



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

Springfield Public Schools
Springfield, New Jersey 07081

Physical Education
Grade 3

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 Springfield, New Jersey

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Superintendent of Schools**

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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

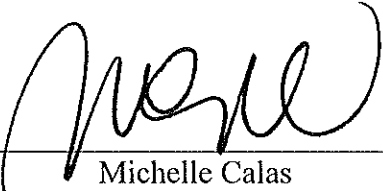
To adopt the following curriculum and courses for the 2022-2023 school year:

- 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:	3	Unit Title:	Achieving Fitness
Unit Summary: The Project Adventure Achieving Fitness Unit will provide experience through activities to enhance student understanding of fitness, communication, and cooperation in a fun and engaging setting.					
Primary Interdisciplinary Connections: <u>21st Century Themes</u> ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ✕ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Achieving Fitness curriculum will allow students to demonstrate competency in many movement forms and proficiency in a few. This curriculum will also allow students to allow application of these concepts to the development of motor skills. The achieving fitness curriculum will allow students to demonstrate an understanding and respect for differences among people in physical activity settings and provides opportunities for enjoyment, challenge, self-expression, and social interaction. Achieving fitness will also allow students to understand the fundamental concepts of health and skill related fitness and how they apply to their everyday activities.				
Career Readiness:	9.4 Life Literacy and Key Skills				

Learning Targets

Standards:	2.2 Physical Wellness 9.4 Career Readiness, Life Literacies, and Key Skills SEL PK-12.3 Social Awareness
Content Statements:	
Movement Skills and Concepts:	2.2 MSC Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities, free movement, games, aerobics, dance, sports, and recreational activities. 2.2 MSC Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety 2.2 MSC Teams apply offensive, defensive and cooperative strategies in most games, sports, and physical activities



Physical Fitness:	2.2 PF The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).
Lifelong Fitness:	2.2 LF Wellness is maintained and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.
Social Emotional Learning:	12.3 Social Awareness

CPI#:	Cumulative Progress Indicator (CPI):
2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation.
2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment
2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings

Unit Essential Questions:

- What is the minimum amount of exercise I can do to stay physically fit?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
- How will I develop the ability to cooperate and work well with others?
- How will I develop trust and leadership through various problem solving challenges?

Unit Enduring Understandings:

- Fitness activities will help to value physical activity for health, enjoyment, challenge and social interaction.
- Fitness activities will help to develop skills to engage in physical activity during out-of-school time.



- Fitness activities will help an individual exhibit responsible and social behavior that respects self and others in a physical activity setting.
- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

Unit Learning Targets:

Students will....

- Explain and perform specific movement skills to complete challenges
- Show smooth movement within open and closed boundaries
- Explain how sportsmanship increased or decreased the participation in the challenge activities
- Explain the health benefits of movement in the various challenges participated in
- Participate in various challenge activities that increase health and skill related fitness



Evidence of Learning

Summative Assessment: Written test on fitness concepts in unit.

Equipment Needed: Varies by activity; all equipment provided

Teacher Resources: PA Achieving Fitness Curriculum Guide

Formative Assessments:

- Exit Slips
- Weekly Homework
- Quizzes
- Student Questions
- Reflection Questions

Lesson Plans

Lesson	Time Frame
Lesson 1 Snake Pit	1 Class Period
Lesson 2 Team Tag	1 Class Period
Lesson 3 Triangle Touch	1 Class Period



Lesson Plan 1 Template

Content Area:	Physical Education	Lesson Title:	Snake Pit	Time Frame:	1 Class Period
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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: ELA

Integration of Technology: Type Here

Equipment Needed: 3 lengths of jump ropes

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify cardiovascular activities that are personally enjoyable. - Participate in activities designed to improve or maintain cardiovascular endurance.	Lesson Sequence - Attach ropes to three stationary objects that are spaced about six to ten feet apart. This will result in three ropes laying on the ground parallel. Gather the class together at one side of the ropes to listen to instruction. - Say to students: “What is agility? What types of jobs require agility? We are going to work on our own agility skills with these ropes, but first we’re going to turn them into a “Snake Pit!” - Have three volunteers operate the three ropes, by swinging them back and forth along the ground to form large “S” curves. Be sure that the	Written assessment: In what ways did this lesson work on our agility?



	rope lies flat on the ground. 4. Change the volunteers as needed during the activity, so that several students get a moderate arm workout. 5. Avoid the snakes! 6. Explain that the challenge is to jump through the “Snake Pit” without touching any snakes, and then returning to the starting place to jump again 7. In the interest of safety, point out that after participants jump through the “Snake Pit”, they are to run around the rope wiggler back to the starting place. 8. After following a few practice jumps, add a time challenge. “How many times do you think that you can jump through the snake pit in a two minutes trial” 9. If the rope is stepped on, simply continue to play. Be sure the rope stays on the ground.	
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Differentiation:

Students can do any form of base jumps that they feel most comfortable with.

Resources Provided: 3 Jump Ropes

Lesson Plan 2 Template

Content Area:	Physical Education	Lesson Title:	Team Tag	Time Frame:	1 Class Period
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Lesson Components

21st Century Themes

- | | |
|--|---|
| <p>☒ Global Awareness</p> <p>☐ Civic Literacy</p> | <p>☐ Financial, Economic, Business and Entrepreneurial Literacy</p> <p>☒ Health Literacy</p> |
|--|---|



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: ELA

Integration of Technology: Heart Rate Monitors

Equipment Needed: One ball per team of 3-4 people. Balls must have a distinctive marking so that they are identifiable by team.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate appropriate training principles and exercise techniques during participation in a physical activity. • Participate in activities designed to improve or maintain cardiovascular endurance.	Lesson Sequence • Say to the students: "Is it possible to be competitive and cooperative at the same time?" • Divide the class into groups of three or four. • Have students take their pulses to determine their starting heart rates. • Explain the goals of Team Tag are threefold: Tag members of the other team. Avoid being tagged yourself. Keep your own team alive and active as long as possible. • Explain that this final goal is a priority • When tagged, one must go down on one knee. • Review if necessary what a safe tag looks like.	Student Question: • What strategies did you develop? • What did you notice about how your heart rate changed as you played Team Tag?
Differentiation: There will be different speed for the tag game, as well as different sized balls for use.		
Resources Provided: • Foam Balls • Heart Rate Monitor		



Lesson Plan 3 Template

Content Area:	Physical Education	Lesson Title:	Triangle Touch	Time Frame:	1 Class Period
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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: ELA

Integration of Technology: Heart Rate Monitors

Equipment Needed: Boundaries for playing field

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Work cooperatively and productively in a group to accomplish a set goal. • Participate in activities designed to improve or maintain cardiovascular endurance. • Reflect on reasons for choosing to participate in selected physical activities.	Lesson Sequence 1. Say to students "We are going to play a tag game, How might tag get us ready to participate in a longer activity? In Triangle Touch, protecting each other takes effort and commitment. Lets see how we do" 2. Every group of four should designate one person to be it, and the remaining three hold hands in a circle. The group in the circle designates which one of the three it will be seeking. 3. For example, Bruce, Beth and Erin are holding hands in a circle, and Norrie is standing outside of the circle. It is decided that Norrie will be attempting to tag Beth	• How well did you protect one another? • Why is it important to engage in regular physical activity? • With a partner, list five of the most important reasons that people should exercise and participate in physical activities?



