

Cooperative Team Activities: Unit 1	
Grade Level: 3/4	Length of Unit: Ongoing
<p>Unit Rationale: Working with others and problem solving are important life-skills that our students need to learn. This unit will provide students with an opportunity to work collaboratively on a task without the strong need for critical thinking and problem skills required for the cooperative games unit. This will help to teach students the value of working together in a fun and exciting way without the struggles or frustrations they will encounter at times during the cooperative games unit.</p>	
Stage 1 - Desired Results	
<p>Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> There is often a need to work together with others in order to solve a problem. Students will understand the need for critical thinking skills and perseverance. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> What am I learning during this unit? Why is this unit important to my health and wellness? What are some other aspects of my life that cooperation can be applied to? Why is it important to be able to lead AND be able to follow? What strategies did you use for the game and why? How would you adjust your strategy next time you play?
<p>Content:</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> How to identify and develop critical thinking skills. The benefit of working with others and the difficulties of solving problems alone or individually in a way that does not support the group or team. How to both lead and follow the lead of others. 	<p>Skills:</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Demonstrate the ability to cooperate with others. Apply problem solving concepts. Identify and apply various techniques involved in conflict resolution. Explain why good sportsmanship is important and demonstrate positive behaviors during participation. Act as a leader and follower. Identify factors that lead to group success and help solve problems.
<p>NJ Student Learning Standards https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf</p> <p>3rd- 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>4th- 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>3rd- 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</p> <p>3rd- 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</p> <p>4th- 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p> <p>4th- 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with</p>	

others.

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSL-CLKS.pdf>

9.2 standards should be listed when appropriate. The appropriate grade band must be used for these standards.

Two or three Career Readiness, Life Literacies, and Key Skills Practices standards should be left in each unit, the rest should be removed from the list below.

CLKS Practices:

1. Act as a responsible and contributing community members and employee
- 2.
3. Consider the environmental, social and economic impacts of decisions
- 4.
- 5.
- 6.
- 7.
- 8.
9. Work productively in teams while using cultural/global competence

Explanation of how CLKSs connect to the unit: The activities in this unit place an emphasis on being a positive and productive part of a group, problem solving, decision making, communication

Explanation of how 9.2 standards connect to the unit:

Interdisciplinary Standards

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

Explanation of how interdisciplinary standards connect to the unit: Student success in the learning activities of this unit rely greatly on discussion with group members, sharing ideas, listening to others, working as a team and cooperation.

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSL-9.4LifeLiteraciesandKeySkills.pdf>

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

• 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

Explanation of how 9.4 standards connect to the unit: Students will work with one another and share ideas on various topics and how they can solve it

Stage 2- Assessment Evidence:

Assessment:

Formative	Performance Assessments
Summative	Student Portfolio
Alternative	Peer Assessments
Benchmark	Journal Entries

Stage 3 - Learning Plan

Learning Activities:

Introduction to unit - Group discussion on key topics (communication, listening, teamwork, cooperation, critical thinking, problem solving) and continued discussion of these topics as reminders throughout this unit.

Individual, partner, small group and whole group learning activities such as:

- **Slmon**
- **Caterpillar**
- **Plank Tag**
- **BananaTag**
- **River Cross**
- **Trains and Conductors**
- **Stepping Stones**
- **Musical Hula Hoops**
- **Ring Carry**
- **Blind Builders**
- **Birthday Lineup**
- **Hula Hoop Pass is**
- **Boulder Run**
- **Buddy Walkers**
- **Noodle Transport**
- **Chute Relay**
- **Big Ball Relay**
- **Elbow Pass**
- **Balloon Battle**
- **Relays**
- **Blindfolds**

Differentiation:

ELL:

- **Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking**
- **Emphasize key vocabulary for students**
- **Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)**
- **Use group configurations that support language and content objectives of the lesson**
- **Provide Support language objectives clearly activities that integrate all language skills**
- **Support content objectives clearly**

G&T:

- **Competitions**
- **Differentiated Instruction**

Special Ed:

- **Limit number of items student is expected to learn at one time**
- **Allow extra time for task completion**
- **Modify curriculum content based on student's ability level**
- **Use a consistent daily routine**
- **Assist student in setting short-term goals**
- **Frequently check for understanding**
- **Simplify task directions**
- **Provide hands-on learning activities**
- **Provide modeling**
- **Provide guided instruction**
- **Modify pace of instruction to allow additional processing time**

- **Toxic Waste**

- Provide small group instruction
- Allow for repetition and/or clarification of directions, as needed
- Give direct and uncomplicated directions
- Provide easier tasks first
- Directions repeated, clarified or reworded
- Use interests to increase motivation
- Modified grading
- Stand in proximity to student to focus attention
- Provide short breaks when refocusing is needed
- Refocusing and redirection
- Discuss behavioral issues privately with student
- Provide opportunities for peer interactions
- Encourage student to self-advocate
- Identify triggers
- Provide positive reinforcement

504:

- Frequently check for understanding
- Directions repeated, clarified, or reworded
- Break down tasks into manageable units
- Frequent breaks during class
- Provide buddy system
- Modification in grading system
- Communication with parents
- Modify curriculum content based on student's ability level
- Utilize nurse/Health Office/counselor/SAC during episodes of presenting problem
- Provide short breaks
- Preferential seating
- Refocusing and redirection
- Behavior/time management system
- Excused from activities that affect presenting issue
- Allow use of assistive devices
- Monitor presenting issue

Students at Risk:

- Prompt before directions/questions are verbalized with visual cue between teacher and student
- Preferential seating
- Provide structure and positive reinforcements
- Frequently check for understanding
- Limit number of items student is expected to learn at one time
- Directions repeated, clarified, or reworded
- Modify curriculum content based on student's ability level
- Communication with parents
- Provide short breaks
- Praise whenever possible
- Seat student near front of room
- Arrange private signal to cue student to off-task behavior
- Stand in proximity to student to focus attention

- Refocusing and redirection
- Behavior/time management system
- Provide buddy system

[Link](#) to discipline accommodations chart

Core and Supplementary Instructional Materials

Teacher Pedagogical Resources: Internet, colleagues, apps, twitter, professional development

Student Materials: Various PE equipment specific to the learning activity

DOE Mandates: A statement of how this is shown within the unit. Each component may not be in every unit, as long as it is hit upon at some point within the course.

Diversity, Equity, and Inclusion Mandate:

Gender -

Sexual Orientation -

Race -

Ethnicity -

Religious Tolerance -

Unconscious Bias Impact on Individuals -

Unconscious Bias Impact on Society -

Economic Disparity Impact on Individuals -

Economic Disparity Impact on Society -

Notes:

Wellness: Unit 2

Grade Level: 3/4	Length of Unit: Ongoing
<p>Unit Rationale: explain the theme and why students should learn this topic Physical fitness can be applied to nearly every activity throughout the K-12 curriculum and plays a significant role in the overall health and wellness of the student throughout their entire life.</p>	
Stage 1 - Desired Results	
<p>Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Wellness activities have a direct impact on their overall health. ● There are many reasons why they need muscular strength, flexibility, endurance, and aerobic capacity 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What am I learning during this unit? 2. Why is this unit important to my health and wellness? 3. What type of activities or sports would I need a warm up or cool down?
<p>Content:</p> <p><i>Students will know...</i></p> <p>How to participate in a variety of activities through warm ups and direct lessons that help them to improve in the wellness related skills outlined for this unit.</p>	<p>Skills:</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Participate in a variety of activities which develop and maintain health related wellness. <ul style="list-style-type: none"> ○ Cardiorespiratory endurance, Muscular Strength, Muscular Endurance, Flexibility, Power, Speed, Agility ● Recognize the importance of a warm up and cool-down period. ● Recognize that too much or not enough exercise can be harmful. ● Recognize and explain that participation in physical activity contributes to wellness. ● Develop a wellness goal and explain why setting a goal is important.
<p>NJ Student Learning Standards https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CHPE.pdf 3rd- 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. 3rd- 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation. 4th- 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). 4th- 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. 3rd- 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology). 3rd- 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. 4th- 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. 4th- 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others. 4th- 2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).</p>	

4th- 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
3rd- 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
3rd- 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.
4th- 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

9.2 standards should be listed when appropriate. The appropriate grade band must be used for these standards.

