



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

Springfield Public Schools
Springfield, New Jersey 07081

Physical Education
Grade 4

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



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Springfield, New Jersey**

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

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

Curriculum Adoption

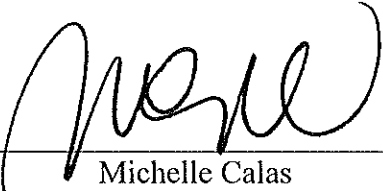
To adopt the following curriculum and courses for the 2022-2023 school year:

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

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

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

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit Overview Template

Content Area: Physical Education **Grade Level:** 4 **Unit Title:** Achieving Fitness

Unit Summary: Students will be provided experiences through activities to enhance student understanding of fitness, communication, cooperation 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: This unit will allow students to demonstrate competency in many movement forms and proficiency in a few. This curriculum unit will also allow students to show 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 Career Readiness, Life Literacies, and Key Skills

Social Emotional Learning: Self Awareness

Learning Targets

Standards: 2.2 Physical Wellness
 9.4 Career Readiness, Life Literacies, and Key Skills
 12.1 SEL Self Awareness

Content Statements:

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.

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 and balance).



Lifelong Fitness:	2.2 LF.5 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.
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:	12.1 Self 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.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 PF.1	Identify the physical, social, emotional and intellectual benefits of regular physical activity that affects personal health.
2.2.5.PF.3	Participate in moderate to vigorous age-appropriate activities and build the skills that address each component of health-related fitness (e.g endurance, strength, speed, agility, flexibility, balance.
2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory heart and lungs, muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
2.2.5 LF.1	Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually and with others
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3)



SEL.PK-12. 1.4	Recognize the importance of self-confidence in handling daily tasks and challenges .
SEL.PK-12. 1.2	Recognize the impact of one's feelings and thoughts on one's own behavior .
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 do I develop trust and leadership through various problem solving challenges? • How do I develop the ability to cooperate and work well with others?	
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 physical activity settings • 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 assessment on fitness concepts and monitoring of initial concepts/levels

Equipment Needed: Varies by activity all equipment provided

Teacher Resources: PA Achieving Fitness Curriculum Guide

Formative Assessments:

- Weekly proficiencies
- PA quiz related to specific activity outcomes
- Discussion questions posed from PA curriculum as end of lesson debrief

Lesson Plans

Lesson	Time Frame
Lesson 1 Aerobic Striker	1 class period
Lesson 2 Cardio Blob Tag	1 class period
Lesson 3 Chicken Baseball	1 class period

Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Aerobic Striker Time Frame: 1 class period

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 monitor or pedometers

Equipment Needed: 2-6 soft inflatable beach balls, 2 boundary ropes, stopwatch



Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Participate in activities designed to improve or maintain cardiovascular endurance • Self-asses heart rate and or monitor steps before, during and after vigorous physical activity • Maintain HR in the target zone for a minimum of 20 minutes while participating in physical activity of students choice. Maintain steps that would indicate low, medium or high level of exertion for activity • Demonstrate appropriate training principles and exercise techniques during participation in physical activity	Lesson Sequence 1. “This is a chance for each team to create strategies that will keep everyone working in the THR zone for 20 minutes while also improving team strategies. Your team is trying to score more points than the other team. You score by hitting a beach ball or balls across the line of the other team.” 2. Before stating the rules of the game, have students take their pulses or check their HR monitors, check pedometers and reset to zero. Have each student share with a partner what they remember their THR zone to be. 3. Have each student divide their THR by 4. Then they should use this number to check the HR using a 15-second time interval. 4. There are 2 objectives for this activity: 1 is for each member of the team to stay in their THR for 20 minutes, in order to maintain a score. The second is to score points for your team by hitting the beach ball across the line of the opposing team. Pedometer students try to get a number of steps indicating a medium level activity for 20 minutes. 5. Begin by serving one ball and as students learn the game, add others to keep the action moving. 6. The ball can only be struck with the hands and arms, and must be struck with an open hand. 7. Periodically throughout the game, have students check HR or steps. 8. Ask who is below THR, and who is above, and who is within THR. Check steps for the same situation.	• Student Interview: - Students will discuss what strategies were the most effective for this lesson. • Aerobic Striker Discussion: - Did you stay within your target heart rate zone? - Why is it important to maintain your THR for 20 minutes or more? - Which level and activity gave you the most steps possible and why



	Teams gain a point for every student who is in THR or within steps each time pulse check is called out. 9. Play is continuous - stress before start ways to stay active - jog in place, jumping jacks 10. When the goal is scored play resumes immediately.	
Differentiation: Students can choose any aerobic exercise that they are most comfortable with. Beach balls/balls of all sizes will be distributed for students to strike during the lesson.		
Resources Provided: • Beach balls/balls of different sizes • Field markers • HR monitors/pedometers • HR zone chart		

Lesson Plan 2 Template			
Content Area:	Physical Education	Lesson Title:	Cardio Blob Tag
		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: HR monitors, pedometers			
Equipment Needed: 2 pool noodles cut down to 1/2 size			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Understand the importance of social support in achieving fitness goals. • Recognize physical activity as an	Lesson Sequence 1. Clear a large play area, the size of a gym or outdoor field. Have 2 pool noodles cut down and ready. Gather group in center to begin. 2. Say to students “The human blob grows and grows, and doesn’t stop until everyone is tagged!”	• Student interview: - What was the most challenging about playing Blob Tag? - How did you monitor your HR/steps when



opportunity for social interaction. • Work easily with others to achieve a common goal.	3. Explain that one person will begin as the original blob, and the game will end when everyone has been consumed by the blob. 4. Ask for volunteers to be the first member of the blob, and have that person hold a noodle in each hand. 5. Point out boundaries 6. Explain that the first member can tag any other player with a noodle below the knees. 7. Once a player is tagged the individual joins hands with the blob and takes noodle with their outside hand. Students call out “and the blob grows!” 8. Safety - individuals may not run through the blob 9. Round is over when all or most of the group have been consumed by the blob.	you were staying away from the blob? - When you exercise, how can participating with others help or hinder your fitness goals
Differentiation: Students can also check their activity level by completing rate of exertion checks throughout activity or pedometer activity		
Resources Provided: • 2 pool noodles • HR monitors • Pedometers		

Lesson Plan 3 Template		
Content Area:	Physical Education	Lesson Title: Chicken Baseball 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: HR Monitors, Pedometers		
Equipment Needed: Rubber Chicken, Foam Ball		



Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Exhibit responsible personal and social behavior that respects self and others in physical activity setting - Have teams working in coordination while each student moves continuously throughout the activity. - Works cooperatively and productively in a group to accomplish a set goal. - Identify level of exertion students participated in during game and how they know	Lesson Sequence 1. Divide class into 4-8 teams - Game requires even number so players may have to rotate groups 2. Say to students “We are going to play a version of baseball. This game has some similarities to traditional baseball; 2 teams can score runs, but that is where the similarities end.” 3. 2 teams play against each other. Therefore you may have multiple games going on at the same time. The following directions are replicated for additional pairs of teams. 4. Team A and Team B must be sure of who their partner team is. 5. Team A is in the infield. Team B is in the outfield. Team A starts by throwing the rubber hiken anywhere in the designated play area. 6. Once the chicken is thrown , Team B runs toward it and forms a single line. The first person in line picks up the chicken and passes it to the left to the person directly behind, who passes it overhead. This pattern continues until the chicken has reached the end of line with the last student saying “STOP!” 7. Team A is scoring runs. A run is scored each time a student from Team A runs around all of the group members of Team A. The team can configure the group anyway they want. 8. Team keeps track of their own scores and scores are cumulative. Both teams should monitor steps and HR on their own. 9. As soon as Team B yells “STOP!” The last student in line throws chicken overhead and teams switch. 10. Game is over after 20 minutes	- Student interview: - How can you infuse fun into your exercise? - What was an effective strategy for scoring runs in a game. - Based upon HR or steps identify level of exertion high, medium, low and explain how they made decision 1/3 factors (THR zone, step exertion chart, physical characteristics (sweat, increased breathing speed, red cheeks
Differentiation: Students can choose fitness exercise that works best		



Resources Provided:

- Rubber Chicken
- Rubber Ball

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:	4	Unit Title:	Achieving Fitness
Created by:	Steven Griffiths/ Lindsay Stearns		Board Approved on:		



Content Area:	Physical Education	Grade Level: 4
		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.		
9.4 Career Readiness, Life Literacies, and Key Skills	9.4 Career Readiness, Life Literacies, and Key Skills	
SEL PK-12	12.5 Relationship Skills	

Learning Targets	
Standards:	2.2 Physical Wellness
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.



Physical Fitness: Lifelong Fitness: Career Readiness: Social/Emotional Learning	2.2 MSC Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.
	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).
	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
	9.4 CT The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
	12.5 Relationship 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.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.MSC.6	Executing 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.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. 5.2	Utilize positive communication and social skills to interact effectively with others

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

Teacher Resources:

Formative Assessments:

- Teacher assessment
- Teacher observation

Lesson Plans

Lesson	Time Frame
Lesson 1 Soccer Noodler	1 day
Lesson 2 Obstacle Soccer	1 day
Lesson 3 Ghostbuster Soccer	1 day



Lesson Plan 1 Template
Content Area: Soccer Lesson Title: Soccer Noodler 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: Pedometer
Equipment Needed: 3-5 Hula hoops, 3-5 Pool noodles, Soccer ball per student, pedometer per student

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify I/O of foot dribble and when used - Demonstrate and explain control with dribbling - Explain how rules keep an individual safe - Identify SRF/HRF components needed in game	Lesson Sequence - Set up the field using 3-5 hula hoops depending on class size. The bigger class gets more hoops and spread out around the gym area. 1 student per hoop and 1 pool noodle per student. Students in hula hoops are called “Noodlers”. Everyone else is tap dribbling a soccer ball around the room. Each student also has a pedometer to monitor steps - The Noodlers have to try to reach their noodle out and tap a dribbler’s ball as the dribbler passes by. Noodlers must keep one foot in the hoop and take a dribbler below the knee - Stress no swinging of noodle. - If a dribbler’s ball gets tapped, the dribbler has to go to the exterior of the playing area or gym and do 5 ball taps (alternate tapping ball on feet five	- 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)



	times) or an exercise the teacher chooses 5 times. 4. Change Noodler's every 3-5 minutes. After rounds new Noodlers can strategize about hoop placement and dribbles can strategize how to avoid getting tagged. 5. Wrap up questioning with evaluation of steps and formative assessment tasks	
Differentiation: Vary noodle size student choice and size of ball student choice. Students decide placement of hoops/ Add pathways and levels more noodles.		
Resources Provided: All equipment provided		

Lesson Plan 2 Template			
Content Area:	Physical Education	Lesson Title:	Obstacle Soccer
		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: Pedometer available for students if they would like to monitor steps			
Equipment Needed: Cones, Soccer ball per child			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify areas of HRF and SRF used in activity - Demonstrate and explain when dribble and trap form was needed	Lesson Sequence - Students dribble or pass their soccer balls within the marked boundaries of the court, trying to avoid knocking over any of the cones as they maneuver through the maze. - If the students knock over a cone, they must set it back up without using their hands before continuing	- SRF/HRF used in activity (SRF coordination, agility)(HRF aerobic/cardiovascular) - Trap and dribble needed (avoid cones,



• Explain how cooperation increased or decreased game play	with the activity. Any other body parts may be used and more than one person may attempt the task, as long as no hands are used. 3. The "interference rule" is in effect: students may not interfere with the other students or their equipment. 4. If a soccer ball goes out of the court boundaries, the student may retrieve it and return to the activity. 5. For individuals, possible 2-minute tasks are: Dribble with both feet. Dribble using only the inside of both feet. Dribble only with the dominant foot. Dribble only with the outside of the dominant foot. Dribble only with the non-dominant foot. 6. Once the students have been successful with individual challenges, group the class into partners. For partners, use only one ball and make the boundaries smaller for more challenge. This is done by moving the cones closer. 7. For partners - possible 2-minute tasks are: Partners A and B link arms or hands and dribble the ball between themselves as they move through the maze. They must remain linked throughout the task. If they knock over a cone, work together to reset it. Partners A and B position themselves	other groups/individuals) • Cooperation (communication ideas, distance, speed)
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	somewhere in the court about 15 feet apart and about 5 feet from a cylinder. Partner A passes the ball to Partner B who traps it. Partner B kicks the ball back to Partner A who traps it and passes it back to Partner B as they continue the sequence. Partner A and Partner B remain in the above positions, but they: ○ kick and trap only with the dominant foot ○ kick and trap only with the non-dominant foot ○ kick the ball continuously back and forth without trapping ("one touch"). 8. Wrap up with question on formative assessment	
Differentiation: S choice to work with partner - increase/decrease space		
Resources Provided: All equipment needed		



Lesson Plan 3 Template

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

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: Pedometers available to students to monitor steps

