



Springfield Public Schools

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

Springfield Public Schools
Springfield, New Jersey 07081

Physical Education

Grade 5

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 Public Schools Springfield, New Jersey

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Superintendent of Schools**

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*Springfield Board of Education
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Springfield, New Jersey 07081*

"Cultivating compassionate and extraordinary learners"

Rachel Goldberg
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Michelle Calas
School Business Administrator/
Board Secretary
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Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

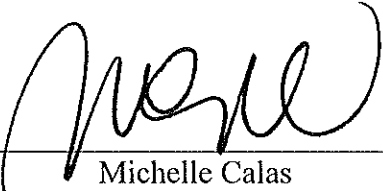
To adopt the following curriculum and courses for the 2022-2023 school year:

- 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



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Unit Overview Template

Content Area: Physical Education **Grade Level:** 5 **Unit Title:** Badminton/Pillo Polo

Unit Summary: Students will be introduced to game play rules, regulations and skills associated with badminton and another striking sport of Pillo Polo. Students will become familiar with the various strokes/strikes and body positioning in each implement to enhance movement. Students will also discuss how force and flow affect the movement of various objects and be able to implement strategy associated with each activity.

Primary Interdisciplinary Connections: ELA

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
SEL PK-12

Content Statements:

Physical Fitness: 2.2.5.PF - The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).

Lifelong Fitness: 2.2.5.LF - Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.

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



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Creativity and Innovation:

individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.

Social/Emotional Learning:

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

12.3 Social Awareness

CPI#:

Cumulative Progress Indicator (CPI):

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.1

Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).

2.2.5.MSC.5

Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.

2.2.5.MSC.6

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.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.PF.2

Accept and respect others of all skill levels and abilities during participation.

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

2.2.5.LF.1

Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.

2.2.5.LF.3

Proactively engage in movement and physical activity for enjoyment individually or with others.

SEL.PK-12.3.
3

Demonstrate an understanding of the need for mutual respect when viewpoints differ

Unit Essential Questions:

- How can badminton/pillo polo increase the fitness level of each individual?
- What components of fitness does badminton/pillo polo encompass?
- What is the importance of eye-hand coordination in badminton/pillo polo?

Unit Enduring Understandings:

- Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.
- Teamwork skills and strategy are essential in a team/dual sport.



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- Different components of badminton/pillo polo positively impact your overall health in different ways.
- The importance of safety including, using badminton/pillo polo equipment safely and efficiently; including displaying good sportsmanship which makes sport activities more enjoyable.

Unit Learning Targets:

Students will.... demonstrate and model strokes and passing, explain proper technique and identify errors, demonstrate knowledge of basic rules.

Evidence of Learning

Summative Assessment: Skill test and written test
Equipment Needed: All provided nets, sticks, shuttles, racquets, goals and striking objects
Teacher Resources: Curriculum

Formative Assessments:

- Student responses to questions
- Teacher observation
- Peer observation

Lesson Plans

Lesson	Time Frame
Lesson 1 Knock Down Passing	1 class period
Lesson 2 Badminton Baseball	1 class period
Lesson 3 Runaround Badminton	1 class period

Lesson Plan 1 Template

Content Area: Physical Education
 Lesson Title: Knock Down Passing
 Time Frame: 1 class period 40 minutes

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



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Integration of Technology: None

Equipment Needed: Speed Stack cups/pins/cones large 2 colors, pillo polo stick per student, low bounce balls/fleece balls, polly-spots

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate passing at target with proper form from stationary position • Demonstrate passing around defender • Demonstrate/ explain form for backhand and forehand pass	Lesson Sequence 1. Divide the class into two teams. Set up the cups along the half court line, alternating between red and blue. One team will stay on one side of the court, the other team will be on the other side. The students will move back from the half court line about 10-20 feet. The poly-spots can be used to remind them where they can pass from. 2. One team will try to knock down the red cups, the other will aim for the blue ones. If they accidentally knock down the wrong color, the cup stays down. 3. The students stay on their side of the court. There will be plenty of balls moving back and forth. The first team to knock down their color of cups gets a point. Add can only backhand. 4. Optional depending on accuracy - Add defenders from team to protect cups - teams now pass to teammate/partner moving behind cups to try and knock down cones. Same rules as previous steps. Add a backhand or forehand option. 5. Wrap up questioning on passing steps - Self assessment - Does the passer "shake hands" with the stick, with the less dominant hand at the top and the dominant hand about shoulder width apart, lower down the stick? Are the knees slightly bent? Is the student stepping forward with the opposite foot as they pass? Is the blade staying close to the ground? And facing the direction of the pass?	• Student responses to wrap up questions • Teacher observation of passing technique checklist



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Differentiation:

Students may use a lighter weight stick or shorter. They may use a lighter weight or bigger ball.

Resources Provided:

- All resources provided

Lesson Plan 2 Template

Content Area:	Physical Education	Lesson Title:	Badminton Baseball	Time Frame:	1 class period/40 minutes
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: ELA

Integration of Technology: None

Equipment Needed: Racquets (foam), shuttles various speeds, courts

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate serve, clear, drop, and smash • Explain form for serve, clear, drop, and smash	Lesson Sequence 1. Three to four students will play on each side of the net. One side will play the field and use a pitcher (server). The pitcher must serve the shuttle cross court, in play to the receiver (batter). The batter will strike the shuttle, if in play using either a clear, smash, drop. A shuttle which lands in the front court (next to midcourt) is a "single". A shuttle landing in the back court (midcourt to short end line) is a double. In the doubles alley is a triple, and within the end line (singles and doubles service end line) is a home run. Scores will be kept using "ghost runners".	• Teacher observation of strokes according to rubric • Student assessment of form for each shot model to partner using checklist



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2. Rules Pitchers and teammates must stay on the court. Batter can only be on court when the shuttle is to be hit. If the pitcher does not serve in bounds then a walk is called (2 chances to get served in bounds). Pitchers switch with each batter. If a batter hits into the net or out of bounds, the batter is out. If a batter misses inbounds serve it is an out. The players in the field with the pitcher can use their racquet to catch the shuttle in the air. If the shuttle is caught cleanly (without hitting the ground) with the racket, it is an out. If the field player tries to catch the shuttle and is unsuccessful, the runner is on the base of where the shuttle would have landed. 3 outs per side/per inning.
3. Assessment with questioning of form using a checklist model named shot to partner and evaluate with list.

Differentiation:

Lighter paddles, lighter/larger shuttles - batters choice

Resources Provided:

- All equipment provided

Lesson Plan 3 Template

Content Area:	Physical Education	Lesson Title:	Runaround Badminton - Underhand Clear/Serve	Time Frame:	1 class period/40 min
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Lesson Components

21st Century Themes



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☐ Global Awareness Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy **x** Health Literacy

21st Century Skills

☐ Creativity and Innovation **x** Critical Thinking and Problem Solving ☐ Information Literacy

☐ Life and Career Skills **x** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA

Integration of Technology: None

Equipment Needed: Courts, racquets, shuttles, clipboards/pencils

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate underhand clear/serve • Work cooperatively to strike shuttle	Lesson Sequence 1. Set up 4 courts with 4-6 students per court. 2. There are two people on one side to start and other players are lined up on cones on the same side. 3. The game starts with an underhand serve. Once the shuttle is struck players runs to a cone on end of court behind the group 4. The object is to keep the shuttle going for as long as possible. 5. Allow groups to brainstorm ways to keep the shuttle going following the given rules. 6. In a square team juggle with - pass shuttle strike high to someone in a circle not next to you. Form a pattern and see how many strikes in row. Record strategy to strike shuttle and team members cooperation.	• Teacher assessment of underhand clear and serve using rubric/checklist • Student assessment of cooperation using clipboard responses to questions
Differentiation: Large shuttles, lighter/larger racquets		
Resources Provided: All equipment provided		



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Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Physical Education	Grade Level:	5	Unit Title:	Badminton/ Pillo Polo
Created by:	Steven Griffiths/ Lyndsey Stearns		Board Approved on:		



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Unit Overview Template

Content Area:	Physical Education	Grade Level:	5	Unit Title:	Volleyball
Unit Summary: The students will be able to use eye-hand coordination to participate in various volleyball skills and games. Students will understand the teamwork and cooperation needed to be successful in volleyball. The basic skills needed to be successful in a game are focused on as well as strategy and positioning.					
Primary Interdisciplinary Connections: ELA 21st Century Themes □ Creativity and Innovation □ Critical Thinking and Problem Solving □ ICT Literacy □ Information Literacy □ Life and Career Skills x Communication and Collaboration □ Media Literacy					
Unit Rationale:	Students need fundamental motor skills to enhance movement such as eye hand coordination that is developed through this unit. Volleyball is a lifetime activity that can be played with 2 or more people and does not require much space. Students need to be moving in order to increase fitness levels and volleyball helps to enhance fitness.				

Learning Targets

Standards:	2.2 Physical Wellness 9.4 Career Readiness SEL PK-12 Social Awareness
Content Statements:	
Physical Fitness:	2.2.5.PF - The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).
Lifelong Fitness:	2.2.5.LF - Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.
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
Technology Literacy:	9.4.5.TL - Collaborating digitally as a team can often develop a better artifact than an individual working alone.



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Social/ Emotional Learning:	12.3 Social Awareness
CPI#:	Cumulative Progress Indicator (CPI):
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.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
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.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
9.4.5.TL.5	Collaborate digitally to produce an artifact
SEL PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
Unit Essential Questions: • What components of fitness does volleyball encompass? • What is the importance of eye-hand coordination in volleyball? • What is the significance of volleyball as a lifelong activity?	
Unit Enduring Understandings: • Implementing movement principles such as space, speed, force, projection or tempo makes volleyball skills more effective and more interesting. • Volleyball and related activities can affect and benefit the overall health of an individual. • Volleyball is an activity for all ages to enjoy recreationally and/or competitively throughout a lifetime.	
Unit Learning Targets: Students will.... Identify and demonstrate bump, set and underhand serve, identify and explain positions, court areas and player positions.	

Evidence of Learning

Summative Assessment:

Skill test and written test



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Equipment Needed: Volleyballs, Nets, Courts

Teacher Resources: Curriculum

Formative Assessments:

- Student responses to questions
- Teacher observation
- Peer observation



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Lesson Plans

Lesson	Time Frame
Lesson 1 Scrambled Eggs	1 class period/40 minutes
Lesson 2 Serving Up Baskets	1 class period/40 minutes
Lesson 3 Volleyball Frenzy	1 class period/40 minutes

Lesson Plan 1 Template

Content Area:	Physical Education	Lesson Title:	Scrambled Eggs	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: https://www.youtube.com/watch?v=5IxC8JZxoK8 Volleyball bump pass introduction					
Equipment Needed: Balloons, Balls vary sizes and weight					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Model bump pass form - Explain steps and terminology for bump pass	Lesson Sequence - Forearm passes otherwise known as bump passes show 1:30 video on setup laptops 1 computer per 2-3 students. Use bumping poster to help visualize form and students model form - stress terminology of base, bump - Practice skill using a large balloon to bump to self. Review form for	- Peer evaluation model platform and base terminology for bump pass - Teacher assessment model bump pass base, platform, bump with rubric. Written responses to vocabulary



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	bump as a class and model for partner. 6. With a partner tossing a balloon and bumping, the partner helps with cues. 7. Scrambled eggs game. Using the balloon toss to partner and then they bump - tosser then bumps back - 2 bumps then each partner finds a new balloon and partner. Each bump that is controlled is one point for the partners and then points carry onto the next group. Continue for 3 minutes. Remove a few balloons and replace with various size volleyballs. 8. Give a response paper to each student explaining terms, platform and base. Model for the partner and partner gives feedback according to the poster.	
Differentiation: Allow for student choice instead of balloon to choose ball.		
Resources Provided: All equipment provided		



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Lesson Plan 2 Template

Content Area:	Physical Education	Lesson Title:	Serving Up Baskets	Time Frame:	1 class period
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: ELA

Integration of Technology: <https://www.youtube.com/watch?v=iGQUk9W5zJI> Volleyball “underarm” serve

Equipment Needed: Computers 1 for every 3 students, volleyballs, cones, bean bags

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate/ explain 4 steps for underhand serve • Explain importance of height in serve	Lesson Sequence 1. Underhand serve review what do students remember? 2. 3 students per computer and watch videos explaining how to serve stress. The video is called an “underarm” serve but we refer to it as an underhand serve. Class goes to a poster and reviews the 4 step process that was just seen. 3. Serve with partner choose type of ball - partner catches and serves back - teacher remediation as necessary 4. Discuss the importance of height on serve and next activity will focus on getting height on serve. 5. Split class up into even groups and divide amongst baskets. Serving Up Basket game rules: - Server is at foul line with teammates lined up behind - Student serves if it goes into basket team gets 3 beanbags and puts by cones - if it hits rim put 2 bean bags by cones - if ball hits backboard put 1 bean bag by cone - server retrieves ball and next teammate	• Teacher assessment of 4 step serve using rubric - explain and demonstration during game • Peer assessment importance of height (distance, power)



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	goes - teams try to set goal of points in set time. 6. Discuss with the partner the importance of height and review.	
Differentiation: Increase/decrease distance, individual selection of ball and size		
Resources Provided: All equipment		

Lesson Plan 3 Template					
Content Area:	Physical Education	Lesson Title:	Volleyball Frenzy	Time Frame:	1 class period
Lesson Components					
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy x Health Literacy					
<u>21st Century Skills</u> ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills x Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy					
Interdisciplinary Connections: ELA					
Integration of Technology: None					
Equipment Needed: Playing cards, written key hung up with activity directions					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Demonstrate, bump, set and serve - Explain steps for each activity	Lesson Sequence - Playing cards are spread out behind players face down. Students are paired up with one ball per group - opposite sides of the net. - Partner without the ball chooses a card with each card representing a skill (this is up on the key). Spades = Serve, Clubs= Bump, Diamonds = Set, Hearts are students' choice. The number represents what students have to perform with face cards worth 10, aces worth 11. Once a task is completed, the other partner chooses a card. - Written sheets with missing skill cues to be filled in.	- Teacher evaluation of skills according to rubric - Collected responses to cue sheets
Differentiation: Vary ball type and weight, distance between partners		
Resources Provided: All equipment provided		



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Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Physical Education	Grade Level:	5	Unit Title:	Volleyball
Created by:	Steven Griffiths, Lyndsey Stearns				
			Board Approved on:		



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Unit Overview Template

Content Area: Physical Education	Grade Level: 5	Unit Title: Achieving Fitness
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Unit Summary: The Achieving Fitness unit will provide experience through activities to enhance student understanding of health and skill related fitness, communication, cooperation in a fun and engaging environment.

