

TOWNSHIP OF UNION PUBLIC SCHOOLS



Physical Education Grade 3-5

Adopted
September 19th, 2023

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Unit 1

Unit Title: Movement Education and Rhythm

Grade level: 3-5

Timeframe: 15 Days

Rationale

Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).

Focus Questions

- Can the students identify the body parts through movement?
- Can the children perform various movement skills at different levels, speeds, and pathways?
- Can the children demonstrate different forms of animal movements?
- What are the counts to the dances we do in class?
- Can students successfully use various pieces of equipment to demonstrate different types of beats?
- Are the students able to perform various skills on the balance beam?
- Will the students develop flexibility, agility, coordination, strength and power?

Standards

Standards (Taught and Assessed):

- 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).

- 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). •
- 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
- 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).
- 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.
- 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
- 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
- 2.2.2.MSC.8: Explain the difference between offense and defense

Highlighted Career Ready Practices and 21st Century Themes/Skills

Evaluate available resources that can assist in solving problems.
 Apply critical thinking and problem-solving skills in classroom and family settings.

Social-Emotional Learning Competencies

- Self Awareness
- Self Management

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
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Unit Summative Skill Assessment	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
2.2.2.MSC.1– WALT identify the body parts through movement.	<p>Think about what I know/what I have learned about:</p> <p>Chin, ears, elbows, eyes, finger, foot, forearm, forehead, hair, hand, head heel, hip, various fingers, knee, leg, mouth, nail, neck, nose, palm, seat, shin, shoulder, skin, sole of foot, stomach, thigh, throat, thumb, toes, waist, wrist.</p> <p><i>Essential Vocabulary:</i></p>	<p>Assessment-How will students evaluate and assess their current level of fitness.</p> <p>Health Related Fitness- Cardiovascular endurance, Muscular Strength, Muscular endurance, Flexibility, Body Compositions</p>	Activities:	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent</p>

	Body Parts	<p>Skill Related Fitness- Agility, Balance, Reaction Time, Coordination, Speed.</p> <p>Technology- How can students use technology to help identify, analyze and address their personal fitness program?</p>		<p>study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP. Individualize as needed.</p>
<p>WALT perform various movement skills at different levels, speeds, and pathways</p>	<p>Students will be able to perform the following motor skills: Crawling Creeping Gallop Hopping Jogging Leaping Rolling Running Skipping</p> <p><i>Essential Vocabulary:</i></p>	<p>Assessment-How will students evaluate and assess their current level of fitness.</p> <p>Health Related Fitness- Cardiovascular endurance, Muscular Strength, Muscular endurance,</p>	<p>Challenging Courses Circuit Training Four Corners Movement Jogging, Air Lights, Buddy Walkers Buddy Worms ,Cube Jumping Jacks are Wild,Nuclear Waste Number Punch, Pile of Ropes , Plank Boards River Rafts, Survivor Island, Tarps, Team Jump Rope, Wacky Noodles, Bagel Bean Bag, Bowling, Checkers,</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace</p>

	Movements	<p>Flexibility, Body Compositions</p> <p>Skill Related Fitness- Agility, Balance, Reaction Time, Coordination, Speed.</p> <p>Technology- How can students use technology to help identify, analyze and address their personal fitness program?</p>	<p>Four Squares HopScotch, Jacks Maze Nok Hockey, Basket Building Relay Basketball Relay ,High Stepper Relay, Hockey Relay , Hula Hoop, Hula Hoop Pass, Jump Rope Relay, Kangaroo Hop , Poison Hoop, Ring the Cone , Rolling Tire Relay Scooter Relay Soccer Relay Sponge, Relay Spoon/Line Relay, Statue of Liberty, Team Long Jump, Atomic Blast Ball n Cup, Blindfolds n Bucket Bowling, Bring Home the Bacon, Buddy Walkers Buddy Worm , ChopStick Relay, Roll Away, Shipwreck, Soccer Relay Cooperative</p>	<p>of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP. Individualize as needed.</p>
WALT demonstrates different forms of animal movements?	<p>Animal walks and crawls may be explored in general and self space. Sea; Walk Bear Walk Inchworm Turtle Wax Kangaroo Hop</p>	<p>Assessment-How will students evaluate and assess their current level of fitness.</p> <p>Health Related Fitness-</p>	<p>Relay races with the various walks</p> <p>Animal walks and runs can be done with stunts and tumbling</p> <p>Perform animal walks and crawls to music</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual</p>