Equipment Needed: 8 cones and soccer balls for all but 8 students

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate I/O of foot dribble • Explain basic goalkeeper tasks and form • Demonstrate and explain shooting for accuracy vs. passing form	Lesson Sequence 1. 10 minutes: With a partner work on individual goalkeeping tasks, stress light power and accuracy for shooter -goalkeeping - ball to the side and right/left knee down switch after 3 shots with partner - ball straight ahead goalkeeper knees down and uses railroad tracks to get the ball. Switch after 3 shots. 2. Stress light shots for safety 3. Cones are spaced along the perimeter of the playing area. The cones are the ghosts. Each cone has a ghost keeper (goalie). Students tap, dribble the ball randomly throughout the playing area and try to hit the cone with the ball. The ball should be kicked low and with the inside/outside of the foot (more of a pass) so as to hit the cone. Dribblers should be encouraged to fake the ghost keeper as a way to gain the advantage. After one shot at the	• 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)



- cone, the dribbler moves on to another cone. Ghost keepers try to keep the cone from being hit by keeping their body between the ball and the cone. If the cone is hit the keeper and dribbler switch places.
4. If two balls hit the cone simultaneously then the two players use rock-paper-scissors to decide.
 5. Wrap up questions on formative assessment tasks.

Differentiation: Vary the size of the cones used. Students may decide to ask a partner to help then they can pass back and forth

Resources Provided: All resources for game - cones, balls



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		



Unit Overview Template

Content Area: Physical Education **Grade Level:** 4 **Unit Title:** Basketball

Unit Summary: Students will have the basic understanding of using a one handed dribble, bounce and chest pass and set shooting as the key skills needed in the game of basketball. Students will see how basketball increases skill and health related 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.

Career Readiness: 9.4 Life Literacies and Key Skills.

Standards: 2.2 Physical Wellness

12.5 SEL Relationship Skills

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.



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 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
Career Readiness:	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
Social/Emotional Learning	12.5 Relationship 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.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 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, 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.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.2	Develop a movement vocabulary that is flexible and adaptable for enjoyment individually or with others.
2.2.5 LF. 3	Proactively engage in movement and physical activity 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.
5.2
9.4.5.CT.3

Utilize positive communication and social skills to interact effectively with others

Describe how digital tools and technology may be used to solve problems.

Unit Essential Questions:

- What ball skills are needed to play basketball?
- How can I improve my eye hand coordination?
- How does participation in basketball improve physical fitness?
- Why is it important to know the basic rules of any invasion game?

Unit Enduring Understandings:

- Students will be able to understand that fundamental skills, terminology, activities, drills, and games are all important to successfully participate in a basketball unit
- Basketball and related activities can affect and benefit the overall health of an individual.
- Basketball is an activity for all ages to enjoy recreationally and/or competitively throughout a lifetime.
- Body awareness and coordination are necessary components of a fit individual.

Unit Learning Targets:

Students will.... demonstrate controlled dribble with right and left hand in general and self space, perform bounce pass and chest pass to stationary individual, demonstrate lay up and set shot using BEEF method, demonstrate basic individual defense, identify health and skill fitness needed in basketball, identify areas of court and basic gameplay rules.

Evidence of Learning

Summative Assessment-

Formative Assessments:

- Teacher Assessment
- Teacher Observation



Lesson Plans

Lesson	Time Frame
Lesson 1 Dribbling	1 class period
Lesson 2 Card Sharks Passing	1 class period
Lesson 3 Target Beef Shooting	1 class period
Teacher Notes: Various size basketballs for students	

Lesson Plan 1 Template

Content Area: Physical Education	Lesson Title: Dribbling challenges	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: Various size basketballs		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate and identify proper dribbling form for self and general space • Collaborate with partner to create a routine	Lesson Sequence 1. Basketball per child and explain ball size and hand size. Review from grade 3 dribble cues, pads, head up, waist level and review including dribble posters 2. Stationary dribble with explanation of foot pocket. Students practice left and right hands 3. Stationary to moving dribble ball on side and in front travel around room add skip, and pathways on signal foot pocket stop and dribble in place 4. Partner students up with one ball per group. Student with ball on sideline other partner 6 feet away. Student with	• Model and explain 3 cues for stationary and moving dribble to partner - partner evaluate • Routine creation problems that arose discussion



	ball dribble in place, student without hold up 1-5 fingers and dribbler identify number - head down will not be able to identify - change hands and repeat - change jobs - after a few rotations move to dribbler moving forward and partner moving backwards switch at opposite sideline 5. With partner one basketball per person - 10 part handshake - create a 10 part handshake by moving from sideline and meet in the middle shake right hands while maintaining dribble with left - dribble back to sideline and repeat right handshake then create 9 other ways to say hi (high five, fist bump, foot shake etc..)after each part dribble back and then start again with right hand and other parts 6. Wrap up model dribble, explain 3 cues for stationary and moving dribble and challenges that happened in routine	
Differentiation: Different size basketballs		
Resources Provided: All equipment		

Lesson Plan 2 Template			
Content Area:	Physical Education	Lesson Title:	Card Sharks Passing
		Time Frame:	40 minutes/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, all around balls and playing cards			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
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Students will: • Demonstrate bounce and chest pass form • Identify keys for bounce and chest pass	Lesson Sequence 1. With a partner 1 basketball per pair. Go over ways to move the basketball by passing and what do students know. Focus is on chest and bounce pass. Show passing posters and cues. 2. Pass with a partner using cues - students may choose a softer ball if they choose. Bounce and chest with partner - remediate with students as necessary. 3. Place playing cards in the middle of the gym. Card sharks passing - student without the basketball comes out and gets a card - if it is red then it is a chest pass, black is bounce - number on card is the number of passes than must be made and completed J,Q,K is 11 and Ace is 1 - after passes are made partner without basketball gets another card and repeat - how many passes can be made properly in set amount of time - can increase or decrease distance 4. Wrap up model passing partner evaluates thumb, step and follow through record on checklist and hand in	• Partner evaluation checklist of passing cues as modeled
Differentiation: choice of basketball or all around ball		
Resources Provided: All equipment		

Lesson Plan 3 Template			
Content Area:	Physical Education	Lesson Title: Target	Time Frame: 40 minutes/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, Poly spots

