

**East Newark Public School**  
**Physical Education Curriculum**  
**Grade K-2**



# Physical Education Grade K-2

EAST NEWARK PUBLIC SCHOOL

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## 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. Scooters
3. Softball Equipment
4. Kickball Equipment
5. Volleyball Equipment
6. Jump Ropes
7. Mats
8. Smart Board
9. Chromebooks/IPADS

## Pacing Guide

<b>Unit #</b>	<b>Unit Title</b>	<b>NJ Standards</b>	<b>Resources</b>
1	Spatial Awareness/ Movement Concepts	2.5.2.A.1 2.5.2.A.2 2.5.2.A.3 2.5.2.A.4	Locomotor games Equipment: Jump-ropes, mats, cones, speaker system Dance
2	Team Sports and Fitness Strategies	2.6.2.A.1 2.6.2.A.2 2.6.2.A.3 2.5.2.B.1 2.5.2.B.2 2.5.2.B.3 2.5.2.B.4	Flag football, Soccer, Basketball, Whiffle ball
3	Cardiovascular Health	2.6.2.A.1 2.6.2.A.2 2.6.2.A.3	Exercise, Chromebooks/IPADs, Jump-ropes, Scooters
4	Individual & Lifelong Sports	2.6.2.A.1 2.6.2.A.2 2.6.2.A.3	Tennis
5	Cooperative Games	2.5.2.A.1 2.5.2.A.2 2.5.2.B.1 2.5.2.B.2 2.5.2.C.1 2.5.2.C.2	Parachutes, Kickball

## Unit 1 - Motor Development

<b>Timeframe</b>	September-October
<b>Overview</b>	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.
<b>Resources</b>	<ul style="list-style-type: none"> <li>● Locomotor games</li> <li>● Equipment: Jump-ropes, mats, cones, speaker system</li> <li>● Dance</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How is the concept of good sportsmanship important?</li> <li>● How are basic activity and safety rules important?</li> <li>● How does mental attitude influence physical performance?</li> <li>● How does being healthy contribute to safe and improved performance?</li> <li>● What are the basic dance steps and combinations used in square dancing?</li> <li>● What are the special skills involved with different ethnic dance?</li> <li>● How are specific social dance routines identified and performed?</li> <li>● What good social traits are demonstrated by participating with different partners and groups on a daily basis?</li> </ul>
<b>Essential Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● Students will understand that if you are healthy you will do better in your sports activities.</li> <li>● Students will be able to demonstrate knowledge of steps, terminology, and safety precautions of the dance.</li> <li>● Students will be able to demonstrate the ability to execute the basic fundamental movements of dance.</li> <li>● Students will be able to demonstrate the ability to apply the basic individual movements in a group dance.</li> </ul>
<b>Technology Infusion</b>	<ul style="list-style-type: none"> <li>● 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</li> <li>● 8.1.2.A.2 Create a document using a word processing application.</li> </ul>

	<ul style="list-style-type: none"> <li>● 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.</li> <li>● 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>● 2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>● 2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</li> <li>● 2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.</li> <li>● 2.5.2.A.4 Correct movement errors in response to feedback.</li> </ul>
<p><b>Integrated Accommodations and Modifications</b></p>	<ul style="list-style-type: none"> <li>● <b>Special Education Students</b> <ul style="list-style-type: none"> <li>● Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul> </li> <li>● <b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Invite students to explore different points of view on a topic of study and compare.</li> <li>● Device used for translation purposes</li> </ul> </li> <li>● <b>504 Students</b> <ul style="list-style-type: none"> <li>● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> <li>● Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul> </li> <li>● <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>● Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>● Modeling or independent student led research</li> </ul> </li> </ul>
<p><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>● The skill has become almost automatic and performances in a similar context appear almost identical</li> <li>● 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</li> </ul>

	<ul style="list-style-type: none"> <li>● The movement often seems effortless as the child performs the skill with ease and seeming lack of attention</li> <li>● 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.</li> <li>● Think, Pair, Share activities after the anticipatory set.</li> <li>● Pre and Post assessments.</li> </ul>
<p><b>Integration of 21st Century Learning Skills</b></p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</li> <li>● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</li> <li>● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> </ul>
<p><b>Career Education</b></p>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>

**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 2 - Team Sports and Fitness Strategy

<b>Timeframe</b>	November-January
<b>Overview</b>	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).
<b>Resources</b>	<ul style="list-style-type: none"> <li>● Flag football</li> <li>● Soccer</li> <li>● Basketball</li> <li>● Whiffle ball</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How are the concepts of movement important?</li> <li>● How is the minimum amount of exercise important to know so that I can stay physically fit?</li> <li>● How do I develop an appropriate personal fitness program and find the motivation to commit to it?</li> <li>● How do you realize age-appropriate fitness?</li> </ul>
<b>Essential Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Students will explore the understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.</li> <li>● 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.</li> </ul>
<b>Technology Infusion</b>	<ul style="list-style-type: none"> <li>● 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</li> <li>● 8.1.2.A.2 Create a document using a word processing application.</li> <li>● 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.</li> <li>● 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>● 2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.</li> </ul>



