

East Newark Public School

**Physical Education Curriculum
Grade 5-6**



Physical Education Grade 5-6

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

Pacing Guide

Unit #	Unit Title	NJ Standards	Resources
1	Spatial Awareness/ Movement Concepts	2.5.6.A.1 2.5.6.A.2 2.5.6.A.3 2.5.6.A.4 2.5.6.C.1 2.5.6.C.2 2.6.6.A.2	Locomotor games Equipment: Mats, speaker system Dance-Line
2	Team Sports and Fitness Strategies	2.5.6.A.1 2.5.6.A.2 2.5.6.A.3 2.5.6.B.1 2.5.6.B.2 2.6.6.A.1 2.6.6.A.2 2.6.6.A.3 2.6.6.A.4 2.6.6.A.5 2.6.6.A.6 2.6.6.A.7	Volleyball, Flag football, Soccer, Basketball, Whiffle ball
3	Cardiovascular Health	2.5.6.B.1 2.5.6.B.2 2.6.6.A.1 2.6.6.A.2 2.6.6.A.3 2.6.6.A.4	Exercise, Chromebooks/IPADs, Jump-ropes
4	Individual & Lifelong Sports	2.5.6.A.1 2.5.6.A.2 2.5.6.A.3 2.5.6.A.4 2.5.6.B.1 2.5.6.B.2 2.5.6.C.1 2.5.6.C.2	Tennis Cup Stacking Juggling
5	Cooperative Games	2.5.6.A.1 2.5.6.A.2 2.5.6.B.1 2.5.6.B.2 2.5.6.C.1-2	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 • Mats • Speaker system • Dance-Line
Essential Questions	<ul style="list-style-type: none"> • 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? • What role does proper warm up activities have balancing? • How are balance, coordination, agility, flexibility, and strength through basic skill work connected? • What are the basic safety and spotting procedures used in balancing exercises? • What concepts of skill progression are used in the different aspects of balancing?
Essential Learning Outcomes	<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. • Students will be able to demonstrate knowledge of steps, terminology, and safety precautions of each event. • Students will be able to demonstrate the ability to apply the basic individual skills while performing each event.
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.

	<ul style="list-style-type: none"> ● 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 style="text-align: center;">Standards</p>	<ul style="list-style-type: none"> ● 2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). ● 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. ● 2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). ● 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one’s movement performance. ● 2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. ● 2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. ● 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.
<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"> ● 9.2.8.B.1 Research careers within the 16 Career Clusters and determine attributes of career success. ● 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. ● 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. ● 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions. ● 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.
<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 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"> • What are the rules of the game? • What are the basic skills of the game? • What are the terminologies of the game? • What concepts of teamwork and sportsmanship are involved in the game? • What are the rules, regulations and safety procedure fitness equipment? • How is training program a key part of progressing physically? • What are the proper warm up pre-workout stretching techniques? • What is the importance of maintaining workout records?
Essential Learning Outcomes	<ul style="list-style-type: none"> • Students will be able to demonstrate knowledge of the rules, terminology, and safety precautions of the game. • Students will be able to demonstrate the ability to apply the basic individual skills in a game situation. • 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.

	<ul style="list-style-type: none"> ● 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"> ● 2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). ● 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. ● 2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). ● 2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities. ● 2.5.6.B.2 Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement. ● 2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences. ● 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness. ● 2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program. ● 2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness. ● 2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health. ● 2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness. ● 2.6.6.A.7 Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

<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"> ● 9.2.8.B.1 Research careers within the 16 Career Clusters and determine attributes of career success. ● 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. ● 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. ● 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

	<ul style="list-style-type: none"> ● 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"> ● Exercise ● Chromebooks/IPADs ● Jump-ropes
Essential Questions	<ul style="list-style-type: none"> ● How are basic physical fitness skills for life obtained? ● What areas of the body are developed through physical fitness? ● How is body mass index learned and obtained? ● What are the proper techniques used in each exercise to develop each area of the body?
Essential Learning Outcomes	<ul style="list-style-type: none"> ● Students will be able to demonstrate knowledge of steps, terminology, and safety precautions of each fitness exercise. ● Students will be able to demonstrate the ability to execute the basic fundamental skills of each fitness exercise during skills. ● Students will be able to demonstrate the ability to apply the basic individual fitness exercise during a group fitness workout.
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.
Standards	<ul style="list-style-type: none"> ● 2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities. ● 2.5.6.B.2 Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.

	<ul style="list-style-type: none"> • 2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences. • 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness. • 2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program. • 2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal 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. • 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"> ● 9.2.8.B.1 Research careers within the 16 Career Clusters and determine attributes of career success. ● 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. ● 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. ● 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions. ● 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 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"> ● Tennis ● Cup Stacking ● Juggling
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? ● What role does proper warm up activities have in juggling? ● How are balance, coordination, agility, flexibility, and strength through basic skill work connected to the ability to juggle? ● What are the basic safety and spotting procedures used in juggling exercises? ● What concepts of skill progression are used in the different aspects of juggling?
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. ● Students will be able to demonstrate knowledge of steps, terminology, and safety precautions of each event. ● Students will be able to demonstrate the ability to execute the basic fundamental skills of each event.

	<ul style="list-style-type: none"> • Students will be able to demonstrate the ability to apply the basic individual skills while performing each event.
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.
Standards	<ul style="list-style-type: none"> • 2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. • 2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). • 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance. • 2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities. • 2.5.6.B.2 Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement. • 2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. • 2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
Integrated Accommodations and Modifications	<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"> • 9.2.8.B.1 Research careers within the 16 Career Clusters and determine attributes of career success. • 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. • 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. • 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions. • 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.
<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 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"> • What are the rules of the game? • What are the basic skills of the game? • What are the terminologies of the game? • What concepts of teamwork and sportsmanship are involved in the game? • 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? • What effective strategies and techniques are involved with working in groups?
Essential Learning Outcomes	<ul style="list-style-type: none"> • Students will be able to demonstrate knowledge of the rules, terminology, and safety precautions of the game. • Students will be able to demonstrate the ability to apply the basic individual skills in a game situation. • 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.

	<ul style="list-style-type: none"> ● 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 style="text-align: center;">Standards</p>	<ul style="list-style-type: none"> ● 2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). ● 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. ● 2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities. ● 2.5.6.B.2 Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement. ● 2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. ● 2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
<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. ● 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 ● 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
Assessments	<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.
Integration of 21st Century Learning Skills	<ul style="list-style-type: none"> ● 9.2.8.B.1 Research careers within the 16 Career Clusters and determine attributes of career success. ● 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. ● 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. ● 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions. ● 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.