	<p>Elephant Walk Lame Dog Ostrich Walk Gorilla Walk Snake Crawl Rabbit Hop Penguin Walk Duck Walk</p> <p><i>Essential Vocabulary:</i> Animals</p>	<p>Cardiovascular endurance, Muscular Strength, Muscular endurance, Flexibility, Body Compositions</p> <p>Skill Related Fitness- Agility, Balance, Reaction Time, Coordination, Speed.</p> <p>Technology- How can students use technology to help identify, analyze and address their personal fitness program?</p>		<p>learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP. Individualize as needed.</p>
<p>WALT counts to the dances we do in class?</p>	<p>What are the steps to the dances we do in classes?</p> <p>What are the counts to the dances we do in class?</p>	<p>Assessment-How will students evaluate and assess their current level of fitness.</p>		<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p>

	<p>What dances can you make up with the steps that you were shown in class?</p> <p>Including but not limited to the..</p> <p>Chicken Dance Bunny Hop Hokey Pokey Limbo Twist Muffin Man Macarena Electric Slide Hip Hop Cha-Cha Slide Line Dancing</p> <p><i>Essential Vocabulary:</i> Types of Dance/Movements</p>	<p>Health Related Fitness- Cardiovascular endurance, Muscular Strength, Muscular endurance, Flexibility, Body Compositions</p> <p>Skill Related Fitness- Agility, Balance, Reaction Time, Coordination, Speed.</p> <p>Technology- How can students use technology to help identify, analyze and address their personal fitness program?</p>		<p>Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At risk: Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP. Individualize as needed.</p>
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<p>WALT successfully use various pieces of equipment to demonstrate different types of beats?</p>	<p>Develop beats using the following pieces of equipment.</p> <p>Tinikling Juggling Scarves or Balloons Ribbons Lumni Sticks Drums Tambourines Gymnastics Balls Wands Ropes Elastic bands</p> <p><i>Essential Vocabulary:</i> Types of Beats and Instruments</p>	<p>Assessment-How will students evaluate and assess their current level of fitness.</p> <p>Health Related Fitness- Cardiovascular endurance, Muscular Strength, Muscular endurance, Flexibility, Body Compositions</p> <p>Skill Related Fitness- Agility, Balance, Reaction Time, Coordination, Speed.</p> <p>Technology- How can students use technology to help identify, analyze and address their personal fitness program?</p>	<p>Tinikling Juggling Scarves or Balloons Ribbons Lumni Sticks Drums Tambourines Gymnastics Balls Wands Ropes Elastic bands</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At risk: Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP. Individualize as needed.</p>
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<p>WALT perform various skills on the balance beam?</p>	<p>Use various methods of using the balance beam to demonstrate the following skills.</p> <ul style="list-style-type: none"> -Balance on right foot and right hand -Balance and left foot and hand -Balance on right knee and right hand -Balance on left knee and left hand -Balance on your head and two feet -Balance on your seat and one foot <p>One legged Balancing- Stork stand, The airplane, leg lift balances.</p> <p>Walking Balances- Walk forward, placing toe then heel on the floor, walk forward on your tiptoes, walk forward so the heel touches the toes on each step, Walk backwards so that the toe touches the heel on each step. Walk sideways with your arm raised in front for balance, Walk sideways</p>	<p>Assessment-How will students evaluate and assess their current level of fitness.</p> <p>Health Related Fitness- Cardiovascular endurance, Muscular Strength, Muscular endurance, Flexibility, Body Compositions</p> <p>Skill Related Fitness- Agility, Balance, Reaction Time, Coordination, Speed.</p> <p>Technology- How can students use technology to help identify, analyze and address their</p>	<p>Challenging Courses Circuit Training Four Corners Movement Jogging, Air Lights, Buddy Walkers Buddy Worms ,Cube Jumping Jacks are Wild,Nuclear Waste Number Punch, Pile of Ropes , Plank Boards River Rafts, Survivor Island,</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP. Individualize as needed.</p>