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate “BEEF” method for Set shooting • Identify “BEEF” method of shooting	Lesson Sequence 1. Set shot poster - BEEF shooting - bend, elbows, eyes, follow through - explain what each means and difference between set and jump shot 2. Practice with basketball or all around ball of students choice. Practice shooting on height of wall 3. Target game - 6 teams - 3 facing a basket at 1/2 court line - first target is 6 (team must make 6 baskets) poly spots on court allow for student choice of distance for shot - when 6 is made team says target everyone sets up - new target for the team is 7 all other teams are 6 and game progresses accordingly. Remediate on sideline with BEEF shooting. 4. Model BEEF and show cues partner has checklist answer accordingly	• Partner/Teacher evaluation of modeling of BEEF using checklist
Differentiation: Choice of ball and distance for shooting		
Resources Provided: All equipment		



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:	4	Unit Title:	Basketball
Created by:	Steven Griffiths Lindsay Stearns		Board Approved on:		



Unit Overview Template

Content Area: Physical Education **Grade Level:** 4 **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: 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: 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 Relationship Skills

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.
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:	2.2 LF Personal and community resources can support physical activity.
Social Emotional Learning:	12.5 Relationship Skills



Career Readiness, Life Literacies, and Key Skills	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.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
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 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.
2.2.5PF.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. 2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
2.2.5 LF. 4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
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. 5.2	Utilize positive communication and social skills to interact effectively with others
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
Unit Essential Questions: • How do the elements of dance help to create a meaningful piece? • How do classroom experiences help to develop an understanding of the performance of others?	



- How does improvisation help to develop new movement ideas?

Unit Enduring Understandings:

- Dance offers social opportunities for individuals and groups.
- In what ways do movement qualities, energies, and dynamics communicate meaning or intent in a dance?
- How do choreographers use structure and choices to create meaningful and aesthetic choreography?
- Dance can explore and express emotions, images, and ideas.

Unit Learning Targets:

Students will.... demonstrate basic routines and patterns of dance, identify basic dance patterns and rhythms, design and create a dance segment that will be presented and performed

Evidence of Learning

Summative Assessment: 2 days creation and performance 32 beat segment

Equipment Needed: Music, papers, pencils, equipment for various dances

Teacher Resources: curriculum

Formative Assessments:

- Teacher assessment
- Teacher observation
- Peer assessment and observation



Lesson Plans

Lesson	Time Frame
Lesson 1 Country Line	1 class period/40 minutes
Lesson 2 The Hat	1 class period/40 minutes
Lesson 3 Creation	2 class periods/40 minutes each

Lesson Plan 1 Template

Content Area:	Physical Education	Lesson Title:	Country Line	Time Frame:	1 class period /40 minutes
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: Music - Heartache Tonight - Eagles, Cowboy Boogie - Randy Travis					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain patterns that are generally used in country dancing • Will demonstrate 2 basic line dances • Explain differences between country and hip-hop • Identify effects of dance on fitness	Lesson Sequence 1. Country line dances vs. hip hop play examples. Stress speed slides/kicks one line/circle vs scattered formation, hand placement 2. Heartache Tonight - 2 lines of students - 2 wall dance posters with steps on board 3. Cowboy Boogie single line country line - faster pace 4 wall dance - 4 posters on wall 4. Performance of one dance with partner - student choice - of dance - use step poster to evaluate student 5. Discussion with differences between hip-hop and country line and fitness	• Student evaluation and feedback for performance of 1 dance • Responses to discussion question of hip-hop vs. country line and fitness areas • Teacher evaluation of performance of 1/2 dances



	areas that were worked on in dances	
Differentiation: S choice of performance		
Resources Provided: All equipment and music		

Lesson Plan 2 Template				
Content Area:	Physical Education	Lesson Title:	The Hat	Time Frame: 1 class period/40 minutes
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: Projector, computer, hat with dance names in it, pedometer/HR monitors				
Equipment Needed: All equipment provided				

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Participate in interactive dances - Monitor and predict footsteps during activity and explain fitness signs of activity	Lesson Sequence - Projector and laptop showing Just Dance interactive game - names of dances (songs) in hat - Students set up in scattered hip-hop formation - one pedometer/hr monitor per student - Discuss lesson and that one person will pick a song from the hat and that song will be projected and students follow steps - Dance is extremely aerobic so what are the signs students will see happening physically- students predict steps that they will get during the activity period - Project songs and students follow for 30 minutes - students may add extra steps if they think fits in with song	- Student responses to discussion questions - Student participation based upon dance participation rubric



	5. Wrap up with discussion signs of activity and steps taken - why were more steps achieved than usual in class	
Differentiation: Student choice of HR monitor or pedometer, Students may add pattern steps		
Resources Provided: All equipment provided		

Lesson Plan 3 Template					
Content Area:	Physical Education	Lesson Title:	Creation	Time Frame:	2 class period/40 minutes each
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: Index cards, pencils, music					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create an individual 8 beat segment • Create a group 32 beat segment	Lesson Sequence 1. Divide students into 4 groups named A,B,C,D 2. Each student receives 1 index card and pencil and places a name and letter on the card. Music is Get Ready for This. Play music and go over 8 beat pattern 3. Each individual student creates 8 beat pattern and records on card - each student in group needs to create individual pattern and record 10 minutes create and practice 4. A combine with B and C combine with D. Teach your partner your segment and practice. 5. A/B combine with C/D teach each other and combine to create a 32 beat	• Student 8 beat segment presentation according to dance rubric • Group 32 beat segment presentation according to dance rubric • Participation evaluation according to dance rubric



	segment to be continued and completed/practiced 2nd class where students will perform dance. Groups may choose to go over 32 beats if they agree.	
Differentiation: Groups may create over 40 if choose		
Resources Provided: Papers, pencils, index cards, music		

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		
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:	4
		Unit Title:	Dance



Created by: Steven Griffiths,
Lyndsey Stearns

Board Approved on:

Unit Overview Template

Content Area: Physical Education	Grade Level: 4	Unit Title: Badminton/Pillo Polo
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Unit Summary: Students will be introduced to rules, regulations and skills associated with badminton and another striking sport of Pillo Polo . Students will become familiar with the basic grip and body positioning in each striking implement to enhance movement. Students will also discuss how force and flow affect the movement of various objects.

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: Badminton is a sport that you can enjoy playing with others for a lifetime. If you learn the knowledge, skills, and strategies that allow you to play badminton successfully and confidently early in life, then you are more likely to enjoy playing badminton for physical activity and socialization throughout your life. Pillo Polo is a sport that students work as a team to score and defend. Skill and health related fitness is an integral part of pillo polo.

