



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Elementary Physical Education
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Grade Level(s):	K-2
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Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>	
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Course Description:	<p>This course is designed to incorporate a variety of skills, activities, and movements. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. The goal of the elementary physical education program is to promote and encourage a healthy lifestyle through physical activity.</p>
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Grading Procedures:	<p>Students will be graded on a variety of different areas which are dependent upon the units being taught during that time frame. Grading areas can include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Participation • Preparation • Safety and Sportsmanship • Gross Motor Skill • Fitness • Tests/Formative Assessments/Quizzes • Understanding of Major Concepts • Observation of Physical Performance • Direction Following Skills • Teamwork/Cooperation <p>Grading will be accumulative for the first and second marking period, resulting in a semester one grade. Third and fourth marking period grades will be accumulative resulting in a semester two grade. Grades 3-5 will receive a grade on the following scale developed by the district:</p> <p>E – Excellent VG - Very Good S – Satisfactory NI – Needs Improvement U - Unsatisfactory</p> <p>Students in Grades K-2 will receive a grade based on 2 Standards developed by the district. The 2 Standards address (1) Knowledge and Understanding of Major</p>
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	<p>Concepts, and (2) Demonstration of Sportsmanship. The grading scale developed by the district for grades K-2 is as follows:</p> <p>C – Consistently</p> <p>U – Usually</p> <p>S – Sometimes</p> <p>R – Rarely</p> <p>Grading students in elementary PE can vary from class to class as not every class is seen the same number of times or is able to complete the same lessons and activities. Class grade fidelity is not the primary focus of the elementary PE grading system.</p>
<p>Primary Resources:</p>	<p>NJDOE</p> <p>NJCCCS</p> <p>https://www.state.nj.us/education/aps/cccs/chpe</p>

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

<p>Designed by:</p>	<p>Guy Campagna, Adam Clark, Kevin Hanrahan, Amy Laczkowski, Melissa McNally, Richard Vogel, Jenna Wehrle</p>
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<p>Under the Direction of:</p>	<p>Donna Costa</p>
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Written: 11/20/19

Revised: _____

BOE Approval: _____

Unit Title: Movement Education / Rhythm – Grade K-2

Unit Description: The purpose of this unit is to become competent and proficient in various movement forms in a wide variety of activities. Using a wide variety of rhythmic activities, the students will be able to interpret and respond to changes in music, move in rhythm with music, and move with or without equipment.

Unit Duration: Year long

Desired Results

Standard(s):

2.5 – All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

2.6 – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Indicators:

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).

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.

2.5.2.A.3 - Respond in movement to changes in tempo, beat, rhythm, or musical style.

2.5.2.A.4 - Correct movement errors in response to feedback.

2.5.2.B.1 – Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.

2.5.2.B.2 – Explain the difference between offense and defense.

2.5.2.B.3 – Determine how attitude impacts physical performance.

2.5.2.B.4 – Demonstrate strategies that enable team and group members to achieve goals.

2.5.2.C.1 – Explain what it means to demonstrate good sportsmanship.

2.5.2.C.2 – Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.

2.6.2.A.1 – Explain the role of regular physical activity in relation to personal health.

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.

2.6.2.A.3 – Develop a fitness goal and monitor progress towards achievement of the goal.

Understandings:

Students will understand that...

1. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.

2. Skill development involves an understanding of movement concepts and the underlying principles of physics as a means to analyze movement performance and make adjustments.

3. Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.

Essential Questions:

1. How can understanding movement concepts improve my performance?
2. How can I make movement more interesting, fun, and enjoyable?
3. How does my use of movement influence that of others?

Assessment Evidence

Performance Tasks:

Formative Assessments:

- Teacher observation
- Student self-assessment
- Teacher assessment

Summative Assessments:

- Teacher observation
- Student self-assessment

Other Evidence:

- Standardized testing (i.e. fitnessgram, plickers)
- Exit Tickets
- Ratings and Scales

Benchmarks:

N/A

Learning Plan

Learning Activities:

- Locomotor Skills – walk, run, skip, jump, hop, gallop, leap, and slide
- Non-locomotor Skills – bend, push, pull, rock, sway, swing, turn, twist, and stretch
- Dances-circle, line, square, expressive, sequential
- Activities that promote personal space, open space, closed space, general space
- Group movement pattern and sequence creation
- Games that have changes in tempo, beat, rhythm, or musical styles
- Dance / Rhythmic Activities

Resources:

- Cones
- Domes
- Lines on field or gym floor
- Poly spots
- Juggling scarves
- Jump bands
- Other nutritional and fitness resources

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

2.5 - A - Movement skills and concepts: Students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

- 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).
- 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.
- 2.5.2.A.3 - Respond in movements to changes in tempo, beat, rhythm, or musical style.
- 2.5.2.A.4 - Correct movement errors in response to feedback.

4.0	Students will be able to: <ul style="list-style-type: none"> • differentiate between changes in movement such as speed, tempo, and space
3.0	Students will be able to: <ul style="list-style-type: none"> • utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle
2.0	Students will be able to: <ul style="list-style-type: none"> • recognize how movement can help maintain a healthy lifestyle
1.0	With help, partial success at level 2.0 content and level 3.0 content
0.0	Even with help, no success

Standard(s):

2.5 - B - Strategy: Students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

- 2.5.2.B.1 – Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- 2.5.2.B.2 – Explain the difference between offense and defense.
- 2.5.2.B.3 – Determine how attitude impacts physical performance.
- 2.5.2.B.4 – Demonstrate strategies that enable team and group members to achieve goals.