Two or three Career Readiness, Life Literacies, and Key Skills Practices standards should be left in each unit, the rest should be removed from the list below.

CLKS Practices:

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

Use technology to enhance productivity increase collaboration and communicate effectively

Explanation of how CLKs connect to the unit: A person's health and wellness has an impact on their social experiences and activity choices. There are many different ways to achieve good health and wellness and an individual can be creative in their choices. There is a lot of new technology available to assist people in increasing and maintaining their health and wellness.

Explanation of how 9.2 standards connect to the unit:

Interdisciplinary Standards

Pick a subject area that is not health and PE and find standards from the same grade level or grade band that connect to this work. At minimum two standards must be included.

- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families
- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Explanation of how interdisciplinary standards connect to the unit: Students will be working together throughout the unit and solving problems with others. Sharing different viewpoints will be encouraged and students will learn how to come to a consensus

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

At minimum two standards from the 9.4 list must be included. The appropriate grade band must be used for these standards.

9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

• **9.4.5.CT.2:** Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

Explanation of how 9.4 standards connect to the unit: Students will work with one another and share ideas on various topics and how they can solve it

Stage 2- Assessment Evidence:

Assessment:

Formative	Performance Assessments
Summative	Student Portfolios
Alternative	Peer Assessment
Benchmark	Journal Entries

Stage 3 - Learning Plan

Learning Activities:

Trajectory of how you are bringing students to dev

Introduction to unit - Group discussion on key topics (wellness, physical fitness, different forms of health related fitness, ex. muscle strength, muscle endurance, cardiovascular fitness, flexibility, mindfulness,) and continued discussion of these topics as reminders throughout this unit.

Individual, partner, small group and whole group learning activities such as:

- **Wellness based warm-up exercises and games/activities**
- **Station activities/exercise**
- **Yoga and mindfulness**
- **Relays**
- **Tag Games**
- **Balance Games**
- **Fitness exercises**
- **Run Pacing**

Differentiation:

ELL:

- **Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking**
- **Emphasize key vocabulary for students**
- **Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)**
- **Use group configurations that support language and content objectives of the lesson**
- **ProvideSupport language objectives clearly activities that integrate all language skills**
- **Support content objectives clearly**

G&T:

- **Competitions**
- **Differentiated Instruction**

Special Ed:

- **Limit number of items student is expected to learn at one time**
- **Allow extra time for task completion**
- **Modify curriculum content based on student's ability level**
- **Use a consistent daily routine**
- **Assist student in setting short-term goals**
- **Frequently check for understanding**
- **Simplify task directions**
- **Provide hands-on learning activities**

- Provide modeling
- Provide guided instruction
- Modify pace of instruction to allow additional processing time
- Provide small group instruction
- Allow for repetition and/or clarification of directions, as needed
- Give direct and uncomplicated directions
- Provide easier tasks first
- Directions repeated, clarified or reworded
- Use interests to increase motivation
- Modified grading
- Stand in proximity to student to focus attention
- Provide short breaks when refocusing is needed
- Refocusing and redirection
- Discuss behavioral issues privately with student
- Provide opportunities for peer interactions
- Encourage student to self-advocate
- Identify triggers
- Provide positive reinforcement

504:

- Frequently check for understanding
- Directions repeated, clarified, or reworded
- Break down tasks into manageable units
- Frequent breaks during class
- Provide buddy system
- Modification in grading system
- Communication with parents
- Modify curriculum content based on student's ability level
- Utilize nurse/Health Office/counselor/SAC during episodes of presenting problem
- Provide short breaks
- Preferential seating
- Refocusing and redirection
- Behavior/time management system
- Excused from activities that affect presenting issue
- Allow use of assistive devices
- Monitor presenting issue

Students at Risk:

- Prompt before directions/questions are verbalized with visual cue between teacher and student
- Preferential seating
- Provide structure and positive reinforcements
- Frequently check for understanding
- Limit number of items student is expected to learn at one time
- Directions repeated, clarified, or reworded
- Modify curriculum content based on student's ability level
- Communication with parents
- Provide short breaks
- Praise whenever possible
- Seat student near front of room

- Arrange private signal to cue student to off-task behavior
- Stand in proximity to student to focus attention
- Refocusing and redirection
- Behavior/time management system
- Provide buddy system

[Link](#) to discipline accommodations chart

Core and Supplementary Instructional Materials

Teacher Pedagogical Resources: Internet, colleagues, apps, twitter, professional development

Student Materials: Various PE equipment specific to the learning activity

DOE Mandates: A statement of how this is shown within the unit. Each component may not be in every unit, as long as it is hit upon at some point within the course.

