

East Newark Public School

**Physical Education Curriculum
Grade 3-4**



Physical Education Grade 3-4

EAST NEWARK PUBLIC SCHOOL

Course Description

Providing children and youth with physical activity opportunities in school is critical. Helping them develop knowledge and skills to select and participate in physical activity safely, competently, and with personal satisfaction is a responsibility of physical education. Physical education should also be a place where students value physical activity. It is the unique role of quality physical education programs to help all students develop health related fitness, physical competence, cognitive understanding, and positive attitudes about physical activity so that they can adopt healthy and physically active lifestyles. Quality physical education programs are also important because they provide learning experiences that meet students' developmental needs, which in turn help improve their mental alertness, academic performance, and readiness and enthusiasm for learning. A quality physical education program includes the following: opportunity to learn, meaningful content, and appropriate instruction.

Course Resources

1. Basketballs and Hoops
2. Whiffle ball Equipment
3. Soccer Equipment
4. Volleyball Equipment
5. Flag Football Equipment
6. Jump Ropes
7. Mats
8. Smart Board
9. Chromebooks/IPADS

Pacing Guide

Unit #	Unit Title	NJ Standards	Resources
1	Spatial Awareness/ Movement Concepts	2.5.4.A.1 2.5.4.A.2 2.5.4.A.3 2.5.4.A.4 2.5.4.C.1 2.5.4.C.2 2.6.4.A.2	Locomotor games Equipment: Cones, jump-ropes, mats, speaker system
2	Team Sports and Fitness Strategies	2.5.4.B.1 2.5.4.B.2 2.6.4.A.1 2.6.4.A.2 2.6.4.A.3 2.6.4.A.4	Volleyball, Flag football, Soccer, Basketball, Whiffle ball
3	Cardiovascular Health	2.5.4.B.1 2.5.4.B.2 2.6.4.A.1 2.6.4.A.2 2.6.4.A.3 2.6.4.A.4	Exercise, Chromebooks/IPADs, Jump-ropes
4	Individual & Lifelong Sports	2.5.4.A.1 2.5.4.A.2 2.5.4.A.3 2.5.4.A.4 2.5.4.B.1 2.5.4.B.2 2.5.4.C.1 2.5.4.C.2	Tennis Cup Stacking
5	Cooperative Games	2.5.4.A.1 2.5.4.A.2 2.5.4.B.1 2.5.4.B.2 2.5.4.C.1 2.5.4.C.2	Parachutes, Kickball, Team Building Games

Unit 1 - Motor Development

Timeframe	September-October
Overview	This unit enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health enhancing forms of physical activity throughout life.
Resources	<ul style="list-style-type: none"> • Equipment • Cones • Jump-ropes • Mats • Speaker system
Essential Questions	<ul style="list-style-type: none"> • What are the body parts through movement? • What are some movement skills at the different levels, speeds and pathways? • What are different ways that we could balance? • How can you develop flexibility, agility, coordination, strength and power? • How can you demonstrate the skills necessary to perform the skill of tumbling? • What are the basic movement structures of dance? • How do musical measures make up fundamental dance routines? • How agility, balance, coordination, flexibility, and body control are related to dance? • What are conditioning exercises with an obvious knowledge of movement related to dance?
Essential Learning Outcomes	<ul style="list-style-type: none"> • Students will be able to identify the body parts through movement. • Students will be able to perform various motor skills: crawling, galloping, hopping, jogging, leaping, rolling, running, skipping, etc. • Students will be able to balance one legged: the stork stand, the airplane, leg lift balances. • Students will be able to walk forward, on tiptoes, walk forward so the heel touches the toe on each step, and walk backwards so that the toe touches the heel on each step. • Students will be able to complete simple stunts, build bridges, etc. • Students will be able to demonstrate different tumbling skills.

	<ul style="list-style-type: none"> ● Students will be able to demonstrate knowledge of steps, terminology, and safety precautions of the dance. ● Students will be able to demonstrate the ability to execute the basic fundamental movements of dance. ● Students will be able to demonstrate the ability to apply the basic individual movements in a group dance.
<p>Technology Infusion</p>	<ul style="list-style-type: none"> ● 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. ● 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures. ● 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue. ● 8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data. ● 8.1.5.A.5 Create and use a database to answer basic questions.
<p>Standards</p>	<ul style="list-style-type: none"> ● 2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). ● 2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space. ● 2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. ● 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance. ● 2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer ● 2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment ● 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness
<p>Integrated Accommodations and Modifications</p>	<ul style="list-style-type: none"> ● Special Education Students <ul style="list-style-type: none"> ● Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.

	<ul style="list-style-type: none"> ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● English Language Learners <ul style="list-style-type: none"> ● Invite students to explore different points of view on a topic of study and compare. ● Device used for translation purposes ● 504 Students <ul style="list-style-type: none"> ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. ● Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Gifted & Talented Students <ul style="list-style-type: none"> ● Encourage students to explore concepts in depth and encourage independent studies or investigations. ● Modeling or independent student led research
<p style="text-align: center;">Assessments</p>	<ul style="list-style-type: none"> ● The skill has become almost automatic and performances in a similar context appear almost identical ● The child is able to focus on extraneous variables-an opponent, an unpredictable object, the follow of travel and still perform the skill as intended ● The movement often seems effortless as the child performs the skill with ease and seeming lack of attention ● The movement can be performed successfully in a variety of planned and unplanned situations as the child appears to modify performance to meet the demands of the situation. ● Think, Pair, Share activities after the anticipatory set. ● Pre and Post assessments.
<p style="text-align: center;">Integration of 21st Century Learning Skills</p>	<ul style="list-style-type: none"> ● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. ● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. ● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. ● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason.

	<ul style="list-style-type: none"> ● 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.
Career Education	<ul style="list-style-type: none"> ● The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. This unit addresses standard 9.2 (Career Awareness, Exploration, and Preparation) as it outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams.
Interdisciplinary Connections	<ul style="list-style-type: none"> ● Physical Education lends itself to a variety of interdisciplinary connections. Through calculations and measurements students are making connections to mathematics. Physiology and muscle use provides opportunities to make connections to science. Finally, research and presentation skills are connected to ELA and the social studies.

Unit 2 - Team Sports and Fitness Strategy

Timeframe	November-January
Overview	This unit enables students to understand the components of health related fitness (Cardiorespiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill related fitness (speed, agility, reaction time, coordination, and power).
Resources	<ul style="list-style-type: none"> ● Volleyball ● Flag football ● Soccer ● Basketball ● Whiffle ball
Essential Questions	<ul style="list-style-type: none"> ● How are the concepts of movement important? ● How is the minimum amount of exercise important to know so that I can stay physically fit? ● How do I develop an appropriate personal fitness program and find the motivation to commit to it? ● How do you realize age-appropriate fitness?
Essential Learning Outcomes	<ul style="list-style-type: none"> ● Students will understand that knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. ● Students will explore the understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. ● Students will know that physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.
Technology Infusion	<ul style="list-style-type: none"> ● 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. ● 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures. ● 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue. ● 8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data. ● 8.1.5.A.5 Create and use a database to answer basic questions.

<p>Standards</p>	<ul style="list-style-type: none"> ● 2.5.4.B.1 DExplain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space). ● 2.5.4.B.2 Acknowledge the contributions of team and choose appropriate ways to motivate and celebrate accomplishments. ● 2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity. ● 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness. ● 2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators. ● 2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.
<p>Integrated Accommodations and Modifications</p>	<ul style="list-style-type: none"> ● Special Education Students <ul style="list-style-type: none"> ● Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● English Language Learners <ul style="list-style-type: none"> ● Invite students to explore different points of view on a topic of study and compare. ● Device used for translation purposes ● 504 Students <ul style="list-style-type: none"> ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. ● Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Gifted & Talented Students <ul style="list-style-type: none"> ● Encourage students to explore concepts in depth and encourage independent studies or investigations. ● Modeling or independent student led research
<p>Assessments</p>	<ul style="list-style-type: none"> ● The skill has become almost automatic and performances in a similar context appear almost identical ● The child is able to focus on extraneous variables-an opponent, an unpredictable object, the follow of travel and still perform the skill as intended ● The movement often seems effortless as the child performs the skill with ease and seeming lack of attention

	<ul style="list-style-type: none"> • The movement can be performed successfully in a variety of planned and unplanned situations as the child appears to modify performance to meet the demands of the situation. • Think, Pair, Share activities after the anticipatory set. • Pre and Post assessments.
<p>Integration of 21st Century Learning Skills</p>	<ul style="list-style-type: none"> • 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. • 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. • 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. • 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. • CRP1. Act as a responsible and contributing citizen and employee. • CRP2. Apply appropriate academic and technical skills. • 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.
<p>Career Education</p>	<ul style="list-style-type: none"> • The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. This unit addresses standard 9.2 (Career Awareness, Exploration, and Preparation) as it outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams.
<p>Interdisciplinary Connections</p>	<ul style="list-style-type: none"> • Physical Education lends itself to a variety of interdisciplinary connections. Through calculations and measurements students



are making connections to mathematics. Physiology and muscle use provides opportunities to make connections to science. Finally, research and presentation skills are connected to ELA and the social studies.

Unit 3 -Cardiovascular Health

Timeframe	February-March
Overview	This unit enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health enhancing forms of physical activity throughout life.
Resources	<ul style="list-style-type: none"> ● Locomotor games ● Equipment ● Cones ● Jump-ropes ● Mats ● Speaker system
Essential Questions	<ul style="list-style-type: none"> ● How is the concept of good sportsmanship important? ● How are basic activity and safety rules important? ● How does being healthy contribute to safe and improved performance? ● How does mental attitude influence physical performance?
Essential Learning Outcomes	<ul style="list-style-type: none"> ● Students will be able to explore that good sportsmanship is important to have a successful and fun game. Rules are important so no one gets hurt. ● Students will understand that if you are healthy you will do better in your sports activities. ● Students will be able to explore the notion that if you have a positive attitude you will accomplish your goals, if you have a negative attitude it will be harder to accomplish your goals.
Technology Infusion	<ul style="list-style-type: none"> ● 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. ● 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures. ● 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue. ● 8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data. ● 8.1.5.A.5 Create and use a database to answer basic questions.

<p>Standards</p>	<ul style="list-style-type: none"> ● 2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating opened areas, and defending space). ● 2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. ● 2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity. ● 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness. ● 2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators. ● 2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.
<p>Integrated Accommodations and Modifications</p>	<ul style="list-style-type: none"> ● Special Education Students <ul style="list-style-type: none"> ● Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● English Language Learners <ul style="list-style-type: none"> ● Invite students to explore different points of view on a topic of study and compare. ● Device used for translation purposes ● 504 Students <ul style="list-style-type: none"> ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. ● Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Gifted & Talented Students <ul style="list-style-type: none"> ● Encourage students to explore concepts in depth and encourage independent studies or investigations. ● Modeling or independent student led research
<p>Assessments</p>	<ul style="list-style-type: none"> ● The skill has become almost automatic and performances in a similar context appear almost identical ● The child is able to focus on extraneous variables-an opponent, an unpredictable object, the follow of travel and still perform the skill as intended

	<ul style="list-style-type: none"> ● The movement often seems effortless as the child performs the skill with ease and seeming lack of attention ● The movement can be performed successfully in a variety of planned and unplanned situations as the child appears to modify performance to meet the demands of the situation. ● Think, Pair, Share activities after the anticipatory set. ● Pre and Post assessments.
<p>Integration of 21st Century Learning Skills</p>	<ul style="list-style-type: none"> ● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. ● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. ● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. ● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● 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.
<p>Career Education</p>	<ul style="list-style-type: none"> ● The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. This unit addresses standard 9.2 (Career Awareness, Exploration, and Preparation) as it outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams.

**Interdisciplinary
Connections**

- Physical Education lends itself to a variety of interdisciplinary connections. Through calculations and measurements students are making connections to mathematics. Physiology and muscle use provides opportunities to make connections to science. Finally, research and presentation skills are connected to ELA and the social studies.

Unit 4 - Individual and Lifelong Sports

Timeframe	April
Overview	This unit enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health enhancing forms of physical activity throughout life.
Resources	<ul style="list-style-type: none"> ● Locomotor games ● Equipment ● Cones ● Jump-rope ● Mats ● Speaker system ● Tennis ● Cup Stacking
Essential Questions	<ul style="list-style-type: none"> ● Are the students able to demonstrate and identify the skills necessary to tennis to enhance their participation in a variety of lead-up games? ● Are the students able to demonstrate and identify appropriate game play, strategy, sportsmanship and safety in regards to tennis skills and expectations? ● Will cup stacking help your eye-hand coordination? ● What parts of the body is used when doing cup stacking? ● Do we use teamwork in cup stacking and if so why?
Essential Learning Outcomes	<ul style="list-style-type: none"> ● Students will be able to explore that good sportsmanship is important to have a successful and fun game. Rules are important so no one gets hurt. ● Students will understand that if you are healthy you will do better in your sports activities. ● Students will be able to explore the notion that if you have a positive attitude you will accomplish your goals, if you have a negative attitude it will be harder to accomplish your goals. ● Students will be able to gain eye-hand coordination.
Technology Infusion	<ul style="list-style-type: none"> ● 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. ● 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

	<ul style="list-style-type: none"> ● 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue. ● 8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data. ● 8.1.5.A.5 Create and use a database to answer basic questions.
<p style="text-align: center;">Standards</p>	<ul style="list-style-type: none"> ● 2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). ● 2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space. ● 2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. ● 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance. ● 2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space). ● 2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. ● 2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer ● 2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment
<p style="text-align: center;">Integrated Accommodations and Modifications</p>	<ul style="list-style-type: none"> ● Special Education Students <ul style="list-style-type: none"> ● Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● English Language Learners <ul style="list-style-type: none"> ● Invite students to explore different points of view on a topic of study and compare. ● Device used for translation purposes ● 504 Students <ul style="list-style-type: none"> ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.