Primary Interdisciplinary Connections: ELA

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: Achieving Fitness curriculum will allow students to demonstrate competency in many movement forms and proficiency in a few. This curriculum will also allow students to allow application of these concepts to the development of motor skills. The achieving fitness curriculum will allow students to demonstrate an understanding and respect for differences among people in physical activity settings and provides opportunities for enjoyment, challenge, self-expression, and social interaction. Achieving fitness will also allow students to understand the fundamental concepts of health and skill related fitness and how they apply to their everyday activities and where their current fitness levels are and plan for improvement.

Learning Targets

Standards: 2.2 Physical Wellness
 9.4 Career Readiness
 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

Physical Fitness: 2.2.5.PF - The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).

Creativity and Innovation: 9.4.5.CI - Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

Technology Literacy: 9.4.5.TL - Collaborating digitally as a team can often develop a better artifact than an individual working alone.



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Social/Emotional Learning 12.1 Self Awareness

CPI#:

Cumulative Progress Indicator (CPI):

2.2.5.MSC.3

Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).

2.2.5.MSC.5

Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.

2.2.5.PF.1

Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health

2.2.5.PF.4

Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.

9.4.5.TL.4

Compare and contrast artifacts produced individually to those developed collaboratively

9.4.5.Cl.1

Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

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:

- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
- How will I develop trust and leadership through various problem solving challenges?
- How will 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 what is a lifetime activity and identify lifetime activities
- Explain why technique is important when performing fitness activities.
- Monitor physiological signs of activity.



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Evidence of Learning

Summative Assessment: Written test on fitness concepts in unit

Equipment Needed: Varies by activity all equipment provided

Teacher Resources: PA Achieving Fitness Curriculum Guide

Formative Assessments:

- Response questions in class
- Journaling
- Poster full value concepts

Lesson Plans

Lesson	Time Frame
Lesson 1 Name that State	1 Class Period
Lesson 2 Scrabble	1 Class Period
Lesson 3 Which Component Am I	1 Class Period



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Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: **Name that state** 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, Social Studies

Integration of Technology: Pedometers

Equipment Needed: *Pedometers, State Cards*

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Cardiovascular endurance and monitor signs - Identify state names - Monitor steps taken and predict impact on fitness	Lesson Sequence - Nifty Fifty - 2 state cards and pedometer per child - review steps and explain activity constant movement at slow to medium pace 4 minute rounds predict steps - If tagged -tagged player shows one card - identify state if incorrect tell correct name - if correct player gets card from tagged. If the wrong tagger does one jumping jack while spelling the state name- change exercises. - Activity 2 State Scramble - Spread cards throughout room- Teams of 4 - reset pedometers- explain activity one person per team travels out and picks up a state card performing 5 jumping jacks and travels back with the card. Team must arrange all cards alphabetically using all 50 states. - Wrap up Questions- How much movement total on the pedometers? How can a moderate level of activity help your heart health?	Student responses to wrap up questions
Differentiation: Students may choose to name capital instead		



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Resources Provided:

- 5 - 50 state cards
- Hula hoops for alphabetical order activity

Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: **Scrabble** 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

Equipment Needed: Pedometers, Poly spots, Hula-hoops, 100 index cards with letters

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Improve cardiovascular endurance and muscular strength endurance	Lesson Sequence 1. On the go signal, students will face off against each other to see who gets to earn a tile for their team 2. Winning person will travel back and pick up one card and place it on poly spot or back in the collection spot if its a strange letter 3. Record scores and start again after 7 minutes change exercises after round curl-ups, push-ups, crab kicks - work with partner trying to form 4-5-6 letter words 4. Students get extra 10 points for team for 2,000 footsteps on pedometer 5. Wrap up - total number of footsteps - what were signs of physical activity- how did working with partner enhance or challenge activity	• Student responses to wrap up questions

Differentiation: Spelling lists and words working on in class

Resources Provided:

- cards
- spots



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- pedometers
- hoops



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Lesson Plan 3 Template

Content Area:	Physical Education	Lesson Title:	Which Component Am I?	Time Frame:	1 Class Period
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: ELA

Integration of Technology: laptop with video and or pictures of activity, projector

Equipment Needed: Signs for each component and rope for each area

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify definitions and classifications of activities and fitness terms both in skill and health related fitness - Participate in low intensity exercise bouts	Lesson Sequence - Show students 4 different designated areas with posters (HRF- flexibility, Cardiovascular, Muscular Strength/Endurance and Body Composition) and (SRF- Agility, Balance, Reaction Time, Power, Speed, Coordination) - Read activity that will get students to choose a different fitness project video or picture on screen - Ex pole vault students can choose flexibility, muscular strength and endurance, cardiovascular and agility, speed. Emphasize students should go to area that they feel is correct even if others go to a different area - After each activity called out have students explain why they chose the component - Rock Climbing, Bowling, Lawn Mowing, Pole Vaulting, Ballet Dancing, Pop Star on Tour	Student responses to wrap up questions



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	Bi-athlon, Figure Skating, Luge, Basketball, Rollerblading, Skiing, Mail carrier. - When a group has general ways to improve different components of fitness? What is major difference between SRF and HR? Understanding, ask students to go to component they would like to teach the most - Each group gets a definition sheet and asks them to present their fitness component to the rest of class as creatively as possible - allow time to create and then present. - Wrap Up - Why is it important to understand how different activities require different fitness areas? Why is it helpful to know different	
Differentiation: Students can use scrap paper to collect thoughts		
Resources Provided: pencil, paper, spots		



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Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Physical Education	Grade Level:	5th	Unit Title:	Achieving Fitness
Created:	Lyndsey Stearns	Board Approved on:			



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Unit Overview Template

Content Area: Physical Education	Grade Level: 5	Unit Title: Project Adventure
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Unit Summary: This unit encourages team building, goal setting, responsibility, problem solving skills, critical thinking, cooperation, and character education. The unit encompasses a series of challenging activities that require out of the box thinking and 21st century skills.

Primary Interdisciplinary Connections: ELA

21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving □ ICT Literacy

□ Information Literacy □ Life and Career Skills ✕ Communication and Collaboration □ Media Literacy

Unit Rationale: The students will understand basic skills and cognitive concepts that will enable them to participate in cooperative activities. This unit promotes an environment where students can work together regardless of differences. It creates an opportunity for students to set goals and challenge themselves to grow and learn. Project Adventure believes in challenge by choice, stretching slightly outside your comfort zone without entering one's panic zone. It also creates an opportunity to increase self-esteem, self reliance, and concern for others. Cooperative education allows students to see others points of view and realize there is always more than one solution to a problem.

Learning Targets

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

Content Statements:

Physical Fitness:	2.2.5.PF - The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).
Lifelong Fitness:	2.2.5.LF - Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.
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



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activities. free movement, games, aerobics, dance, sports, and recreational activities.

Technology Literacy: 9.4.5.TL - Collaborating digitally as a team can often develop a better artifact than an individual working alone.

Social/Emotional Learning: 12.3 Social Awareness

CPI#:	Cumulative Progress Indicator (CPI):
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
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.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
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).
9.4.5.TL.5	Collaborate digitally to produce an artifact
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
SEL PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.

Unit Essential Questions:

- How can I use these skills in other aspects of life? School? Work? Home?
- Why is it important to respect others' feelings and choices?
- How does the diversity of our group help us with our activities?

Unit Enduring Understandings:

- Learning to set goals, work as a community, think critically, and problem solve are important skills in all aspects of life.
- Responsible personal and social behavior enhances enjoyment of physical activity.
- Working as a member of a team to achieve a common goal is used by every individual throughout their life.

Unit Learning Targets:



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Students will... explain and use strategies and communication to increase individual and team effectiveness, explain ways to demonstrate sportsmanlike behavior, demonstrate and apply rules to enhance participation and safety, analyze the benefits of group challenges

Evidence of Learning

Summative Assessment: Written evaluation on outcomes of PA

Equipment Needed: All provided based on PA Curriculum

Teacher Resources: PA Curriculum

Formative Assessments:

- Teacher observation checklists
- PA Quiz related to specific activity outcomes
- Discussion questions posed from PA curriculum as debrief a lesson ends
- Journaling response questions

Lesson Plans

Lesson	Time Frame
Lesson 1 Giant Puzzles	1 class period/40 minutes
Lesson 2 Radioactive River	1 class period/40 minutes
Lesson 3 E.T. Phone Home	1 class period/40 minutes



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Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Giant Puzzles 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: Edpuzzle The Power Of Teamwork video

Equipment Needed: puzzles

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - work cooperatively to solve puzzles - demonstrate verbal/nonverbal communication in group setting - explain recommendations to increase effectiveness	Lesson Sequence - In pairs watch edpuzzle the power of teamwork video. Review verbal/nonverbal communication. Discuss with a partner what was the verbal and nonverbal communication they saw. - Divide students into groups of 10 with a maximum of 12. Students may be allowed to get into groups of their choice but cannot stop a person from joining their group. Each team member has 1 puzzle piece they are responsible for. - Each group's objective is to assemble their puzzle. Only rule is that the owner of the puzzle piece can place that piece where it belongs. Other group members can make suggestions, but cannot	- Responses to feedback questions on verbal/nonverbal feedback and group effectiveness - Teacher observation of cooperative groups through checklist



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	place the piece in the puzzle. - If a puzzle is completed the group will be given another puzzle but cannot use verbal communication. - If the puzzle is completed use a relay to place pieces for the new puzzle. Each new player places their piece and may change one other. Team may discuss where to place before the next person goes. - Wrap up discussion of cooperation and strategies used. Trouble or positive outcomes with 2 types of communication. HW is responses to questions on students observations of groups	
Differentiation: Allow for flexible groupings of students		
Resources Provided: - Variety of puzzles with 10-12 pieces - Laptop per 2-3 students		



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Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: E.T Phone Home 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: None

Equipment Needed: Cones, hula hoops, blindfolds

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate verbal and nonverbal communication through a communication plan - analyze/explain benefits of activity - explain how the rules of the activity increases safety	Lesson Sequence - This activity is best done outside on a large field. Mark end-line with cones and place hula hoops at midfield. Split class into groups of 3-5. Playing rules - Groups may not run and must travel together. Steps by the listener must be small and slow with hands up to avoid bumping. One person travels with the listener to stop them from bumping other people or objects. - Groups choose 1 person to be designated as the listener and the listener stands in the hula hoop at midfield and places a blindfold on. The rest of the group goes to the designated endline and stands by a cone. Groups	- Written response end of activity on communication plan, benefits of activity, and safety through the use of rules - Teacher observation of nonverbal and verbal cues through checklist



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	should be at both endline's. Groups at the endline cannot make a sound and the listener spins 4 times in the hula hoop. 3. On signal listener steps out of hoop and the teams at the endline call their teammate back to them. Once a blindfolded student gets back to the group they take blindfold off and with the group go to hula hoop. Once the group gets to their cone they try to kick (hoop) back to the cone. Switch listeners and cone placement and start again. 4. Activity can be altered to nonverbal communication so groups must use clapping, animal sounds, whistling or when the listener gets back to the group - the group puts on blindfolds and the listener directs them to hoop. 9. Wrap up written responses on communication plan, safety and overall activity collected when completed.	
Differentiation: Students come up with group		
Resources Provided: All equipment provided		



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Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Radioactive River 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: None

Equipment Needed: Cones, scooters, carpet squares, ropes, poly spots

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - explain how sportsmanlike behaviors are seen in activity - work cooperatively with various strategies to complete challenge	Lesson Sequence 1. Divide the playing area in half and spread cones all the way down the long side of the area. Place others cones opposite the first set. The “river” is in between the cones and places poly spots throughout the river to serve as islands. Split class into even teams with each team receiving a scooter, 2-3 carpet squares and a rope. 2. The river is polluted by man and is radioactive - discuss with class what is meant by this. The mission is to get everyone on their team across the river without having anyone touch the water. If a student touches the water the entire team must start again. If a team has to start again	- Teacher observation of behaviors using cooperation assessment sheet - Discussion by students to wrap up questioning



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	the next person to cross is the next person in line. Students already across go to the end of the line. 3. Students may help others across using the rope and they are able to stand on the poly spots (island). Options in activity to increase difficulty add cones that are floating radiation or pollution in rivers that students may not touch, groups may not talk and some students may be wearing blindfold. 4. Wrap up questions on ways the team felt and displayed emotions when they had to restart and strategies students needed to be successful.	
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Differentiation: Flexible groupings

Resources Provided: All equipment provided



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Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Physical Education	Grade Level:	5	Unit Title:	Project Adventure
Created:	Steven Griffiths/ Lyndsey Stearns		Board Approved on:		



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Unit Overview Template

Content Area:	Physical Education	Grade Level:	5	Unit Title:	Wiffle Ball
Unit Summary: The students will understand basic skills and concepts that will enable them to participate in softball activities. At the end of the unit students will be able to properly demonstrate how to throw and catch, use the equipment properly and safely, field ground and fly balls, know the rules of the PE game, along with the differences between baseball, softball, and wiffleball.					
Primary Interdisciplinary Connections: ELA 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:	Wiffleball is a sport that can be enjoyed by both men and women of all ages. It is considered one of the safest sports and has the added benefit of being a lifelong activity. Wiffleball does not require a large space and is a lead up for softball and baseball activities.				

Learning Targets

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



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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, Life Literacies, and Key Skills:

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

Social/Emotional Learning:

Social Awareness

CPI#:

Cumulative Progress Indicator (CPI):

2.2.5.MSC.1

Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).

2.2.5.MSC. 3

Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).

2.2.5.MSC. 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.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.

2.2.5.PF.2

Accept and respect others of all skill levels and abilities during participation.

2.2.5.PF.1

Identify the physical, social, emotional and intellectual benefits of regular physical activity that affect personal health.

SEL.PK-12.3.
3

Demonstrate an understanding of the need for mutual respect when viewpoints differ



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SEL.PK-12.3.4 Demonstrate an awareness of the expectations for social interactions in a variety of settings

Unit Essential Questions:

- What components of fitness does wiffleball encompass?
- What are the differences between wiffleball, softball and volleyball?
- How do I interact with others during physical activity?

Unit Enduring Understandings:

- How can the successful performance of skills improve game play?
- Why is the use of strategies important for success in game play?
- How does behavior, game rules and safety affect game play?

Unit Learning Targets:

Students will.... identify player positions and field areas, demonstrate knowledge of basic rules and sportsmanlike behaviors, demonstrate and explain form for fielding, throwing and batting

Evidence of Learning

Summative Assessment: Written/skill evaluation

Equipment Needed: All resources provided

Teacher Resources: Curriculum

Formative Assessments:

- Teacher observation
- Peer observation

Lesson Plans

Lesson	Time Frame
Lesson 1 Over/Underhand Throwing	1 class period
Lesson 2 Home Run Derby	1 class period
Lesson 3 name of lesson 3	1 class period

Lesson Plan 1 Template

Content Area:	Physical Education	Lesson Title:	Over/Underhand throw	Time Frame:	1 class period
Lesson Components					
<u>21st Century Themes</u>					
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy					



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☐ Civic Literacy **x** Health Literacy

21st Century Skills

☐ Creativity and Innovation **x** 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: Variety of ball (size/weight), hula hoops, targets

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Model correct throwing form for overhead and underhand toss • Explain importance of follow through	Lesson Sequence 1. Go over throwing form for overhand throws. Use posters for pictures and have students recite “thumb to thigh, fingers high” to help remember motion. Stress hand/feet opposition and importance of follow-through. Students practice motion without ball 2. Targets on the wall using hula-hoops students throw at targets from taped lines. 1 ball per pair. Throw the ball inside the hoop and move to the next line. Stress follows through and that students should not cut the motion down to try and be accurate. Students throw and rotate give checklists for throwing motion. Students help each other based on cue sheets. 3. Distance toss from behind line using overhand throw. Partner marks how far the throw	• Teacher evaluation of tosses using checklist • Peer feedback using checklist on over/under tosses



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	has gone. Stress follow through and motion 4. Repeat steps 1-3 with underhand throw “thumb below, fingers low” for throw. 5. Underhand toss with hoop target on ground try to get the ball to land on the target - targets are 20 feet apart. 6. Peer evaluation wrap up with checklist over and underhand toss watch partner give feedback	
Differentiation: Student choice of ball, increase/distance to target		
Resources Provided: All equipment provided		



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Lesson Plan 2 Template

Content Area:	Physical Education	Lesson Title:	Home Run Derby	Time Frame:	1 class period/40 minutes
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: ELA

Integration of Technology: Edpuzzle video Cal Ripken Baseball Hitting Off a Tee

Equipment Needed: Variety of balls, bats, tees, cones, clipboards

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate and explain proper batting technique - explain cues for batting	Lesson Sequence - Ripken baseball video on batting - 2-3 students per computer. - Demonstrate on the tee with the following: Grip the bat so the hands are close together and your favorite hand is on top (knocking knuckles). Stand with knees bent and your side to the pitcher, and put your back elbow up, like stretching when you yawn. Swing the bat nice and level (pretend you are clearing the top of a table), while "squashing the bug" with the back foot. Break the wrists (top hand comes over the top of the other hand) on contact of the ball - Split class into 6-7 groups. Groups go to	- Teacher observation of batting stance and hand position using rubric - Student response to written hw questions on cues



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	pre-set stations. Each station has a batting tee, bat and variety of balls in milk crates, cones are set up in line 20, 30, 40, 50, 60 feet from tee. Starting from batting tee students get three swings and get the amount of points that the ball travels past. If the ball is stopped before a cone the student gets the points of the last past cone. If the ball is caught the student gets zero points. Record points on the clipboard and rotate batters. Students may choose to self toss, bat off tee or have teammates pitch the ball (over/under) for 3 pitches. Stress flight and trajectory of ball. 4. Wrap up with homework question sheet on the following cues students write what comes to mind: knocking knuckles, swing, stomp bugs	
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Differentiation: Students choice of ball and batting style

Resources Provided: All resources provided



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Lesson Plan 3 Template

Content Area:	Physical Education	Lesson Title:	Wacky Wiffle Ball	Time Frame:	1 class period/40 minutes
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: ELA

Integration of Technology: None

Equipment Needed: Cones, bats, tees, variety of balls, bases (poly spots)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate/explain baserunning banana turn - demonstrate/explain proper fielding technique - demonstrate/explain proper batting technique	Lesson Sequence 4-5 fields are set up with 4 or more players per team. Each field has tee as home plate, and 8-10 bases with a cone set up where pitchers mound should be. - Fielding team spreads out to cover as much field as possible (strategy will come into play after a few rounds). Batting team places themselves on the bases with one player at the tee. Once the batting team has successfully struck the ball, all players on the batting team begin running the bases. Once they pass home plate a point is scored. Fielding team will get the ball and make a relay line by tossing and catching to each other to place the	- Teacher observation checklist - banana turn, fielding and batting technique - Responses to wrap up questions



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	ball on the cone. Once the ball gets to the cone the runners stop and record the score on the clipboard. If a ball is caught in the air the runner is out and no runs score. After all batters have hit the teams switch roles. 3. After 2 rounds allow teams to strategize for base running and fielding. 4. Wrap up discussion questions with the team - How do you move around the bases as quickly as possible? How do you properly strike the ball, what are the cues? As fielders, how can you get the ball back to the cone as fast as possible?	
Differentiation: Student choice of ball		
Resources Provided: All equipment provided		



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Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Physical Education	Grade Level:	5	Unit Title:	Wiffle Ball
Created:	Steven Griffiths, Lyndsey Stearns		Board Approved on:		



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Unit Overview Template

Content Area:	Physical Education	Grade Level:	5th	Unit Title:	Dance
Unit Summary: Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.					
Primary Interdisciplinary Connections: ELA <u>21st Century Themes</u> ✕ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ✕ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	The dance unit will provide students another avenue to enhance fitness levels. Students will explore different dances and the cultural influences of each dance. Understanding tempo and rhythm is essential to any movement activity. The ability to break down movements into a pattern will help in skill development.				

Learning Targets

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



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Lifelong

Fitness: 2.2 LF Personal and community resources can support physical activity.

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.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 PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation.
2.2.5 LF.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.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others

Unit Essential Questions:

- What type of movements are used during dance?
- When might you be able to perform group dances?
- How does culture influence dance?

Unit Enduring Understandings:

- Steps and sequences are essential to movement activities.
- Dance is an excellent form of exercise for all fitness levels.

Unit Learning Targets:

Students will....

Perform and explain line dances

Explain how dance helps to increase skill and health related fitness

Create a cooperative dance movement segment



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Evidence of Learning

Summative Assessment:	Written assessment on dance steps Performance evaluation on dances Evaluation of creative dance based on scoring rubric
Equipment Needed:	Music/Speakers
Teacher Resources:	Curriculum
Formative Assessments: • Weekly Proficiencies	



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Lesson Plans

Lesson	Time Frame
Lesson 1 Line Dances	1 Class Period
Lesson 2 DDR Aerobic Dance	1 Class Period
Lesson 3 Create 32 beat movement dance segment	1 Class Period

Lesson Plan 1 Template

Content Area:	Physical Education	Lesson Title:	Line Dances	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, Music					
Integration of Technology: Music, Speakers					
Equipment Needed: Music and Speakers					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Will be able to identify dances according to pattern and beat - Will demonstrate Honky Tonk Stomp and Let's Get Loud Country and Hip Hop Dances	Lesson Sequence - Dances identified by set up, partner, square and line, by beat country, hip-hop, square - Honky Tonk Stomp line dance (country) teach to students and students tell partner what type of dance - Let's Get Loud line dance (hip-hop) teach to students and	- Students will be able to describe type of dance by beat pattern and formation - Students will demonstrate line dances of Honky Tonk Stomp, Let's Get Loud



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	students tell partner what type of dance 4. Play music and set students up in formation ask them to discuss what type of dance and set up	
Differentiation: Bring students to middle of lines to follow rows in front and behind		
Resources Provided: • Music • Speakers		

Lesson Plan 2 Template				
Content Area:	Physical Education	Lesson Title:	DDR Aerobic Dance	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, Music				
Integration of Technology: DDR PS2 Machine Mats and taped lines on floor				
Equipment Needed: Projector and Dance equipment				

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Will explain how dance is aerobic • Will participate in aerobic dance activities	Lesson Sequence 1. Review definition of aerobic activity and ask students to discuss how can dance become or be an aerobic activity discuss with partner 2. DDR 2 lead dancers 1 song rest of class follow from projector on wall and use taped marks rotate after 1 song 3. Stop and review aerobic activity have students take pulse and quickly	• Students explain how dance is aerobic and the criteria for aerobic dance • Students active 20 minutes in row to meet aerobic criteria



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	see if meeting aerobic criteria (Missing time) 4. Proceed with DDR 5. Students repeat criteria and discussion after 20 minutes time is met	
Differentiation: Allow students to pick slower or faster songs		
Resources Provided: All equipment		

Lesson Plan 3 Template				
Content Area:	Physical Education	Lesson Title:	Create 32 beat movement segment	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, Music				
Integration of Technology: Music, Speakers				
Equipment Needed: Music, Speakers				

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Create 8 beat movement segment individually Create 8 beat segment and place with group to create 32 beat segment	Lesson Sequence 1. Explain to students task to finish and time constraint 2 class periods and present end of 2nd class period 2. Hand out rubric with 8 beat segment on one side and 32 beat segment on back 3. 4 groups A,B,C,D each individual create 8 beat segment to music 4. Take 1 person from each Group and pair with 1 from other each Group contains A,B,C,D 5. Collaborate and change steps to make 32 beat segments all students need to be able to follow stops 6. Practice and present	Demonstration of individual 8 beat pattern Group evaluation of 32 beat segment Written assessment on individual feelings of collaboration and how group arrived at dance



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Differentiation: Split group by ability and allow to increase or decrease beats
Allow groups to add equipment if desired

Resources Provided: Music, Speakers, Dance Cards

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	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:	5th	Unit Title:	Dance
Created:	Steve Griffiths/ Lyndsey Stearns		Board Approved on:		



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Unit Overview Template

Content Area:	Physical Education	Grade Level:	5th	Unit Title:	Jump Rope
Unit Summary: Students will understand how movement enhances cardiovascular fitness. Students will work on using manipulative skills to increase their basic motor skills by using jump ropes. Students will participate in jump rope for heart through the American Heart Association to provide an opportunity to have an impact helping others fight heart disease.					
Primary Interdisciplinary Connections: <u>21st Century Themes</u> ✕ Creativity and Innovation □ Critical Thinking and Problem Solving □ ICT Literacy □ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration □ Media Literacy					
Unit Rationale:	Students need to understand skill and health related fitness. Students will participate in community health project by participating in Jump Rope for Heart				

Learning Targets

Standards:	Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. Speaking and Listening.
Content Statements:	Participation in social and health- or service-organization initiatives have a positive social impact. Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance and health status. Comprehension and Collaboration; Presentation of Knowledge and Ideas.
CPI#:	Cumulative Progress Indicator (CPI):
2.2.6 D.1	Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.
2.5.6.A1	Explain & perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) & applied settings (i.e., games, sports, dance & recreational activities).



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2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
2.6.6 A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
2.6.6 A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

Unit Essential Questions:

- How do the resources available through the community impact wellness on self and others?
- How does jump rope increase aerobic fitness

Unit Enduring Understandings:

- Personal fitness is important in order to lead a healthy lifestyle.
- The development of health related and skill related fitness is needed in order to participate in movement activities.

Unit Learning Targets:

Students will....

Perform and explain short and long rope elements

Create a jump rope routine using long and short rope skills

Using JRFH as guide explain how this activity helps the community and less fortunate individuals

Evidence of Learning

Summative Assessment:

Student performance of long rope activities, individual activities, and jump band activities

Written Assessment of how to improve and increase control of jumping and turning

Written Assessment of how cardiovascular system reacts to jumping rope and student monitoring of system changes

Equipment Needed: Jump Ropes, paper, pencils, music

Teacher Resources: JRFH curriculum lesson plans

Formative Assessments: Weekly Proficiencies



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Lesson Plans

Lesson	Time Frame
Lesson 1 Jump Rope for Heart community service	1 Class Period
Lesson 2 Double rope activities	1 Class Period
Lesson 3 Design a routine	1 Class Period

Lesson Plan 1 Template

Content Area:	Physical Education	Lesson Title:	Jump rope for Heart Community service	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: JRFH Video; create websites					
Equipment Needed: Jump rope for heart curriculum guide					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - will be able to explain how JRFH helps others - explain how community service opportunities are available in the community - will setup JRFH collection websites	Lesson Sequence - Watch JRFH DVD and introduction - Community service opportunities in Springfield and JRFH as a community service opportunity - Discussion on community service and how it is important to take a role. - JRFH websites taking students through each	- Students discussion on how JRFH is a form of community service - Students identification of community service opportunities available for them - Finished JRFH websites



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	student has a laptop and website instructions projected on screen. Students not on website make posters	
Differentiation: Students not setting up websites will work on posters to help spread the word about JRFH in school		
Resources Provided: Laptops, guide to setting up websites		

Lesson Plan 2 Template					
Content Area:	Physical Education	Lesson Title:	Double rope activities	Time Frame:	1 Class Period
Lesson Components					
<u>21st Century Themes</u>					
x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy x Health Literacy					
<u>21st Century Skills</u>					
☐ Creativity and Innovation x Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills x Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy					
Interdisciplinary Connections: ELA					
Integration of Technology: projector and laptop for video					
Equipment Needed: long ropes 4-6 per group					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Will perform double rope tricks - Explain importance of turning	Lesson Sequence - Warmup and flexibility - Watch Kings Firecrackers team jump rope video - Discussion on video and point out importance of turning same pace as Partners, same level of Partners making eye contact - Long rope Tricks 2 ropes per Group eggbeater demo and practice - Square with 6 ropes per Group	- Explain importance of turning and eye contact - Students demonstration of tricks



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6. Spinning wheel with 4 ropes per group

Differentiation: Students can choose from different size ropes

Resources Provided: All Jump Ropes, Music, Speakers, DVD

Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Design a routine 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: Laptop and access to jump rope video

Equipment Needed: Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Will design a jump rope routine focusing on long and short rope tricks - Will collaborate with ideas to design routine	Lesson Sequence - Warmup and flexibility - Groups of 4 design a routine 3-4 minutes using long and short rope skills. Maximum of 20 jumps per trick, not every student has to do every jump and trick, students should rotate long rope turning, may add music or other ideas as long as okayed by the teacher. Hand out rubric to everyone. - Use laptops and JRFH website and jump rope	Finished routine presentation according to rubric



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	Internet sites to access ideas for routine - Each student comes up with 4-5 ideas on own then go back to team which will practice and review/match routine to Skill - Practice and record final routine on sheets - Presentation by Group when finished third day	
Differentiation: Change number of jumps and time for routine, allow students to come up with ideas not on rubric to change routine		
Resources Provided: Laptops, and all equipment		



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Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Physical Education	Grade Level:	Grade 5	Unit Title:	Jump Ropes
Created:	Steve Griffiths/ Lyndsey Stearns		Board Approved on:		



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Unit Overview Template

Content Area:	Physical Education	Grade Level:	5th	Unit Title:	Basketball
Unit Summary: Students will demonstrate mechanics of passing, dribbling and shooting skills used in basketball. Students will learn offense and defense strategies, player positions during a game and will be able to explain rules associated with the game of basketball.					
Primary Interdisciplinary Connections: ELA <u>21st Century Themes</u> ✕ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ✕ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Promotes an appreciation for basketball to help students find a lifelong activity and lead healthy and active lifestyles.				

Learning Targets

Standards:

2.2 Physical Wellness
12.5 SEL Relationship Skills
9.4 Life Literacies and Key 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.



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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:	9.4 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 affect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation.
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



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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 you properly dribble, shoot and pass a ball? In what situations would you use the different types of passes?
- What is the role of the offense? What is the role of the defense?
- What is the importance of playing your assigned position & being a successful team player?
- How can I control my body during games?

Unit Enduring Understandings:

- Students will work as a member of a team to achieve a common goal.
- Students will incorporate rules of team sports in order to play the game successfully.
- Learning safe, effective, and efficient movements for a team sport will provide a student with confidence to continue to perform health-enhancing physical activity throughout life.
- Responsible personal and social behavior enhances enjoyment of physical activity.

Unit Learning Targets:

Students will....

Learn how to dribble, shoot and pass a ball properly.

Learn when to use the overhead, chest or bounce pass.

Use basketball skills to play other shooting/passing games.

Learn the markings of the court.

Learn the rules of the game.

Learn the roles of offense and defense, as well as the importance of playing your position in order to succeed as a team.



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

Evidence of Learning

Summative Assessment: End of unit basketball skills rubric assessment
Written assessment of rules, court lines and player positions.

Equipment Needed: Basketballs

Teacher Resources: NFHS basketball rule book

Formative Assessments: Weekly Proficiencies

Lesson Plans

Lesson	Time Frame
Lesson 1 Keep Away	1 Class Period
Lesson 2 Knockout	1 Class Period
Lesson 3 Around The World	1 Class Period

Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Keep Away Time Frame: 1 Class Period

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: ELA

Integration of Technology: Music, Speakers

Equipment Needed: cones, pinnies

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Will work on offense vs. Defense. - Will be able to effectively pass the ball to their	Lesson Sequence Students can be broken up depending on class size and skill level. (2v1, 2v2, 3v2)	- Are the students showing offensive strategies - Are the students showing defensive strategies



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teammates while avoiding defenders. • Will be able to choose the appropriate type of pass to use in each situation. • Will work on dribbling with a defense. • Will learn to act in high pressure situations.	2. Use cones to section off the playing area. 3. Students must dribble the ball keeping it within the cones and keep the ball away from their opponents using offensive and defensive strategies. 4. Students should use bounce passes, chest passes, and overhead passes when appropriate. 5. (If playing with an even number) When defense takes over possession of the ball, they become the offense and the opposing team becomes the defense. 6. You can have 6 students per coned area and the defensive team only lets 1-2 players out, other members join back when they become offense and the other team has 1-2 players step out. They players who stay in on defense rotate each turn. 7. Teams can rotate to play other teams	• Assessment of passing skills • Assessment of dribbling skills
Differentiation: Change up the amount of students per team based on level of the students. Can change the playing area size to accommodate different levels.		
Resources Provided: Basketballs		

Lesson Plan 2 Template



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Content Area:	Physical Education	Lesson Title:	Knock Out	Time Frame:	1 Class Period
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Lesson Components

21st Century Themes

✕ Global Awareness □ Financial, Economic, Business and Entrepreneurial Literacy
□ Civic Literacy ✕ Health Literacy

21st Century Skills

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

Interdisciplinary Connections: ELA

Integration of Technology: none

Equipment Needed: 2 basketballs, basketball net

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Will be able to improve their shooting skills. - Will demonstrate foul shooting and lay-ups.	Lesson Sequence - Students should be broken up into even groups at each basket. (groups of 6-10 are ideal) - First 2 students in line have basketballs. First player shoots, if they make it they go to the back of the line, if not they rebound their ball and try to make a basket before the second player can. The second player may shoot as soon as the first player completes his/her first attempt. The idea is to make a basket before the person behind you or you are out. - Play until there is one player left and then change the order.	- Assessment of shooting skills. - Assessment of rebounding skills.
Differentiation: Change the amount of players in a line, shorter lines=more shooting. Group students by level for more equal challenges.		
Resources Provided: Basketballs		



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Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Around the World 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: Music

Equipment Needed: basketballs, baskets, poly spots

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Will work on shooting from various locations on the court. - Will be able to make layups, foul shots, and 3 pointers.	Lesson Sequence - Use poly spots to create shooting spots in and around the key. (numbered poly spots work well to designate an order) Place spots on the 3 point line, near the net, on the foul line, and other places in the circle. - Students line up at first spot, first student shoots and if they make it they advance to the next spot and continue. If they miss they go to the back of the line of the spot they missed at. - The next person in line attempts to do the same. If a person misses their shot they may chance it and try again, if they miss now they go back to the beginning of the game, if they make it, they advance and continue. First student to the end of the spots wins.	- Assessment of shooting different types of shots - Assessment of proper hand position while shooting
Differentiation: Spots can be adjusted to change the level of difficulty. Students can be grouped in ability levels and spots can be different at each basket.		
Resources Provided: Basketballs		



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Lesson Reflection

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

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

Curriculum Design Template

Content Area:	Physical Education	Grade Level:	5th	Unit Title:	Basketball
Created:	Steve Griffiths/ Lyndsey Stearns		Board Approved on:		



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Unit Overview Template

Content Area:	Physical Education	Grade Level:	5th	Unit Title:	Soccer
Unit Summary: Students will have the basic understanding of the field areas and player positions used in different formations. Students will build on previous grade levels and learn basic rules of play, as well as different positions and the skills necessary to play them.					
Primary Interdisciplinary Connections: ELA <u>21st Century Themes</u> ✕ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ✕ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Students need a basic background to understand the game of soccer. Students need fundamental motor skills to enhance movement.				
Career Readiness:	9.4 Life Literacies and Key Skills.				

Learning Targets

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.



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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:	9.4 CT 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 affect personal health.
2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for enjoyment individually or with others.



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2.2.5 LF. 3	Proactively engage in movement and physical activity for enjoyment individually or with others.
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: - What 3 things constitute a good pass? - How are the offensive and defensive strategies	
Unit Enduring Understandings: - Responsible personal and social behavior enhances enjoyment of physical activity - The development of (motor and manipulative) skill competency is needed in order to participate in sporting activities.	
Unit Learning Targets: Students will.... Demonstrate the dribble/pass to avoid defender; Identification of field areas and player positioning; Explain basic O/D strategy; Use basic terminology to show knowledge of rules; The development of (motor and manipulative) skill competency is needed in order to participate in sporting activities; Explain how sportsmanship and teamwork increases effectiveness of activity.	

Evidence of Learning

Summative Assessment:	Skill rubric assessment on dribble and pass to moving target Written assessment on field positioning/areas and rules Students written responses on how sportsmanship and teamwork increase the effectiveness of games.
Equipment Needed:	Cones, soccer balls, goals, field marked, pinnies, posters of field position an areas of field
Teacher Resources:	Curriculum
Formative Assessments: Weekly Proficiencies	

Lesson Plans

Lesson	Time Frame
Lesson 1 Dribble and pass to moving partner	1 Class Period
Lesson 2 Field area and player positioning	1 Class Period
Lesson 3 Offensive and defensive responsibility of players	1 Class Period



Springfield Public Schools

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

Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Dribble and pass to moving partner 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:

Equipment Needed: Cones/soccer balls

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - will demonstrate ability to dribble and pass to moving partner - will communicate with partner to avoid defender	Lesson Sequence - Warmup and stretch - Stationary pass and trap with partner stressing using the whole foot and control, weight of pass depends on distance needed. Students increase and decrease distance to challenge and allow to feel comfortable - Without the ball students will use a pretend dribble to pass to the moving partner, go over movement into open space and how to lead the partner by showing where you want the ball with the hand. - With the ball pass and trap to the moving partner, call for the ball and show the hand position by changing direction. Add a third partner and students pass and trap using monkeys in the middle activity.	- Students will be able to explain/ demonstrate how to dribble and pass to moving partner - Students will explain how to communicate with partner verbally and non-verbally to avoid partner
Differentiation: Vary distances for activity		
Resources Provided: Soccer Balls		

Lesson Plan 2 Template



Springfield Public Schools

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

Content Area:	Physical Education	Lesson Title:	Field area and player positioning	Time Frame:	1 Class Period
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Lesson Components

21st Century Themes

✕ Global Awareness □ Financial, Economic, Business and Entrepreneurial Literacy
□ Civic Literacy ✕ Health Literacy

21st Century Skills

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

Interdisciplinary Connections: ELA

Integration of Technology: projector and laptop for field areas

Equipment Needed: laptop, projector, marked field, position and field sheet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - laptop, projector, marked field, position and field sheet - Will identify player positions using 4-3-3 player formation	Lesson Sequence - Warmup - Using laptop and projector go through tutorial of field areas - Use gym area call out field area and students move to named area - Using laptop and projector go through tutorial of player positions using 4-4-3 formation - Use gym are call out player position and students move to player position named - Mini soccer games of 3 vs. 3 stopping and naming field areas and player positions - Closure and homework hand out field sheets and player positions diagrams. Sheet has a word bank of positions and areas. Students fill in missing areas and positions	HW on field area and player positions

Differentiation: Different size soccer balls

Resources Provided: Soccer Balls



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

Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Offensive and Defensive responsibilities of players 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: Music

Equipment Needed: handouts and posters

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Will identify both offensive and defensive responsibilities of players using 4-3-3 formation - Identify when players can change responsibilities	Lesson Sequence - Warmup - Using poster with colored responsibility areas go over with class - Class moves to position when called and explain responsibilities - Fullbacks main role defense support midfield players - Midfield players support backs and forwards have both offensive and defensive responsibilities - Forwards assist midfield main role is offensive - Homework sheets with students labelling main responsibilities of players	Students will record primary responsibilities of players on questioning paper

Differentiation: Different Size Soccer Balls

Resources Provided: Soccer Balls, Cones, Pinnies



Springfield Public Schools

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

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:** 5th **Unit Title:** Soccer

Created by: Steve Griffiths/
Lyndsey 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:



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GLOBAL SKILLS**

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



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

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Accommodations and Modifications for ESL Students

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

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

Mission Statement

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

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

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

Goals:

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

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

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

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

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

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

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

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

Gifted and Talented Teacher as a Resource

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

Elementary Schools

James Caldwell
Thelma L. Sandmeier

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

Enrichment Experience Grade 3

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

Targeted Gifted and Talented Programing Grades 4-5

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

Strategies and Practices that Support Gifted and Talented Students

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

Schoolwide Virtual Enrichment

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

Gifted and Talented Teacher as a Resource

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

Additional Enrichment Opportunities

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

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

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

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

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

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

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

Gifted and Talented Identification Criteria

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

Multiple Measures of Eligibility

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

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

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

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

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

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

Procedures

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

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

NJDOE Fast Facts

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

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

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

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

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

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

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

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

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

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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.