Diversity, Equity, and Inclusion Mandate:

- Gender -
- Sexual Orientation -
- Race -
- Ethnicity -
- Religious Tolerance -
- Unconscious Bias Impact on Individuals -
- Unconscious Bias Impact on Society -
- Economic Disparity Impact on Individuals -
- Economic Disparity Impact on Society -

Notes:

Locomotor Skills: Unit 3

Grade Level: 3/4

Length of Unit: Ongoing

Unit Rationale: The skills acquired during this unit will provide a foundation for a variety of other physical activities.

<p>Students need to learn these basic fundamental skills in order to move on to other more complex activities.</p>	
<p>Stage 1 - Desired Results</p>	
<p>Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Locomotor skills are the foundation for participating in activities and sports. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> What am I learning during this unit? Why is this unit important to my health and wellness? Where can I apply the skills learned into my life? What other activities use these locomotor skills?
<p>Content:</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> Proper locomotor movements with the addition of changing of levels and tempo. What are even movements and uneven movements. How these skills relate to various activities. How these locomotor skills relate to other activities and games played. 	<p>Skills:</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Perform locomotor movement in isolated/applied settings: <ul style="list-style-type: none"> Walk, Jog, Hop, Jump, Crawl, Run, Leap, Skip, Slide, Gallop Perform variations of locomotor skills by being able to move: <ul style="list-style-type: none"> forward, backward, sideways, over and around, zig-zag vary level and range vary tempo and rhythm, speed, force, projection, beat
<p>NJ Student Learning Standards https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CHPE.pdf</p> <p>3rd-2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). 4th- 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 4th- 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). 4th- 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity 4th- 2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. 3rd- 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation. 4th- 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</p>	
<p>Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards) https://www.nj.gov/education/standards/clicks/Docs/2020NJSLs-CLKS.pdf</p> <p>9.2 standards should be listed when appropriate. The appropriate grade band must be used for these standards.</p>	

Two or three Career Readiness, Life Literacies, and Key Skills Practices standards should be left in each unit, the rest should be removed from the list below.

CLKS Practices:

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management

Explanation of how CLKs connect to the unit: The activities in this unit place an emphasis on being a positive and productive part of a group, problem solving, decision making, communication

Explanation of how 9.2 standards connect to the unit:

Interdisciplinary Standards

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.**
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions**

Explanation of how interdisciplinary standards connect to the unit: Student success in the learning activities of this unit rely greatly on discussion with group members, sharing ideas, listening to others, working as a team and cooperation

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).**
- 9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).**
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).**
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).**

Explanation of how 9.4 standards connect to the unit: Utilizing these performance expectations assists students in accomplishing the objectives of the activities in this unit and enhances their learning experience.

Stage 2- Assessment Evidence:

Assessment:

Formative	Performance Assessments
Summative	Student Portfolios
Alternative	Peer Assessment