Learning Targets

Standards: 2.2 Physical Wellness
9.4 Career Readiness, Life Literacies, and Key Skills
SEL PK-12

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: Career Readiness, Life Literacies, and Key Skills: Social/Emotional Learning	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. 9.4 The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. 12.3 Social Awareness
CPI#:	Cumulative Progress Indicator (CPI):
2.2.5 MSC.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).
2.2.5 MSC.3	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
2.2.5 MSC.5	Correct movement errors in response to feedback and explain how the change improves performance.
2.2.5 MSC.6	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
2.2.5 MSC.7	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
2.2.5 PF. 1	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
2.2.5 PF.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
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.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
9.4.5CT.3	Describe how digital tools and technology may be used to solve problems.
Unit Essential Questions: How does the understanding of court position in badminton and field position in pillo polo impact game play?	



- How do game strategies in badminton and pillo polo improve performance on the court and field?
- How does my movement on a badminton or pillo polo area influence that of my partner?

Unit Enduring Understandings:

- Badminton is a lifelong low impact activity.
- When you increase your cardio endurance in overall general physical fitness, you all improve your heart health.
- Playing badminton involves many aspects of skill and health related fitness.
- Communication is essential when participating in a movement activity with a partner.

Unit Learning Targets:

Students will.... demonstrate proper grip, positioning, serve and parts of a racquet and stick. Identify court areas and polo areas, differences in doubles and singles play and positioning. Utilize and demonstrate knowledge of basic rules and skills in game play.

Evidence of Learning

Summative Assessment: 1 day written evaluation, skill play evaluation during activity

Equipment Needed: Racquets various sizes, shuttles various speeds

Teacher Resources: Curriculum

Formative Assessments:

- Teacher observation
- Student observation/reflection
- Teacher assessment

Lesson Plans

Lesson	Time Frame
Lesson 1 Serve and volley Long Serve	1 day/40 minutes
Lesson 2 Singles Play	1 day/40 minutes
Lesson 3 Doubles Play	1 day/40 minutes

Curriculum Development Resources/Technology Resources:

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

https://www.youtube.com/watch?v=mvdIh5E_opU Long serve

Lesson Plan 1 Template

Content Area:	Physical Education	Lesson Title:	Serve and Volley Long Serve	Time Frame:	1 class period/40 minutes
Lesson Components					



21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: ELA

Integration of Technology: https://www.youtube.com/watch?v=mvdIh5E_opU Long serve

Equipment Needed: All equipment provided

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate/model proper form for long serve forehand, backhand • Explain steps for serve • Participate in volleying exercises with partner	Lesson Sequence 1. Watch a video to introduce focus on long serve. Must serve following rules and how different than tennis - show and go over short service line 2. Partner lines - 1 shuttle/racket/bucket per pair - serve to partner who catches shuttle in bucket and tosses back - 5 attempts switch roles - students give feedback to each other using cue posters on walls - goal is to go over short service line 3. Serve and volley with a partner one strike per side legal serve starts the challenge. Rotate serve on miss of shuttle - # of volleys in row without leaving area 4. Wrap up with review of serve rules/areas - student discussion with partner over cues to work on	• Partner checklist with serve • Teacher rubric with serve • Student responses to wrap up questions

Differentiation: Shuttle choice and racquet choice

Resources Provided: All equipment provided

Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Singles Play Time Frame: 1 class period/40 minutes

Lesson Components

21st Century Themes



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

- ☐ 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: Shuttles various types, racquets various types

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain and use modified singles gameplay rules - Identify court areas	Lesson Sequence - Review skills previously used in lessons - Game play - use one court to demonstrate - using modified rules for safety and flow of games - serve rules head of racquet and strike area, diagonal box on serve, win point serve - Striking rules one per side, land on a line counted as in 3 point games with students waiting act as officials if needed - players are first option to self officiate games - Type Here	- Responses to wrap up questions - Identify and use 3 out of 5 rules correctly for game play (over short line, 1 strike per side, opposite service box, serve rules, boundary rules)
Differentiation:		
Resources Provided:		

Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Doubles play Time Frame: 1 class period/40 minutes

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: ELA

Integration of Technology: None



Equipment Needed: Racquets, shuttles

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify differences between doubles and singles - Explain and use various doubles strategies - Use doubles rules in self-officiated games	Lesson Sequence - Doubles vs singles court lines and areas - service rules and scoring - student discussion differences doubles and singles - try to identify 2-3 differences (sideline, alleys, serving rotation, service boxes) - Double strategies - If the shuttlecock is lifted high in your side so one of you can smash, then you should be in the attacking formation (model). One player will cover the front of the court, the other the back of the court. - If the shuttlecock is lifted high into your opponents' side so they can smash, then you should be in the defensive formation. You will cover the mid-court, one side each. Stress thinking for students side by side or front and back - Practice volley and serve with other team and allow to strategize 5 point games students self officiate - Wrap up questions on strategies and officiating	- Identify correctly 2-3 differences between doubles/singles play and court - Responses to wrap up questions of double game play strategies used and why - Responses to self officiating games and difficulties seen

Differentiation: Shuttle choice

Resources Provided: All equipment

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



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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:	4	Unit Title:	Badminton
Created by:	Steven Griffiths Lindsay Stearns		Board Approved on:		



Unit Overview Template

Content Area: Physical Education **Grade Level:** 4 **Unit Title:** Volleyball

Unit Summary: The students will understand basic skills and concepts that will enable them to participate in modified volleyball games and activities. 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:

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: Volleyball will enable students to interact physically, socially, and competitively throughout their lifetime. 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 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.

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



**Literacies,
and Key
Skills:**

**Social/Emo
tional
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 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. 2 2.2.5 PF.3 2.2.5 LF 1 2.2.5 LF 2 2.2.5 LF 5	Accept and respect others of all skill levels and abilities during participation. 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). Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. Proactively engage in movement and physical activity for enjoyment individually or with others
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

Unit Essential Questions:

- How does positive reinforcement encourage participation?
- What components of fitness does volleyball encompass?
- What is the importance of eye-hand coordination in volleyball?

Unit Enduring Understandings:



- Learning basic fundamental movements allows us to pursue a variety of physical activities.
- Volleyball is an activity for all ages to enjoy recreationally and/or competitively throughout a lifetime.
- Rules help keep games and activities fair
- Volleyball and related activities can affect and benefit the overall health of an individual.

