

**Belvidere Cluster Wide
Physical Education Curriculum
Grade 6
Updated Spring 2023**

***This Curriculum can be interjected or taught as separate units in conjunction with Physical Education Classes
Physical Education Department will further develop unit materials for updated curriculums

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLs) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

- English Language Arts
- Science and Scientific Inquiry (Next Generation)
- Social Studies
- Technology
- Visual and Performing Arts

Technology Standards and Integration

iPads

Chromebooks/Laptops

Projector/YouTube/Internet

Interactive SmartBoard activities

NJSLA Technology

8.1.2.A.2

Create a document using a word processing application.

8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

**CAREER EDUCATION
(NJDOE CTE Clusters)**

- Education & Training
- Finance
- Information Technology
- Science, Technology, Engineering & Mathematics (STEM)

21st Century Skills/ Themes

- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Integrated Accommodations and Modifications

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test

- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

504

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes

- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
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- Use open book, study guides, test prototype
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Unit #1, Physical Education, Movement Education/Rhythm, Grade 6

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **September-October**
Status: **Published**

Core Ideas

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.

Essential Questions

How do movement concepts improve my performance?

How can I make movement more interesting, fun, and enjoyable?

How does my use of movement influence that of others?

How does force and motion affect movement?

What is feedback's role in movement skills?

How are team goals created and what strategies can be implemented to achieve them?

New Jersey Student Learning Standards

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.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.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.

Student Learning Objectives

Explain and demonstrate movements that combine mechanically correct movement sequences. (i.e lay-up, aerobic routine, dance).

Compare and contrast how various movement skills are affected by a change in force and motion. (I.e. weight transfer, power, speed, and agility).

Identify mechanically correct movement skills and provide specific and appropriate feedback to correct errors in execution.

Instructional Activities

Scooters- Obstacle Course

Hula Hoop/Jump Rope Skills (Use different body parts)

Tag Games (Stuck in the Mud, Sharks and Minnows, Ball Tag, Red Rover, Toilet Tag, Octopus Tag, Hula Hoop Tag, Crossfire, and etc.)

Research Projects (World Cultures influence on games, sport, and dance)

Dance (Group, Line, and etc.)

Gymnastics or Dance Routine (Modify routine based on feedback)

Interdisciplinary Connections

Fine Arts: Dance routine using the skills learned in music class.

Assessment

Observation: Walk around the classroom and observe students as they work to check for learning.

Self-Assessment: A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

Formative assessments

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no (skills-based question cards)

Summative assessments

Post Skills Tests

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Skill Labs

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Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration

Presentation

Project

Portfolio

Skills exhibit

Texts and Resources

Star Wars Dance of the Storm

Troopers: <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132855#.V4zr2bgrK00>

Building Core Strength with Rhythm

Sticks: <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132778#.V4zr-LgrK00>

Dancing with Math: <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132685#.V4zsHbgrK00>

Unit #2, Physical Education, Wellness, Grade 6

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **November-December**
Status: **Published**

Core Ideas

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)).

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

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

Essential Questions

Why is it so difficult to become healthy and physically fit?

Why is it even harder to stay healthy and physically fit?

How can I set challenging fitness goals that help me stay committed to wellness?

What is FITT and how can it be utilized to impact someone's fitness level?

What are the mental challenges to being physically fit?

What are some physical fitness vocabulary that can enhance wellness?

What are the community resources available to provide participation in physical activity?

New Jersey Student Learning Standards

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.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.

Student Learning Objectives

Identify the personal, social, and environmental factors that impact fitness and personal health.

Define the differences between skill and health related fitness and explain how the respective components can be enhanced through practice/training.

Using an assessment of one's personal fitness level, develop a personal physical activity program.

Describe and apply the FITT (Frequency, Intensity, Time, Type) principle to improve personal fitness.
Describe how emotions and mental state can affect personal fitness.

Instructional Activities

Skill Related Components Data Collection (Stations)- Speed, Balance, Agility, Power, Coordination, and Reaction Time.

Health-Related Components Data Collection (Stations)- Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Body Comp.

Fitness Stations- Sit-ups, Chin-ups, Pullups, Jump Rope, Push-ups, Superman Banana, and etc.)

SMART Goal Setting Model - Specific, Measurable, Attainable, Relevant, and Timely

FITT PowerPoint

Presentation- Frequency, Intensity, Time, and Type

Fitness Plan Activity- Create a Brochure to advertise your fitness plan.

FitnessGram PACER 20 meter test

Interdisciplinary Connections

Technology: Custom fitness plan using skills learned in computer class.

Assessment

Graffiti Wall- Factors both +/- that impact a person's health

Inside-Outside Circle: Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs.

One Sentence Summary Students are asked to write a summary sentence that answers the "who, what, where, when, why, how" questions about the topic.