Benchmark	Journals
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Stage 3 - Learning Plan	
<p>Learning Activities:</p> <p>Introduction to unit - Group discussion on key topics (communication, listening, teamwork, cooperation, critical thinking, problem solving) and continued discussion of these topics as reminders throughout this unit.</p> <p>Individual, partner, small group and whole group learning activities such as:</p> <ul style="list-style-type: none"> ● Slmon ● Caterpillar ● Plank Tag ● BananaTag ● River Cross ● Trains and Conductors ● Stepping Stones ● Musical Hula Hoops ● Ring Carry ● Blind Builders ● Birthday Lineup ● Hula Hoop Pass ● Boulder Run ● Buddy Walkers ● Noodle Transport ● Chute Relay ● Big Ball Relay ● Elbow Pass ● Balloon Battle 	<p>Differentiation:</p> <p>ELL: Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking</p> <ul style="list-style-type: none"> ● Emphasize key vocabulary for students ● Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language) ● Use group configurations that support language and content objectives of the lesson ● Provide Support language objectives clearly ● Support content objectives clearly <p>G&T:</p> <ul style="list-style-type: none"> ● Competitions ● Differentiated Instruction <p>Special Ed:</p> <ul style="list-style-type: none"> ● Limit number of items student is expected to learn at one time ● Allow extra time for task completion ● Modify curriculum content based on student's ability level ● Use a consistent daily routine ● Assist student in setting short-term goals ● Frequently check for understanding ● Simplify task directions ● Provide hands-on learning activities ● Provide modeling ● Provide guided instruction ● Modify pace of instruction to allow additional processing time ● Provide small group instruction ● Allow for repetition and/or clarification of directions, as needed ● Give direct and uncomplicated directions ● Provide easier tasks first ● Directions repeated, clarified or reworded ● Use interests to increase motivation ● Modified grading ● Stand in proximity to student to focus attention ● Provide short breaks when refocusing is needed ● Refocusing and redirection ● Discuss behavioral issues privately with student ● Provide opportunities for peer interactions

- Encourage student to self-advocate
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504:

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[Link](#) to discipline accommodations chart

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Student Materials: Various PE equipment specific to the learning activity

DOE Mandates: A statement of how this is shown within the unit. Each component may not be in every unit, as long as it is hit upon at some point within the course.

Diversity, Equity, and Inclusion Mandate:

Gender -

Sexual Orientation -

Race -

Ethnicity -

Religious Tolerance -

Unconscious Bias Impact on Individuals -

Unconscious Bias Impact on Society -

Economic Disparity Impact on Individuals -

Economic Disparity Impact on Society -

Notes:

Manipulative Skills: Unit 4

Grade Level: 3/4

Length of Unit: Ongoing

Unit Rationale

Learning basic manipulation skills are imperative to the progression into other games, sports, and physical activities. These are the fundamental skills for a large variety of activities and with these skills students will be prepared for that progression.

Stage 1 - Desired Results	
<p>Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • These skills are a foundation for many activities they participate in throughout their lives. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What am I learning during this unit? 2. Why is this unit important to my health and wellness? 3. Where would I apply these skills in my life.
<p>Content:</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Proper technique for basic manipulation skills • How to participate in activities that utilize these skills • How to identify and develop an understanding for how these skills relate to various activities 	<p>Skills:</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Demonstrate manipulation using various objects: <ul style="list-style-type: none"> ○ Underhand, Overhand, Sidearm, Catch, Kick, Trap, Strike with body, Strike with implement, Bounce, Roll, Ball handling

NJ Student Learning Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CHPE.pdf>

3rd- 2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.

3rd- 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.

4th- 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

3rd- 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.

3rd- 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.

4th- 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).

4th- 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.

3rd- 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).

3rd- 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.

4th- 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.

4th- 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLs-CLKS.pdf>

9.2 standards should be listed when appropriate. The appropriate grade band must be used for these standards.

Two or three Career Readiness, Life Literacies, and Key Skills Practices standards should be left in each unit, the rest should be removed from the list below.

CLKS Practices:

- Act as a responsible and contributing community members and employee
- Consider the environmental, social and economic impacts of decisions
- Work productively in teams while using cultural/global competence

Explanation of how CLKs connect to the unit: While some locomotor movements are performed specific there are also many ways to move using your own creativity. The use of various technologies can aid in the practice, performance and creativity of locomotor

Explanation of how 9.2 standards connect to the unit:

Interdisciplinary Standards

Pick a subject area that is not health and PE and find standards from the same grade level or grade band that connect to this work. At minimum two standards must be included.

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Explanation of how interdisciplinary standards connect to the unit: Utilizing student data, they can make corrections and improvements on form skills based on the feedback

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

At minimum two standards from the 9.4 list must be included. The appropriate grade band must be used for these standards.

9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Explanation of how 9.4 standards connect to the unit: Accepting feedback, observing technique and making corrections in response to these things help to improve performance of manipulative skills. Using technology and multimedia sources to gain knowledge and understanding of these skills will also help improve performance.

