set up on spots in the outfield. Bases will be set up so that the batter and the entire infield team can run the bases together. The outfield team will have to get the ball, once hit, and pass it to each member of their team before all the children on the other team make it to home plate. If they all make it back to home plate before everyone on the other team touches the ball, they score a run. The outfielders will rotate one spot over. Everyone on the batting team will get a turn to bat before switching places with the outfielders.
4. Closure

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:

- PECentral.org



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:	1	Unit Title:	Striking and Fielding
Created:	December 2018	Board Approved on:	Type Here		



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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:



SPRINGFIELD PUBLIC SCHOOLS

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



SPRINGFIELD PUBLIC SCHOOLS

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



SPRINGFIELD PUBLIC SCHOOLS

**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



SPRINGFIELD PUBLIC SCHOOLS

**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



SPRINGFIELD PUBLIC SCHOOLS

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.