	4. Norrie may only move around the outside of the circle, and cannot reach through the middle. 5. Beth, Bruce and Erin must keep their circle intact, as they rotate vigorously to keep Beth away from Norrie. 6. Once Norrie tags Beth, roles should be changed so that everyone has an opportunity to be It. 7. Emphasize that tags need to be done in a safe manner (tag zone). 8. Stop periodically to have the students monitor their heart rate.	
Differentiation: Students will be given different movement commands throughout the lesson, students can engage in a movement that is best for them.		
Resources Provided: Cones		

Lesson Reflection			
Reflect on the lesson you have developed and rate the degree to which the lesson <i>Strongly, Moderately</i> or <i>Weakly</i> 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		



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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			
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:	3rd	Unit Title:	Achieving Fitness
Create by:	Steve Griffiths/ Lyndsey Stearns		Board Approved on:		



Unit Overview Template

Content Area: Physical Education **Grade Level:** 3rd **Unit Title:** Soccer

Unit Summary: Students will be provided experiences through activities to enhance student understanding of basic soccer movements, rules, communication, cooperation and fitness in a fun and engaging setting.

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: Students need movement and fundamental motor skills such as eye foot coordination that is developed in this unit. Students need to be moving in order to increase fitness. Students also need a basic understanding of tactics and communication to appreciate sporting games that they may be watching.

Learning Targets

Standards: 2.2 Physical Wellness
 9.4 Career Readiness, Life Literacies, and Key Skills
 12.3 Social Awareness

Content Statements:

Movement Skills and Concepts:

2.2 MSC Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities, free movement, games, aerobics, dance, sports and recreational activities.

2.2 MSC Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship and safety.
 Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship and safety.

2.2 MSC Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.

Personal Fitness: 2.2 PF The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength and balance).

Lifelong Fitness: 2.2 LF Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.



2.2 LF Personal and community resources can support physical activity.

Social/Emotional Learning: Social Awareness

CPI#:	Cumulative Progress Indicator (CPI):
2.2.5 MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC. 3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5	Correct movement skill and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC. 6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings

Unit Essential Questions:

- What are the rules, skills and game strategies involved in soccer?
- How does teamwork and sportsmanship affect game play?
- How does participation in soccer improve fitness?

Unit Enduring Understandings:

- An individual needs to move in order to complete fitness skills throughout life.
- Why do I need to move in order to play soccer?
- How can I have fun while playing soccer?
- Soccer and related activities can affect and benefit the overall health of an individual.
- Eye-foot coordination is an important facet in all elements of soccer.

Unit Learning Targets:

Students will....



Display knowledge of the rules.
 Explain how sportsmanship enhances participation.
 Develop and perform proper dribbling techniques.
 Develop and perform proper passing/trapping techniques.
 Develop proper goaltending techniques.
 Explain offensive and defensive strategies.
 Demonstrate cooperative play and teamwork through modified games and activities.
 Demonstrate specific game play rules and explain how they enhance participation.

Evidence of Learning

Summative Assessment: 2 days Written assessment on skills/rules and teacher observation of game play

Equipment Needed: Cones, pinnies, goals, soccer balls (indoor and outdoor), shooting goals, skill posters, cageball. pool noodles, hula hoops

Formative Assessments: Teacher assessment; Teacher observation

Lesson Plans

Lesson	Time Frame
Lesson 1 Soccer Relays	1 Class Period
Lesson 2 Plant Putter Push	1 Class Period
Lesson 3 Shipwreck Soccer	1 Class Period

Lesson Plan 1 Template

Content Area:	Physical Education	Lesson Title:	Soccer Relays	Time Frame:	1 Class Period
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: ELA					
Integration of Technology: none					
Equipment Needed: Cones, Hula Hoops, Soccer Balls					



Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify how to use a control dribble properly - Students will demonstrate control dribble with proper technique - Identify which part of the foot they should strike the ball to have the most control	Lesson Sequence - Set up obstacle course using a variety of cones and hula hoops for the students to travel through - Demonstrate to the students how striking the soccer ball on the inside of your foot allows you remain on control - Ask the students why in the game of soccer it is important for the players to remain in control of the soccer ball - The class will be divided into 4 squads, each with their own obstacle course. - Students will take turns, using the control dribble, to travel the length of the obstacle course and back, giving the ball to the next teammate in line. - After students have a grasp of the obstacle course, you can time the event and see who can complete the course fastest, with the least amount of turnovers.	- Identify I/O of foot and when used explain to partner - Explain to partner how they kept ball under control (taps, distance, speed) - Identify safety (head up, light tags below knee, speed) - SRF used explain partner (reaction time, coordination, agility) HRF used explain to partner (aerobic/cardiovascular)
Differentiation: Vary noodle size student choice and size of ball student choice. Students decide placement of hoops		
Resources Provided: - Soccer Balls - Cones, Hula Hoops		

Lesson Plan 2 Template					
Content Area:	Physical Education	Lesson Title:	Plant Putter Push	Time Frame:	1 Class Period



Lesson Components

21st Century Themes

x 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: ELA

Integration of Technology: Pedometers if available

Equipment Needed: Soccer Balls varying in size

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain why it's important to make an accurate pass • Demonstrate with a partner a controlled pass • Identify the key components of an accurate pass	Lesson Sequence 1. Students will enter the class and sit in their squad spots. 2. The teacher will explain the 3 P's to the class. 3. PLANT: the foot that does not make the pass should be firmly planted into the ground 4. PUTTER: The foot making contact with the ball should be turned to look like a putter hitting a golf ball. 5. PUSH; The final action is using your free foot to push the ball to your partner. 6. Students will be using this method to make passes at varying distances throughout the lesson. 7. At the end of class, the students will sit with their partner to discuss how their communication helped with adjusting the passes.	• Teacher observation of I/O of foot dribble and shooting accuracy • Identify goalkeeping tasks (knee down, railroad tracks, body between ball and goal) • Shooting (instep vs side, power of shot and control of shot)



Differentiation: Students can use different size soccer balls, and shorten the distance of their passes

Resources Provided:

- Soccer Balls
- Cones

Lesson Plan 3 Template

Content Area:	Physical Education	Lesson Title:	Shipwreck Soccer	Time Frame:	1 class period
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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: ELA

Integration of Technology: none

Equipment Needed:

Soccer Balls
 Cones
 Hula Hoops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
- Students will: - Demonstrate proper use of the control dribble - Identify all the proper ways to navigate the soccer field while in control of the ball - Explain why keeping your head up is pivotal to your success	- Lesson Sequence - Students will enter the class and choose a soccer ball of their liking, then have a seat in their squad spots. - Students will notice that there are three “Triangle Islands” located around the gym. These will be the desired destination when playing the game - Students are going to use the control dribble to navigate through the gym using the basketball court lines as out of bounds. - At different points, the teacher may call out to the students to	- Teacher observation of I/O of foot dribble and passing accuracy - Teacher Observation of proper technique for the control dribble



	walk, run, or jog with the soccer ball. • Students are going to use their imagination that they are on the deck of a ship dribbling the soccer ball • When the teacher yells shipwreck! The students are to try and get to one of the triangle islands as quickly as possible. • The students will be using their control dribble throughout the game. • Students will then be broken up into groups of 4, to discuss what strategies work best to get into the triangle islands the fastest.	
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Differentiation: Students can choose a soccer ball size they are most comfortable with.