	<ul style="list-style-type: none"> <li>● 2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</li> <li>● 2.6.2.A.3 Develop a fitness goal and monitor progress towards achievement of the goal.</li> <li>● 2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</li> <li>● 2.5.2.B.2 Explain the difference between offense and defense.</li> <li>● 2.5.2.B.3 Determine how attitude impacts physical performance.</li> <li>● 2.5.2.B.4 Demonstrate strategies that enable team and group members to achieve goals.</li> </ul>
<p style="text-align: center;"><b>Integrated Accommodations and Modifications</b></p>	<ul style="list-style-type: none"> <li>● <b>Special Education Students</b> <ul style="list-style-type: none"> <li>● Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul> </li> <li>● <b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Invite students to explore different points of view on a topic of study and compare.</li> <li>● Device used for translation purposes</li> </ul> </li> <li>● <b>504 Students</b> <ul style="list-style-type: none"> <li>● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> <li>● Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul> </li> <li>● <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>● Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>● Modeling or independent student led research</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>● The skill has become almost automatic and performances in a similar context appear almost identical</li> <li>● 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</li> <li>● The movement often seems effortless as the child performs the skill with ease and seeming lack of attention</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Think, Pair, Share activities after the anticipatory set.</li> <li>• Pre and Post assessments.</li> </ul>
<p><b>Integration of 21st Century Learning Skills</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</li> <li>• 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</li> <li>• 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</li> <li>• CRP1. Act as a responsible and contributing citizen and employee.</li> <li>• CRP2. Apply appropriate academic and technical skills.</li> <li>• CRP4. Communicate clearly and effectively and with reason.</li> <li>• CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>• CRP6. Demonstrate creativity and innovation.</li> <li>• CRP7: Employ valid and reliable research strategies.</li> <li>• CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>• CRP9. Model integrity, ethical leadership and effective management.</li> <li>• CRP10. Plan education and career paths aligned to personal goals.</li> <li>• CRP11: Use technology to enhance productivity.</li> </ul>
<p><b>Career Education</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<ul style="list-style-type: none"> <li>• Physical Education lends itself to a variety of interdisciplinary connections. Through calculations and measurements students</li> </ul>



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

<b>Timeframe</b>	February-March
<b>Overview</b>	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.
<b>Resources</b>	<ul style="list-style-type: none"> <li>● Exercise</li> <li>● Jump-ropes</li> <li>● Chromebooks/IPADs</li> <li>● Scooters</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How are the concepts of movement important?</li> <li>● How is the minimum amount of exercise important to know so that I can stay physically fit?</li> <li>● How do I develop an appropriate personal fitness program and find the motivation to commit to it?</li> <li>● How do you realize age-appropriate fitness?</li> </ul>
<b>Essential Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Students will explore the understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.</li> <li>● 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.</li> </ul>
<b>Technology Infusion</b>	<ul style="list-style-type: none"> <li>● 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</li> <li>● 8.1.2.A.2 Create a document using a word processing application.</li> <li>● 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.</li> <li>● 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>● 2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.</li> </ul>

	<ul style="list-style-type: none"> <li>• 2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</li> <li>• 2.6.2.A.3 Develop a fitness goal and monitor progress towards achievement of the goal.</li> </ul>
<p><b>Integrated Accommodations and Modifications</b></p>	<ul style="list-style-type: none"> <li>• <b>Special Education Students</b> <ul style="list-style-type: none"> <li>• Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>• Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul> </li> <li>• <b>English Language Learners</b> <ul style="list-style-type: none"> <li>• Invite students to explore different points of view on a topic of study and compare.</li> <li>• Device used for translation purposes</li> </ul> </li> <li>• <b>504 Students</b> <ul style="list-style-type: none"> <li>• Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> <li>• Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>• Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul> </li> <li>• <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>• Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>• Modeling or independent student led research</li> </ul> </li> </ul>
<p><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>• The skill has become almost automatic and performances in a similar context appear almost identical</li> <li>• 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</li> <li>• The movement often seems effortless as the child performs the skill with ease and seeming lack of attention</li> <li>• 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.</li> <li>• Think, Pair, Share activities after the anticipatory set.</li> <li>• Pre and Post assessments.</li> </ul>
<p><b>Integration of 21st Century Learning Skills</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</li> <li>● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</li> <li>● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> </ul>
<p><b>Career Education</b></p>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>