	<ul style="list-style-type: none"> ● Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. ● Extended time for revisions or opportunity to identify and develop areas of personal interest ● Gifted & Talented Students <ul style="list-style-type: none"> ● Encourage students to explore concepts in depth and encourage independent studies or investigations. ● Modeling or independent student led research
<p style="text-align: center;">Assessments</p>	<ul style="list-style-type: none"> ● The skill has become almost automatic and performances in a similar context appear almost identical ● The child is able to focus on extraneous variables-an opponent, an unpredictable object, the follow of travel and still perform the skill as intended ● The movement often seems effortless as the child performs the skill with ease and seeming lack of attention ● The movement can be performed successfully in a variety of planned and unplanned situations as the child appears to modify performance to meet the demands of the situation. ● Think, Pair, Share activities after the anticipatory set. ● Pre and Post assessments.
<p style="text-align: center;">Integration of 21st Century Learning Skills</p>	<ul style="list-style-type: none"> ● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. ● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. ● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. ● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● 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.

	<ul style="list-style-type: none">● CRP11: Use technology to enhance productivity.
Career Education	<ul style="list-style-type: none">● The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. This unit addresses standard 9.2 (Career Awareness, Exploration, and Preparation) as it outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams.
Interdisciplinary Connections	<ul style="list-style-type: none">● Physical Education lends itself to a variety of interdisciplinary connections. Through calculations and measurements students are making connections to mathematics. Physiology and muscle use provides opportunities to make connections to science. Finally, research and presentation skills are connected to ELA and the social studies.

Unit 5 - Cooperative Games

Timeframe	May-June
Overview	This unit enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health enhancing forms of physical activity throughout life.
Resources	<ul style="list-style-type: none"> ● Locomotor games ● Equipment ● Speaker system ● Parachutes ● Kickball ● Team building games
Essential Questions	<ul style="list-style-type: none"> ● How is the concept of good sportsmanship important? ● How are basic activity and safety rules important? ● How does being healthy contribute to safe and improved performance? ● How does mental attitude influence physical performance? ● Do the students demonstrate kicking using proper technique?
Essential Learning Outcomes	<ul style="list-style-type: none"> ● Students will be able to explore that good sportsmanship is important to have a successful and fun game. Rules are important so no one gets hurt. ● Students will understand that if you are healthy you will do better in your sports activities. ● Students will be able to explore the notion that if you have a positive attitude you will accomplish your goals, if you have a negative attitude it will be harder to accomplish your goals. ● Students will be able to gain eye-hand coordination.
Technology Infusion	<ul style="list-style-type: none"> ● 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. ● 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures. ● 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue. ● 8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

	<ul style="list-style-type: none"> 8.1.5.A.5 Create and use a database to answer basic questions.
<p>Standards</p>	<ul style="list-style-type: none"> 2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space. 2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space). 2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. 2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer 2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment
<p>Integrated Accommodations and Modifications</p>	<ul style="list-style-type: none"> Special Education Students <ul style="list-style-type: none"> Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. Extended time for revisions or opportunity to identify and develop areas of personal interest English Language Learners <ul style="list-style-type: none"> Invite students to explore different points of view on a topic of study and compare. Device used for translation purposes 504 Students <ul style="list-style-type: none"> Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. Extended time for revisions or opportunity to identify and develop areas of personal interest Gifted & Talented Students <ul style="list-style-type: none"> Encourage students to explore concepts in depth and encourage independent studies or investigations. Modeling or independent student led research

<p>Assessments</p>	<ul style="list-style-type: none"> ● The skill has become almost automatic and performances in a similar context appear almost identical ● The child is able to focus on extraneous variables-an opponent, an unpredictable object, the follow of travel and still perform the skill as intended ● The movement often seems effortless as the child performs the skill with ease and seeming lack of attention ● The movement can be performed successfully in a variety of planned and unplanned situations as the child appears to modify performance to meet the demands of the situation. ● Think, Pair, Share activities after the anticipatory set. ● Pre and Post assessments.
<p>Integration of 21st Century Learning Skills</p>	<ul style="list-style-type: none"> ● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. ● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. ● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. ● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● 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.
<p>Career Education</p>	<ul style="list-style-type: none"> ● The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. This unit addresses standard 9.2 (Career Awareness, Exploration, and Preparation) as it outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options,

	<p>career planning, and career requirements. Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams.</p>
Interdisciplinary Connections	<ul style="list-style-type: none">• Physical Education lends itself to a variety of interdisciplinary connections. Through calculations and measurements students are making connections to mathematics. Physiology and muscle use provides opportunities to make connections to science. Finally, research and presentation skills are connected to ELA and the social studies.