Resources Provided:

- Soccer Balls
- Cones

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:	3rd	Unit Title:	Soccer
Created:	Steve Griffiths/ Lyndsey Stearns		Board Approved on:		

Unit Overview Template

Content Area:	Physical Education	Grade Level:	3rd	Unit Title:	Jump Rope Adventure Fitness
Unit Summary: Students will understand how jump rope enhances cardiovascular fitness, muscular strength and endurance as well as speed, agility, balance and coordination. Students will work on the use of manipulative skills to increase their basic motor skills by using jump ropes. Students will participate in 3 forms of rope jumping long rope, individual rope and jump bands and move accordingly to performance level					
Primary Interdisciplinary Connections: <u>21st Century Themes</u> 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:	Jumping rope is one of the single best activities that enhances health and skill related fitness. Jump rope is a great way to get students active. It can help improve bone density in growing bodies, lower blood pressure and cholesterol levels and help prevent developing heart disease. Jump rope also helps to improve skill related fitness of agility, balance, speed and coordination.				

Learning Targets

Standards:	All students will develop will use personal and interpersonal skills to support and develop a healthy, active lifestyle.
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All students will utilize safe, efficient and effective movement to develop and maintain a healthy active lifestyle. All students will apply health related and skill related fitness concepts and skill to develop and maintain a healthy active lifestyle. Speaking and Listening.	
Content Statements:	The dimensions of wellness are interrelated and impact overall personal well-being. Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions. Each component of fitness contributes to personal health as well as motor skill development Comprehension and Collaboration; Presentation of Knowledge and Ideas.
CPI#:	Cumulative Progress Indicator (CPI):
2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual's body systems.
2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.
2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
Unit Essential Questions: • How does your participation in jump rope impact your cardiovascular fitness? • How can you manipulate an object? • How are rhythms followed during various activities?	
Unit Enduring Understandings:	



- Personal fitness is important in order to lead a healthy lifestyle.
- The development of (motor and manipulative) skill competency is needed in order to participate in fitness activities.
- Physical activity can provide opportunities for personal enjoyment, challenge, self expression, and social interaction.

Unit Learning Targets:

Students will....

Perform and explain long rope elements of turning, jumping, entering and exiting rope using front door skill.

Explain and demonstrate the skill of turning and basic jumping.

Demonstrate basic individual skills of heartbeat jump, pepper, elevator and jogger

Demonstrate basic jump band pattern and skill for Americans, cliffs, ice cream, diamonds, sailboats.

Describe how the cardiovascular system reacts to jumping rope.

Explain the benefits of jumping rope on the different aspects of wellness.



Evidence of Learning

Summative Assessment:	Student demonstration of long rope activities, individual activities, and jump band activities. Written assessment of how to improve and increase control of jumping and turning and health/skill fitness in jump rope.
Equipment Needed:	Long ropes, individual ropes (per child), jump bands
Teacher Resources:	Skill posters and charts
Formative Assessments:	
• Weekly Proficiencies • Skill progression worksheets	

Lesson Plans

Lesson	Time Frame
Lesson 1 Long Rope/Turning	1 Class Period
Lesson 2 Jump Stations	1 Class Period
Lesson 3 Individual Ropes	1 Class Period

Lesson Plan 1 Template

Content Area:	Physical Education	Lesson Title:	Long Rope/Turning	Time Frame:	1 class period
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: ELA					
Integration of Technology: CD on Long Turning					
Equipment Needed: Jump Ropes, Projector					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Turn long rope with thumb up position • Turn in rhythmical pattern at speed of jumper	Lesson Sequence 1. Jump Rope for Heart Video on long rope turning. Groups of 3 with one long rope per group	• Student demonstration of turn, jump by self • Student demonstration of jumping and turning with group



• Jump with correct form jump	introduce turning position thumb up and elbow in touch nose with thumb. Turn rope 3 times one direction and then reverse. Rotate with partners. 2. Jumping form, bend knees, arm swing, soft landing practice across ropes. 3. Turning and jumping with a cold start, speed of rope is adjusted according to what the jumpers want. Switch and rotate with one turn.	
Differentiation: Different size jump ropes		
Resources Provided: • Station Cards • Jump Ropes		

Lesson Plan 2 Template				
Content Area:	Physical Education	Lesson Title:	Jump Stations	Time Frame: 1 class period
Lesson Components				
<u>21st Century Themes</u>				
x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy x Health Literacy				
<u>21st Century Skills</u>				
x Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills x Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy				
Interdisciplinary Connections: ELA				
Integration of Technology: Jump Rope for Heart video on Jumping Skills				
Equipment Needed: Projector Jump Ropes				



Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate various jump rope techniques using proper form • Identify effective strategies for turning the rope multiple times under their feet	Lesson Sequence 1. Spread across the gym floor will be 12 Jump Stations varying in difficulty and technique. 2. Students will follow the jump rope safety procedures and choose a jump rope length they're most comfortable with. 3. Students will spread out to the spots on the gym floor, no more than 2 students to a spot. 4. The teacher will pick a starting point and the students at the corresponding spot will read what their jump station card says, each station will have specific jump tasks that the students will be required to accomplish. 5. Once the stations have been identified students will rotate clockwise when the teacher says so, and move to the nex spot. 6. After each spot the students will discuss what strategies for effective turns of the rope worked best for them and their partner. 7. Once the students have completed the stations, we will end class with a discussion about what techniques helped the students the most.	• Student demonstration of turn, jump by self • Student demonstration of jumping and turning with group
Differentiation: Students can choose from a variety of jump rope lengths that will best fit their jumping.		
Resources Provided: • Jump Ropes • Jump Stations		



Lesson Plan 3 Template

Content Area:	Physical Education	Lesson Title:	Individual Ropes	Time Frame:	1 Class Period
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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: ELA

Integration of Technology: Projector

Equipment Needed: Jump Ropes

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Jump with proper form for heartbeat jump, pepper and elevator • Jump and turn proper form for individual rope • Identify differences between individual and long rope turning	Lesson Sequence 1. 1 individual rope per child and show them how to size them (handles to shoulders) 2. Turning with elbows in. Jumping same as long rope jump with soft landing 3. Jump rope skill posters individual skills heartbeat jump (2 jumps for each turn of rope), Pepper (1 jump for each turn of rope), Elevator jump higher and lower with each turn 4. Compare/contrast individual and long turning.	• Student performance on basic jumps heartbeat, pepper and elevator • Student written identification of differences between long and short rope as homework
Differentiation: Vary size and weight of ropes		
Resources Provided: Jump Ropes, Station spots		



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:	Grade 3	Unit Title:	Jump Ropes
Created by :	Steve Griffiths/ Lyndsey Stearns		Board Approved on:		



Unit Overview Template

Content Area:	Physical Education	Grade Level:	3rd Grade	Unit Title:	Basketball
Unit Summary: Students will have the basic skill and understanding of using a one handed dribble, bounce and chest pass and set shooting as key skills needed in the game of basketball and how basketball increases fitness.					
Primary Interdisciplinary Connections: Guidance, Science					
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 need fundamental motor skills to enhance movement. Students must be moving to enhance fitness levels. Basketball is an invasion game similar to soccer and many of the same aspects in communication and collaboration are seen in both sports.				

Learning Targets

Standards:	2.2 Physical Wellness 9.4 Career Readiness, Life Literacies, and Key Skills SEL PK-12 Social Awareness
Content Statements:	
Movement Skills and Concepts	2.2 MSC Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities, free movement, games, aerobics, dance, sports, and recreational activities. 2.2 MSC Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety 2.2 MSC Teams apply offensive, defensive and cooperative strategies in most games, sports, and physical activities
Physical Fitness	2.2 PF The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).



Lifelong Fitness

2.2 LF Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.

2.2 LF Personal and community resources can support physical activity.

Career Readiness, Life Literacies, and Key Skills

9.4 The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

Social Emotional Learning

12.3 Social Awareness

CPI#:	Cumulative Progress Indicator (CPI):
2.2.5 MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5 MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5 MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5 PF.1	Identify the physical, social, emotional, and intellectual benefits of regular activity that affect personal health.
2.2.5 PF.2	Accept and respect others of all skill levels and abilities during participation.
2.2.5 LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5 LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
9.4.5 CT.3	Describe how digital tools and technology may be used to solve problems.



SEL PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
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Unit Essential Questions:

- How can I improve my eye hand coordination?
- What skills and techniques are used in basketball?

Unit Enduring Understandings:

- Efficient movement improves performance
- Rules help keep games and activities fair

Unit Learning Targets:

Students will....

- demonstrate one handed dribble with left and right hand
- demonstrate dribble with control in both self and general space
- perform bounce and chest pass to stationary partner
- demonstrate basic set shooting form

Evidence of Learning

Summative Assessment:	Written assessment and explanation on dribbling and passing Student skill demonstration of dribbling, passing and shooting
Equipment Needed:	Basketballs, Cones, Smaller Rims
Teacher Resources:	Skill Posters and Handouts
Formative Assessments:	Weekly Proficiencies

Lesson Plans

Lesson	Time Frame
Lesson 1 Dribbling left and right hand	1 Class Period
Lesson 2 Chest and bounce pass	1 Class Period
Lesson 3 Set shooting	1 Class Period

Lesson Plan 1 Template

Content Area:	Physical Education	Lesson Title:	Dribble with Right and Left Hand	Time Frame:	1 Class Period
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: ELA

Integration of Technology: none

Equipment Needed: Basketballs, Cones, Hula Hoops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Dribble ball with right and left hand in both general and self space with control using pads of fingers • Explain difference between soccer dribble and basketball dribble • Explain rules of game and how it affects game	Lesson Sequence 1. Introduce dribbling and the difference between basketball and soccer dribbling. 2. One basketball per child and skill paper with cues on it. Dribble in self space with pads of fingers stressing the difference between pads and tips using both hands. 3. Change levels with dribble in self space. 4. Slow speed dribbles in general space with right and left hands stressing body position. 5. Sneaky Pete dribbling game stress speed and control	- Student identification of finger pads - Student explanation of soccer vs. basketball dribble - Students travel slow speed with control using pads of fingers - Students explain how the rules of the game keep it flowing.
Differentiation: Vary size of basketball, increase size of hoop, increase speed		
Resources Provided: Basketballs, hoops, poster and cue cards		



Lesson Plan 2 Template

Content Area: Physical Education	Lesson Title: Set Shooting	Time Frame: 1 Class Period
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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: ELA

Integration of Technology: none

Equipment Needed: low 8 foot baskets, variety of balls, poly spots

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Model basic form for set shooting - Explain how game for their age level is modified - Explain similarities between soccer and basketball when shooting and differences	Lesson Sequence - Basketball scoring both field goals, both shoot into net or goal and differences such as kicking and shooting with hands. Explain and discuss why students are using 8 vs. 10-foot baskets. - Model of set shot poster stress hand and foot placement. Use the side of the basket pure shooting and drop over rim. - Speed stack shooting and dribbling game. Stack cup, dribble ball to poly spot, shoot, dribble back bounce pass to partner and rotate.	- Students will model correct form for set shot with regards to hand and foot placement - Students will explain why net is lowered for their age level - Students responses to differences and similarities in shooting with soccer and basketball
Differentiation: Vary size and weight of ball, increase height of net		
Resources Provided: Basketballs		



Lesson Plan 3 Template

Content Area: Physical Education	Lesson Title: Make It Take It	Time Frame: 1 Class Period
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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: ELA

Integration of Technology: none

Equipment Needed: 2 Buckets, 30-40 poly spots, 30-40 beanbags

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Aim at a stationary target Use correct form when throwing (opposite foot) Work with their team towards a common goal Use teamwork and show good sportsmanship	Lesson Sequence 1. Review proper way to shoot basketball 2. Students will be split into 8 teams of 3-4 students. One person at a time from each team will run to the far end of the gymnasium and pick up a basketball. They will then pick any poly spots on the floor to stand on based on their choice of difficulty (teaching by invitation). 3. Using the correct form, students will try to shoot the basketball into the goal. If they miss, they will collect the basketball and hand it off to the next team member 4. If they make it, they will pick up the poly spots 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 basketball to continue playing. 5. In teams, students will add up how many points they earned based on the respective values of each polyspot	Students will review shooting (step with opposite foot). Discuss the importance of fitness and ask which sport uses throwing. During lesson closure, we will discuss strategies and techniques used for success during the activity. We will review any cues which students had difficulty with. Students will share examples of teamwork and sportsmanship
Differentiation: Students can choose from different size basketballs, and they can choose the distance from which they shoot from.		
Resources Provided: 2 Buckets, 30-40 poly spots, 30-40 beanbags		



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:	3rd	Unit Title:	Basketball
Created by:	Steve Griffiths/ Lyndsey Stearns		Board Approved on:		



Unit Overview Template

Content Area:	Physical Education	Grade Level:	3rd	Unit Title:	Dance
Unit Summary: The dance unit will provide students another avenue to enhance fitness levels. Students will explore different dances and styles. Understanding tempo and rhythm is essential to any movement activity. The ability to break down movements into a pattern will help in skill development.					
Primary Interdisciplinary Connections: <i>Science</i>					
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:	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. Understanding patterns and rhythms is essential for success in any activity. Every activity follows a pattern.				

Learning Targets

Standards:	2.2 Physical Wellness 9.4 Career Readiness, Life Literacies, and Key Skills SEL PK-12.3 Social Awareness
Content Statements:	
Movement Skills and Concepts:	2.2 MSC Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities, free movement, games, aerobics, dance, sports, and recreational activities. 2.2 MSC Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety 2.2 MSC Teams apply offensive, defensive and cooperative strategies in most games, sports, and physical activities
Physical Fitness:	2.2 PF The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).
Lifelong Fitness:	2.2 LF Wellness is maintained and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.
	12.3 Social Awareness



Social/Emotional Learning:

9.4 Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

CPI#:

Cumulative Progress Indicator (CPI):

2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC. 6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe environment. .
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process
SEL PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.

Unit Essential Questions:

- What skills and techniques are used in dance that can be brought in from other activities?
- What is a rhythmical activity?
- How does working together impact the ability to accomplish a goal?

Unit Enduring Understandings:

- Efficient movement improves performance
- Responsible personal and social behavior enhances enjoyment of physical activity
- Exploring movement helps us understand how our bodies move.

Unit Learning Targets:

Students will....

Demonstrate basic routines and patterns of dance

Identify basic dance formations

Discuss how personal and general space is used in dance to utilize all available space

Design manipulative routines and perform to music.



Evidence of Learning

Summative Assessment:

- Written assessment on basic dance formations
- Dance rubric for demonstration of dances
- Student discussion and explanation on personal and general space used in dance
- Student performance of designed rhythm stick routine

Equipment Needed: music, poly spots

Teacher Resources:

Formative Assessments: Weekly Proficiencies

Lesson Plans

Lesson	Time Frame
Lesson 1 Cha Cha Slide and Shrek Dances	1 class period
Lesson 2 Men in Black Dance	1 class period
Lesson 3 Manipulative with Groups	1 class period

Lesson Plan 1 Template

Content Area:	Physical Education	Lesson Title:	Cha Cha Slide and Shrek Dance	Time Frame:	1 Class Period
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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: ELA

Integration of Technology: Projector, Music Box

Equipment Needed: Music, Dance Stations

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain and model steps for Cha Cha Slide and Shrek	Lesson Sequence Introduce cha cha steps and variations students may try. Practice dance	Student demonstration of Cha Cha Slide and Shrek



● Explain how Cha Cha can be a line or circle dance and why Shrek cannot ● Explain how dance increases fitness ● Respond to the question, what other sports bring skills to the dances?	as 4 corners and try it in a circle with partners facing each other 2. Introduce Shrek line dance and practice stress other sports that bring in skills to dance such as boxing and basketball 3. Compare Shrek and Cha Cha and how the formation affects the dance. 4. Discussion on how dance increases fitness such as cardiovascular, strength and flexibility. What type of dance has the greatest impact on flexibility and strength (ballet).	● Student discussion on how dances need to be done in correction formation ● Students explanation on how dance increases fitness
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Differentiation: Vary size of steps and sequence of steps

Resources Provided: Steps Poster



Lesson Plan 2 Template

Content Area:	Physical Education	Lesson Title:	Men In Black Dance	Time Frame:	1 Class Period
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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: ELA

Integration of Technology: none

Equipment Needed: Music

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify steps to MIB dance as a 4 wall hip hop - Perform dance with proper form and pace - Explain how to increase the movement of the dance and other sports that bring in skills to dances	Lesson Sequence - Introduce 4 wall dances and how they differ from other dances - Steps for MIB dance and note basketball pivot step included in dance - MIB performance with students calling out steps from poster	- Students will explain how 4 wall dances differ from others - Correctly perform dance with proper form and tempo changes - Identify sport skills that are used in dance
Differentiation: Smaller Steps and Skip Steps		
Resources Provided: - Music - Dance Step Posters		

Lesson Plan 3 Template

Content Area:	Physical Education	Lesson Title:	Manipulative with groups	Time Frame:	1 Class Period
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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: ELA

Integration of Technology: Music Box

Equipment Needed: Rhythm Sticks

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Perform and follow steps for La Fiesta and plyo bands manipulative dance 2001 Space Odyssey - Design with a partner manipulative rhythm stick routine - Explain how group decided on ideas and how they resolve possible conflicts	Lesson Sequence - Manipulative sticks 2 per child and have students follow La Fiesta with teacher-led manipulations. Students follow plyo band manipulative dance 2001 Space Odyssey - Partner up with each group 2 plyo bands and 4 rhythm sticks. Students will design a routine with sticks and bands to Let's Get Loud. Discuss problems or situations that may arise and how best to resolve them with respect. - Perform for class.	- Students performance of La Fiesta and Space Odyssey - Students will perform designed dance using both manipulatives - Students will explain how working as a team enhanced participation and ways that they may resolved problems
Differentiation: Allow groups to use just one manipulative and perform for teacher not class		
Resources Provided: Resources and posters on how to resolve conflict		

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:	3rd	Unit Title:	Dance
Created by:	Steve Griffiths/ Lyndsey Stearns		Board Approved on:		

Unit Overview Template

Content Area:	Physical Education	Grade Level:	3rd	Unit Title:	Badminton/Pillo Polo
Unit Summary: Students will be introduced to rules, regulations and skills associated with badminton. Students will become familiar with the basic grip and body positioning to enhance movement. Students will also discuss how force and flow affect movement of various objects.					
Primary Interdisciplinary Connections: Science					
<u>21st Century Themes</u> X Creativity and Innovation X Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Students need fundamental motor skills to enhance movement and to understand how their movements affect games and activity. Using racquets to strike will help to improve eye hand coordination				
Career Readiness	9.4 Career Readiness, Life Literacies, and Key Skills				
Social Emotional Learning:	Self Awareness				



Learning Targets

Standards:	2.2 Physical Wellness 9.4 Career Readiness 12.1 SEL Self Awareness
Content Statements:	
Career Readiness:	9.4.5 CT The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills..
Social/Emotional Learning:	12.3 Social Awareness
Movement Skills and Concepts:	2.2.5 MSC Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities, free movement, games, aerobics, dance, sports and recreational activities. 2.2.5 MSC Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship and safety 2.2.5 MSC Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities
Physical Fitness:	2.2.5 PF The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).
Lifelong Fitness:	2.2.5 LF Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.
CPI#:	Cumulative Progress Indicator (CPI):
9.4.5 CT. 3	Describe how digital tools and technology may be used to solve problems.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ



2.2.5 MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5 MSC. 3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance recreational activities).
2.2.5 MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the changes improves performance.
2.2.5 MSC.6	Execute appropriate behaviors and etiquette while participating as a player and view as an observer during physical activity, games, and other events contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games and sports in a safe active environment.
2.2.5 LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5 PF.2	Accept and respect others of all skill levels and abilities during participation.

Unit Essential Questions:

- What are the basic skills needed to strike with a racquet?
- How can you manipulate and object?
- How can participation in racquet sports help other striking sports

Unit Enduring Understandings:

- The development of technique (motor and manipulative) needs to be correct when executing a movement skill to increase success.
- Spatial and body awareness develops fundamental skills required to pursue a variety of physical activities.

Unit Learning Targets:

Students will....

- Demonstrate shake hands grip and ready positions
- Explain parts of a racquet head, neck, and grip
- Demonstrate self volley and partner Volley
- Explain how force and flow affect the strike of an object



Evidence of Learning

Summative Assessment:	Skill assessment of proper grip and ready position in game situation Performance evaluation on self volley and partner volley with racquet Written evaluation on parts of a racquet and terminology
Equipment Needed:	racquets, shuttles, balloons, balls of various weights, bean bags
Teacher Resources:	poster for grip and parts of racquet
Formative Assessments:	Weekly Proficiencies

Lesson Plans

Lesson	Time Frame
Lesson 1 Shake Hands Grip and Ready Position	1 Class Period
Lesson 2 Self Volley	1 Class Period
Lesson 3 Striking With Partner	1 Class Period

Lesson Plan 1 Template

Content Area:	Physical Education	Lesson Title:	Shake hands grip and ready position	Time Frame:	1 class period
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: ELA					
Integration of Technology: none					
Equipment Needed: Racquets					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify/demonstrate proper grip for striking - Identify/demonstrate proper ready stance position	Lesson Sequence 1 racquet per child and go over safety rules with racquets and discuss with students how they keep safe.	- Identify safety rules for racquets and how they are designed to keep safe. - Identify errors in grip and stance when



Identify safety rules used for handling and use of racquets	- Racquet grip using shake hands grip and discuss why you use this grip. Handshake grip poster and model. Discuss other grips and why shake hands is the basic grip to use. Students demonstrate grip and show to the partner who checks to make sure it matches the poster. - Quick switch game with partner and racquet after switch evaluate partner on grip and correct errors. - Ready position for strike and why it is so important. Students travel on signal stops and jump into ready positions. Partner evaluates position. - Tag game with ready position.	demonstrated by teacher Demonstrate grip and stance when asked by teacher
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Differentiation: Vary size of racquet grips

Resources Provided: Racquets

Lesson Plan 2 Template

Content Area:	Physical Education	Lesson Title:	Self Volley	Time Frame:	1 Class Period
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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: ELA