4.0	Students will be able to: <ul style="list-style-type: none"> • differentiate between competitive and cooperative strategies in games, sports, and other movement activities.
3.0	Students will be able to: <ul style="list-style-type: none"> • utilize offensive and defensive strategies during game play.
2.0	Students will be able to: <ul style="list-style-type: none"> • recognize how attitude impacts physical performance on teamwork and goal setting.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):	
2.5 - C – Sportsmanship, Rules, and Safety: Students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.	
<ul style="list-style-type: none"> • 2.5.2.C.1 – Explain what it means to demonstrate good sportsmanship. • 2.5.2.C.2 – Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities. 	
4.0	Students will be able to: <ul style="list-style-type: none"> • differentiate between good sportsmanship and safety and poor sportsmanship and safety.
3.0	Students will be able to: <ul style="list-style-type: none"> • utilize appropriate behaviors and adhere to rules and safety guidelines during activities.
2.0	Students will be able to <ul style="list-style-type: none"> • recognize what good sportsmanship should look like.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):	
2.6 - A – Fitness and Physical Activity: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.	
<ul style="list-style-type: none"> • 2.6.2.A.1 – Explain the role of regular physical activity in relation to personal health. • 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. • 2.6.2.A.3 – Develop a fitness goal and monitor progress towards achievement of the goal. 	
4.0	Students will be able to: <ul style="list-style-type: none"> • apply health-related and skill-related fitness and health concepts.
3.0	Students will be able to: <ul style="list-style-type: none"> • understand how healthy activities affect personal fitness and health.
2.0	Students will be able to: <ul style="list-style-type: none"> • recognize healthy activities that promote personal fitness and health.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

<p>Advanced Learners</p>	<ul style="list-style-type: none"> • Most proficient learners: <ul style="list-style-type: none"> ○ Assign leadership role in group activities ○ Assign outside research pertaining to the unit. Sources may include internet, additional text and video. • Assign leadership roles or utilize as a peer tutor. • Model behavior • Adjust rules to fit the needs of the learner. • Demonstration of activities. • Help instruct less proficient, Struggling Learners, English Language Learners, and/or Special Education Students.
<p>Struggling Learners</p>	<ul style="list-style-type: none"> • Methods of adaptation: <ul style="list-style-type: none"> ○ Equipment ○ Procedure ○ Skill Sequence ○ Facilities • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings • Adjust rules to fit the needs of the learner. • Remediation of fundamental skills where needed • Modify skills per individuals needs • Utilize peer tutors • Adjust size of, or modify, equipment • Modify movements; break down movement into simpler steps • Consult IEPs and 504 Plans
<p>English Language Learners</p>	<ul style="list-style-type: none"> • Methods of adaptation: <ul style="list-style-type: none"> ○ Equipment ○ Procedure ○ Skill Sequence ○ Facilities • Pair learner with multi-lingual or Gifted and Talented Students or have peer tutors. • Provide visual cues. • Remediation of fundamental skills where needed. • Modify movements: breakdown complex movements into simpler steps. • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings, and additional time for written assessments. • Adjust rules to fit the needs of the learner. • Modify/remediate skills per individual student needs. • Consult ESL teacher, IEPs and 504 Plans as needed.
<p>Special Needs Learners</p>	<ul style="list-style-type: none"> • Methods of adaptation: <ul style="list-style-type: none"> ○ Equipment ○ Procedure ○ Skill Sequence ○ Facilities

	<ul style="list-style-type: none"> • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings • Adjust rules to fit the needs of the learner. • Remediation of fundamental skills where needed • Modify skills per individuals needs • Utilize peer tutors • Adjust size of, or modify, equipment • Modify movements; break down complex movement into simpler steps • Consult IEPs and 504 Plans • Provide modified assessments
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

- Language Arts Literacy
- Visual and Performing Arts
- Technology
- Science
- Math
- 21st Century Skills

Integration of 21st Century Skills

Indicators:

- Physical Fitness Evaluation
- MS Word
- MS Power Point
- MS Excel
- Internet
- Teacher Pages
- VCR/DVD
- Radio/CD Player
- LCD Projector
- Document Camera
- Computer/Printer
- COWs
- eBooks
- Mobile Applications
- Student Personal
- Mobile Devices
- Web Tools
- Video Conferencing
- iPad
- iPad connectors
- Sound system / speakers
- Gaming system

Unit Title: Wellness/Fitness - Grade K-2

Unit Description: The students will be introduced to health-related components which will be used to promote a healthy, active lifestyle.