## Unit 4 - Individual & Lifelong Sports

<b>Timeframe</b>	April
<b>Overview</b>	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.
<b>Resources</b>	<ul style="list-style-type: none"> <li>● Tennis</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How are the concepts of movement important?</li> <li>● How is the minimum amount of exercise important to know so that I can stay physically fit?</li> <li>● How do I develop an appropriate personal fitness program and find the motivation to commit to it?</li> <li>● How do you realize age-appropriate fitness?</li> </ul>
<b>Essential Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Students will explore the understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.</li> <li>● 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.</li> </ul>
<b>Technology Infusion</b>	<ul style="list-style-type: none"> <li>● 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</li> <li>● 8.1.2.A.2 Create a document using a word processing application.</li> <li>● 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.</li> <li>● 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>● 2.6.2.A. Appropriate types and amounts of physical activity enhance personal health.</li> <li>● 2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.</li> <li>● 2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</li> </ul>

	<ul style="list-style-type: none"> <li>• 2.6.2.A.3 Develop a fitness goal and monitor progress towards achievement of the goal.</li> </ul>
<p><b>Integrated Accommodations and Modifications</b></p>	<ul style="list-style-type: none"> <li>• <b>Special Education Students</b> <ul style="list-style-type: none"> <li>• Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>• Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul> </li> <li>• <b>English Language Learners</b> <ul style="list-style-type: none"> <li>• Invite students to explore different points of view on a topic of study and compare.</li> <li>• Device used for translation purposes</li> </ul> </li> <li>• <b>504 Students</b> <ul style="list-style-type: none"> <li>• Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> <li>• Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>• Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul> </li> <li>• <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>• Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>• Modeling or independent student led research</li> </ul> </li> </ul>
<p><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>• The skill has become almost automatic and performances in a similar context appear almost identical</li> <li>• 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</li> <li>• The movement often seems effortless as the child performs the skill with ease and seeming lack of attention</li> <li>• 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.</li> <li>• Think, Pair, Share activities after the anticipatory set.</li> <li>• Pre and Post assessments.</li> </ul>
<p><b>Integration of 21st Century Learning Skills</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</li> <li>• 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</li> </ul>



	<ul style="list-style-type: none"> <li>● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> </ul>
<p><b>Career Education</b></p>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>

## Unit 5 - Cooperative Games

<b>Timeframe</b>	May-June
<b>Overview</b>	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.
<b>Resources</b>	<ul style="list-style-type: none"> <li>● Parachutes</li> <li>● Kickball</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How are the concepts of movement important?</li> <li>● How is the minimum amount of exercise important to know so that I can stay physically fit?</li> <li>● How do I develop an appropriate personal fitness program and find the motivation to commit to it?</li> <li>● How do you realize age-appropriate fitness?</li> </ul>
<b>Essential Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Students will explore the understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.</li> <li>● 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.</li> </ul>
<b>Technology Infusion</b>	<ul style="list-style-type: none"> <li>● 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</li> <li>● 8.1.2.A.2 Create a document using a word processing application.</li> <li>● 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.</li> <li>● 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>● 2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> </ul>

	<ul style="list-style-type: none"> <li>● 2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</li> <li>● 2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</li> <li>● 2.5.2.B.2 Explain the difference between offense and defense.</li> <li>● 2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.</li> <li>● 2.5.2.C.2 Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.</li> </ul>
<p style="text-align: center;"><b>Integrated Accommodations and Modifications</b></p>	<ul style="list-style-type: none"> <li>● <b>Special Education Students</b> <ul style="list-style-type: none"> <li>● Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul> </li> <li>● <b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Invite students to explore different points of view on a topic of study and compare.</li> <li>● Device used for translation purposes</li> </ul> </li> <li>● <b>504 Students</b> <ul style="list-style-type: none"> <li>● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> <li>● Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul> </li> <li>● <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>● Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>● Modeling or independent student led research</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>● The skill has become almost automatic and performances in a similar context appear almost identical</li> <li>● 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</li> <li>● The movement often seems effortless as the child performs the skill with ease and seeming lack of attention</li> <li>● 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• Think, Pair, Share activities after the anticipatory set.</li> <li>• Pre and Post assessments.</li> </ul>
<p><b>Integration of 21st Century Learning Skills</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</li> <li>• 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</li> <li>• 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</li> <li>• CRP1. Act as a responsible and contributing citizen and employee.</li> <li>• CRP2. Apply appropriate academic and technical skills.</li> <li>• CRP4. Communicate clearly and effectively and with reason.</li> <li>• CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>• CRP6. Demonstrate creativity and innovation.</li> <li>• CRP7: Employ valid and reliable research strategies.</li> <li>• CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>• CRP9. Model integrity, ethical leadership and effective management.</li> <li>• CRP10. Plan education and career paths aligned to personal goals.</li> <li>• CRP11: Use technology to enhance productivity.</li> </ul>
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