Integration of Technology: none

Equipment Needed: Racquets, balloons, bean bags, ball



Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate ability to volley balloon 5-7 times in self space • Demonstrate ability to volley balloon 3-5 times while moving • Explain what is meant by volley, force and flow	Lesson Sequence 1. Racquet and balloon per child. Go over basic volley and explain how volley is constant without touching the ground. Model volley and students practice in self space. Explain how force strong or light will affect the balloon. Explain and discuss how the flow of the strike will affect the balloon. 2. Put balloons down and students pick objects of their choice: bean bag or ball and volley. Discuss how much force is needed for each object and students discuss why objects are harder than others to volley. 3. Put objects back and students travel using balloons and volley in general space	• Demonstrate volley in self and general space • Explain what a volley is • Explain how force and flow affect striking
Differentiation: Various size grips for racquets		
Resources Provided: racquets, balloons, bean bags, ball		

Lesson Plan 3 Template					
Content Area:	Physical Education	Lesson Title:	Striking With Partner	Time Frame:	1 class period
Lesson Components					
<u>21st Century Themes</u>					
x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy x Health Literacy					
<u>21st Century Skills</u>					
x 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: ELA					



Integration of Technology: none

Equipment Needed: shuttles and balloons

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Introduction of forehand strike • Demonstrate correct grip, ready position and strike forehand with partner	Lesson Sequence 1. In partners with racquets and 1 balloon review grip and ready position. Partner will evaluate the grip and ready position and correct using posters as examples. 2. Explain forehand to students and have them practice in self space. Remind students they will have to move from side to side in their ready position to strike using a forehand. Demonstrate forehand strike as partner tosses balloon student strikes and partner catches. 3. Students will strike and volley back and forth to each other. They may not strike 2 times in a row. Remind students this will take practice and perseverance. Students count the number of times in a row they successfully volley. Rotate partners 2-3 minutes.	• Identify forehand strike position and demonstrate position • Demonstrate correct grip, ready position with partner/teacher evaluation
Differentiation: Various size balloons and racquets, student pairings by skill level		
Resources Provided: balloons, racquets, and shuttles		



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:	3rd	Unit Title:	Badminton
Created by:	Steve Griffiths/ Lyndsey Stearns		Board Approved on:		



Unit Overview Template

Content Area:	Physical Education	Grade Level:	3rd	Unit Title:	Volleyball
Unit Summary: Students will have the basic skills and develop an understanding of how volleyball is played. Students will understand that lead-up games such as Newcomb are vital to skill development.					
Primary Interdisciplinary Connections: <i>Striking, throwing and catching</i>					
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 need fundamental motor skills to enhance movement such as eye hand coordination that is developed through this unit. Students need to be moving in order to increase fitness levels				

Learning Targets

Standards:	2.2 Physical Wellness 9.4 Career Readiness, Life Literacies, and Key Skills SEL PK-12 Social Awareness
Content Statements:	2.2 MSC Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities, free movement, games, aerobics, dance, sports, and recreational activities.
Movement Skills and Concepts	2.2 MSC Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety 2.2 MSC Teams apply offensive, defensive and cooperative strategies in most games, sports, and physical activities
Physical Fitness	2.2 The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).



Lifelong Fitness	2.2 Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.
	2.2 Personal and community resources can support physical activity.
Career Readiness, Life Literacies, and Key Skills	9.4 The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
Social/Emotional Learning	12.3 Social Awareness
CPI#:	Cumulative Progress Indicator (CPI):
9.4.5 CT.3	Describe how digital tools and technology may be used to solve problems.
SEL PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
2.2.5 MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5 MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5 MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5 MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance
2.2.5 MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
2.2.5 PF.1	Identify the physical, social, emotional, and intellectual benefits of regular activity that effect personal health.
2.2.5 PF.2	Accept and respect others of all skill levels and abilities during participation.
2.2.5 LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5 LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
Unit Essential Questions:	
- How can I improve my eye hand coordination? - What skills and techniques are used in volleyball and Newcomb?	



- What are the variations of Newcomb not found in other sports?
- How does positive reinforcement encourage participation?

Unit Enduring Understandings:

- Efficient movement improves performance.
- Rules help keep games and activities fair.

Unit Learning Targets:

Students will....

- demonstrate underhand strike with heel of hand
- demonstrate and explain proper positioning to catch
- explain basic volleyball and Newcomb rules
- explain how faking is used as a strategy
- explain how general space is used to control player positioning

Evidence of Learning

Summative Assessment:

Skills Assessment Rubric serve, bump, set and catching (newcomb)
 Student written assessment on catching position, and rotation of players and how general space is used to control player positioning, rules and regulations.

Equipment Needed:

volleyballs, nets and marked courts

Teacher Resources:

skill posters and handouts

Formative Assessments:

- Weekly Proficiencies

Lesson Plans

Lesson	Time Frame
Lesson 1 Underhand Strike	1 Class Period
Lesson 2 W/M Catching	1 Class Period
Lesson 3 Rotation and Scoring	1 Class Period

Lesson Plan 1 Template

Content Area:	Physical Education	Lesson Title:	Underhand Strike	Time Frame:	1 class period
Lesson Components					
<u>21st Century Themes</u>					



x 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: ELA

Integration of Technology: none

Equipment Needed: net, volleyball various sizes

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Serve ball over net with underhand heel of hand strike • Explain how side on position is important in striking	Lesson Sequence 1. Introduce striking (serve) with heel of hand and difference between racquets and soccer striking. 2. Demonstrate and model underhand strike stressing side on position. Ball should be dropped at the front foot. Stress back swing, under swing, strike and follow through as the key (4 part method). 3. Students strike a wall, collect balls and rotate. 4-5 lines of students performing. 4. One line strikes over net collect on the other side. 5. Blizzard game with heel of hand striking.	• Student explanation and modeling of side on position • Student demonstration of serve (underhand strike) using 4 part method displayed

Differentiation: Vary size of volleyball, increase/decrease distance to net, vary height of net

Resources Provided: Volleyballs, hoops, poster and cue cards

Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: W/M Catching Time Frame: 1 class period

Lesson Components

21st Century Themes

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

21st Century Skills

x 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: ELA

Integration of Technology: none

Equipment Needed: volleyballs, net, skill posters

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Model basic form for W/M catch • Explain how force impacts the movement of the ball • Explain how the level of the ball impacts which type of catch students will use	Lesson Sequence 1. Explain W catch thumbs touching used from belly to above head. M catch pinkies touching used for catching from belly to feet. Students can refer to skill posters. 2. Students model catching position. 3. Partners throw and catch balls at low, medium and high levels and discuss which catch would be used. 4. Partners serve the ball to each other using strong and light force and discuss how it impacts the serve. 5. Blizzard game using serve and catch	• Students will model W/M catch as asked • Correctly explain how force impacts the movement of the ball • Identify which catch would be used at low, medium and high levels and explain how they are used.
Differentiation: Vary size of ball, height of net, increase and decrease distance to net		
Resources Provided: Volleyballs, posters cue sheets, hoops		

Lesson Plan 3 Template					
Content Area:	Physical Education	Lesson Title:	Rotation and Scoring	Time Frame:	1 Class Period
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: ELA					
Integration of Technology: none					
Equipment Needed: volleyballs, net, marked out courts					



Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Model rotation for volleyball and Newcomb and player area responsibilities • Explain the scoring system used for volleyball/newcomb	Lesson Sequence 1. Groups of 6 form a square on $\frac{1}{2}$ of the court. 2. Each person is responsible for his or her immediate area. Over the head of the front row it is the back row's responsibility. Move the ball around and identify which player would get the ball in each situation. 3. Explain rally scoring and have students explain it to one another. 4. Rotation and how the players move on a side out. 5. Newcomb game with starting and stopping to review game situations	• Students will demonstrate correct rotation pattern • Students will explain rally scoring • Students will identify each of the • 6 player responsibilities.
Differentiation: Vary size and weight of ball, increase/decrease height of net, allow to move with buddy		
Resources Provided: Volleyballs		

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		



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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:	PE	Grade Level:	3	Unit Title:	Volleyball
Created by:	Steve Griffiths/ Lyndsey Stearns		Board Approved on:		



Unit Overview Template

Content Area:	Physical Education	Grade Level:	3rd	Unit Title:	Project Adventure
Unit Summary: The Project Adventure unit will provide experience through activities to enhance student understanding of communication, cooperation and conflict resolution.					
Primary Interdisciplinary Connections:					
<u>21st Century Themes</u> ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Adventure curriculum will allow students to demonstrate competency in many movement forms and proficiency in a few. This curriculum will also allow students to allow application of these concepts to the development of motor skills. The adventure curriculum will allow students to demonstrate an understanding and respect for differences among people in physical activity settings and provides opportunities for enjoyment, challenge, self-expression, and social interaction.				

Learning Targets

Standards:	2.2 Physical Wellness 9.4 Career Readiness, Life Literacies, and Key Skills SEL PK-12.3 Social Awareness
Content Statements:	2.2 MSC Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities, free movement, games, aerobics, dance, sports, and recreational activities.
Movement Skills and Concepts:	2.2 MSC Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety 2.2 MSC Teams apply offensive, defensive and cooperative strategies in most games, sports, and physical activities
Physical Fitness:	2.2 PF The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).
Lifelong Fitness:	2.2 LF Wellness is maintained and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.
Social/Emotional Learning:	12.3 Social Awareness



Career Readiness, Life Literacies, and Key Skills:	9.4 Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills. 9.4 The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
CPI#:	Cumulative Progress Indicator (CPI):
2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC. 6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe environment. .
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others. .
9.4.5.CT.3 9.4.5.CT.1	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity Identify and gather relevant data that will aid in the problem-solving process
SEL PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
Unit Essential Questions: • How do you know when you are cooperating? • What do you do to help a group be successful? • How do people know what you are thinking about and/or feeling? • Why is it important to listen? • What are some ways two people can deal with conflict? • How do you work with someone who does things differently than you?	
Unit Enduring Understandings: • Using the strengths of everyone in your group provides the greatest chance of accomplishing the objective. • Understand the T.E.A.M concept (together everyone achieves more)	



- Self-actualization of strengths and weaknesses in a group setting.

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. Understand that challenge, enjoyment, creativity, self-expression and social interaction are important, life- enhancing experiences and are found in adventure activities. Demonstrate and understanding of respect for differences.

Evidence of Learning

Summative Assessment: Student identification and demonstration of strategies learned and new to complete tasks Project Adventure Rubric of Social skills and student identification of key concepts and outcomes associated with each activity.

Equipment Needed: Project Adventure curriculum packs elementary

Teacher Resources: Adventure Curriculum for Physical Education –Elementary School

Formative Assessments:

- **Weekly proficiencies**
- **PA Quiz related to specific activity outcomes**
- **Discussion questions posed from PA curriculum as debrief and lesson ends**
- **HW full value Pi Chart**

Lesson Plans

Lesson	Time Frame
Lesson 1 Interacting with others, making connections.	1 Class Period
Lesson 2 Practicing each other's names while testing reflexes and reinforcing listening and direction following skills.	1 Class Period
Lesson 3 Listening to Directions, communicating using and reading body language.	1 Class Period

Lesson Plan 1 Template

Content Area:	Physical Education	Lesson Title:	Interacting with others, making connections.	Time Frame:	1 Class Period
Lesson Components					



21st Century Themes

x 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 **x** Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA

Integration of Technology: none

Equipment Needed: Poly Spots

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn each other's names while learning how to interact with others. - Understand that using communication effectively can help groups become successful in the challenges they face.	Lesson Sequence - Activity: Me You Lisa: (Have the class stand in a circle) Ask the class “ Do you know everyone’s name in the circle? Do you know your neighbors’ names, the person to your left? To your right? How fast do you think we can learn them all? How fast do you think we can say them all? - Have each person in the circle say his/her name loudly and clearly so that everyone can hear and understand it. - Make sure everyone knows the name of the student to his/her right or left. - Go around again and this time each student should try to say the name of the person to his/her right, his/her own name, and the name of the person to his/her left. - After practicing this once, have the group guess how long it will take for the whole group to say names in this fashion, starting with the person on their right, his/her own name, and the	Collaborate with team mates on names Record names of other students



	name of the person on his/her left. 6. Ask the class to improve upon their time 7. Test the time when going in the other direction.	
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Differentiation: Me You Lisa – During this game play students who are struggling with memorizing names, can use a pencil and paper to record the names of their neighbors’

Resources Provided: Paper/Pencil

Lesson Plan 2 Template

Content Area:	Physical Education	Lesson Title:	Practicing each other’s names while testing reflexes and reinforcing listening and direction following skills.	Time Frame:	1 Class Period
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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: ELA

Integration of Technology:

Use the Projector to have a picture of a ship, marked with directions for everyone to see

Equipment Needed: Poly Spots

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will: understand full value concepts and importance in PE units and in school - Play safe - Play fair - Play hard - Have fun	Lesson Sequence - Activity: Captain’s Calling. Gather the class in a large open space. Have the students form a circle so that you can explain the rules for this activity. - Framing: Ask the class “ Have you ever been on a boat? Have you ever seen any movies about boats? Who is in charge on a boat? Is it important to follow the Captain’s orders? Today we are going to pretend to be on a boat, and I’m going	- Discussion of communication concepts/s responses to core communications worksheet - Exit Slip – students written responses to their exit slip question “List 3 ways that you can communicate with your classmates”



	to be the pretend captain! Lets see if you can follow my orders. 3. Teach the class the following commands – “Attention” – Students stand at attention until the person who is designated Captain says “At ease” “Swab the Deck” – Make a mopping motion. 4. “Lifeboats out”- Form a single line, and sit down and pretend to row a boat very quickly. 5. “Starfish” - Put both hands in the center of a 5-some and spring around. 6. “Person Overboard” - Everyone who is out is rescued by the other passengers and back in the game. 7. Explain to the class that when you are given a command by the captain, they are to respond as quickly as possible. Anyone who is not able to follow the commands must go “Overboard” until the person is called. 8. If the Captain calls “Attention” and does not say “at- ease” students should not move! If they do, they go overboard! 9. Practice the above commands to give students a chance to learn the various movements. 10. After a few turns with this game, the teacher will allow the students to become the “Captains”	
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Differentiation: AL students will have a chance to work as “Captains” with their peers.