Unit Duration: Year long

Desired Results**Standard(s):**

- 2.1 - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
- 2.2 - All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
- 2.5 - A - Movement skills and concepts: Students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.
- 2.5 - B - Strategy: Students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.
- 2.5 - C- Sportsmanship, Rules, and Safety: Students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle
- 2.6 - Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle

Indicators:

- 2.1.2.A.1 - Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.A.2 - Use correct terminology to identify body parts and explain how body parts work together to support wellness.
- 2.1.2.B.1 - Explain why some foods are healthier to eat than others.
- 2.1.2.C.1 - Summarize symptoms of common diseases and health conditions.
- 2.1.2.C.2 - Summarize strategies to prevent the spread of common diseases and health conditions.
- 2.1.2.C.3 - Determine how personal feelings can affect one’s wellness.
- 2.1.2.D.1 - Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
- 2.1.2.D.2 - Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches
- 2.1.2.D.3 - Identify procedures associated with pedestrian, bicycle, and traffic safety.
- 2.1.2.E.1 - Identify basic social and emotional needs of all people.
- 2.1.2.E.2 - Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- 2.1.2.E.3 - Explain healthy ways of coping with common stressful situations experienced by children.
- 2.2.2.A.1 - Express needs, wants, and feelings in health- and safety-related situations.
- 2.2.2.B.1 - Explain what a decision is and why it is advantageous to think before acting.
- 2.2.2.B.2 - Relate decision-making by self and others to one’s health.
- 2.2.2.B.3 - Determine ways parents, peers, technology, culture, and the media influence health decisions.
- 2.2.2.B.4 - Select a personal health goal and explain why setting a goal is important.
- 2.2.2.C.1 - Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
- 2.2.2.C.2 - Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
- 2.2.2.D.1 - Determine the benefits for oneself and others of participating in a class or school service activity
- 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).
- 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.
- 2.5.2.A.3 - Respond in movements to changes in tempo, beat, rhythm, or musical style.
- 2.5.2.A.4 - Correct movement errors in response to feedback.

- 2.5.2.B.1 – Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- 2.5.2.B.2 – Explain the difference between offense and defense.
- 2.5.2.B.3 – Determine how attitude impacts physical performance.
- 2.5.2.B.4 – Demonstrate strategies that enable team and group members to achieve goals.
- 2.5.2.C.1 – Explain what it means to demonstrate good sportsmanship.
- 2.5.2.C.2 – Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
- 2.6.2.A.1 – Explain the role of regular physical activity in relation to personal health.
- 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.
- 2.6.2.A.3 – Develop a fitness goal and monitor progress towards achievement of the goal

Understandings:

Students will understand that...

1. Children who regularly participate in physical activity tend to stay active throughout their lives. While there are immediate benefits including maintaining a healthy weight, feeling more energetic, and promoting a better outlook, participating in team and individual sports and other forms of physical activity can boost self-confidence, provide opportunities for social interaction, and offer a chance to have fun and relieve stress.
2. In the long term, regular physical activity can help prevent heart disease, diabetes, and other medical problems later in life.
3. Getting active and staying active is a key component of a healthy lifestyle.

Essential Questions:

1. Why is it so difficult to become healthy and physically fit?
2. Why is it even harder to *stay* healthy and physically fit?
3. How can I set challenging health and fitness goals that help me stay committed to wellness?

Assessment Evidence

Performance Tasks:

Formative Assessments:

- Teacher observation
- Student self-assessment

Summative Assessments:

- Teacher observation
- Student self-assessment

Other Evidence:

- Standardized testing (i.e. fitnessgram, plickers)
- Exit Tickets
- Ratings and Scales

Benchmarks:

N/A

Learning Plan

Learning Activities:

- Locomotor Skills – walk, run, skip, jump, hop, gallop, leap, and slide
- Non-locomotor Skills – bend, push, pull, rock, sway, swing, turn, twist, and stretch
- Manipulative Skills- overhand throw, underhand throw, catching, rolling, bounce and catch, dribble, kicking, striking, trapping, underhand serve, positioning, visual tracking
- Running and tagging games
- Cooperative activities

- Cross-curricular activities
- Circle activities
- Line Games
- Relays
- Dance / Rhythmic Activities
- Yoga sessions

Resources:

- Cones
- Domes
- Lines on field or gym floor
- Hoops
- Poly spots
- Bean rags
- Deck rings
- Juggling scarves
- Noodles
- Scoopers
- Frisbees
- Toss-ables
- Buckets
- Cups
- Paddles
- Wands
- Jump ropes
- Climbing ropes
- Jump bands
- Rock wall
- Balloons
- Balls (basketball, football, gator, yarn, tennis, beach ball, volleyball, omnikin, variety of balls)
- Tchoukball frames/rebounders
- Parachute
- Tarps
- Hurdles
- Pedometers
- Pulse bars
- Pull-up bars
- Trampolines
- Bosu boards
- Fitness Ropes
- Dots
- Floor tape
- Balance boards
- Stepping equipment
- Dice
- Potato sacks
- Scooters
- Other nutritional and fitness resources

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 2.5 - A - Movement skills and concepts: Students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.	
<ul style="list-style-type: none"> • 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). • 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. • 2.5.2.A.3 - Respond in movements to changes in tempo, beat, rhythm, or musical style. • 2.5.2.A.4 - Correct movement errors in response to feedback. 	
4.0	Students will be able to: <ul style="list-style-type: none"> • differentiate concepts of outside factors that influence overall health and wellness.
3.0	Students will be able to: <ul style="list-style-type: none"> • apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
2.0	Students will be able to: <ul style="list-style-type: none"> • recognize why it is important to stay physically fit using fitness related concepts and state tools that will help them maintain a healthy and fit lifestyle.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): 2.5 - B - Strategy: Students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.	
<ul style="list-style-type: none"> • 2.5.2.B.1 – Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities. • 2.5.2.B.2 – Explain the difference between offense and defense. • 2.5.2.B.3 – Determine how attitude impacts physical performance. • 2.5.2.B.4 – Demonstrate strategies that enable team and group members to achieve goals. 	
4.0	Students will be able to: <ul style="list-style-type: none"> • differentiate between competitive and cooperative strategies in games, sports, and other movement activities.
3.0	Students will be able to: <ul style="list-style-type: none"> • utilize offensive and defensive strategies during game play.
2.0	Students will be able to: <ul style="list-style-type: none"> • recognize how attitude impacts physical performance on teamwork and goal setting
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): 2.5 - C – Sportsmanship, Rules, and Safety: Students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.	
<ul style="list-style-type: none"> • 2.5.2.C.1 – Explain what it means to demonstrate good sportsmanship. • 2.5.2.C.2 – Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities. 	
4.0	Students will be able to:

	<ul style="list-style-type: none"> differentiate between good sportsmanship and safety and poor sportsmanship and safety.
3.0	Students will be able to: <ul style="list-style-type: none"> utilize appropriate behaviors and adhere to rules and safety guidelines during activities.
2.0	Students will be able to: <ul style="list-style-type: none"> recognize what good sportsmanship should look like.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):	
2.6 - A – Fitness and Physical Activity: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.	
<ul style="list-style-type: none"> 2.6.2.A.1 – Explain the role of regular physical activity in relation to personal health. 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. 2.6.2.A.3 – Develop a fitness goal and monitor progress towards achievement of the goal. 	
4.0	Students will be able to: <ul style="list-style-type: none"> apply health-related and skill-related fitness and health concepts.
3.0	Students will be able to: <ul style="list-style-type: none"> understand how healthy activities affect personal fitness and health.
2.0	Students will be able to: <ul style="list-style-type: none"> recognize healthy activities that promote personal fitness and health.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Most proficient learners: <ul style="list-style-type: none"> ○ Assign leadership role in group activities ○ Assign outside research pertaining to the unit. Sources may include internet, additional text and video. • Assign leadership roles or utilize as a peer tutor. • Model behavior • Adjust rules to fit the needs of the learner. • Demonstration of activities. • Help instruct less proficient, Struggling Learners, English Language Learners, and/or Special Education Students.
Struggling Learners	<ul style="list-style-type: none"> • Methods of adaptation: <ul style="list-style-type: none"> ○ Equipment ○ Procedure ○ Skill Sequence ○ Facilities • Pair learner with multi-lingual or Gifted and Talented Students or have peer tutors. • Provide visual cues. • Remediation of fundamental skills where needed. • Modify movements: breakdown complex movements into simpler steps. • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings, and additional time for written assessments. • Adjust rules to fit the needs of the learner. • Modify/remediate skills per individual student needs. • Consult ESL teacher, IEPs and 504 Plans as needed.
English Language Learners	<ul style="list-style-type: none"> • Methods of adaptation: <ul style="list-style-type: none"> ○ Equipment ○ Procedure ○ Skill Sequence ○ Facilities • Pair learner with multi-lingual or Gifted and Talented Students or have peer tutors. • Provide visual cues. • Remediation of fundamental skills where needed. • Modify movements: breakdown complex movements into simpler steps. • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings, and additional time for written assessments. • Adjust rules to fit the needs of the learner. • Modify/remediate skills per individual student needs. • Consult ESL teacher, IEPs and 504 Plans as needed.
Special Needs Learners	<ul style="list-style-type: none"> • Methods of adaptation: <ul style="list-style-type: none"> ○ Equipment ○ Procedure ○ Skill Sequence ○ Facilities

	<ul style="list-style-type: none"> • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings • Adjust rules to fit the needs of the learner. • Remediation of fundamental skills where needed • Modify skills per individuals needs • Utilize peer tutors • Adjust size of, or modify, equipment • Modify movements; break down complex movement into simpler steps • Consult IEPs and 504 Plans • Provide modified assessments.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

- Language Arts Literacy
- Visual and Performing Arts
- Technology
- Science
- Math
- 21st Century Skills

Integration of 21st Century Skills

Indicators:

- Physical Fitness Evaluation
- MS Word
- MS Power Point
- MS Excel
- Internet
- Teacher Pages
- VCR/DVD
- Radio/CD Player
- LCD Projector
- Document Camera
- Computer/Printer
- COWs
- eBooks
- Mobile Applications
- Student Personal
- Mobile Devices
- Web Tools
- Video Conferencing
- iPad
- iPad connectors
- Sound system / speakers
- Gaming system

Unit Title: Manipulative Skills - Grade K-2

Unit Description: With the use of various pieces of equipment, the students will develop the necessary skills to perform proficiently in eye-hand and eye-foot coordination activities. Becoming proficient in these skills will give the students the confidence to pursue and participate in activities throughout their lifetime.

Unit Duration: Year long

Desired Results**Standard(s):**

- 2.5 – All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
2.6 – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Indicators:

- 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).
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.
2.5.2.A.3 - Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.2.A.4 - Correct movement errors in response to feedback.
2.5.2.B.1 – Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
2.5.2.B.2 – Explain the difference between offense and defense.
2.5.2.B.3 – Determine how attitude impacts physical performance.
2.5.2.B.4 – Demonstrate strategies that enable team and group members to achieve goals.
2.5.2.C.1 – Explain what it means to demonstrate good sportsmanship.
2.5.2.C.2 - Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
2.6.2.A.1 – Explain the role of regular physical activity in relation to personal health.
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.
2.6.2.A.3 – Develop a fitness goal and monitor progress towards achievement of the goal.