	<p>crossing one foot in front of the other.</p> <p>Essential Vocabulary: Balancing</p>	<p>personal fitness program?</p>		
<p>WALT develop flexibility, agility, coordination, strength and power?</p>	<p>Building Bridges: Make a bridge using two hands one foot, Make a bridge, using two feet one hand.</p> <p>Simple stunts: Partners: Bouncing Ball, Wring the Dishrag, Sawing Wood, Rocker, Get Up, Leap Frog, Human Spring, Double Forward Roll, Partner Pull-UP, Belly Swan balance.</p> <p>Tumbling: Backward roll, Backward roll single leg, Extension, Backward Straggle, Bridge, Cartwheel, Egg Roll, Forward Roll, Walkout, Handstand, headstand, Knee Dip, Log Roll, Mule Kick, Roll-y Poly, Round off, Tip Up, Tripod.</p> <p>Essential Vocabulary: Tumbling Movements</p>	<p>Assessment-How will students evaluate and assess their current level of fitness.</p> <p>Health Related Fitness- Cardiovascular endurance, Muscular Strength, Muscular endurance, Flexibility, Body Compositions</p> <p>Skill Related Fitness- Agility, Balance, Reaction Time, Coordination, Speed.</p>	<p>Bouncing Ball, Wring the Dishrag, Sawing Wood, Rocker, Get Up, Leap Frog, Human Spring, Double Forward Roll, Partner Pull-UP, Belly Swan balance.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At risk: Individualized as needed</p>

		Technology- How can students use technology to help identify, analyze and address their personal fitness program?		IEP/504: Modifications/ Accommodations as stated in IEP. Individualize as needed.
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Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>District Grade Level Created</i>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Benchmark Assessment 2

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

<p><i>District Grade Level Created</i></p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
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Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>Evaluate students' ability to follow rules while participating in the various activities and exercises in class,</i></p> <p><i>Demonstrate ability to exercise safely while participating in the various activities.</i></p> <p><i>Is aware of others around them and not jeopardizing others health and well being.</i></p> <p><i>Use proper equipment and properly observe students' readiness to safely participate in class each day.</i></p> <p><i>Come dressed in proper gym clothes</i></p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

<p><i>Participated in warm up activity ,pays attention and follows directions.</i></p> <p><i>Students are able to detect movement errors.</i></p> <p><i>Students can analyze movement errors.</i></p> <p><i>Student can correct movement errors,</i></p> <p><i>Students are able to apply FITT concepts to personal fitness plans.</i></p> <p><i>Students set and achieved a fitness related goal throughout the unit.</i></p> <p><i>Student participates daily in moderate to vigorous exercise the addresses each component of health-related and skill-related fitness</i></p>	
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Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Math Language Science Art Music	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p>

	<p>At risk:Individualized as needed</p>
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IEP/504: Modifications/ Accommodations as stated in IEP

Unit 2 - Physical Fitness

Unit Title: Physical Fitness

Grade level: 3-5

Timeframe: 15 Days

Rationale

Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.

Focus Questions

Are you able to identify and demonstrate the key components of fitness?

Can the students successfully determine the proper cardiovascular endurance techniques?

Standards

Standards (Taught and Assessed):

2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).

2.2.2.PF.2: Explore how to move different body parts in a controlled manner.

2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).

2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.

2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.

2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.

2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).

2.2.2.LF.4: Identify physical activities available outside of school that are in the community.