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 using rubric serve, bump, set and catching (newcomb)
 Student written assessment on game play, rules and strategy

Equipment Needed: Variety of volleyball (sizes, weight)

Teacher Resources: Curriculum

Formative Assessments:

- Weekly proficiencies
- Teacher observation
- Weekly proficiencies



Lesson Plans

Lesson	Time Frame
Lesson 1 Modified Volleyball	40 minutes/1 class period
Lesson 2 Volleyball 4 square	40 minutes/1 class period
Lesson 3 Volleyball Battleship	40 minutes/1 class period

Lesson Plan 1 Template

Content Area:	Physical Education	Lesson Title:	Rotation and Scoring	Time Frame:	1 class period/40 minutes
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: Volleyball, Net, Beach Ball, Poly spots					

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 - Groups of 6 form a square on 1/2 of the court. - 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. Communicate with team members when and why rotate with team and point out movement - Explain rally scoring and have students explain it to one another. - Rotation and how the players move on a side out.	- Students will demonstrate/explain correct rotation pattern and when to rotate when shown area - Students will explain rally scoring to partner - Students will identify each of the 6 player responsibilities and areas of responsibilities by moving to poly spots



	5. Newcomb game with starting and stopping to review game situations	
Differentiation: Vary size and weight of ball, increase/decrease height of net, allow to move with buddy, poly spots on floor to allow for zone of responsibility		
Resources Provided: All equipment provided		

Lesson Plan 2 Template			
Content Area:	Physical Education	Lesson Title:	Volleyball 4 Square Time Frame: 1 class period/40 minutes
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: 4-Square courts (One for each 4 students), 4-18" cones (or larger) for each court, Soft ball to volley for each court			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Participate in underhand serve activity and explain/model form cues - Explain and identify SRF used in activity	Lesson Sequence - Review and practice serve and w/m catch with partner 4 square volleyball. Split into teams of 4. - Game play directions poster: Once the ball is in play, the object is to keep it from bouncing on the ground beyond your "goal line". Any player allowing the ball to cross their goal line and bounce rotates to side number - Servers announce "Ready" before a serve is made, and they must start by serving to the person directly across from them using proper volleyball serve.	- Explain and model serve cues to partner waist level, swing back, swing forward, follow through - Identify correctly SRF 2/4 areas - reaction time, agility, balance, coordination



	5. After the serve is made, players catch and strike the ball) in ANY direction they desire before the ball bounces twice. To serve/strike the ball, the server must demonstrate proper serve. Players must rotate to side 4 if they do not catch the ball or if their shot bounces two times in the 4-square box before crossing a goal line 6. Remediation with students who may be having difficulty with serve 7. Wrap up with serving cues that need to be seen for a proper serve 8. Fitness area posters SRF with partner identify areas of fitness seen in game and explain how to partner	
Differentiation: Increase or decrease box size and type of ball		
Resources Provided: All equipment provided		

Lesson Plan 3 Template			
Content Area:	Physical Education	Lesson Title:	Volleyball Battleship
		Time Frame:	40 minutes/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: Volleyball nets, variety of volleyballs, cones and yoga mats or hula hoops.			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - explain steps and demonstrate underhand serve - work cooperatively to employ strategies	Lesson Sequence - Serve and catch with partner across net - use posters to review form - students give feedback to partner - Divide class into 2 teams - Each team will have "servers" and "ball shaggers" separated by the net. The	Underhand serve questioning results to partner and modeling of serve during game



to increase success • Demonstrate w/m catching position	"servers" will serve from behind a designated line. The "ball shaggers" stand on the other side of the net but off the court. Their job is to quickly roll the balls to their "servers" after they have landed. 3. Hoops or yoga mats (the battleships) are arranged on the side of the net where the "Ball Shaggers" are located. 4. A "battleship" is sunk when a server is able to serve the ball over the net and have it land in the hoop or on the yoga mat. If a "battleship" is sunk(hit), the "ball shaggers" remove it from the floor. The sides remain in position until all the battleships are hit(removed). Then change sides and start again. 5. After a few rotations teams should strategize on positioning of equipment to make the challenge to the opposite team greater. Record plan on index card to be handed in. After rotation review plan and adapt - record on card. 6. Wrap up with modeling of serve and explain serve steps. Model W/M catch and explain when used to partner. Collect strategy cards and discussion of process for strategy	according to rubric/poster • Collection of strategy cards and responses to questions about challenges that were seen/heard
Differentiation: Increase/decrease striking distance depending upon skill development		
Resources Provided: All equipment provided		



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:	4	Unit Title:	Volleyball
Created by:	Steven Griffiths, Lindsay Stearns		Board Approved on:		



Unit Overview Template

Content Area: Physical Education	Grade Level: 4	Unit Title: Project Adventure
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Unit Summary: The Project Adventure unit will provide experience through activities to enhance student understanding of communication, cooperation and conflict resolution that may arise during daily activities.

Primary Interdisciplinary Connections:

21st Century Themes **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: 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.



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.
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Social/Emotional Learning:	12.3 Social Awareness
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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.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 effects 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.
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

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.... explain/summarize characteristics of good sportsmanship, explain how rules lead to a safe environment, explain and demonstrate how to acknowledge contributions of team members, summarize how activities lead to a stronger class culture.



Evidence of Learning

Summative Assessment: Written test related to activity outcomes
Equipment Needed: Project Adventure curriculum packs elementary
Teacher Resources: Adventure Curriculum for Physical Education –Elementary School

Formative Assessments:

- Teacher observation
- Journal questions
- Discussion questions posed from PA curriculum as debrief as lesson ends
- HW full value Pi Chart

Lesson Plans

Lesson	Time Frame
Lesson 1 King Kong's Skyscraper	40 minutes 1 class period
Lesson 2 Titanic Challenge	40 minutes 1 class period
Lesson 3 Ditto	40 minutes 1 class period

Curriculum Development Resources/Technology Resources:

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

Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: King Kong's Skyscraper Time Frame: 40 minutes/1 class period

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: 12 Poly Spots or Field Marking Strips, 12 Buckets, 12 Cones, 12 Bubbles, 8 Blocks, 8 Hula Hoops that have 4 Matching Colored Sets, 4 Cup Stacks and 4 Gorilla Bean Bags. You can use any Physical Education equipment that is stackable



Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Students will work cooperatively to build structure as high as possible • Students will identify conflicts that may arise and solutions for them	Lesson Sequence 1. Materials should be set up before class arrives. On one baseline of the gym, evenly space 4 different colored hula hoops. On the opposite side of the gym, place the other 4 hoops in-line with their matching color. Fill 4 of the hoops on one side with equal amounts of equipment (3 poly spots, 3 buckets, 3 cones, 3 bubbles, 2 blocks, 1 cup stack, 1 gorilla bean bag in each). This end will be the construction materials site. The empty hoops are the students' construction zones. 2. Before beginning this activity, have all the students sit around one of the hoops containing the equipment. Briefly explain what the class will be doing. Have a lead up conversation about cooperation and teamwork using the following: What does it look like when students are working well together? What does it look like when someone is leading an activity? How does it feel when someone uses your idea? Will your idea always be the one that gets used? (Not always and sometimes that can be frustrating.) 3. Begin students thinking about group work and also give them some tools to use during class. As students engage in the activity, many situational questions will arise and you can have individual group discussions during this lesson. 4. After introducing teamwork, explain the activity. The class will be separated into four groups and groups will be placed at a hula hoop. When the activity begins all students will run the equipment from their materials site to their construction zone. They must do so 1 piece at a time (1 cup, 1 bucket, etc.) until all the equipment is on the outside of their matching hula hoop. They can all run at the same time as relay style would take the majority of	• Student responses to questions • Written responses to journal questions HW



	their class time. When all the materials have reached the opposite side, the students may begin building a skyscraper for King Kong (the gorilla bean bag). They should build the skyscraper inside of their hoop. Their first goal is to build the tower as tall as the tallest person on their team. The gorilla will be the last item placed on the tower. The tower must contain all of the materials and be able to stand on its own. If their team completes the first challenge, they will run the equipment back to the opposite side of the gym as they did the first time. The second goal is to build the tower as tall as the tallest person with their hand raised in the air. If they complete this challenge, they may take their tower down and rebuild in the same hoop. 5. Save 5 - 10 minutes to organize materials and debrief with students. The length of debrief sessions depends on how the class worked together with their individual groups. 6. This activity allows for some great conversations from the students Sample Debrief Questions: What were some things that helped or hurt your group's ability to accomplish the goals? Name something specific that another student did that you thought was helpful? Did anyone feel like they did what was best for their group and not necessarily best for themselves? Did you feel like you had a positive and productive role in your group today? How did it feel to be a part of this activity?	
Differentiation: Flexible grouping		
Resources Provided: All equipment provided		



Lesson Plan 2 Template			
Content Area:	Physical Education	Lesson Title:	Titanic Challenge Time Frame: 40 minutes/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: Hula Hoops, Cones			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain communication skills needed to foster success • Explain/demonstrate strategy skills needed to complete activity	Lesson Sequence 1. Discuss how cooperation is important to help groups achieve one's goal. Explain that today, their group will have a challenge which they will need to solve in a positive manner. Review different types of positive behaviors/communication skills (talk in respectful voice, allow all to contribute, etc.). 2. Students will all be aboard a sinking ship. They may only use lifeboats (the hula hoops) to get to safety. The object is to get all the people safely off the boat as quickly as possible using only the lifeboats. 3. Students may only step in the hoops and may pick up hoops, but only those that are empty. Hula hoops cannot be dragged or tossed. Teams may take any number of passengers on the lifeboats but if any passenger steps out of the hoops all the people in the lifeboat must return to the ship. Teams may step out	• Responses to HW on communication and collaboration • Responses to strategy questions



	of the lifeboat only when they have reached the finish line but they may not throw the hoops back to the boat. 4. Divide students into groups of six or less. Give each group 1-2 minutes to brainstorm ideas on how to solve the challenge; each member in the group must offer a suggestion before they decide on a course of action. Then tell groups they have (five or so) minutes to begin with. At the end of five minutes, gather groups together and discuss what they have done, what has worked, etc. Allow students to begin again, using ideas they may have gathered. At the end of the activity, discuss again the types of behaviors which were helpful to groups successfully completing the challenge. 5. Students wrap up and questioning on strategies and cooperation seen - reflection homework on activity 6. Reflection HW activities - What were some things that helped or hurt your group's ability to accomplish the goals? Name something specific that another student did that you thought was helpful? Did anyone feel like they did what was best for their group and not necessarily best for themselves? Did you feel like you had a positive and productive role in your group today? How did it feel to be a part of this activity?	
Differentiation: Depending on group success try adding or removing hoops for different strategy ideas. Also you can make certain color hoops "icebergs" that cannot be moved.		
Resources Provided: All equipment provided		



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Ditto Time Frame: 1 class period /40 minutes

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: ELA

Integration of Technology: Videos on cooperation

Equipment Needed: laptops, Volleyball net, parachute, 2 folding mats, 4 clipboards with paper, 8 pencils, misc. equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Demonstrate cooperative skills and various forms of communication to complete challenge	Lesson Sequence - Before class, divide a section of the gym into four sections so each section cannot see the others. Use the volleyball net with a parachute over it and two folding mats. Set out miscellaneous equipment to build with. One pile may consist of two pillo-polo sticks and a ball. - Laptop per group of students using edpuzzle.com view the following videos: Stuck With Me! and video called Cooperation - discussion on cooperation and communication seen in videos. - Students will work in groups to first build/design something using equipment given. Then the students will write a detailed description of what they built. After all groups are finished they switch directions and try to build the other teams design by following their directions. Note: groups cannot see one another. The students will then look at what was built and discuss how directions were written and followed.	Student responses to discussion questions



4. Have the students all start building using the center piles. Then when they switch directions they will switch with the group illustrated with the same colors. When students rebuild they will all use outside piles (this will give them the same material to work with as the group that built and wrote the directions.) For the second time, have the students build from the same 1/4 section. This time the groups will build and write using the outside equipment. When directions are swapped again they will rebuild using inside equipment. For the third and fourth times, have students switch to sections illustrated with another color set. Follow the same inside-outside plan from first and second times played.
5. After students are done rebuilding, allow students to check the designs to see if they are alike.
6. Discussion on how well directions were written and followed - how is this a form of communication - how can challenged be changed to increase or decrease rigor- challenges seen in groups and how to increase cooperation

Differentiation: Flexible grouping

Resources Provided: All resources and equipment provided



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:	4	Unit Title:	Project Adventure
Created by:	Steven Griffiths, Lindsay Stearns				
	Board Approved on:				



Unit Overview Template

Content Area: Physical Education **Grade Level:** 4 **Unit Title:** Wiffleball

Unit Summary: Students will have the basic skill and understanding to participate in wiffleball, which is a variation of baseball/softball. Students will work on catching and striking as well as game specific skills and rules. Identify player positions and field areas and demonstrate knowledge of basic baseball rules and regulations. Skills such as baserunning will be introduced. The students will be able to use eye-hand coordination to participate in various skills and modified and lead-up games.

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 fundamental motor skills to enhance movement. Students will be working to increase eye hand coordination during this unit. Wiffleball (softball, baseball) will enable students to interact physically, socially, and competitively throughout their lifetime

Learning Targets

Standards: 2.2 Physical Wellness
9.4 Career Readiness, Life Literacies, and Key Skills
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.
Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship and safety.

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

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.



Career Readiness, Life Literacies, and Key Skills: Social/Emotional Learning:	2.2 LF Personal and community resources can support physical activity
	9.4 CT The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
	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 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 personal physical activity and wellness.
2.2.5.LF.3	Proactively engage in movement and physical activity 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
9.4.5.CT.3:	Describe how digital tools and technology may be used to solve problems.

Unit Essential Questions:

- What similarities does wiffleball have with other team sports?
- What is the importance of eye-hand coordination in wiffleball?
- How can playing the game contribute to fitness?

Unit Enduring Understandings:

- Wiffleball and related activities can effect and benefit the overall health of an individual.
- Rules help keep games and activities fair
- Type Here
- Working cooperatively, communication, and good sportsmanship are essential for success in wiffleball and all team sports.

Unit Learning Targets:

Students will.... Demonstrate swing from underhand pitch, tee showing correct hand and foot placement -Explain and demonstrate “thumb to thigh fingers high” principle -Demonstrate proper fielding position for ground ball and fly ball W/M catch -Demonstrate and explain proper base running form -Demonstrate form for underhand and overhand throw and batting.

Evidence of Learning

Summative Assessment: Written assessment on concepts

Equipment Needed: All equipment provided

Teacher Resources: Laptops

Formative Assessments:

- Teacher observation
- Student feedback



Lesson Plans

Lesson	Time Frame
Lesson 1 Over the line	40 minutes/1 class period
Lesson 2 Catch 100	40 minutes/1 class period
Lesson 3 Birthday Party	40 minutes/1 class period

Lesson Plan 1 Template

Content Area:	Physical Education	Lesson Title:	Over the Line	Time Frame:	1 class period/40 minutes
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: One ball, one bat, and one field for every four students and cones to mark the fields.					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Strike ball with proper hand and foot positioning ● Identify errors in striking	Lesson Sequence 1. Set up and rules - Mark an inverted pyramid-shaped field for each game with cones (see diagram below). The top of the pyramid is home plate and the sides represent foul lines. Divide the pyramid in half with a line of chalk or more cones (this is the midline). The game is played with two teams of two players. Both defensive players stand in the outfield behind the midline. One offensive player pitches to their teammate. Each player gets two pitches and the offensive players take turns batting until their team gets three outs. The defensive players must prevent the ball	● Teacher observation and checklist of student hand and foot placement ● Student discussion and feedback on batting errors



	from going over the midline. If the ball is caught in the air, it is an out. 2. Scoring is as follows: If the ball travels over the midline but is stopped before the homerun line, it is a double. If the ball passes both lines, it is a home run. The players must keep track of where their own base runners are. There are only DOUBLES and HOME RUNS. Maximum of five runs per inning, then teams switch. Players must complete an inning or go back to the last full inning for the final score. 3. Review batting position with focus on knocking knuckles and foot placement. 3 types of swings: level, upward and chop down and trajectory of ball on each. 7. Play game wrap up question on helping teammates with swing identify errors and how to improve	
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Differentiation: Allow for choice of pitch, self hit or tee

Resources Provided: All equipment provided

Lesson Plan 2 Template					
Content Area:	Physical Education	Lesson Title:	Catch 100	Time Frame:	1 class period/40 minutes
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: Laptop for viewing video					
Equipment Needed: Variety of throwing and catching objects different in each hoop. Hula Hoops and laptops for pairs.					



Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate/exp lain overhand throw with proper form • Demonstrate/exp lain W/M catch with proper form	Lesson Sequence 1. Set hoops outside about 5-15 yards apart. The hoops should be set in rows with 2 hoops across from each other. Place a different type of ball in each pair of hoops. 2. One student goes into each hoop, and on the signal, students throw and catch with the person across from them counting the total number of catches. Every 15 seconds the whistle is blown, and everyone moves in line to a new hoop. Communicate with partner on changes in activity and feedback on skills 3. Review overhand toss and w/m catch - pairs edpuzzle.com look up “The overhand throw” - review steps and move outside play game 4. Closure with partner feedback	• Teacher observation of catch and overhand throwing form • Student feedback to partner on overhand throw and W/M catch
Differentiation: • Move hoops farther apart • Flexible groupings		
Resources Provided: All equipment provided		

Lesson Plan 3 Template					
Content Area:	Physical Education	Lesson Title:	Birthday Party	Time Frame:	1 class period/40 minutes
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: Laptop					
Equipment Needed: Laptops, 12 cones, 15-20 gatorskin balls, 4 folding mats, 20+ plastic bowling pins					



Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate overhand throw for accuracy • Demonstrate W/M catch • Explain strategy for game situation	Lesson Sequence 1. Use the cones to divide the gym into four quadrants. Each quadrant is a "birthday party". Divide the students into four teams and send them to one of the parties. They must stay within the boundaries of their party for the game. 2. In the center of each party place a folding mat (the birthday cake) (keep it folded). Give each team four candles (bowling pins) to put on their cake. Divide presents to each party (gatorskin balls). 3. Object of the game is to throw the presents and knock out the other teams candles, while also guarding your own candles. The teams have to work together to have guards and throwers to complete the task. 4. To make the game continuous, you can allow the students to pick up a candle of theirs if they knock out a candle from another team. 5. Before the start of the game with team watch edpuzzle.com video "Tips on How to Throw a Baseball Harder & More Accurately - Baseball Throwing Tips" 6. Play game rotate parties every 5 minutes to strategize after rotation. 7. Wrap up questioning on strategies.	• Teacher observation of throwing and catching motion • Student discussion of strategies employed during game
Differentiation: Flexible groupings		
Resources Provided: All resources provided		



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:	4	Unit Title:	Wiffleball
Created by:	Steven Griffiths, Lindsay Stearns		Board Approved on:		



SPRINGFIELD PUBLIC SCHOOLS

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



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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Accommodations and Modifications for ESL Students

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

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

Mission Statement

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

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

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

Goals:

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

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

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

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

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

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

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

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

Gifted and Talented Teacher as a Resource

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

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

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

Enrichment Experience Grade 3

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

Targeted Gifted and Talented Programing Grades 4-5

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

Strategies and Practices that Support Gifted and Talented Students

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

Schoolwide Virtual Enrichment

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

Gifted and Talented Teacher as a Resource

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

Additional Enrichment Opportunities

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

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

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

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

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

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

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

Gifted and Talented Identification Criteria

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

Multiple Measures of Eligibility

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

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

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

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

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

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

Procedures

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

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

NJDOE Fast Facts

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

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

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

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

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

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

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

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

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

James Caldwell and Thelma L. Sandmeier

Math/ELA

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

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

STEM

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

Enrichment Events

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