Understandings:

Students will understand that...

1. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.
2. The use of manipulatives can enhance overall skill development and understanding of movement concepts by providing a variation in the way we move and by making movement more interesting, fun, and enjoyable.
3. The foundation for participation in games, sports, dance, and recreational activities are essential for understanding fundamental concepts.

Essential Questions:

1. How can understanding techniques and form associated with manipulative concepts improve my performance?
2. How can I make movement more interesting, fun, and enjoyable by using manipulatives?
3. How does my use of manipulative skills influence that of others during gameplay?

Assessment Evidence

Performance Tasks:

Formative Assessments:

- Teacher observation
- Student self-assessment

Summative Assessments:

- Teacher observation
- Student self-assessment

Other Evidence:

- Standardized testing (i.e. Fitnessgram, Plickers)
- Exit Tickets
- Ratings and Scales

Benchmarks:

N/A

Learning Plan

Learning Activities:

- Manipulative Skills- overhand throw, underhand throw, catching, rolling, bounce and catch, dribble, kicking, striking, trapping, underhand serve, positioning, visual tracking
- Running and tagging games
- Cooperative activities
- Cross-curricular activities
- Circle activities
- Line Games
- Relays

Resources:

- Cones
- Domes
- Lines on field or gym floor
- Hoops
- Poly spots
- Bean rags
- Deck rings
- Juggling scarves
- Noodles
- Scoopers
- Frisbees
- Toss-ables
- Buckets
- Cups
- Paddles
- Wands
- Jump ropes
- Climbing ropes
- Jump bands
- Rock wall
- Balloons

- Balls (basketball, football, gator, yarn, tennis, beach ball, volleyball, omnikin, variety of balls)
- Tchoukball frames/rebounders
- Parachute
- Tarps
- Hurdles
- Pedometers
- Pulse bars
- Pull-up bars
- Trampolines
- Bosu boards
- Fitness Ropes
- Dots
- Floor tape
- Balance boards
- Foam steps
- Plastic steps
- Dice
- Potato sacks
- Scooters
- Other fitness resources as needed

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 2.5 - A - Movement skills and concepts: Students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.	
<ul style="list-style-type: none"> • 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). • 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. • 2.5.2.A.3 - Respond in movements to changes in tempo, beat, rhythm, or musical style. • 2.5.2.A.4 - Correct movement errors in response to feedback. 	
4.0	Students will be able to: <ul style="list-style-type: none"> • Demonstrate the use of various manipulatives that help one to stay healthy and physically fit.
3.0	Students will be able to: <ul style="list-style-type: none"> • Utilize manipulatives in safe, efficient, and effective movement to develop and maintain a healthy lifestyle.
2.0	Students will be able to: <ul style="list-style-type: none"> • Recognize manipulatives that can be used to stay physically fit.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): 2.5 - B - Strategy: Students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.	
<ul style="list-style-type: none"> • 2.5.2.B.1 – Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities. • 2.5.2.B.2 – Explain the difference between offense and defense. • 2.5.2.B.3 – Determine how attitude impacts physical performance. • 2.5.2.B.4 – Demonstrate strategies that enable team and group members to achieve goals. 	
4.0	Students will be able to: <ul style="list-style-type: none"> • Identify various manipulatives that are used to stay healthy and physically fit
3.0	Students will be able to: <ul style="list-style-type: none"> • Utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle
2.0	Students will be able to: <ul style="list-style-type: none"> • Recognize manipulatives that can be used to stay physically fit
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): 2.5 - C – Sportsmanship, Rules, and Safety: Students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.	
<ul style="list-style-type: none"> • 2.5.2.C.1 – Explain what it means to demonstrate good sportsmanship. • 2.5.2.C.2 – Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities. 	
4.0	Students will be able to: <ul style="list-style-type: none"> • apply appropriate and safe behaviors while participating in and viewing games and sports
3.0	Students will be able to:

	<ul style="list-style-type: none"> • understand how teamwork and good sportsmanship contributes to enjoyment of the event
2.0	Students will be able to: <ul style="list-style-type: none"> • recognize teamwork and good sportsmanship
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):	
2.6 - A – Fitness and Physical Activity: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.	
<ul style="list-style-type: none"> • 2.6.2.A.1 – Explain the role of regular physical activity in relation to personal health. • 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. • 2.6.2.A.3 – Develop a fitness goal and monitor progress towards achievement of the goal. 	
4.0	Students will be able to: <ul style="list-style-type: none"> • apply regular physical activity to improve personal health
3.0	Students will be able to: <ul style="list-style-type: none"> • understand why being physical active is important to personal health
2.0	Students will be able to: <ul style="list-style-type: none"> • recognize what an active lifestyle
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Most proficient learners: <ul style="list-style-type: none"> ○ Assign leadership role in group activities ○ Assign outside research pertaining to the unit. Sources may include internet, additional text and video. • Assign leadership roles or utilize as a peer tutor. • Model behavior • Adjust rules to fit the needs of the learner. • Demonstration of activities. • Help instruct less proficient, Struggling Learners, English Language Learners, and/or Special Education Students.
Struggling Learners	<ul style="list-style-type: none"> • Methods of adaptation: <ul style="list-style-type: none"> ○ Equipment ○ Procedure ○ Skill Sequence ○ Facilities

	<ul style="list-style-type: none"> • Pair learner with multi-lingual or Gifted and Talented Students or have peer tutors. • Provide visual cues. • Remediation of fundamental skills where needed. • Modify movements: breakdown complex movements into simpler steps. • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings, and additional time for written assessments. • Adjust rules to fit the needs of the learner. • Modify/remediate skills per individual student needs. • Consult ESL teacher, IEPs and 504 Plans as needed.
English Language Learners	<ul style="list-style-type: none"> • Methods of adaptation: <ul style="list-style-type: none"> ○ Equipment ○ Procedure ○ Skill Sequence ○ Facilities • Pair learner with multi-lingual or Gifted and Talented Students or have peer tutors. • Provide visual cues. • Remediation of fundamental skills where needed. • Modify movements: breakdown complex movements into simpler steps. • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings, and additional time for written assessments. • Adjust rules to fit the needs of the learner. • Modify/remediate skills per individual student needs. • Consult ESL teacher, IEPs and 504 Plans as needed.
Special Needs Learners	<ul style="list-style-type: none"> • Methods of adaptation: <ul style="list-style-type: none"> ○ Equipment ○ Procedure ○ Skill Sequence ○ Facilities • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings • Adjust rules to fit the needs of the learner. • Remediation of fundamental skills where needed • Modify skills per individuals needs • Utilize peer tutors • Adjust size of, or modify, equipment • Modify movements; break down complex movement into simpler steps • Consult IEPs and 504 Plans • Provide modified assessments.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

- Language Arts Literacy
- Visual and Performing Arts
- Technology
- Science
- Math
- 21st Century Skills

Integration of 21st Century Skills

Indicators:

- Physical Fitness Evaluation
- MS Word
- MS Power Point
- MS Excel
- Internet
- Teacher Pages
- VCR/DVD
- Radio/CD Player
- LCD Projector
- Document Camera
- Computer/Printer
- COWs
- eBooks
- Mobile Applications
- Student Personal
- Mobile Devices
- Web Tools
- Video Conferencing
- iPad
- iPad connectors
- Sound system / speakers
- Gaming system

Unit Title: Movement / Locomotor / Non-Locomotor Skills - Grade K-2

Unit Description: The purpose of this unit is to become competent and proficient in various movement forms in a wide variety of activities. All movement skills will carry over to all aspects of everyday life.

Unit Duration: Year long

Desired Results

Standard(s):

- 2.5 – All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
- 2.6 – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Indicators:

- 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).
- 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.
- 2.5.2.A.3 - Respond in movement to changes in tempo, beat, rhythm, or musical style.
- 2.5.2.A.4 - Correct movement errors in response to feedback.
- 2.5.2.B.1 – Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- 2.5.2.B.2 – Explain the difference between offense and defense.
- 2.5.2.B.3 – Determine how attitude impacts physical performance.
- 2.5.2.B.4 – Demonstrate strategies that enable team and group members to achieve goals.
- 2.5.2.C.1 – Explain what it means to demonstrate good sportsmanship.
- 2.5.2.C.2 - Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
- 2.6.2.A.1 – Explain the role of regular physical activity in relation to personal health.
- 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.
- 2.6.2.A.3 – Develop a fitness goal and monitor progress towards achievement of the goal.

Understandings:

Students will understand that...

- 1. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.
- 2. Skill development involves an understanding of movement concepts and the underlying principles of physics as a means to analyze movement performance and make adjustments.
- 3. Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting

Essential Questions:

- 1. How can understanding movement concepts improve my performance?
- 2. How can I make movement more interesting, fun, and enjoyable?
- 3. How does my use of movement influence that of others?

Assessment Evidence

<p>Performance Tasks:</p> <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Teacher observation • Student self-assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Teacher observation • Student self-assessment 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Standardized testing (i.e. Fitnessgram, Plickers) • Exit Tickets • Ratings and Scales
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Benchmarks:

N/A

Learning Plan

Learning Activities:

- Locomotor Skills – walk, run, skip, jump, hop, gallop, leap, and slide
- Non-locomotor Skills – bend, push, pull, rock, sway, swing, turn, twist, and stretch
- Manipulative Skills- overhand throw, underhand throw, catching, rolling, bounce and catch, dribble, kicking, striking, trapping, underhand serve, positioning, visual tracking
- Running and tagging games
- Cooperative activities
- Cross-curricular activities
- Circle activities
- Line Games
- Relays
- Dance / Rhythmic Activities
- Yoga

Resources:

- Cones
- Domes
- Lines on field or gym floor
- Hoops
- Poly spots
- Bean rags
- Deck rings
- Juggling scarves
- Noodles
- Scoopers
- Frisbees
- Tossables
- Buckets
- Cups
- Paddles
- Wands
- Jump ropes
- Climbing ropes
- Jump bands
- Rock wall

- Balloons
- Balls (basketball, football, gator, yarn, tennis, beach ball, volleyball, omnikin, variety of balls)
- Tchoukball frames/rebounders
- Parachute
- Tarps
- Hurdles
- Pedometers
- Pulse bars
- Pull-up bars
- Trampolines
- Bosu boards
- Fitness Ropes
- Dots
- Floor tape
- Balance boards
- Foam steps
- Plastic steps
- Dice
- Potato sacks
- Scooters
- Other fitness resources as needed

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):	
2.5 - A - Movement skills and concepts: Students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.	
<ul style="list-style-type: none"> • 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). • 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. • 2.5.2.A.3 - Respond in movements to changes in tempo, beat, rhythm, or musical style. • 2.5.2.A.4 - Correct movement errors in response to feedback. 	
4.0	Students will be able to: <ul style="list-style-type: none"> • demonstrate the use of various manipulatives that help one to stay healthy and physically fit.
3.0	Students will be able to: <ul style="list-style-type: none"> • utilize manipulative in safe, efficient, and effective movement to develop and maintain a healthy lifestyle.
2.0	Students will be able to: <ul style="list-style-type: none"> • recognize manipulatives that can be used to stay physically fit.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):	
2.5 - B - Strategy: Students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.	
<ul style="list-style-type: none"> • 2.5.2.B.1 – Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities. • 2.5.2.B.2 – Explain the difference between offense and defense. • 2.5.2.B.3 – Determine how attitude impacts physical performance. • 2.5.2.B.4 – Demonstrate strategies that enable team and group members to achieve goals. 	
4.0	Students will be able to: <ul style="list-style-type: none"> • identify various manipulatives that are used to stay healthy and physically fit
3.0	Students will be able to: <ul style="list-style-type: none"> • utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle
2.0	Students will be able to: <ul style="list-style-type: none"> • recognize manipulatives that can be used to stay physically fit
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):	
2.5 - C – Sportsmanship, Rules, and Safety: Students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.	
<ul style="list-style-type: none"> • 2.5.2.C.1 – Explain what it means to demonstrate good sportsmanship. • 2.5.2.C.2 – Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities. 	
4.0	Students will be able to: <ul style="list-style-type: none"> • apply appropriate and safe behaviors while participating in and viewing games and sports

3.0	Students will be able to: <ul style="list-style-type: none"> understand how teamwork and good sportsmanship contributes to enjoyment of the event
2.0	Students will be able to: <ul style="list-style-type: none"> recognize teamwork and good sportsmanship
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): 2.6 - A – Fitness and Physical Activity: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.	
<ul style="list-style-type: none"> 2.6.2.A.1 – Explain the role of regular physical activity in relation to personal health. 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. 2.6.2.A.3 – Develop a fitness goal and monitor progress towards achievement of the goal. 	
4.0	Students will be able to: <ul style="list-style-type: none"> apply regular physical activity to improve personal health
3.0	Students will be able to: <ul style="list-style-type: none"> understand why being physical active is important to personal health
2.0	Students will be able to: <ul style="list-style-type: none"> recognize what an active lifestyle
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	<ul style="list-style-type: none"> Most proficient learners: <ul style="list-style-type: none"> Assign leadership role in group activities Assign outside research pertaining to the unit. Sources may include internet, additional text and video. Assign leadership roles or utilize as a peer tutor. Model behavior Adjust rules to fit the needs of the learner. Demonstration of activities. Help instruct less proficient, Struggling Learners, English Language Learners, and/or Special Education Students.
Struggling Learners	<ul style="list-style-type: none"> Methods of adaptation: <ul style="list-style-type: none"> Equipment Procedure Skill Sequence Facilities

	<ul style="list-style-type: none"> • Pair learner with multi-lingual or Gifted and Talented Students or have peer tutors. • Provide visual cues. • Remediation of fundamental skills where needed. • Modify movements: breakdown complex movements into simpler steps. • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings, and additional time for written assessments. • Adjust rules to fit the needs of the learner. • Modify/remediate skills per individual student needs. • Consult ESL teacher, IEPs and 504 Plans as needed.
English Language Learners	<ul style="list-style-type: none"> • Methods of adaptation: <ul style="list-style-type: none"> ○ Equipment ○ Procedure ○ Skill Sequence ○ Facilities • Pair learner with multi-lingual or Gifted and Talented Students or have peer tutors. • Provide visual cues. • Remediation of fundamental skills where needed. • Modify movements: breakdown complex movements into simpler steps. • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings, and additional time for written assessments. • Adjust rules to fit the needs of the learner. • Modify/remediate skills per individual student needs. • Consult ESL teacher, IEPs and 504 Plans as needed.
Special Needs Learners	<ul style="list-style-type: none"> • Methods of adaptation: <ul style="list-style-type: none"> ○ Equipment ○ Procedure ○ Skill Sequence ○ Facilities • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings • Adjust rules to fit the needs of the learner. • Remediation of fundamental skills where needed • Modify skills per individuals needs • Utilize peer tutors • Adjust size of, or modify, equipment • Modify movements; break down complex movement into simpler steps • Consult IEPs and 504 Plans • Provide modified assessments.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

- Language Arts Literacy
- Visual and Performing Arts
- Technology
- Science
- Math
- 21st Century Skills

Integration of 21st Century Skills

Indicators:

- Physical Fitness Evaluation
- MS Word
- MS Power Point
- MS Excel
- Internet
- Teacher Pages
- VCR/DVD
- Radio/CD Player
- LCD Projector
- Document Camera
- Computer/Printer
- COWs
- eBooks
- Mobile Applications
- Student Personal
- Mobile Devices
- Web Tools
- Video Conferencing
- iPad
- iPad connectors
- Sound system / speakers
- Gaming system

Unit Title: Lifetime / Cooperative Activities - Grade K-2

Unit Description: The students will be introduced to health and fitness related components, which will be used to promote a healthy, active lifestyle. To develop and maintain a healthy, active lifestyle, the students will apply health related and skill related fitness concepts that will carry over throughout life.