Highlighted Career Ready Practices and 21st Century Themes/Skills

Evaluate available resources that can assist in solving problems.

Apply critical thinking and problem-solving skills in classroom and family settings.

Social-Emotional Learning Competencies

Self Awareness

Self-Management

Social Awareness

Responsible Decision-Making

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Summative Skill Assessment	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.

	<p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
WALT identify and demonstrate key components of fitness.	Flexibility-Alternating Toe Touches, Arm Circles Arm Raise Double shoulder rolls Mountain Climbers Neck Rolls Pretzel Reverse Hurdler Stretch	<p>Assessment-How will students evaluate and assess their current level of fitness.</p> <p>Health Related Fitness- Cardiovascular endurance, Muscular Strength, Muscular endurance, Flexibility, Body Compositions</p>	Challenging Courses Circuit Training Four Corners Movement Jogging Locomotor Movements Parachute Fitness Rhythmic Aerobic Exercise Rope Jumping Squad Leader Exercises Step Aerobics Tae-Bo	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent</p>

	<p>Single Shoulder Rolls</p> <p>Sit and Reach</p> <p>Swimmer</p> <p>Waist Stretcher</p> <p><i>Essential Vocabulary:</i> Stretches</p>	<p>Skill Related Fitness- Agility, Balance, Reaction Time, Coordination, Speed.</p> <p>Technology- How can students use technology to help identify, analyze and address their personal fitness program?</p>		<p>study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP. Individualize as needed.</p>

<p>WALT determines the proper cardiovascular endurance techniques.</p>	<p>Cardiovascular Endurance</p> <p>Target heart Rate Range- The number of times the heart needs to beat for the heart and lungs to become stronger</p> <p>A child’s resting heart rate may range from 60-95 beats per minute. The resting heart rate (RHR) is the number of times the heart beats in a minute when the body is completely relaxed.</p> <p>The heart rate may be felt on the wrist or on the carotid artery of the neck. Use the middle or index finger to take the pulse.</p> <p>The pulse is the rush of blood through the arteries after each heartbeat.</p> <p>Cardiovascular Endurance Routines</p>	<p>Assessment-How will students evaluate and assess their current level of fitness.</p> <p>Health Related Fitness- Cardiovascular endurance, Muscular Strength, Muscular endurance, Flexibility, Body Compositions</p> <p>Skill Related Fitness- Agility, Balance, Reaction Time, Coordination, Speed.</p> <p>Technology- How can students use technology to help identify, analyze and address their</p>	<p>Challenging Courses Circuit Training Four Corners Movement Jogging Locomotor Movements Parachute Fitness Rhythmic Aerobic Exercise Rope Jumping Squad Leader Exercises Step Aerobics Tae-Bo</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At risk: Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated</p>

	Body Composition Photocopy height and weight chart.	personal fitness program?		in IEP. Individualize as needed.
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Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>District Grade Level Created</i>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Benchmark Assessment 2

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>District Grade Level Created</i>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p>

	<p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
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Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>Evaluate students' ability to follow rules while participating in the various activities and exercises in class,</i></p> <p><i>Demonstrate ability to exercise safely while participating in the various activities.</i></p> <p><i>Is aware of others around them and not jeopardizing others health and well being.</i></p> <p><i>Use proper equipment and properly observe students' readiness to safely participate in class each day.</i></p> <p><i>Come dressed in proper gym clothes</i></p> <p><i>Participated in warm up activity ,pays attention and follows directions.</i></p> <p><i>Students are able to detect movement errors.</i></p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

<p><i>Students can analyze movement errors.</i></p> <p><i>Student can correct movement errors,</i></p> <p><i>Students are able to apply FITT concepts to personal fitness plans.</i></p> <p><i>Students set and achieved a fitness related goal throughout the unit.</i></p> <p><i>Student participates daily in moderate to vigorous exercise the addresses each component of health-related and skill-related fitness</i></p>	
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Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Math Language Science Art Music	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Unit 3- Manipulative Skills

Unit Title: Manipulative Skills

Grade level: 3-5

Timeframe: 15 Days

Rationale

Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures).

Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).

Focus Questions

Will cup stacking help your hand-eye coordination?
What parts of the body are used when doing cup stacking?
Do we use teamwork in cup stacking if so why?

Standards

Standards (Taught and Assessed):

- 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
- 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
- 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
- 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).
- 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.
- 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
- 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.

Highlighted Career Ready Practices and 21st Century Themes/Skills

- Evaluate available resources that can assist in solving problems.
- Apply critical thinking and problem-solving skills in classroom and family settings.

Social-Emotional Learning Competencies

Self Awareness

Self-Management

Social Awareness

Responsible Decision-Making

Relationship Skills

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Summative Skill Assessment	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO - WALT	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of
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We are learning to/that				Failure, 504) and Reflections
<p>WALT coordinate the stacking of cups to build hand-eye coordination?</p>	<p>Grades K-1 3-3-3 Stacks 3-6-3 Stacks</p> <p>Grades 2 3 Stack 6 Stack 3-3-3 Stack 3-6-3 Stack 6-6 Stack 6-6-6 Stack 3-3-3-, 3-6-3, 6-6 1-10-1 Cycle</p>	<p>Assessment-How will students evaluate and assess their current level of fitness.</p> <p>Health Related Fitness- Cardiovascular endurance, Muscular Strength, Muscular endurance, Flexibility, Body Compositions</p> <p>Skill Related Fitness- Agility, Balance, Reaction Time, Coordination, Speed.</p> <p>Technology- How can students use technology to help identify, analyze and address their personal fitness program?</p>	<p>Cup Stack Relay Races</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At risk: Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as</p>

				stated in IEP. Individualize as needed.
WALT demonstrates an understanding of parts of the body used when doing cup stacking?	Stack Floor Relays Stack Relays on Tables Stack Station Work	<p>Assessment-How will students evaluate and assess their current level of fitness.</p> <p>Health Related Fitness- Cardiovascular endurance, Muscular Strength, Muscular endurance, Flexibility, Body Compositions</p> <p>Skill Related Fitness- Agility, Balance, Reaction Time, Coordination, Speed.</p> <p>Technology- How can students use technology to help identify, analyze and address their personal fitness program?</p>	Stack Floor Relays Stack Relays on Tables Stack Station Work	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At risk: Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as</p>

				stated in IEP. Individualize as needed.
WALT will use teamwork in cup stacking if so why?	Stack Floor Relays Stack Relays on Tables Stack Station Work	<p>Assessment-How will students evaluate and assess their current level of fitness.</p> <p>Health Related Fitness- Cardiovascular endurance, Muscular Strength, Muscular endurance, Flexibility, Body Compositions</p> <p>Skill Related Fitness- Agility, Balance, Reaction Time, Coordination, Speed.</p> <p>Technology- How can students use technology to help identify, analyze and address their personal fitness program?</p>	Stack Floor Relays Stack Relays on Tables Stack Station Work	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as</p>

				stated in IEP. Individualize as needed.
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Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>District Grade Level Created</i>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Benchmark Assessment 2

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>District Grade Level Created</i>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>Evaluate students' ability to follow rules while participating in the various activities and exercises in class,</i></p> <p><i>Demonstrate ability to exercise safely while participating in the various activities.</i></p> <p><i>Is aware of others around them and not jeopardizing others health and well being.</i></p> <p><i>Use proper equipment and properly observe students' readiness to safely participate in class each day.</i></p> <p><i>Come dressed in proper gym clothes</i></p> <p><i>Participated in warm up activity ,pays attention and follows directions.</i></p> <p><i>Students are able to detect movement errors.</i></p> <p><i>Students can analyze movement errors.</i></p> <p><i>Student can correct movement errors,</i></p> <p><i>Students are able to apply FITT concepts to personal fitness plans.</i></p> <p><i>Students set and achieved a fitness related goal throughout the unit.</i></p> <p><i>Student participates daily in moderate to vigorous exercise the addresses each component of health-related and skill-related fitness</i></p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Math Science Language Art Music	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk: Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Unit 4

Unit Title: Movement/Locomotor/Non-Locomotor Skills

Grade level: 3-5

Timeframe: 15 Days

Rationale

Using movement to build different levels of motor skills. The goal in this section is to use various sports to build motor skills at the different levels of physical education. While building these motor skills the students will learn different sport skills and rules.