Assessment:	
Formative	Small day-to-day assessments
Summative	Large end of unit
Alternative	For students that can't complete normal assessment
Benchmark	Standard style assessment to gauge if all students in the course are on pace. Only in a mid and last unit. If the benchmark will not be in this unit, list which unit and provide a brief description of the skills/content the benchmark is expecting.

Stage 3 - Learning Plan	
<p>Learning Activities:</p> <p>Trajectory of how you are bringing students to develop the understandings listed above</p> <p>Group discussion and introduction to each new manipulative skill. Gradual progression of each skill starting with individual practice then progressing to partner practice and eventually small group practice. During small group practice introduce concepts such as teamwork, cooperation, sportsmanship, offense, defense.</p> <p>Individual, partner, and small group learning activities such as:</p> <ul style="list-style-type: none"> ● Tossing skill practice and games ● Throwing skill practice and games ● Throwing and catching skill practice and games ● Striking skill practice and games (hand, foot, paddle) ● Rolling skill practice and games ● Bouncing skill practice and games ● Small sided, ball control skill practice and games similar to (soccer, basketball, volleyball, handball, tball, etc) 	<p>Differentiation:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>ELL:</p> <ul style="list-style-type: none"> ● Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking ● Emphasize key vocabulary for students ● Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language) ● Use group configurations that support language and content objectives of the lesson ● ProvideSupport language objectives clearly activities that integrate all language skills ● Support content objectives clearly </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>G&T:</p> <ul style="list-style-type: none"> ● Competitions ● Differentiated Instruction </div> <div style="border: 1px solid black; padding: 5px;"> <p>Special Ed:</p> <ul style="list-style-type: none"> ● Limit number of items student is expected to learn at one time ● Allow extra time for task completion ● Modify curriculum content based on student's ability level ● Use a consistent daily routine ● Assist student in setting short-term goals ● Frequently check for understanding ● Simplify task directions ● Provide hands-on learning activities ● Provide modeling ● Provide guided instruction ● Modify pace of instruction to allow additional processing time ● Provide small group instruction ● Allow for repetition and/or clarification of directions, as needed </div>

- Give direct and uncomplicated directions
- Provide easier tasks first
- Directions repeated, clarified or reworded
- Use interests to increase motivation
- Modified grading
- Stand in proximity to student to focus attention
- Provide short breaks when refocusing is needed
- Refocusing and redirection
- Discuss behavioral issues privately with student
- Provide opportunities for peer interactions
- Encourage student to self-advocate
- Identify triggers
- Provide positive reinforcement

504:

- Frequently check for understanding
- Directions repeated, clarified, or reworded
- Break down tasks into manageable units
- Frequent breaks during class
- Provide buddy system
- Modification in grading system
- Communication with parents
- Modify curriculum content based on student's ability level
- Utilize nurse/Health Office/counselor/SAC during episodes of presenting problem
- Provide short breaks
- Preferential seating
- Refocusing and redirection
- Behavior/time management system
- Excused from activities that affect presenting issue
- Allow use of assistive devices
- Monitor presenting issue

Students at Risk:

- Prompt before directions/questions are verbalized with visual cue between teacher and student
- Preferential seating
- Provide structure and positive reinforcements
- Frequently check for understanding
- Limit number of items student is expected to learn at one time
- Directions repeated, clarified, or reworded
- Modify curriculum content based on student's ability level
- Communication with parents
- Provide short breaks
- Praise whenever possible
- Seat student near front of room
- Arrange private signal to cue student to off-task behavior
- Stand in proximity to student to focus attention
- Refocusing and redirection
- Behavior/time management system
- Provide buddy system

[Link](#) to discipline accommodations chart

Core and Supplementary Instructional Materials

Teacher Pedagogical Resources: Internet, colleagues, apps, twitter, professional

Student Materials: Various PE equipment specific to the learning activity

DOE Mandates: A statement of how this is shown within the unit. Each component may not be in every unit, as long as it is hit upon at some point within the course.

Diversity, Equity, and hi Inclusion Mandate:

Gender -

Sexual Orientation -

Race -

Ethnicity -

Religious Tolerance -

Unconscious Bias Impact on Individuals -

Unconscious Bias Impact on Society -

Economic Disparity Impact on Individuals -

Economic Disparity Impact on Society -

Notes: