



Springfield Public Schools
Springfield, New Jersey 07081

Physical Education
Grade 6

Curriculum Guide

2022

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

Springfield Board of Education
Approved July 25, 2022



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

Springfield Public Schools Springfield, New Jersey

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

Curriculum Developed By:

Timothy Kielty - Principal

Lance Jacobs - Supervisor

Michelle D'Amore - Teacher

*Springfield Board of Education
PO Box 210
Springfield, New Jersey 07081*

"Cultivating compassionate and extraordinary learners"

Rachel Goldberg
Superintendent of Schools
(973) 376-1025

Michelle Calas
School Business Administrator/
Board Secretary
(973) 376-1025

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

Curriculum Adoption

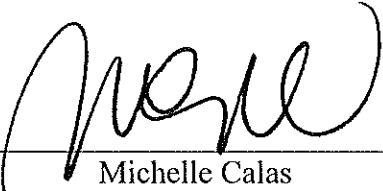
To adopt the following curriculum and courses for the 2022-2023 school year:

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

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

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

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit Overview Template

Content Area: Physical Education **Grade Level:** 6 **Unit Title:** Fitness

Unit Summary: Students will understand the importance of being physically fit. Students will understand the components of physical fitness. life fitness, the importance of a well rounded fitness plan and how to meet goals through lifelong fitness.

Primary Interdisciplinary Connections: Anatomy & Wellness

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

Unit Rationale: Promotes a healthy lifestyle and teaches the importance of focusing on the 5 areas of fitness. (cardiovascular health, muscle strength, muscle endurance, flexibility, and body composition.

Learning Targets

Standards:

2.2 Physical Wellness

8.1 Computer Science

9.4 Career Readiness

Content Statement:

Physical Fitness: 2.2.8 PF- A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).

Lifelong Fitness:

Impacts of Computing: 2.2.8 LF- Effective Fitness principles combined with mental and emotional endurance over time will enhance



Creativity and Innovation:

performance and wellness. Replaces content statement below.

Community resources can provide participation in physical activity for self and family members.

8.1.8. IC - Advancements in computing technology can change individuals' behaviors.

9.4.8. CI- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

CPI#:	Cumulative Progress Indicator (CPI):	
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.	
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.	
2.2.8.PF.3	Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).	
2.2.8. PF.4	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.	
2.2.8.LF.1	Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.	
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.	



2.2.8.LF.6	Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.		
2.2.8.LF.7	Evaluate personal attributes as they relate to career options in physical activity and health professions.		
	8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect an individual’s everyday activities and career options.	
	9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.	
Unit Essential Questions: • What is the importance of being physically fit? • Why is it important to focus on all five components of fitness? • What are the benefits of exercising with a partner or a group? • Why is it important to start off easy and gradually increase frequency, intensity, and time?			
Unit Enduring Understandings: • Focus on all 5 areas of fitness to help maintain a healthy life. • Being physically fit will help one lead a healthier life and help prevent injury and illness. • Developing the skills necessary to follow a wellness routine. • Developing an interest in lifetime wellness.			
Unit Learning Targets: Students will.... Increase upper body strength, aerobic capacity, abdominal strength, speed, and flexibility. Learn to set fitness goals and work towards achieving them. Learn how to gradually increase intensity, frequency, and time properly in order to avoid injury or exhaustion. Learn how technology can be utilized to achieve fitness goals. Learn how fitness can assist in achieving career goals.			



Evidence of Learning

Summative Assessment: Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.

Written Test = 10%

Skills Test = 10%

Equipment Needed: Various fitness equipment (resistance bands, jump ropes, dumbbells, mats, hoops, balance pads, discs, exercise balls, batons, agility ladders, cones, timers, medicine balls, fitness dice, fitness poly spots, exercise posters, etc)

Teacher Resources: Fitness manuals for individual pieces of equipment.
Technology- fitbit, heart rate monitors, computer programs.

Formative Assessments:

- Performance feedback
- Pre and Post test score comparison



Lesson Plans

Lesson	Time Frame
Lesson 1 2 by 2 Fitness Worksheet	1 Period
Lesson 2 Fitness Stations	1 Period
Lesson 3 iMovie Workout	1 Period

Teacher Notes:

Save pre test scores for post test comparisons.

Curriculum Development Resources/Technology Resources:

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

www.pecentral.com



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: 2 by 2 Fitness Worksheet Time Frame: 1 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: Anatomy & Wellness

Integration of Technology: fitbit

Equipment Needed: worksheets, pencils, dumbbells, jump ropes, resistance bands, mats, timers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Participate in aerobic fitness, muscular strength/endurance, and flexibility improving activities. - Demonstrate cooperation, teamwork, peer support, and good sportsmanship while working together as a team to complete a task.	Lesson Sequence - Students will perform their warm-up. - Teacher will explain the activity of two by two fitness. - The teacher will provide each student with a copy of the following two by two fitness worksheet. Listed on the handout are 15 different tasks. While teaming with a new partner for each task each student is to attempt to complete the entire sheet of fitness activities. Each time a task is completed, the two partners should sign each other's sheet. After the completion of one task the students should find someone new	Daily proficiencies



	to do a different task with. 4. Things to look for: Was proper form being used? Did the students cooperate and help each other? 5. Students will change back at the end of class.	
Differentiation: Modify exercises as needed on an individual basis. Allow students to partner up more than once if there are not enough students.		
Resources Provided: • Two by Two Fitness worksheet • pencils		



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Fitness Stations Time Frame: 1 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: Anatomy & Wellness

Integration of Technology: Timers for heart rate, heart rate monitor.

Equipment Needed: Timers, mats, fitness dice, exercise balls, jump ropes, agility ladder

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.	Lesson Sequence - Students will come to class, change, and sit in their squads. - Students will do their warm-up. - Discuss the FITT principle and the importance of following over the unit. Frequency, Intensity, Type, and Time and how they apply to student workouts. - I will talk about what we are doing for the day then go through all of the fitness stations. - Students will take their heart rate. - I will then pair students up into groups and designate them to a starting station.	Daily proficiencies



7. Each student will spend 2-3 minutes at each fitness station. After each station, students will run around the gymnasium for 1-2 minutes and then move onto the next station.
8. Stations will be: agility ladder, planks, hurdles, squats, abdominal exercises, fitness dice, jump rope.
9. Before the period ends, students will stop what they are performing and take their heart rate again.
10. Closure: What was the difference between our resting heart rate and post activity heart rate?
11. Were you able to complete all of the stations successfully?

Differentiation:

Modify exercises based on ability/conditioning/strength.

Offer various resistances and weights.

Allow students to speed walk instead of run in between stations.

Resources Provided:

- Fitness posters with demonstrations/manuals
- Signs/pictures at each station



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: iMovie Workout Time Frame: 1 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: Anatomy & Wellness

Integration of Technology: laptops, iMovie

Equipment Needed: Various fitness equipment, mats, laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.	Lesson Sequence - Students will come to class, change, and sit in their squads. - Students will work in small groups to create a fitness video. Students can choose 5 different exercises that they will research proper technique for and create a video. The students will demonstrate the exercise, discuss proper form and what not to do, the muscle group(s) that the exercise targets, and how many sets/reps should be done. Students should work to target different parts of the body and create a sequence that	Daily proficiencies



	can be done in one workout. 3. Hand out rubric for grading and go over with class. 4. Students may use any type of fitness moves, with or without weights, yoga, pilates, etc. 5. Students will record the 5 exercises into a video that the class will then perform when presented.	
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Differentiation:

Mixed ability grouping to help any students who may have difficulty on their own.

Resources Provided:

Rubric

Students can use the internet to search for exercises and other information.



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 connections 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 the 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: 6	Unit Title: Fitness
Created: Michelle D'Amore	Board Approved on:	



Unit Overview Template

Content Area: Physical Education **Grade Level:** 6 **Unit Title:** Project Adventure

Unit Summary: The Project Adventure unit will provide examples and experiences of activities to enhance student understanding of self-esteem, problem solving, compassion, respect for differences, working cooperatively.

Primary Interdisciplinary Connections: Character Education

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 project adventure unit is designed for students to demonstrate competency in many movement forms. Students will demonstrate movement concepts and principles in order to exhibit a physically active lifestyle. The adventure curriculum will allow students to demonstrate an understanding and respect for differences among people in physically active settings and provide opportunities for enjoyment, challenge, self-expression, social interaction, problem solving and working together.

Learning Targets

Standards: 2.1 Personal and Mental Health
 2.2 Physical Wellness
 2.3 Safety
 8.1 Computer Science
 9.4 Career Readiness

Content Statement:

Personal Growth and Development	2.1.8.PGD -Responsible actions regarding behavior can impact the development and health of oneself and others.
Emotional Health	2.1.8.EH- Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.
Movement Skills and Concepts	2.2.8 MSC- Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.
Physical Fitness	2.2.8 PF- A variety of effective fitness principles applied consistently over time, impact personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).
Lifelong Fitness	2.2.8. LF- Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.



Personal Safety	2.3.8.PS- Awareness of potential risk factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.
Impacts of Computing	8.1.8.CI- Advancements in computing technology can change individuals' behaviors.
Creativity and Innovation:	9.4.8. CI- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
CPI#:	Cumulative Progress Indicator:
2.1.8.PDG.4	Analyze the relationship between healthy behaviors and personal health.
2.1.8.EH.1	Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.3.8.PS.1	Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety,
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.



Unit Essential Questions:

- Why is it important to respect others' feelings and choices?
- What are some problem-solving techniques used in adventure activities?
- How can you be a positive influence on someone's self-esteem?
- How does working together benefit members of the group?

Unit Enduring Understandings:

- Respect for differences.
- Problem solving techniques.
- Using compassion to build self-esteem.
- Working together to solve problems.

Unit Learning Targets:

Students will....

Demonstrate an understanding of movement concepts and the use of motor skills.

Demonstrate responsible personal and social behavior.

Demonstrate the ability to use effective interpersonal skills.

Demonstrate the ability to use decision-making skills of appropriate goal setting, risk taking, and problem solving.

Understanding that challenge, enjoyment, creativity, self-expression, and social interaction are important, life-enhancing experiences and are found in adventure activities.

Demonstrate an understanding of and respect for differences.



Evidence of Learning

Summative Assessment: Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.

Written Test = 10%

Skills Test = 10%

Equipment Needed: Middle School Project Adventure Pack

Teacher Resources: Panicucci, J., Hunt, L. F., Kohut, A., Rheingold, A., & Stratton, N. (2002). *Adventure curriculum for physical education: Middle school*. Beverly, MA: Project Adventure.

Formative Assessments:

- Class discussion
- Question and answer period
- Closure reflections on Quia
- Full-Value Contract Exit Questions
- Self-Assessment



Lesson Plans

Lesson	Time Frame
Lesson 1 Working together as a new group, learning group members' names- Chicken Baseball	1 Period
Lesson 2 Learning that rules are needed for a group to function successfully- Pairs Tag	1 Period
Lesson 3 Experiencing the five components of a full value contract -Fill the Basket	1 Period

Teacher Notes:

Enforce Full-Value Contract during all lessons.

Curriculum Development Resources/Technology Resources:

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

www.project-adventure.org

Adventure Curriculum for Physical Education, Middle School Edition

Panicucci, J., Hunt, L. F., Kohut, A., Rheingold, A., & Stratton, N. (2002). *Adventure curriculum for physical education: Middle school*. Beverly, MA: Project Adventure.



Lesson Plan 1 Template

Content Area:	Physical Education	Lesson Title:	Working together as a new group, learning group members' names- Chicken Baseball	Time Frame:	1 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: Character Education, Wellness

Integration of Technology: N/A

Equipment Needed: Rubber Chicken or other similar object

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Demonstrate positive working relationships with each other. - Work together as a new group.	Lesson Sequence - Students will come to class change, and attendance will be taken. - Today we will be playing a cooperative game called Chicken Baseball. - The class will be broken into two teams and just like regular baseball one team will be in the field and the other at bat. - The "batting" team will be given a chicken. The batter may throw the chicken anywhere they like in the field. Once the chicken is thrown, the entire batting team must form one line/unit and the batter must run	- Daily proficiencies - Did each team create strategies that helped them be more successful? - Did it help that you knew everyone else's name? - Was this activity difficult? How?



	around their team. Every lap around the team is equivalent to a run. 5. The fielding team must field the chicken, and then come together and form one single file line. Then starting with the first person, the chicken must be passed down the line going over a student's head then through a student's leg. Once the chicken has made it to the last fielder then the batter/runner stops running. 6. Once a team either has everyone bat or three outs happen, we change sides. 7. Before the period ends we will come together to discuss the activity	
Differentiation: Mixed ability grouping so that all students can succeed, no matter how big of a role they play. Change the size of the playing area. Guide students to figure out how to make the team closer together so they can run more laps in the allotted time. (If necessary)		
Resources Provided: Full Value Contract hung on the wall for students to see and be reminded		



Lesson Plan 2 Template

Content Area: Physical Education	Lesson Title: Learning that rules are needed for a group to function successfully- Pairs Tag	Time Frame: 1 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: Character Education

Integration of Technology: N/A

Equipment Needed: Cones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Understand the importance of having a group Full Value Contract	Lesson Sequence - Students will come to class and do their warm-up. - Have everyone pick a partner, or use a pairs activity to help students find a partner. - The first round of this game there are no physical boundaries set. Ask each pair to pick a song or tune they both know and will use in the game. Go around and ask each pair to demonstrate it's song. Explain that they will be playing tag with just their partners.	- Daily proficiencies - Which way of playing-- with or without boundaries-- was more fun? - Why was the one you chose more fun? - What was it that made this version of the game work so well? - How do rules and boundaries help us accomplish things more effectively?



4. Ask each pair to choose a player that is IT. The player that is IT chases their own partner with a fast walk (no running). When a player who is IT tags their partner, the one who was tagged must spin around while singing or humming the song. This player becomes IT and must chase the partner.
5. At the end of the first round, have a brief discussion about the play. Questions might be:
What worked about this game? What didn't work?
Did some people go really far away so that their partners didn't have a chance to tag them?
What would make this a better game, one where everyone has a chance to tag his or her partner?
6. For the second round, establish boundaries for the group. Start with boundaries as large as half of a basketball court. During the play, no one is to step outside these boundary lines. If someone does, the person automatically becomes IT. In subsequent rounds, you can shrink these boundaries, making the game more and more challenging.

Differentiation:

Pair students with similar abilities together.



Make tighter boundaries.

Resources Provided:

- Full Value Contract hung on the wall for students to see and be reminded



Lesson Plan 3 Template

Content Area: Physical Education	Lesson Title: Experiencing the five components of a full value contract -Fill the Basket	Time Frame: 1 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: Character Education

Integration of Technology: N/A

Equipment Needed: Fill the Basket equipment pack (buckets, balls)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn strategies for personal goal setting. - Understand and recognize actual behaviors that are consistent with the full value contract.	Lesson Sequence - Setup: Place a bucket in the center of a designated play area, the equivalent of half or all of a gym. Use lines on the gymnasium floor, rope or cones to mark boundaries for the throwers. Have players stand outside the boundaries. Place the balls, also outside the boundaries, in front of the players. Place a bucket in the center. - Framing: "In this activity we need to set realistic goals so that we can monitor our progress. - Explain that the object of this game is to have the group get as many balls as possible into	- Daily proficiencies - Ask the group for specific examples of how the Full Value Contract component being addressed was a part of the game. - Ask, "Who can explain, from this game or from your own experience, how 'Setting Goals' is important for our Full Value Contract?"



- the bucket in a two-minute time period.
4. There are two types of players: the throwers and the retrievers. Ask the class to decide how many throwers and how many retrievers they will have for each round. Throwers must remain behind the established boundaries.
 5. The retrievers may stand wherever they wish, but they may not "help" the balls into the bucket in any way. Their job is simply to retrieve missed shots and run the balls back to the throwers. They may not throw or roll the balls back; they must be delivered hand to hand.
 6. Throwers may attempt to throw the balls directly into the bucket, or to bounce them, depending on the ball being used.
 7. Players may not trade positions during a round. Retrievers must remain retrievers, and throwers must remain throwers, for the round.
 8. At the end of the first round, allow players to make adjustments to their positions, and discuss changing their tactics.
 9. Note the number of balls in the basket, and challenge the group to set a STAR goal for Round 2.
 10. Continue with rounds until the goal is achieved or time runs out. If it seems that the group has set an unrealistic



goal, ask if they would like to reconsider their goal and set a new one. If the team has set a goal that is too easy, ask them how this fits into the concept of working in their "stretch" zones. A Relevant Goal is one that will stretch them relative to their last attempt.

Differentiation:

Adjust the goals that each group has set to fit abilities.
Allow students to step on the rope or inside without penalty.

Resources Provided:

- Full Value Contract hung on the wall for students to see and be reminded.



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 connections 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 the 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: 6	Unit Title: Project Adventure
Created: Michelle D'Amore	Board Approved on:	



Unit Overview Template

Content Area: Physical Education **Grade Level:** 6 **Unit Title:** Lacrosse

Unit Summary: Students will demonstrate cognitive and physical lacrosse skills in order to participate in a lacrosse activity. Students will learn skills, fitness, offense/defense strategies, rules, regulations required for leisure and competitive lacrosse activity.

Primary Interdisciplinary Connections: Anatomy & Wellness

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

Unit Rationale: Promotes an awareness of the physical, psychological, cognitive aspects associated with lacrosse to expose students to lifelong activities that lead to a healthy and active lifestyle.

Learning Targets

Standards: 2.1 - Personal and Mental Health
2.2- Physical Wellness
8.1 Computer Science
9.4 Career Readiness

Content Statements:

Personal Growth and Development	2.1.8.PGD- Individual actions, genetics, and family history can play a role in an individual's personal health.
Movement Skills and Concepts	2.2.8.MSC- Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).
Physical Fitness	2.2.8.PF- A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).
Lifelong Fitness	2.2.8.LF- Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
Impacts of Computing:	8.1.8.CI- Advancements in computing technology can change individuals' behaviors.
Creativity and Innovation:	9.4.8. CI- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.



CPI#:	Cumulative Progress Indicator (CPI):
2.1.8.PGD.1	Explain how appropriate health care can promote personal health.
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.5	Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
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 cradle, shoot and pass a ball properly. 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. Fitness benefits to one's overall health participating in physical activity.	



Evidence of Learning

Summative Assessment: Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.

Written Test = 10%

Skills Test = 10%

Equipment Needed: Lacrosse sticks, balls, goals, poly spots, cones, worksheets, scoresheets, pencils, timers

Teacher Resources: NFHS lacrosse rule book, lacrosse study guide

Formative Assessments:

- Daily observation
- Worksheets



Lesson Plans

Lesson	Time Frame
Lesson 1 Sideline Lacrosse	1 Period
Lesson 2 Lacrosse Baseball	1 Period
Lesson 3 Lacrosse Bowling	1 Period

Teacher Notes:

Use different games to focus on each skill of Lacrosse (shooting, passing, cradling, guarding, etc.) Stress the importance of being a part of a team and working together to achieve a goal. Teach the importance of offense vs. defense and the importance of playing your position to help the team be successful.

Curriculum Development Resources/Technology Resources:

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

www.pecentral.com



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Sideline Lacrosse Time Frame: 1 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: Anatomy & Wellness

Integration of Technology: N/A

Equipment Needed: Lacrosse Sticks, balls, goals

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Use self-evaluation and external feedback to detect and correct errors in one's movement performance.	Lesson Sequence - Students will warm-up by throwing and catching with a partner. - Students will be broken up into two groups and will sit on a determined sideline. - Each student will be given a number. - When their number is called, they will run to the center, retrieve the colored stick that matches their team, scoop the ball and run to the goal to score. The first player to score wins a point for their team. - Students will return the equipment and change back.	Daily proficiencies
Differentiation:		



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Pair students of similar abilities

Call more than one number at a time so that they can play 2 on 2 for peer assistance

Resources Provided:

Lacrosse study guide



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Lacrosse Baseball Time Frame: 1 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: Anatomy & Wellness

Integration of Technology: N/A

Equipment Needed: Lacrosse sticks, balls, bases

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.	Lesson Sequence - Students will be split into two teams. A fielding and a batting team. - The teacher will pitch the ball, students will catch the ball and then throw it somewhere in the field "gym." - If a student does not catch the ball, it counts as a strike. - Students in the field will try to catch the batted ball. If they catch it, it's out. If not they will field the ball, and throw it to the proper base to try to get the player out. - After three outs, the teams will switch sides.	Daily proficiencies



- | | | |
|--|--|--|
| | 6. Students will return equipment at the bell and change back. | |
|--|--|--|

Differentiation:

Mixed ability grouping
Shorten the distance between the bases if necessary
Change the distance or speed of the pitch

Resources Provided:

Lacrosse study guide



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Lacrosse Bowling Time Frame: 1 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: Anatomy & Wellness

Integration of Technology: N/A

Equipment Needed: Lacrosse sticks, balls, bowling pins, scoresheets, pencils

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games)	Lesson Sequence - Students will be put into teams of 3. - Each student will assume a specific role and will rotate through the roles. - One student will keep score, one will roll the ball to the bowler and fix the pins, and one student will "bowl." - Students will have two turns each, like in regular bowling to knock down the pins. - After their turn, the student should write down their total points for the turn, which will be totaled at the end of the period. - Students will switch roles after each turn.	Daily proficiencies



- | | | |
|--|--|--|
| | 7. Students will return equipment and change back. | |
|--|--|--|

Differentiation:

Change the distance from the player to the pins.
Allow more turns if necessary.

Resources Provided:

Scoresheets
Lacrosse study guide



Lesson Reflection

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

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connections 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 the 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: 6	Unit Title: Lacrosse
Created: Michelle D'Amore	Board Approved on:	



Unit Overview Template

Content Area: Physical Education **Grade Level:** 6 **Unit Title:** Basketball

Unit Summary: Students will demonstrate cognitive and physical basketball skills in order to participate in a basketball activity. Students will learn skills, fitness, offense/defense strategies, rules, regulations required for leisure and competitive basketball activity.

Primary Interdisciplinary Connections: Anatomy & Wellness

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

Unit Rationale: Promotes an awareness of the physical, psychological, cognitive aspects associated with basketball to expose students to lifelong activities that lead to a healthy and active lifestyle.

Learning Targets

Standards:

- 2.1 - Personal and Mental Health
- 2.2- Physical Wellness
- 8.1 Computer Science
- 9.4 Career Readiness

Content Statement:

Personal Growth and Development: 2.1.8.PGD- Individual actions, genetics, and family history can play a role in an individual's personal health.

Movement Skills and Concepts: 2.2.8.MSC- Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).

Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

Physical Fitness 2.2.8.PF- A variety of effective fitness principles applied consistently over time, enhancing personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).



Lifelong Fitness Impacts of Computing: Creativity and Innovation:	2.2.8.LF- Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness. 8.1.8.CI- Advancements in computing technology can change individuals' behaviors. 9.4.8. CI- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	
CPI#:	Cumulative Progress Indicator (CPI):	
2.1.8.PGD.1	Explain how appropriate health care can promote personal health.	
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).	
2.2.8.MSC.2 2.2.8.MSC.5 2.2.8.MSC.6 2.2.8.MSC.7	Demonstrate control of motion in the relationship between force, flow, time, and space in interactive dynamic environments. Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.	
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.	
2.2.8.PF.5	Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic	



	steroids, physical activity, and lifestyle behaviors impact personal fitness and health.	
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.	
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.	
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.	
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 and being a successful team player? - How do you demonstrate good sportsmanship?		
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.		

Evidence of Learning



Summative Assessment: Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.

Written Test = 10%

Skills Test = 10%

Equipment Needed: Basketballs, poly spots, pinnies, timers, cones, scoreboards, court/hoops

Teacher Resources: NFHS basketball rule book

Formative Assessments:

- Daily proficiencies
- Skills assessment
- Daily observation and feedback



Lesson Plans

Lesson	Time Frame
Lesson 1 Knockout	1 period
Lesson 2 Around the World	1 period
Lesson 3 Horse	1 period

Teacher Notes:

Use different games to focus on each skill of basketball (shooting, rebounding, passing, dribbling, guarding, etc.) Stress the importance of being a part of a team and working together to achieve a goal. Begin to teach the importance of offense vs. defense and the importance of playing your position to help the team be successful. Work on building up to full games on a full court by the end of unit.

Curriculum Development Resources/Technology Resources:

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

www.pecentral.com



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Knockout Time Frame: 1 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: Wellness & Anatomy

Integration of Technology: N/A

Equipment Needed: Basketballs, baskets

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities	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.	Daily proficiencies



Differentiation:

Change the amount of players in a line, shorter lines=more shooting.
Group students by level for more equal challenges.

Resources Provided:

Basketball study guide



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Around the World Time Frame: 1 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: Anatomy & Wellness

Integration of Technology: N/A

Equipment Needed: Basketballs, baskets, poly spots

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Use self-evaluation and external feedback to detect and correct errors in one's movement performance.	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 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	Daily proficiencies



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.

Differentiation:

Spots can be adjusted to change the level of difficulty.
Students can be grouped by ability levels and spots can be different at each basket.

Resources Provided:

Around the world rules sheet
Basketball study guide



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Horse Time Frame: 1 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: Anatomy & Wellness

Integration of Technology: Laptops, OnCourse Classroom

Equipment Needed: Basketball, basket

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explains concepts of force and motion and demonstrates control while modifying force, flow, time, space, and relationships in interactive dynamic environments.	Lesson Sequence - Establish the rules beforehand and stick to them as Horse has many variations on the base game. - Create an order for the players either alphabetically or by shooting for the order of play. - Call the shot. Verbally call out what shot you are going to take before taking the shot; unless you are not going to use any props or make any special moves. - Shoot the first shot within the established rules. Once your shot is made, the next player has	Daily proficiencies



to make the same shot or they are assigned the letter H.

5. Shoot the next shot. If the second player makes the same exact shot as you, then it falls to the next player and so on until you are up to shoot again. At that point you, as the original shooter, take another shot.
6. Shuffle the order. If you're shooting first and miss, then you proceed to the back and the player next in line becomes the leader and gets to decide on the shot taken. If that person misses, then control proceeds down the line until it returns back to you.
7. Assign the letters. As each shooter misses he earns the next letter in the word Horse. When you reach H-O-R-S-E, you're out.
8. At the end of class, students will take out their laptops and log online to fill out a self check worksheet on their mechanics and skill so far. Students will grade themselves and note where they need additional help.

Differentiation:

Group students by ability.

Teacher can set physical limits, for example, eliminating the dunk because not all players can complete that maneuver.



Resources Provided:

Rules for Horse sheet
Basketball study guide



Lesson Reflection

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

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connections 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 the 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: 6	Unit Title: Basketball
Created: Michelle D'Amore	Board Approved on:	



Unit Overview Template

Content Area: Physical Education **Grade Level:** 6 **Unit Title:** Archery

Unit Summary: Students will learn the skills, equipment, safety and terminology associated with archery. Students will demonstrate the skills, safety and procedures to use and shoot a bow and arrow properly.

Primary Interdisciplinary Connections: Anatomy & Wellness

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

Unit Rationale: Promotes a better appreciation for Archery and helps students find a lifelong activity to lead healthy and active lives.

Learning Targets

Standards:

2.2- Physical Wellness
8.1 Computer Science
9.4 Career Readiness

Content Statements:

Movement Skills and Concepts: 2.2.8.MSC- Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).

Feedback from others and self-assessment impacts performance of movement skills and concepts.

Physical Fitness: 2.2.8.PF- A variety of effective fitness principles applied consistently over time, enhancing personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).

Lifelong Fitness: 2.2.8.LF- Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

Impacts of Computing:



Creativity and Innovation:

8.1.8.DA- The purpose of cleaning data is to remove errors and make it easier for computers to process

9.4.8. CI- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

CPI#:	Cumulative Progress Indicator (CPI):
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, ance, recreational activities).
2.2.8.MSC2	Demonstrate control of motion in the relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
8.1.8.DA.4	Transform data to remove errors and improve the accuracy of the data for analysis.
9.4.8. CI.3	Examine challenges that may exist in the adoption of new ideas

Unit Essential Questions:

- What skills/steps are necessary to safely and successfully shoot an arrow?
- What are the 7 steps to shooting?
- What are the proper safety precautions that need to take place in order to be successful in archery?
- What is the resistance I need in order to be able to shoot the arrow?
- What are the cues for each of skills in archery?
- What are the benefits of doing archery for a lifetime?

Unit Enduring Understandings:

- Students will be able to understand that fundamental skills, terminology, and safety protocols are all important to successfully participate in an archery unit.



- Utilizing sport specific skills that have been taught will increase a student's confidence in participating in archery.

Unit Learning Targets:

Students will....

Correctly identify the rules and regulations of archery

Identify the dimensions of the target and the proper scoring

Identify the 7 steps of shooting

Identify the cues used in archery



Evidence of Learning

Summative Assessment: Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.

Written Test = 10%

Skills Test = 10%

Equipment Needed: Archery targets, bows, arrows, quivers, spot markers, scoresheets

Teacher Resources: <https://www.naspschools.org/>

Study guide

Worksheets

Formative Assessments:

- Daily observation
- Worksheets
- Peer assessment



Lesson Plans

Lesson	Time Frame
Lesson 1 Intro to Archery/Rules	1 Period
Lesson 2 7 Steps of Shooting	1 Period
Lesson 3 Keeping Score	1 Period
Teacher Notes: It is important that the students understand all safety procedures and commands before beginning the archery unit.	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> NASP handbook	



Lesson Plan 1 Template

Content Area: Physical Education	Lesson Title: Intro to Archery/Rules	Time Frame: 1 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: Anatomy & Wellness, Mathematics

Integration of Technology: Video analysis of shooters form.

Equipment Needed: Archery targets, bows, arrows, quivers, spot markers/floor tape, score sheets

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. - Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.	Lesson Sequence - Students will come to class and do their warm-up. - Attendance will be taken. - The teacher will go over the rules and safety concerns for archery and the gymnasium. - Teachers will tell students which line to stay behind at all times unless called to shoot, which line to shoot from and when they are allowed to advance from that line. - Students will be told that all students shooting will be on the orange line while ANY student not currently shooting will be behind the blue half court	Daily proficiencies



	line at ALL times. ALL arrows being shot or nocked MUST face the target at ALL times. This is very important for everyone's safety. 6. Students will receive 7 steps to shooting/whistle command/scoring handouts. 7. Go over whistle commands. 8. Students will pair up and perform an eye dominance test. Have students make a triangle with their hands, look at partners' nose, bring hands to face and determine which is their dominant eye. 9. Introduce the 7 steps: Stance, Nock, Draw, Anchor, Aim, Release, Follow Through. 10. Explain that NO student may retrieve arrows until ALL bows are down and placed on the bow stands. Then students may cross the orange line. 11. Teacher will demonstrate how to properly shoot an arrow following steps. 12. While collecting my arrows go over scoring. 13. Q&A with students on scoring and whistle commands. 14. Students will change back at the end of class.	
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Differentiation:

Modify bow size, resistance or distance to target if needed.

Resources Provided:



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- Steps of Shooting handout
- Whistle Commands handout



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: 7 Steps of Shooting Time Frame: 1 period
 Peer Assessment

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Anatomy & Wellness

Integration of Technology: Laptops

Equipment Needed: Bows, arrows, target, quiver, floor tape, arm guards, score sheets, laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Use self-evaluation and external feedback to detect and correct errors in one's movement performance.	Lesson Sequence - Students will come to class and attendance will be taken. - Students will then perform their warm-up. - Students will then sit behind the blue line in 6 lines. - Once students are in their 6 lines I will hand out a pencil to each group and a Peer Assessment worksheet to each student. - Each student will be responsible for assessing the student in front of them. While the first student in line shoots, student number 2 will score student 1 on the 7	Daily proficiencies



	steps of shooting. Student 2 will leave any necessary comments for improvement. 6. After their turn, each student will sit in the back of the line. Student number 2 will now come up to the shooting line and student number 3 will score them. This pattern continues until all students have had a turn and have been scored by their peers. 7. While students are sitting in line, they will go over their comments with the student they assessed. 8. Before the period ends I will collect all the worksheets. 9. Students will then take out their laptops and open to the online assessment for the exit quiz. Students will complete the quiz prior to leaving to change.	
Differentiation: Modify bow size, resistance or distance to target if needed.		
Resources Provided: 7 steps of shooting handout Peer assessment sheets Online exit quiz		



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Keeping Score Time Frame: 1 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: Anatomy & Wellness, Mathematics

Integration of Technology: Laptops, online worksheets

Equipment Needed: Archery targets, bows, arrows, quivers, spot markers/floor tape, scoresheets, laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.	Lesson Sequence - Students will come to class and do their warm-up. - Attendance will be taken. - The teacher will revisit the rules by questioning the students to make sure they comprehend the importance of following them. - Go over scoring with students. Outermost ring is worth 1 point and each ring is worth one more point as you move inwards with the final yellow circle being worth 10 points. - Line breakers are arrows that land on a line between two rings, they	Daily proficiencies



	are worth the higher value. 6. The petticoat, outer white area, is worth 0 points. 7. Students will keep score as they shoot today. 8. While students are waiting their turn, they will work on the digital archery packet that includes sample targets for the students to calculate the total scores, archery vocabulary, steps to shooting Q&A. 9. Students will submit their packets upon completion. 10. Students will change back at the end of class.	
Differentiation: Modify bow size, resistance or distance to target if needed.		
Resources Provided: Online archery worksheets packet Learning to keep score worksheet		



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 connections 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 the 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: 6	Unit Title: Archery
Created: Michelle D'Amore	Board Approved on:	



Unit Overview Template

Content Area: Physical Education **Grade Level:** 6 **Unit Title:** Badminton

Unit Summary: Students will learn rules, regulations and skills necessary to play badminton. Students will demonstrate correct form when executing a serve, backhand, and forehand shot. Students will demonstrate the ability to work cooperatively with a partner. Students will learn the physical benefits of participating in badminton activities to enhance fitness.

Primary Interdisciplinary Connections: Anatomy & Wellness

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

Unit Rationale Promotes an appreciation for badminton and helps students find a lifelong activity to lead healthy and active lives.

Learning Targets

Standards: 2.2 Physical Wellness
9.4 Career Readiness

Content

Statements:

Movement Skills and Concepts	2.2.8 MSC- Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). 2.2.8 MSC- Feedback from others and self-assessment impacts performance of movement skills and concepts. 2.2.8 MSC- Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.
Physical Fitness	2.2.8 PF- A variety of effective fitness principles applied consistently over time, enhancing personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).
Lifelong Fitness	2.2.8 LF- Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
Life Literacies and Key Skills	9.4.8CT- Multiple solutions often exist to solve a problem.



CPI#:	Cumulative Progress Indicator (CPI):
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.2	Demonstrate control of motion in the relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.PF.5	Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
9.4.8 CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option
Unit Essential Questions: • What are the safety rules and regulations when participating in practice or a game? • How do you correctly perform a serve, forehand and backhand shot in badminton? • How can you be a successful partner in a doubles match? • Why do you need spatial awareness and body control?	
Unit Enduring Understandings:	



- 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.
- Students will work cooperatively as a team member to achieve success in the activity.
- Students will use the rules of team sports to compete in a successful game.
- Students will demonstrate responsible behavior to increase overall enjoyment of the game.

Unit Learning Targets:

Students will....

- Learn the proper way to serve
- Learn the difference between the forehand and backhand stroke.
- Learn the overhead smash, clear, drop shot, and smash.
- Learn the markings of the court.
- Learn the rules of the game.
- Demonstrate teamwork and communication with partner and opposing teams.



Evidence of Learning

Summative Assessment:

Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.

Written Test = 10%

Skills Test = 10%

Equipment Needed: Racquets, birdies, nets, timers, and scorecards.

Teacher Resources: BWF rules and regulations, badminton study guide.

Formative Assessments:

- Daily observation
- Worksheets/exit quiz



Lesson Plans

Lesson	Time Frame
Lesson 1 Introduction to Badminton	1 period
Lesson 2 Learning to Serve (3 types)	1 period
Lesson 3 Learning the Different Shots	1 period

Teacher Notes:

Work on skills, stick handling, and various shots before moving on to games. Make sure students understand the rules of scoring and rotation before playing official games.

Curriculum Development Resources/Technology Resources:

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

Badminton Rules Handout

Badminton Study guide



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Introduction to Badminton Time Frame: 1 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: Anatomy & Wellness

Integration of Technology: N/A

Equipment Needed: Racquets, Birdies, Nets

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.	Lesson Sequence (Students will be able to demonstrate how to properly perform a forehand pass characterized by standing with feet shoulder width apart facing to the right so that the left foot is out in front and the body is to the side (Opposite for lefties) with the weight on the back foot. The hand is properly gripping the racquet (shaking hands with the racquet), winding up, and transferring weight forward when contact is made with the shuttlecock. Students will be able to demonstrate how to properly perform a backhand pass characterized by standing feet shoulder width apart facing to the left so that the right foot is out front and the body is to the	Daily proficiencies



side (opposite for lefties) with the weight put on the back foot, hand properly gripped around the racquet in front of the body, winding up so your right arm is going across the chest, and transferring weight forward when contact is made.)

1. Students will come to class and do their warm-up.
2. Attendance will be taken.
3. Teacher will go over the basic rules and expectations of the badminton unit.
4. The teacher will demonstrate how to hold the badminton racquet explained as shaking hands with the racquet.
5. Teacher will demonstrate how to properly execute a forehand pass using the cues listed above.
6. Teacher will break students up into pairs and the students will practice this pass.
7. Same for backhand passes.
8. Students will have to toss the birdie 10 times to their partner, the partner will return the pass using the forehand pass. Teacher will walk around and assess. Afterwards, students will do the same with the backhand pass.
9. After students have demonstrated the ability to properly perform a forehand and backhand pass, they will be allowed to volley for the rest of the period.



- | | | |
|--|--|--|
| | <ol style="list-style-type: none">10. Students will return equipment.11. Students will change back at the end of class. | |
|--|--|--|

Differentiation:

Can change the playing area size to accommodate different levels.
Decrease the distance between the players.
Change racket size to increase success rate.

Resources Provided:

Badminton study guide
Posters with instructions for reference



Lesson Plan 2 Template			
Content Area:	Physical Education	Lesson Title:	Learn to Serve (3 types) Time Frame: 1 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: Anatomy & Wellness			
Integration of Technology: Laptops, YouTube			
Equipment Needed: Racquets, Birdies, Nets, Signs, Laptops			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., serving/skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).	Lesson Sequence - Students will come to class and do their warm-up. - Attendance will be taken. - The students will warm up by practicing their forehand and backhand passes. They will get used to hitting over the net and to the size of the court. - Teacher will show a video of the 3 different services. The students will learn the high, low, and flick serves. - After the video, have students demonstrate all 3 serves, students will break up into groups and practice each serve. There will be a sign with key rules to each serve as a reminder at each station.	Daily Proficiencies



6. The teacher will go over general service rules: All contact must be made below waist level and the head of the racket must be below the hand upon contact with the shuttle.
7. The students will practice each serve at one of the nets. Teacher will rotate students after 5 minutes.
8. After 3 rounds, the students will continue to serve and work on volleying over the net.
9. Students will return equipment.
10. Students will change back at the end of class.

Differentiation:

Can change the playing area size to accommodate different levels.
 Decrease the distance between the players.
 Change racket size to increase success rate.

Resources Provided:

Badminton Study Guide
 Posters with instructions for reference
 YouTube instructional videos of the 3 serves



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Learning the Different Shots Time Frame: 1 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: Anatomy & Wellness

Integration of Technology: Online assignment

Equipment Needed: Rackets, Birdies, Nets, Signs

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.	Lesson Sequence - Students will come to class and do their warm-up. - Attendance will be taken. - The class will come together and I will briefly review the forehand and backhand from day 1. - Teacher will demonstrate the overhead smash and drop shot. - Students will be broken up into groups, between the four courts, and will practice a different shot/stroke at each court. The four courts will be: overhead smash, drop shot, forehand practice, backhand practice. - After practicing, students will open their laptops to	- Daily Proficiencies - Quia Assessment



Quia and complete a worksheet on the uses for the various shots and the different serves.

7. Students will return equipment.
8. Students will change back at the end of class.

Differentiation:

Can change the playing area size to accommodate different levels.

Decrease the distance between the players.

Change racket size to increase success rate.

Resources Provided:

Badminton Study Guide

Posters with instructions for reference



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 connections 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 the 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: 6	Unit Title: Badminton
Created: Michelle D'Amore	Board Approved on:	



Unit Overview Template

Content Area:	Physical Education	Grade Level:	6	Unit Title:	Pillo Polo
Unit Summary: Students will understand passing, receiving, dribbling and shooting skills used in pillo polo. Students will learn how to play offense and defense during a game and will begin to understand the rules of the game.					
Primary Interdisciplinary Connections: Wellness & Team Building					
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: Promotes an appreciation for hockey related sports in a safe manner to help students find a life-long activity and lead healthy and active lives.					
Career Readiness: 9.4.8- Life Literacies and Key Skills.					

Learning Targets

Standards:	2.2 Physical Wellness
Content Statements:	2.2.8.MSC. Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities. 2.2.8.PF. A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)). 9.4.8.CT- Multiple solutions often exist to solve a problem.
CPI#:	Cumulative Progress Indicator (CPI):
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.



2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

Unit Essential Questions:

- How do you properly dribble and pass a ball?
- What is the role of the offense? What is the role of the defense?
- What is the importance of playing your assigned position and being a successful team player?
- What is the importance of keeping the stick lower than waist height?
- 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 control the ball while running.
- Learn the different types of passes.
- Learn team strategies keeping the ball from defenders.
- Learn the roles of offense and defense, as well as the importance of playing your position or area of the field in order to succeed as a team.



Evidence of Learning

Summative Assessment: Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.

Written Test = 10%

Skills Test = 10%

Equipment Needed: Pillo Polo Sticks, balls, goals, floor tape, timers, scoreboards

Teacher Resources: NFHS hockey rule book, Pilo polo rules worksheet

Formative Assessments:

- Daily proficiencies
- Skills test/observation



Lesson Plans

Lesson	Time Frame
Lesson 1 Sideline Pillo Polo	1 Period
Lesson 2 Pillo Polo Knockdown	1 Period
Lesson 3 Race to 4	1 Period

Teacher Notes:

Stress the importance of being a part of a team and working together to achieve a goal. Teach the importance of offense vs. defense and the importance of playing your position to help the team be successful.

Curriculum Development Resources/Technology Resources:

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



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Sideline Pillo Polo Time Frame: 1 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: Anatomy & Wellness

Integration of Technology: N/A

Equipment Needed: Pillo Polo Sticks, goals, balls

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e. games, sports, dance, and recreational activities.)	Lesson Sequence - Students will come into class and participate in a warm-up game. We will play Chicken Tag. - Chicken tag: teacher will throw the chicken to one student. That student is 'it' for 5 seconds. Teacher will count out loud and on 5 the chicken is thrown back to the teacher. The student's goal is to tag as many people as possible in the 5 seconds. When a student is tagged they have to go to the stage and complete a series of exercises, then wait for the next game. - Students will regroup and sit in the center by the teacher.	Daily proficiencies



4. Students will be broken up into two teams and will be assigned a sideline. Each student will then be given a number.
5. There will be a ball and a stick set up for each team in the center of the circle. When a number is called, a student from each team with that number will run up, pick up the stick and begin dribbling the ball towards the goal. The students will shoot on goal until one player scores. A point will be awarded to the team that scores first. Students will return the equipment to the center and return to their spots. The next number will be called.
6. Students will return the equipment.
7. Students will change back at the end of class.

Differentiation:

Divide abilities among the two teams evenly.

Make students of similar abilities the same number on both teams for more even competition.

Resources Provided:

Pilo polo rules sheet



Lesson Plan 2 Template			
Content Area:	Physical Education	Lesson Title: Pillo Polo Knockdown	Time Frame: 1 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: Anatomy & Wellness			
Integration of Technology: N/A			
Equipment Needed: Cones, pins, pillo polo sticks, ball			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities	Lesson Sequence Students will be broken up into groups of 8-10 students. Each team will have a side of the gym. There will be 10 pins set up on each endline of the gym. Each team is defending their pins. There will be cones set up about 15 feet away from the center line on both sides of the gym. Both teams are allowed in this safe zone (center of the gym), however only the defending team will be allowed beyond the cones. Only sticks are allowed in defending the balls, no hands or feet. First team to knock down all of the opponent's pins	Daily proficiencies



	wins. If a player knocks down his or her own pin, it stays down. 2. Students will change back at the end of class.	
Differentiation: Divide abilities evenly among the two teams. Can modify the length of the court where offense and defense are allowed.		
Resources Provided: Pillo Polo rules sheet		



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Race to 4 Time Frame: 1 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: Anatomy & Wellness

Integration of Technology: N/A

Equipment Needed: hula hoops, balls, pillo polo sticks

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.	Lesson Sequence Have students pair up. They will need 1 hockey stick and one hula hoop per group/pair. The group will take 8 (normal) steps starting from the center circle to establish where they will place their hula hoop. Teacher places 10-12 balls in the center of the gym floor (you can add more balls as the game is played out to help the game finish faster) . On "go", one student from each group will go and get one ball (either from the center or another hula hoop around them) and bring it back to their hoop. One exception,	Daily proficiencies



	they can't steal the ball from their immediate neighbor to their right or left. After they bring it back, their partner will then do the same. Students are not allowed to use their hands or feet...they are only allowed to use the hockey stick to move the ball. The first group to get 4 balls in their hoop wins. 2. Students will return the equipment. 3. Students will meet in the center for closure. Did we have any difficulty with the rules? What was our biggest challenge? 4. Students will change back at the end of class.	
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Differentiation:

Change the distance between the hula hoops.
Modify the amount of players per team.
Add extra balls into the game to make it easier.

Resources Provided:

Pilo polo rules sheet



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 connections 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 the 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: 6	Unit Title: Pillo Polo
Created: Michelle D'Amore	Board Approved on:	



Unit Overview Template

Content Area:	Physical Education	Grade Level:	6	Unit Title:	Pickleball
Unit Summary: Students will understand the basic fundamentals of pickleball such as serving, forehand, backhand and demonstrate proper communication skills used in the game of pickleball.					
Primary Interdisciplinary Connections: Anatomy & Wellness					
21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: An introductory unit to expose students to the game of pickleball. Promotes an appreciation for paddle games and fitness through individual sport.					
Career Readiness	9.4 Life Literacies and Key Skills.				

Learning Targets

Standards: 2.2 Physical Wellness	
Content Statements: 2.2.8.MSC. Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities. 2.2.8.PF. A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)) 9.4.8.CT- Multiple solutions often exist to solve a problem.	
CPI#:	Cumulative Progress Indicator (CPI):
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.



2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

Unit Essential Questions:

- How do you properly serve the pickleball?
- How do you properly demonstrate a forehand and backhand?
- What is the importance of playing your assigned position and working cooperatively with your partner?
- How can I control my body during games?

Unit Enduring Understandings:

- Students will work together with a fellow classmate in order to achieve a common goal.
- Students will incorporate rules of the game in order to be successful.
- Responsible personal and social behavior enhances enjoyment of physical activity.

Unit Learning Targets:

Students will....

Learn how to properly hold the pickle ball paddle.

Learn how to properly serve the ball.

Learn game techniques such as the forehand and backhand.

Learn the roles of offense and defense, as well as the importance of working cooperatively with a fellow class member.



Evidence of Learning

Summative Assessment:

Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.

Written Test = 10%

Skills Test = 10%

Equipment Needed: Floor tape, pickleballs, pickleball paddles, poles, and nets

Teacher Resources: Rules: <https://www.pickleball.com/rules-how-to-play-pickleball-s/106.htm>
Overheard smash video: https://www.youtube.com/watch?v=OdjEBqih_2Q

Formative Assessments:

- Daily observation
- Worksheets and exit quiz



Lesson Plans

Lesson	Time Frame
Lesson 1 Skills & Serving	1 period
Lesson 2 Scenarios during game play	1 period
Lesson 3 4-Square Pickleball	1 period

Teacher Notes:

Students should progress through skill work and learning the various shots before playing full games.

Curriculum Development Resources/Technology Resources:

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

Rules: <https://www.pickleball.com/rules-how-to-play-pickleball-s/106.htm>

Overheard smash video: https://www.youtube.com/watch?v=OdjEBqih_2Q



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Skills and serving Time Frame: 1 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: Anatomy & Wellness

Integration of Technology: N/A

Equipment Needed: Pickleballs, pickleball paddles, nets

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.	Lesson Sequence - Students will come to class change and perform their warm-up. - As a class we will go over all safety procedures and class expectations for the pickleball unit. - I will demonstrate how to “shake hands” with the paddle, so the students know how to properly grip the paddle. - I will also demonstrate the “ready” position where feet are shoulder width apart, knees slightly bent and the paddle is in front of the body. - Then I will demonstrate how to properly serve the ball. The non-dominant foot slightly more	Daily proficiencies



	forward than the dominant foot, knees slightly bent, paddle in the dominant hand, ball held just below the waist and is released once contact is made with the paddle while shifting their weight forward. 6. With a partner, students will practice how to successfully underhand serve the ball.	
Differentiation: Can allow to serve from different lengths of the court in order to serve past the non-volley zone. Students can work with different partners.		
Resources Provided: Pickleball rules handout		



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Scenarios during game play Time Frame: 1 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: Anatomy & Wellness

Integration of Technology: YouTube: videos of different shots (drop shot, overhead smash)

Equipment Needed: Pickleballs, pickleball paddles, nets, worksheets, pencils

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.	Lesson Sequence - Students will come to class and attendance will be taken. - Students will perform their warm-up. - Students will watch a video on the drop shot and the overhead smash. - After that the class will come together. I have put the students into groups of 4. Students will play a pick up game of pickleball without keeping score but working on the 4 skills we have been going over in class: forehand, backhand, drop shot, and overhead smash.	Daily proficiencies



5. As a closure we will come together as a class and I will hand out the pencils and the worksheets. The worksheet has 4 different scenario descriptions and students will have to choose whether to use a forehand, backhand, drop shot, or overhead smash.
6. Students will hand in worksheet upon completion.

Differentiation:

Mixed ability grouping

Demonstrate the scenarios on the worksheet for easier comprehension

Resources Provided:

pencils

scenarios worksheet



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: 4-square pickleball Time Frame: 1 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: Anatomy & Wellness

Integration of Technology: Quia and Laptops

Equipment Needed: floor tape, pickleballs, pickleball paddles

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explains concepts of force and motion and demonstrates control while modifying force, flow, time, space, and relationships in interactive dynamic environments.	Lesson Sequence - This lead up game is played like 4 squares, but with pickleballs and paddles. - Students will be broken up into groups of 4 - One person will start off with the ball, and he/she will underhand serve it to another player in the remaining 3 areas. - The player receiving the ball is allowed to let the ball bounce once and then hit it to another player. - The game continues until a ball can not be returned or lands out of bounds. - When a fault happens, students will rotate boxes.	Daily proficiencies



- | | | |
|--|---|--|
| | 7. Students will take out their laptops and take an exit quiz on Quia to review skills from the week. | |
|--|---|--|

Differentiation:

Playing area can be adjusted-make squares smaller or larger
Mixed ability grouping

Resources Provided:

Pickleball study guide



Lesson Reflection

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

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connections 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 the 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: 6	Unit Title: Pickleball
Created: Michelle D'Amore	Board Approved on:	



Unit Overview Template

Content Area: Physical Education

Grade Level: 6

Unit Title: Volleyball

Unit Summary: Students will understand the difference between bumping, setting, and serving and their use in the game of volleyball. Students will begin to understand the rules of the game of volleyball.

Primary Interdisciplinary Connections: Anatomy & Wellness

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

Unit Rationale: Promotes an appreciation for volleyball to help students find a life-long activity and lead healthy and active lives.

Career Readiness 9.4 Critical Thinking and Problem Solving

Learning Targets

Standards: 2.2 Physical Wellness.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Content Statements: 2.2.8. MSC-Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).

Feedback from others and self-assessment impacts performance of movement skills and concepts.

Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

2.2.8 LF- Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

9.4.8.CT- Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.



8.1.8.E. Research and Information Fluency

Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

CPI#:	Cumulative Progress Indicator (CPI):
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.LF.2:	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
2.2.8.N.4:	Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).
9.4.8CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.



8.1.8.E.1

Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Unit Essential Questions:

- How do you properly perform a serve? Bump? Set?
- What are the rules for a volleyball game?

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.

Unit Learning Targets:

Students will....

- Learn how to underhand serve the ball properly.
- Learn how to bump, pass and set the ball properly.
- Understand the rules of the game of volleyball.



Evidence of Learning

Summative Assessment:

Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.

Written Test = 10%

Skills Test = 10%

Equipment Needed: volleyballs, volleyball trainers, nets, floor markers

Teacher Resources: NFHS Volleyball rule book (videos, worksheets, etc), studyguide

Formative Assessments:

- Worksheets/exit quiz
- Daily proficiencies
- Daily observation



Lesson Plans

Lesson	Time Frame
Lesson 1 Bumping and Setting	1 period
Lesson 2 Serving	1 period
Lesson 3 Newcomb	1 period

Teacher Notes:

After teaching how to pass and serve, use Newcomb to teach and enforce the rules of play without the pressures of getting the ball over. Students may have a hard time passing to each other as opposed to just passing back over the net so Newcomb will teach utilizing 1-3 passes to set up a play. Continue to work on controlled passes before putting students under pressure in a true game so that they learn to use their teammates before returning the ball.

Curriculum Development Resources/Technology Resources:

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

map, websites, books

NFHS Volleyball Rulebook



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Bumping and Setting Time Frame: 1 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: Team building, Anatomy & Wellness

Integration of Technology: N/A

Equipment Needed: Volleyballs, volleyball trainers, nets

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explains concepts of force and motion and demonstrates control while modifying force, flow, time, space, and relationships in interactive dynamic environments.	Lesson Sequence - Teacher will show students how to bump pass the volleyball and students will practice bumping with a partner. - One student will toss the ball and the other will bump it back so that the other students can catch the ball. (When teaching passing, do not have the students pass back and forth until they have learned to control the ball.) - Teacher will show students how to set the volleyball and students will do the same drill setting with a partner. - After students have learned to bump and set	Daily Proficiencies



	they will form 3 lines on the far side of the net. The teacher will toss the ball from the other side of the net and the students will use the bump or set to return the ball to where the teacher is standing and then go to the back of the line. 5. This will help them pass to a target in a close, controlled setting. 6. Checking for understanding: Teachers will walk around and assist students while they practice bumping and setting. 7. Can the students control their passes while passing to the teacher?	
Differentiation: Students who have more difficulty with volleyball will use the volleyball trainer. When the teacher is passing to the students, students having more trouble can move closer to the net and be warned whether to use a bump or a set for the pass they will receive.		
Resources Provided: Volleyball study guide		



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Serving Time Frame: 1 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: Anatomy & Wellness

Integration of Technology: Instructional videos on laptop

Equipment Needed: Volleyballs, volleyball trainers, nets, boundary markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Use self-evaluation and external feedback to detect and correct errors in one's movement performance.	Lesson Sequence - Teacher will show instructional videos on serving followed by demonstrating how to serve the volleyball. (Leg stance, lean, hold, and swing) - Students will get a ball and practice serving. Teacher will walk around and assist each student where necessary. - Have half of the students on each side of the net. Students will serve the ball to the other side. - The students on this side will retrieve/catch a ball and then together from their side serve the ball back to the other side.	Daily proficiencies



- | | | |
|--|--|--|
| | 5. When students have served down, have students on the far side of the net to bump pass the serves. | |
|--|--|--|

Differentiation:

Students who advance with the underhand serve may begin to learn the overhand serve.
Students who show more difficulty can use the volleyball trainer instead of the volleyball.
Allow students to move closer to the net if necessary.

Resources Provided:

Step by step chart on how to serve the ball
Instructional video



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Newcomb Time Frame: 1 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: Anatomy & Wellness, Character Education/Team building

Integration of Technology: N/A

Equipment Needed: Volleyballs, nets, boundary markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities	Lesson Sequence - After teaching students the rules of the game, students will be placed on the court 6 against 6. - Without the pressure of passing, setting and serving, students will learn the rules of volleyball and responsibilities of each team member. - Students throw instead of serving and passing the ball. A student puts the ball in play by throwing the ball over the net. - The other team catches and may pass the ball up to three times per side before returning the ball over the net.	Daily proficiencies



5. The object of the game is to not let the ball hit the ground, however if the ball touches the ground the team on the opposing court earns a point.
6. Teach students to move to the ball and cover their areas while teaching students who throw the ball over the net to find areas where there is no coverage and a good chance at earning a point.

Differentiation:

Mixed ability grouping

Change the court size to make it more or less difficult

Resources Provided:

Volleyball study guide



Lesson Reflection

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

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connections 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 the 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: 6	Unit Title: Volleyball
Created: Michelle D'Amore	Board Approved on:	



Unit Overview Template

Content Area: Physical Education **Grade Level:** 6 **Unit Title:** Achieving Fitness

Unit Summary: The achieving fitness unit will teach fitness principles as well as help students enhance their personal fitness level through games that involve problem solving, team building, compassion, goal setting and responsibility. This unit will build on each student's self esteem and personal fitness abilities.

Primary Interdisciplinary Connections: Character Education

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 Achieving Fitness Adventure Activities unit is designed for students to demonstrate competency in many movement forms. Students will demonstrate movement concepts and principles in order to exhibit a physically active lifestyle. The achieving fitness adventure curriculum will allow students to demonstrate an understanding and respect for differences among people in physically active settings and provide opportunities for enjoyment, challenge, self-expression and social interaction.

Career Readiness: 9.4 Life Literacies and Key Skills.

Learning Targets

Standards: 2.2 Physical Wellness

Content Statements: 2.2. 8. MSC-Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).
2.2. 8. MSC-Feedback from others and self-assessment impacts performance of movement skills and concepts.

2.2.8.PF-A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).

2.2.8.LF-Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

9.4.8.CT-Multiple solutions often exist to solve a problem.