Resources Provided:

- Poly Spots
- Exit Slips
- Video Screens



Lesson Plan 3 Template

Content Area:	Physical Education	Lesson Title:	Listening to directions, communicating using and reading body language.	Time Frame:	1 Class Period
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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: ELA

Integration of Technology: none

Equipment Needed: None-General Space

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify how body language can be used to communicate with other students	Lesson Sequence - Activity: It Ain't Me Babe. Divide the class into groups of 3 and gather them to hear instructions. - Say to class "We can learn a lot from a kind of communication called body language. Who can explain what body language is? We are going to practice communicating with each other using this kind of language. You are going to act out using body language- as many things about yourself as you can think of to share with your partners in one minute. This will be a true story about yourself" - Give students a minute to plan what they will	- Discussion of how body language can be a useful tool for communicating with others. - Debrief discussion responses - HW written response on group activities about body language



- act out, and designate who will go first, second, and third trio.
4. Remind students that they are to act out true things that tell a story about themselves. This can include things they like to do, what they like to eat, etc....
 5. The partners who are not acting are silent observers trying to understand the story that is being told.
 6. Give the first student one minute to act.
 7. When time is up, allow for discussion among the trios. What was the story? Did the Observers understand what was being said?
 8. Give each student time to be the actor and repeat the discussion each time.
 9. Bring the class together and ask if any students would like to share what they learned about each other from this body language lesson.

Differentiation: Students who struggle to use body language, can partner up with a friend to use “hot phrases” to help communicate with their peers.

Resources Provided: Poly Spots



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	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:	3rd	Unit Title:	Project Adventure
Created by:	Steve Griffiths/ Lyndsey Stearns		Board Approved on:		



Unit Overview Template

Content Area:	Physical Education	Grade Level:	3rd	Unit Title:	Wiffle Ball
Unit Summary: Students will have the basic skill and understanding to participate in wiffle ball, which is a variation of baseball/softball. Students will work on skills used in previous units such as caching and striking as well as game specific rules and skills.					
Primary Interdisciplinary Connections: <i>Striking, Catching</i>					
<u>21st Century Themes</u> ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Students need fundamental motor skills to enhance movement. Students will be working to increase eye hand coordination during this unit				

Learning Targets

Standards:	2.2 Physical Wellness 9.4 Career Readiness, Life Literacies, and Key Skills 12.3 Social Awareness
Content Statements: Movement Skills and Concepts:	2.2 MSC Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities, free movement, games, aerobics, dance, sports and recreational activities. 2.2 MSC Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship and safety. Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship and safety. 2.2 MSC Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.
Personal Fitness:	2.2 PF The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength and balance).
Lifelong Fitness:	2.2 LF Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities. 2.2 LF Personal and community resources can support physical activity.
Social/Emotional Learning:	Social Awareness



CPI#:	Cumulative Progress Indicator (CPI):
2.2.5 MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC. 3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
2.2.5.MSC.5	Correct movement skill and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC. 6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for enjoyment individually or with others.
2.2.5 LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
SEL.PK-12.3. 3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3. 4	Demonstrate an awareness of the expectations for social interactions in a variety of settings

Unit Essential Questions:

- How can I improve my eye hand coordination?
- What are the basic skills needed to play the game?

Unit Enduring Understandings:

- Efficient movement improves performance
- Rules help keep games and activities fair
- Learning basic fundamental movements allows us to pursue a variety of physical activities.

Unit Learning Targets:

Students will....



Demonstrate/identify correct hand grip for batting
 Demonstrate/identify correct foot placement for batting
 Demonstrate/identify proper over/underhand throwing mechanics
 Demonstrate basic fielding body position for ground/fly ball

Evidence of Learning

Summative Assessment:	Skill Rubric of batting, throwing, ground/fly ball positioning Written assessment of batting and throwing errors through pictures, rules and players position.
Equipment Needed:	bats, tees, wiffle balls, various balls
Teacher Resources:	skill posters and handouts
Formative Assessments:	Weekly Proficiencies

Lesson Plans

Lesson	Time Frame
Lesson 1 Over and underhand throw distance/accuracy	1 Class Period
Lesson 2 Batting stance and foot placement	1 Class Period
Lesson 3 Throwing and catching under and overhand	1 Class Period

Lesson Plan 1 Template

Content Area:	Physical Education	Lesson Title:	Over and Underhand Throw Distance/Accuracy	Time Frame:	1 Class Period
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: ELA					
Integration of Technology: none					
Equipment Needed: wiffle balls, cones, hula hoops, various other throwing balls, cue checklist					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
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Students will: • Model correct throwing form for overhead and underhand toss • Explain importance of follow through	Lesson Sequence 1. Go over throwing form for overhand throws. Use posters for pictures and have students recite “thumb to thigh, fingers high” to help remember motion. Stress hand/feet opposition and importance of follow-through. Students practice motion without ball 2. Targets on the wall using hula-hoops students throw at targets from taped lines. 1 ball per pair. Throw the inside hoop and move to the next line. Stress follows through and that students should not cut the motion down to try and be accurate. Students throw & rotate give checklists for throwing motion. Students help each other based on cue sheets. 3. Distance toss from behind line using overhand throw. Partner marks how far the throw has gone. Stress follow through and motion 4. Repeat steps 1-3 with underhand throw “thumb below, fingers low” for throw.	• Students explain importance of follow through to partner and then to teacher • Students model over/under motion
Differentiation: various size balls for students choice		
Resources Provided: Bats, Balls, Gloves, Tee’s		

Lesson Plan 2 Template					
Content Area:	Physical Education	Lesson Title:	Batting Stance and Foot Placement, Striking from Tee	Time Frame:	1 Class Period
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: ELA					
Integration of Technology: none					
Equipment Needed: tees, balls, cones, bats, skill poster					



Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain foot placement for stance, and weight shift for batting • Model correct grip for bat • Explain distance from tee for strike and height of tee	Lesson Sequence 1. Grip demonstration. Knocking knuckles are touching. Bat behind shoulder loose, not straight up. Students practice and model. Use posters as guides. 2. Tee should be waist height. Bat should be across the plate to cover the entire plate. Sweet spot should be with ball 3. Feet shoulder width apart. Students should be able to take a little jump and land in balance. Use the bat to align feet and keep straight. 4. Weight shift when batting demonstration. Students should practice with a pretend bat. Safety rules for swinging. 5. Home run derby 3 swings and rotate with teammates.	• Students will explain foot placement and distance with straight alignment • Model knocking knuckles and grip • Identify key distance from tee and swing should be through zone not flat • Explain weight shift when batting
Differentiation: Vary size of ball, change size of bat to provide more striking area		
Resources Provided: Baseballs, Tee's, Gloves, Bats		

Lesson Plan 3 Template					
Content Area:	Physical Educations	Lesson Title:	Throwing and Catching Under and Overhand	Time Frame:	1 Class Period
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: ELA					
Integration of Technology: none					
Equipment Needed: <i>Hoops, cones, various objects to throw and catch</i>					



Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Model form for over and underhand throw • Model W/M pattern for catching and why hands are placed up or down for the catch	Lesson Sequence 1. Students are paired up with each group at a hoop. One student is on each side of the hoop. One object is in each hoop to throw and catch. No 2 objects are the same. 2. Review under and over hand throw. Throws being used will depend on the distance given. Closer distance under and farther away over. 3. Review W/M catch with students. 4. Students will throw back and forth to each other. Every catch is worth 1 point. Throw for 1 minute. Over or underhand is determined by the distance the teacher gives. After 1 minute students rotate to the right for a new partner and the new object number score continues.	• Student model over and underhand form during activity • Students will model and explain W/M catch • Explain to partner purpose of hand placement for catch

Differentiation: Different objects to throw/catch, increase/decrease distance to catch

Resources Provided: Hula Hoops, Bats, Tee's, Cones

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	X	
Integrate 21st century skills		X	



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

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:	3rd	Unit Title:	Wiffle Ball
Created by:	Stev Griffiths/ Lyndsey Stearns		Board Approved on:		



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

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

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



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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS**

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



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

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

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



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.