Focus Questions

Are the students able to demonstrate and identify the skills necessary of volleyball to enhance their participation in a variety of lead-up games?

Are the children able to demonstrate and identify appropriate game play, strategy, sportsmanship and safety in regards to volleyball skills and expectations?

Standards

Standards (Taught and Assessed):

- 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
- 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
- 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
- 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).
- 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.
- 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
- 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.

Highlighted Career Ready Practices and 21st Century Themes/Skills

- Evaluate available resources that can assist in solving problems.
- Apply critical thinking and problem-solving skills in classroom and family settings.

Social-Emotional Learning Competencies

- Self Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Summative Skill Assessment	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk: Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO - WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Are the children able to demonstrate and identify appropriate game play, strategy, sportsmanship and safety in regards to various skills and expectations?	<p>Skills- Passing, throwing, catching, hitting, shooting, stacking, running, dribbling, kicking.</p> <p>Sports- Volleyball, soccer basketball, Baseball/softball, Pillow Polo, Lacrosse</p>	<p>Assessment-How will students evaluate and assess their current level of fitness.</p> <p>Health Related Fitness- Cardiovascular endurance, Muscular Strength, Muscular endurance, Flexibility, Body Compositions</p>	<p>Air Lights, Buddy Walkers Buddy Worms ,Cube Jumping Jacks are Wild,Nuclear Waste Number Punch, Pile of Ropes , Plank Boards River Rafts, Survivor Island, Tarps, Team Jump Rope, Wacky Noodles, Bagel Bean Bag, Bowling, Checkers, Four Squares HopScotch, Jacks Maze Nok Hockey,</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons,</p>

		<p>Skill Related Fitness-Agility, Balance, Reaction Time, Coordination, Speed.</p> <p>Technology- How can students use technology to help identify, analyze and address their personal fitness program?</p>	<p>Basket Building Relay Basketball Relay ,High Stepper Relay, Hockey Relay , Hula Hoop, Hula Hoop Pass, Jump Rope Relay, Kangaroo Hop , Poison Hoop, Ring the Cone , Rolling Tire Relay Scooter Relay Soccer Relay Sponge, Relay Spoon/Line Relay, Statue of Liberty, Team Long Jump, Atomic Blast Ball n Cup, Blindfolds n Bucket Bowling, Bring Home the Bacon, Buddy Walkers Buddy Worm , ChopStick Relay, Roll Away, Shipwreck, Soccer Relay Cooperative</p>	<p>curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP. Individualize as needed.</p>
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Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>District Grade Level Created</i>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Benchmark Assessment 2

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>District Grade Level Created</i></p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>Evaluate students' ability to follow rules while participating in the various activities and exercises in class,</i></p> <p><i>Demonstrate ability to exercise safely while participating in the various activities.</i></p> <p><i>Is aware of others around them and not jeopardizing others health and well being.</i></p> <p><i>Use proper equipment and properly observe students' readiness to safely participate in class each day.</i></p> <p><i>Come dressed in proper gym clothes</i></p> <p><i>Participated in warm up activity ,pays attention and follows directions.</i></p> <p><i>Students are able to detect movement errors.</i></p> <p><i>Students can analyze movement errors.</i></p> <p><i>Student can correct movement errors,</i></p> <p><i>Students are able to apply FITT concepts to personal fitness plans.</i></p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Students set and achieved a fitness related goal throughout the unit.