CPI#: **Cumulative Progress Indicator (CPI):**



2.2.8.MSC3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
2.2.8.MSC4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2:	Recognize and involve others of all ability levels into a physical activity.
2.2.8.PF.3	Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
2.2.8. PF.4:	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
2.2.8.PF.5	Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
2.2.8.LF.1:	Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
2.2.8.LF.7:	Evaluate personal attributes as they relate to career options in physical activity and health professions.
9.4.8CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

Unit Essential Questions:



- Why is it important to respect others feelings and choices?
- What are some problem-solving techniques used in fitness adventure activities?
- How can you be a positive influence on someone's self esteem?

Unit Enduring Understandings:

- Self-Efficacy
- Perceived Barriers
- Social Support
- Enjoyment

Unit Learning Targets:

Students will....

Students participating in Achieving Fitness will be able to:

1. Achieve and maintain a health enhancing level of physical fitness.
2. Demonstrate an understanding of the components of health-related fitness.
3. Value physical activity for health, enjoyment, challenge and social interaction.
4. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.
5. Develop skills to engage in physical activity during out of school time.



Evidence of Learning

Summative Assessment: Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.

Written Test = 10%

Skills Test = 10%

Equipment Needed: Achieving Fitness Equipment

Teacher Resources: www.project-adventure.org
Panicucci, J., Hunt, L. F., Prouty, I.S., Masterson, C. (2008). *Achieving Fitness: An Adventure Activity Guide*. Beverly, MA: Project Adventure.

Formative Assessments:

- Full Value Contract
- Class discussion
- Question and answer period
- Closure reflections on Quia



Lesson Plans

Lesson	Time Frame
Lesson 1 River Crossing	1 period
Lesson 2 Opposites Contract	1 period
Lesson 3 Striker	1 period

Teacher Notes:

FVC stands for “Full Value Contract”

Curriculum Development Resources/Technology Resources:

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

<http://www.project-adventure.org/>

Panicucci, J., Hunt, L. F., Prouty, I.S., Masterson, C. (2008). Achieving Fitness: An Adventure Activity Guide. Beverly, MA: Project Adventure



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: River Crossing Time Frame: 1 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: Character Education

Integration of Technology: N/A

Equipment Needed: 3 poly spots per pair

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Participate in tasks that are designed to offer real or perceived mental, physical, social and emotional challenges that can be rewarding. - Engage in an activity that requires both flexibility and teamwork	Lesson Sequence - Students will form pairs. Each pair gets three poly spots. - The goal of this activity is two-fold, to cross the designated expanse without touching the ground, and to take as few moves as possible doing so. - No pair may slide the poly spots or tie their shoes. A stepping-stone must always be in contact with a person. - Every time a stone is advanced it counts as one move. Each pair will tally up the number of moves they take to do the crossing.	Daily proficiencies



5. Once you touch the ground the pair must start over.
6. Students can rotate who is in front and in back.
7. If some groups are struggling we will stop and ask other groups for ideas. Check for understanding: Are the students effectively crossing the river using strategy? How can students use teamwork to cross the river quicker?

Differentiation:

Students who are struggling may ask other groups for help.
Give an extra polyspot to a group who has trouble moving.

Resources Provided:

www.project-adventure.org
Achieving Fitness: An Adventure Activity Guide



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Opposites Contract Time Frame: 1 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: Character Education

Integration of Technology: N/A

Equipment Needed: 1 small block about 1" x 1" per participant

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Work cooperatively and productively in a group to accomplish a set goal. • Participate in activities designed to improve or maintain muscular strength and endurance	Lesson Sequence 1. CONNECTION: Distribute the blocks, one per person. 2. Demonstrate the connection method, where two students apply pressure to either side of a block using only their index fingers. 3. Begin with partners or triads, then challenge the group to gradually increase the number of people linked together. 4. Challenge the group to connect everyone together into a circle, index finger to block to index finger. 5. Increase the challenge by asking them to press only on either side of the	• Daily proficiencies



block, and not the top or bottom. For example, Ryan presses one side of a block with his left index finger against Tara's right index finger, and so on around the circle. Even pressure must be applied to avoid dropping the blocks.

6. If the group is having difficulty, pause and ask them to share ideas that are working.
7. **CONTRACT AND CONTRACT:** Once the group has connected in a circle with blocks balanced between index fingers, challenge the group to "contract and contract," much like working muscles.
8. Explain that the next step is for the circle to contract together, without dropping any blocks!
9. Give time for the group to brainstorm strategies that work, and encourage them to practice in smaller groups if necessary.
10. Attempt to expand the circle without dropping the blocks. This is similar to what happens when an opposing muscle contracts.
11. Continue the cycle until the group has a reasonable amount of success.



12. Closure: What strategies did you find that helped you balance the blocks? What changed when you worked with the whole group? Review the concept of muscle contraction and opposing muscle groups. What other principles of fitness did the group end up working on during this activity? (Agility, Coordination, Balance)

Differentiation:

For a less challenging version, allow the group to expand and contract while touching any side of the cube with their index fingers.

Resources Provided:

www.project-adventure.org

Achieving Fitness: An Adventure Activity Guide



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Striker Time Frame: 1 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: Character Education

Integration of Technology: N/A

Equipment Needed: Beach ball or blow up ball

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will compete in an aerobic activity that allows for both movement and strategic planning while two teams compete against each other. - Students will increase heart rate and use strategy in a team activity. - Participate in activities designed to improve or maintain muscular strength and endurance.	Lesson Sequence - There are two objectives for this activity. One is for each member of the team to increase heart rate and the other is score points for your team by hitting the beach balls across the opposing team's end line. - The ball can only be hit with hands and arms, and must be struck with an open hand and cannot be thrown. - Play is continuous and there are no timeouts. - When a goal is scored, play resumes immediately. The team scored upon can quickly pick up the ball and serve it toward the other team.	Daily proficiencies



Differentiation:

Group students of similar abilities together. Change the size of the ball if students are having a difficult time striking the ball.

Resources Provided:

www.project-adventure.org

Achieving Fitness: An Adventure Activity Guide



Lesson Reflection

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

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connections 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 the 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: 6	Unit Title: Achieving Fitness
Created: Michael Goerge/ Michelle D'Amore	Board Approved on:	



Unit Overview Template

Content Area: Physical Education **Grade Level:** 6 **Unit Title:** Football

Unit Summary: Students will begin to understand the components of football demonstrating the skills associated with the game of football. Students will demonstrate passing, catching and kicking. Students will begin to understand the rules and regulations of football that govern the game. Teamwork and sportsmanship will be emphasized during the unit.

Primary Interdisciplinary Connections: Anatomy & Wellness

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

Unit Rationale: Promotes an appreciation for football and team sports to help students find a lifelong activity and lead healthy and active lives.

Career Readiness: 9.4 Life Literacies and Key Skills.

Learning Targets

Standards: 2.2 Physical Wellness

Content Statements: 2.2.8.MSC- Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).

Feedback from others and self-assessment impacts performance of movement skills and concepts.

Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

2.2.8.PF-A variety of effective fitness principles applied consistently over time, enhancing personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).

2.2.8.LF-Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

9.4.8.CT-Multiple solutions often exist to solve a problem.

CPI#: **Cumulative Progress Indicator (CPI):**



2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.2	Demonstrate control of motion in the relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.4:	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5:	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.LF.4:	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

Unit Essential Questions:

- How do you properly catch, kick and pass a ball?
- What is the role of the offense? What is the role of the defense?
- What is the importance of playing your assigned position and being a successful team player?
- How can different skills from different sports be incorporated to create new 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 catch and pass a ball properly.

Learn team strategies for dodging and faking against defenders.

Incorporate the rules of football in different games. (i.e. handball, speedball, flag football)

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



Evidence of Learning

Summative Assessment: Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.

Written Test = 10%

Skills Test = 10%

Equipment Needed: footballs, flag belts, cones, handball

Teacher Resources: NFHS football rulebook, www.pecentral.com, handball rules sheet, NFL Fuel Up to Play Middle School Flag Football curriculum

Formative Assessments:

- Daily observation
- Daily proficiencies



Lesson Plans

Lesson	Time Frame
Lesson 1 Invade and Conquer Lead Up Game	1 period
Lesson 2 Handball	1 period
Lesson 3 Ultimate Football	1 period

Teacher Notes:

Use the skills of soccer and football to teach multiple team games. Stress the importance of being a part of a team and working together to achieve a goal. Teach the importance of offense vs. defense and the importance of playing your position to help the team be successful.

Curriculum Development Resources/Technology Resources:

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



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Invade and Conquer Lead Up Game Time Frame: 1 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: Anatomy & Wellness

Integration of Technology: N/A

Equipment Needed: cones to separate sides, 3-5 footballs per team (a different color for each team if possible), 3-5 hula hoops per team, flag football belts, pinnies

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.	Lesson Sequence - This game is very similar to capturing the flag, except that you are trying to bring a football to the other team's side instead of taking their flag. - The class is divided into two different teams, each with their own side of the court/field. The purpose of this game is to cross into your opponent's territory and put a football in their hoop. Students may run with the ball or pass the ball to another teammate. Once the hoop has a ball in it that spot is conquered and it can't be removed (each hoop is worth 7	Daily proficiencies



	points). I would have 3-5 hoops on each side. If you get tagged while on the other team's side you are frozen and must pass your football back to your side. Someone on your team must cross to the other team's side and tag you to unfreeze you. 3. I allow the students to pass the ball when they are on the other team's side. However, if the other team gets control of the ball they must all go back to their original side where they will receive the ball back. 4. For Safety - I also set up a small safe zone on the other team's side. If a player gets there successfully they can try for a field goal by punting or using a kicking tee. (the field goal post is made using cones and noodles). Field Goals are 3 points and that particular ball always stays in that area (each side has one ball already on their side for the field goal zone). It is best to locate this area away from the main playing area for safety reasons. 5. It is a fun skills game for football that gets everyone involved. It requires a lot of running and teamwork. It teaches	
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students offense and
defense.

Differentiation:

Mixed ability grouping

You can modify the activity and give each hoop a set place value. So by conquering that hoop they received that point value. If you have a lot of footballs, teams can put more than one football in each hoop.

You can use soft or Nerf footballs instead of the standard footballs, add some closer hula hoops to each side, and add a few special pinnies that means that player can't be tagged (this can be passed around between all players).

Resources Provided:

N/A



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Handball Time Frame: 1 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: Anatomy & Wellness

Integration of Technology: N/A

Equipment Needed: handballs, pinnies, goals

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explains concepts of force and motion and demonstrates control while modifying force, flow, time, space, and relationships in interactive dynamic environments.	Lesson Sequence - Students will come to class and do their warm-up. - Attendance will be taken. - Teacher will explain the rules of Handball. - Start playing with the ball at the center of the court. - Players may take 3 steps, 3 dribbles, or 3 seconds to pass any time they receive the ball. - Failure to turnover the ball after 3 seconds will result in a turnover. - In order to score, a player must throw the ball in the goal from outside of the 3 point circle. - No feet may be used by a player other than the goalie who may use them to trap or block a ball.	Daily proficiencies



9. Players are allowed in the circle, but only the goalie is allowed in the key. The goalie must remain in the key as well.
10. After a goal, the goalie passes the ball out and back into play touching a player or the ground before half court.
11. Students will be broken up into teams of 7 players and 2 teams will be playing each other at a time. Students will be assigned a side of the court and one team will wear pinnies.
12. Students will play 4 minute games of 7 on 7.
13. The team sitting out will rotate into the game after each 4 minute period and play versus a different team.
14. Students will return equipment in proper places.
15. Students will change back at the end of class.

Differentiation:

Mixed ability grouping

Change size of ball

Change distance of line to goal to make it more or less difficult

Resources Provided:

Rules of handball handout

<http://www.rulesofsport.com/sports/handball.html>



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Ultimate football Time Frame: 1 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: Anatomy & Wellness

Integration of Technology: N/A

Equipment Needed: footballs, pinnies

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities	Lesson Sequence - Students will change for class and I will take attendance. - Students will warm up with 2 laps around the soccer field. - I will then give instructions on the game we will be playing. The game is the ultimate football. Students will pass the ball up and down the court trying to score by getting the ball past the baseline of the gym. Players are allowed 3 steps and then must throw the ball. The ball can not be held for more than 3 seconds. If the ball	Daily proficiencies



	drops or is intercepted, possession changes.	
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Differentiation:

Change the size of the playing area

Change the amount of time allowed to hold the ball

Mixed ability grouping

Resources Provided:

- www.nfhs.org
- football study guide



Lesson Reflection

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

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connections 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 the 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: 6	Unit Title: Football
Created: Michelle D'Amore	Board Approved on:	



Unit Overview Template

Content Area:	Physical Education	Grade Level:	6	Unit Title:	Soccer
Unit Summary: During this unit students will be actively engaged in soccer skills that can be used in lead up and competitive games. Students will display strategy and teamwork that can be used in a game setting.					
Primary Interdisciplinary Connections: Anatomy & Wellness					
21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: To promote physical fitness through the team sport of soccer. Increase fitness levels and identify the muscles involved while performing soccer skills.					

Learning Targets

Standards:	2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Content Statements:	2.5.A. Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. 2.5.A. Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others. 2.5.B. There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations. 2.5.C. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to the enjoyment of the event. 8.1.8.E. Research and Information Fluency Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
CPI#:	Cumulative Progress Indicator (CPI):



2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e. games, sports, dance, and recreational activities.)
2.5.6.A.2	Explains concepts of force and motion and demonstrates control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
2.5.6.B.2	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
2.5.6.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
2.5.6.C.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Unit Essential Questions:

- What are the necessary skills that are essential when participating in a competitive soccer game?
- How can we incorporate offensive and defensive strategies into a competitive soccer game?
- How important is spatial awareness and body control in a game like soccer?
- Why is knowing player positions and responsibilities important in a game setting?

Unit Enduring Understandings:

- Students will work cooperatively to make each team member better and achieve success.
- Students will have a better understanding of rules, positions and responsibilities to compete in a game.
- Utilizing sport specific skills that have been taught will increase a student's confidence in participating in the game as a team sport.
- Participating students will increase heart rate and elevate fitness levels.

Unit Learning Targets:

Students will....

Be able to utilize the skills of soccer such as dribbling, passing and shooting in a competitive game setting by participating in activities that involve these skills.

Have a better understanding of player positions and the role of those players.

Identify what skills are utilized on offense and defense.

Utilize strategy during games and demonstrate teamwork and communication with fellow team members



Evidence of Learning

Summative Assessment:

Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.

Written Test = 10%

Skills Test = 10%

Equipment Needed: soccer balls, pinnies, cones, goals

Teacher Resources: NFHS soccer rule book, www.pecentral.com

Formative Assessments:

- Daily observation
- Skill assessment



Lesson Plans

Lesson	Time Frame
Lesson 1 Soccer Stations	1 period
Lesson 2 Sideline Soccer	1 period
Lesson 3 Mini Games	1 period

Teacher Notes:

Have students work on skills before progressing to more advanced games.

Curriculum Development Resources/Technology Resources:

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

<https://physedgames.com/sideline-soccer/>

www.pecentral.com



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Soccer Stations Time Frame: 1 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: Anatomy & Wellness

Integration of Technology: Laptops, YouTube

Equipment Needed: Soccer balls, goals, cones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e. games, sports, dance, and recreational activities.)	Lesson Sequence - Teacher will set up stations before class. - Demonstrate each station. - Break students up into even groups and have them start at different stations. - Students will be at each station for 4 minutes and rotate on the whistle. Depending on how much time there is, have students run x amount of laps or x amount of seconds/minutes around the perimeter in between rotating stations. - Stations are: - Dribbling zig zag through cones	Daily proficiencies



- | | | |
|--|---|--|
| | <ol style="list-style-type: none">7. Hit the target-stand behind endline and kick a soccer ball to knock a ball off of a cone in the center8. Passing between partners9. Throw in-hit the ball off of a cone (target)10. Shooting on goal11. Soccer skill video-laptop setup with YouTube | |
|--|---|--|

Differentiation:

Mixed ability grouping so that more advanced students can help other students.

Change the distance for the throw in and sideline kicks, or remove the ball target and just have them kick/throw in a certain direction.

Change the spacing of the cones for dribbling.

Resources Provided:

- Skill video



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Sideline Soccer Time Frame: 1 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: Anatomy & Wellness

Integration of Technology: Video demonstration <https://physedgames.com/sideline-soccer/>

Equipment Needed: Soccer balls, pinnies, cones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.	Lesson Sequence - In sideline soccer, teams become goalies along their respective sidelines, using their best goaltending skills. Imagine the set-up as big lines of goalies stretching across the entire length of the sidelines – for each team. - Meanwhile the first 5 players from each team enter the playing area from the front of their line to play some soccer (choose 2-3 balls to use all at the same time to make it easier, 1 for more advanced play). - Whenever a goal is scored on a team, just put the ball back into play and	Daily proficiencies



- keep going – no need to stop the play for anything! After 2 minutes blow the whistle and the 5 players from each team that were on the playing area will go to the back of their teams line of goalies and 5 new players who were at the front of the line enter in as players.
4. Great game to play to work on all the soccer (football) skills. Also a great game for large groups.

Differentiation:

Change the amount of players called out at a time

Mixed ability grouping

Use multiple balls at a time to make it easier for students to be successful and score.

Can make 4 sides of goalies (4 teams) if there are a lot of students.

Resources Provided:

- Video demonstration <https://physedgames.com/sideline-soccer/>



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Mini Games 5v5 Time Frame: 1 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: Anatomy & Wellness

Integration of Technology: N/A

Equipment Needed: Soccer balls, goals, cones, pinnies

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.	Lesson Sequence - Students will come to class and do their warm-up. - Attendance will be taken. - Teacher will explain to students that they will continue to play soccer with assigned teams. - Revisit rules of soccer: Start play with the ball at the center of the field. One team passes the ball to start the game. No hands may be used by a player other than the goalie who may use them to trap or block a ball. After a goal, the ball returns to the center circle and the opposing team starts the ball to return to play. - Students will be broken up into teams of 5 players and 2	Daily proficiencies



teams will be playing each other at a time. Students will be assigned a side of the court and one team will wear pinnies.

6. Students will play 4 minute games of 5 on 5.

7. The team sitting out will rotate into the game after each 4 minute period and play versus a different team.

8. Students will return equipment in proper places.

9. Students will change back at the end of class.

Differentiation:

Mixed ability grouping
Vary the size of the teams if necessary
Play with or without goalies

Resources Provided:

- Soccer study guide
- Soccer rules handout



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 connections 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 the 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: 6	Unit Title: Soccer
Created: Michelle D'Amore	Board Approved on:	



SPRINGFIELD PUBLIC SCHOOLS

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

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Accommodations and Modifications for ESL Students

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

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

Mission Statement

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

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

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

Goals:

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

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

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

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

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

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

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

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

Gifted and Talented Teacher as a Resource

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

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

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

Enrichment Experience Grade 3

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

Targeted Gifted and Talented Programing Grades 4-5

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

Strategies and Practices that Support Gifted and Talented Students

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

Schoolwide Virtual Enrichment

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

Gifted and Talented Teacher as a Resource

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

Additional Enrichment Opportunities

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

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

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

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

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

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

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

Gifted and Talented Identification Criteria

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

Multiple Measures of Eligibility

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

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

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

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

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

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

Procedures

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

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

NJDOE Fast Facts

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

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

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

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

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

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

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

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

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

James Caldwell and Thelma L. Sandmeier

Math/ELA

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

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

STEM

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

Enrichment Events

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