Formative assessments

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no (skills-based question cards)

Summative assessments

Post Skills Tests

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Skill Labs

Fitness Logs

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration

Presentation

Project

Portfolio

Texts and Resources

Pecentral.org
Sparkepe.org
Pe4life.org
Education.com
Aapherd.org
Cdc.gov
Pelinks4u.org
Pesoftware.com
Thephysicaleducator.com
Mrgym.com
Shapeamerica.org
Teachpe.com
Peuniverse.com
Pegames.org

Unit #3, Physical Education, Cooperative Games, Grade 6

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **January-February**
Status: **Published**

Core Ideas

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.

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

Following rules, demonstrating good sportsmanship/etiquette all play a huge role in achieving success and playing a cooperative game the correct way.

Essential Questions

How will working as a team enhance play for all students?

What strategies can be utilized during game play to improve team success?

What are some cooperative strategies that can be used in games or activities?

How will practicing appropriate and safe behaviors enhance participation and safety for all?

What factors generate positive emotions during games or group activities?

What role do attitudes, skill levels, and teamwork play in cooperative strategies?

New Jersey Student Learning Standards

2.2.8.MSC.4

2.2.8.MSC.5

2.2.8.MSC.6

Analyze, and correct movements and apply to refine movement skills. .

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.

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.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.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

Student Learning Objectives

Determine appropriate critical thinking and decision making skills necessary in individual and collaborative activities.

Describe and implement cooperative strategies in a variety of activities and sports.

Describe how positive mental attitudes, competent skill levels and teamwork may affect cooperative strategies in individual and team activities.

Instructional Activities

Cooperative Games (Group Knot, Toxic River, Lily Pads, Traffic Jam, Turnstile, Paper Tower, Team Ski, Magic Carpet, etc.)

Group Trust Activities- Trust Fall, Trust Circle, Group Q and A, Eraser Football, etc.

Team Building Activities- School Spirit Events (Twin, Hat, and Pride Day)

Group Goal Setting (Use Cooperative Games as vehicle)

Critical Thinking Activities (Mind Puzzles/Riddles)

Interdisciplinary Connections

ELA - Students must research a cooperative game that is played in another country, create a report, and teach the game to the class.

Assessment

Decisions, Decisions (Philosophical Chairs): Given a prompt, class goes to the side that corresponds to their opinion on the topic, side share out reasoning, and students are allowed to change sides after discussion

I Have the Question, Who Has the Answer?: The teacher makes two sets of cards. One set contains questions related to the unit of study. The second set contains the answers to the questions. Distribute the answer cards to the students and either you or a student will read the question cards to the class. All students check their answer cards to see if they have the correct answer. A variation is to make cards into a chain activity: The student chosen to begin the chain will read the given card aloud and then wait for the next participant to read the only card that would correctly follow the progression. Play continues until all of the cards are read and the initial student is ready to read his card for the second time.

Whip Around: The teacher poses a question or a task. Students then individually respond on a scrap piece of paper listing at least 3 thoughts/responses/statements. When they have done so, students stand up. The teacher then randomly calls on a student to share one of his or her ideas from the paper. Students check off any items that are said by another student and sit down when all of their ideas have been shared with the group, whether or not they were the one to share them. The teacher continues to call on students until they are all seated. As the teacher listens to the ideas or information shared by the students, he or she can determine if there is a general level of understanding or if there are gaps in students' thinking."

Formative assessments

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no (skills-based question cards)

Summative assessments

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Written Tests
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Teacher created standards-based assessment

Alternative assessments

Demonstration
Presentation
Project
Portfolio
Skills exhibit

Texts and Resources

Pecentral.org	Shapeamerica.org
Sparkepe.org	Teachpe.com
Pe4life.org	Peuniverse.com
Education.com	Pegames.org
Aapherd.org	
Cdc.gov	
Pelinks4u.org	
Pesoftware.com	
Thephysicaleducator.com	
Mrgym.com	

Unit #4, Physical Education, Individual Activities

Content Area: **Physical Education**

Course(s): **Physical Education**

Time Period: **March-April**

Status: **Published**

Enduring Understanding

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

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))

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

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

Essential Questions

What are the key principles necessary to enhance and maintain personal fitness?

How will maintaining a high level of fitness enhance personal performance in all aspects of one's life?
How can individual sports be utilized as part of personal fitness evaluation?
How can individual sports impact life-long fitness?
What impact will improved skills have on cooperative strategies and team activities?
How does physical fitness benefit other factors in life as far as social, emotional and mental health?
How can one stay motivated to benefit their own physical fitness during all stages of life?

New Jersey Student Learning Standards

2.2.8.MSC.4	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.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.

Student Learning Objectives

Identify individual tactical strategies that will impact the quality of performance in individual and dual activities.
Identify and demonstrate the use of various shots / skills used during practice / game play.
Demonstrate and fairly enforce various rules during game play exhibiting appropriate sportsmanship.
Identify how certain individual or dual activities may contribute to achieving a healthy lifestyle. (healthy eating, body composition, physical activity).

Instructional Activities

Individual Games (Tennis, Ping Pong, Golf, PickleBall, Badminton, Gymnastics, Martial Arts, Track and Field, Weightlifting, and etc.

Individual Skill Practice (Depending on what sport you choose from above)

Fitness Activities (Mile run, Presidential testing, Pacer Test, and

etc.)

Stations (chin-ups, sit-ups, pushups, and etc.)(Skill V. Health)

Jump Rope Skills

Dance (Group, Line, and etc.)

Interdisciplinary Connections

ELA: research paper on how individual activities can benefit lifestyle and overall health.

Assessment

Fill In Your Thoughts: Written check for understanding strategy where students fill the blank. (Another term for rate of change is ____ or ____.)

Circle, Triangle, Square: Something that is still going around in your head (Triangle) Something pointed that stood out in your mind (Square) Something that “Squared” or agreed with your thinking.

ABCD Whisper: Students should get in groups of four where one student is A, the next is B, etc. Each student will be asked to reflect on a concept and draw a visual of his/her interpretation. Then they will share their answer with each other in a zigzag pattern within their group.

Onion Ring: Students form an inner and outer circle facing a partner. The teacher asks a question and the students are given time to respond to their partner. Next, the inner circle rotates one person to the left. The teacher asks another question and the cycle repeats itself.

Formative assessments

Exit ticket
Kahoot
Summarization
3 Things
Postcard
My favorite no (skills-based question cards)

Summative assessments

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Journals
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Fitness Logs

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Teacher created standards-based assessment

Alternative assessments

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Presentation
Project
Portfolio
Skills exhibit

Texts and Resources

Pecentral.org Peuniverse.com
Sparkepe.org Pegames.org
Pe4life.org
Education.com
Aapherd.org
Cdc.gov
Pelinks4u.org
Pesoftware.com
Thephysicaleducator.com
Mrgym.com

Unit #5, Physical Education, Team Activities, Grade 6

Content Area: **Physical Education**

Course(s): **Physical Education**

Time Period: **May-June**

Status: **Published**

Enduring Understanding

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.

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

Essential Questions

How will learning the essential sport skills enhance play for all students?

What strategies can be utilized during game play to improve team success?

How will practicing appropriate and safe behaviors enhance participation and safety for all?

What are the different roles that can be taken within a team?

How does feedback from others and yourself help with overall performance in skills, concepts, or games?

What other life skills are learned and practiced during team games and activities?

How do team games and activities help us to learn about cooperation and communication and the importance of them?

What factors generate positive emotions when participating in physical fitness activities?

New Jersey Student Learning Standards

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.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.4

Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

Student Learning Objectives

Create and demonstrate offensive and defensive strategies and plays in a variety of game settings (i.e. different defenses etc.).

Compare and contrast strategies that are used to improve individual effectiveness during team games and activities.

Demonstrate rules and procedures that promote sportsman-like behaviors, participation, and safety during team activities and games.

Identify the historical origins of games, rules, and safety and compare them to the rules and safety of current team activities and sports.

Identify how feedback from others or themselves has helped them improve concepts or skills.

Instructional Activities

Cooperative Games (Group Knot, Toxic River, Lily Pads, Traffic Jam, Turnstile, Paper Tower, Team Ski, Trust Fall, Magic Carpet and etc.)

Team Games (Basketball, Soccer, Volleyball, Field Hockey, Lacrosse, Relay Races, Tug of War, Football, Hockey, Ultimate Frisbee, Baseball/Softball, Kickball, Speedball, and etc.)

Tournaments- Round Robin, Single Elimination, Double Elimination, and Ladder

Team Building Activities- Partner Up, Get to know Activities; Create a poster for your teammates, etc.

Group Discussion- Rules and Safety

Interdisciplinary Connections

Math: create a new way to keep score using the equations they are currently learning in mathematics class.

Assessment

Numbered Heads Together: Students sit in groups and each group member is given a number. The teacher poses a problem and all four students discuss. The teacher calls a number and that student is responsible for sharing it with the group.

Gallery Walk: After teams have generated ideas on a topic using a piece of chart paper, they appoint a “docent” to stay with their work. Teams rotate around examining other team’s ideas and ask questions of the docent. Teams then meet together to discuss and add to their information so the docent also can learn from other teams.

Graffiti: Groups receive a large piece of paper and felt pens of different colors. Students generate ideas in the form of graffiti. Groups can move to other papers and discuss/add to the ideas.

Formative assessments

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no (skills-based question cards)

Summative assessments

Post Skills Tests

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Aapherd.org

Cdc.gov

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