Student participates daily in moderate to vigorous exercise the addresses each component of health-related and skill-related fitness

Unit 5

Unit Title: Lifetime and Cooperative Games

Grade level: 3-5

Timeframe: 15 Days

Rationale

Students will play various games and participate in activities that promote friendly competition, physical fitness and athletic achievement. Participants are encouraged to demonstrate good sportsmanship throughout the activities in class.

Focus Questions

What part of the body is the most important when performing the standing long jump?

What is the difference between the Dash and the $\frac{1}{4}$ mile run?

Explain what it means to demonstrate good sportsmanship?

Demonstrate a model of good sportsmanship?

Explain the value of safety rules?

Standards

Standards (Taught and Assessed):

2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).

2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).

2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.

2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).

2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.

2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.

2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.

Highlighted Career Ready Practices and 21st Century Themes/Skills

Evaluate available resources that can assist in solving problems.

Apply critical thinking and problem-solving skills in classroom and family settings.

Social-Emotional Learning Competencies

Self Awareness

Self-Management

Social Awareness

Responsible Decision-Making

Relationship Skills

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Summative Skill Assessment	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>WALT- demonstrate what part of the body is the most important when performing the standing long jump?</p> <p>WALT- examine the difference between the Dash and the ¼ mile run?</p>	<p>Standing Long Jump I 50 and 60 Yard Dash</p> <p>¼ Mile Run</p> <p>Soccer Kick</p> <p>Infield Drill</p> <p>Football Punt</p> <p>Football Throw</p> <p>Hot Shot Shooting</p>	<p>Assessment-How will students evaluate and assess their current level of fitness.</p> <p>Health Related Fitness- Cardiovascular endurance, Muscular Strength, Muscular endurance, Flexibility, Body Compositions</p> <p>Skill Related Fitness- Agility, Balance, Reaction</p>		<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based</p>

		<p>Time, Coordination, Speed.</p> <p>Technology- How can students use technology to help identify, analyze and address their personal fitness program?</p>		<p>content, student-driven instruction, and Real-world problems and scenarios</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP. Individualize as needed.</p>
<p>WALT- examine what it means to demonstrate good sportsmanship?</p> <p>WALT-Demonstrate a model of good sportsmanship?</p>	<p>Positive Sportsmanship</p>	<p>Assessment-How will students evaluate and assess their current level of fitness.</p> <p>Health Related Fitness- Cardiovascular endurance, Muscular Strength, Muscular endurance, Flexibility, Body Compositions</p> <p>Skill Related Fitness- Agility, Balance, Reaction Time, Coordination, Speed.</p> <p>Technology- How can students use technology to help identify, analyze and address their</p>	<p>Discuss what good sportsmanship means. Model good sportsmanship Explain the value of safety rules. List examples of safety rules</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated</p>

		personal fitness program?		in IEP. Individualize as needed.
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Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>District Grade Level Created</i>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Benchmark Assessment 2

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>District Grade Level Created</i>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>Evaluate students' ability to follow rules while participating in the various activities and exercises in class,</i></p> <p><i>Demonstrate ability to exercise safely while participating in the various activities.</i></p> <p><i>Is aware of others around them and not jeopardizing others health and well being.</i></p> <p><i>Use proper equipment and properly observe students' readiness to safely participate in class each day.</i></p> <p><i>Come dressed in proper gym clothes</i></p> <p><i>Participated in warm up activity ,pays attention and follows directions.</i></p> <p><i>Students are able to detect movement errors.</i></p> <p><i>Students can analyze movement errors.</i></p> <p><i>Student can correct movement errors,</i></p> <p><i>Students are able to apply FITT concepts to personal fitness plans.</i></p> <p><i>Students set and achieved a fitness related goal throughout the unit.</i></p> <p><i>Student participates daily in moderate to vigorous exercise the addresses each component of health-related and skill-related fitness</i></p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Math Language Science Art Music	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>