Unit Duration: Year long

Desired Results**Standard(s):**

2.5 – All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

2.6 – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Indicators:

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).

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.

2.5.2.A.3 - Respond in movement to changes in tempo, beat, rhythm, or musical style.

2.5.2.A.4 - Correct movement errors in response to feedback.

2.5.2.B.1 – Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.

2.5.2.B.2 – Explain the difference between offense and defense.

2.5.2.B.3 – Determine how attitude impacts physical performance.

2.5.2.B.4 – Demonstrate strategies that enable team and group members to achieve goals.

2.5.2.C.1 – Explain what it means to demonstrate good sportsmanship.

2.5.2.C.2 - Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.

2.6.2.A.1 – Explain the role of regular physical activity in relation to personal health.

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.

2.6.2.A.3 – Develop a fitness goal and monitor progress towards achievement of the goal.

Understandings:

Students will understand that...

1. Appropriate types and amounts of physical activity enhance personal health.

2. Lifetime activities promote concepts and skills to support a healthy, active lifestyle.

3. Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.

Essential Questions:

1. How does participating in lifetime activities contribute to a healthier and more active life?

2. How can cooperative activities help improve teamwork, communication, and sportsmanship?

3. How will maintaining an active and healthy lifestyle impact others?

Assessment Evidence

Performance Tasks:

Formative Assessments:

- Teacher observation
- Student self-assessment

Summative Assessments:

- Teacher observation
- Student self-assessment

Other Evidence:

- Standardized testing (i.e. Fitnessgram, Plickers)
- Exit Tickets
- Ratings and Scales

Benchmarks:

N/A

Learning Plan

Learning Activities:

- Running and tagging games
- Cooperative activities
- Cross-curricular activities
- Circle activities
- Line Games
- Relays
- Dance / Rhythmic Activities

Resources:

- Cones
- Domes
- Lines on field or gym floor
- Hoops
- Poly spots
- Bean rags
- Deck rings
- Juggling scarves
- Noodles
- Scoopers
- Frisbees
- Tossables
- Buckets
- Cups
- Paddles
- Wands
- Jump ropes
- Climbing ropes
- Jump bands
- Balloons
- Balls (basketball, football, gator, yarn, tennis, beach ball, volleyball, omnikin, variety of balls)
- Parachute
- Tarps
- Floor tape

- Foam steps
- Plastic steps
- Dice
- Potato sacks
- Scooters
- Other fitness resources as needed

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 2.5 - A - Movement skills and concepts: Students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.	
<ul style="list-style-type: none"> • 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). • 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. • 2.5.2.A.3 - Respond in movements to changes in tempo, beat, rhythm, or musical style. • 2.5.2.A.4 - Correct movement errors in response to feedback. 	
4.0	Students will be able to: <ul style="list-style-type: none"> • apply lifetime activities that lead to an active and a healthy lifestyle
3.0	Students will be able to: <ul style="list-style-type: none"> • understand the importance of maintaining a healthy and active lifestyle
2.0	Students will be able to: <ul style="list-style-type: none"> • recognize the benefits of maintaining a healthy and active lifestyle
0.0	Even with help, no success

Standard(s):	
2.5 - B - Strategy: Students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.	
<ul style="list-style-type: none"> • 2.5.2.B.1 – Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities. • 2.5.2.B.2 – Explain the difference between offense and defense. • 2.5.2.B.3 – Determine how attitude impacts physical performance. • 2.5.2.B.4 – Demonstrate strategies that enable team and group members to achieve goals. 	
4.0	Students will be able to: <ul style="list-style-type: none"> • apply safe, efficient, and effective strategies to positively impact physical performance and group goals
3.0	Students will be able to: <ul style="list-style-type: none"> • understand how safe, efficient, and effective strategies positively impact physical performance and group goals
2.0	Students will be able to: <ul style="list-style-type: none"> • recognize that safe, efficient, and effective strategies positively impact physical performance and group goals
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):	
2.5 - C – Sportsmanship, Rules, and Safety: Students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.	
<ul style="list-style-type: none"> • 2.5.2.C.1 – Explain what it means to demonstrate good sportsmanship. • 2.5.2.C.2 – Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities. 	
4.0	Students will be able to: <ul style="list-style-type: none"> • apply appropriate and safe behaviors while participating in and viewing games and sports.
3.0	Students will be able to: <ul style="list-style-type: none"> • understand how teamwork and good sportsmanship contributes to enjoyment of the event.

2.0	Students will be able to: <ul style="list-style-type: none"> recognize teamwork and good sportsmanship.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):	
2.6 - A – Fitness and Physical Activity: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.	
<ul style="list-style-type: none"> 2.6.2.A.1 – Explain the role of regular physical activity in relation to personal health. 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. 2.6.2.A.3 – Develop a fitness goal and monitor progress towards achievement of the goal. 	
4.0	Students will be able to: <ul style="list-style-type: none"> apply moderate to vigorous physical fitness activities into a daily routine.
3.0	Students will be able to: <ul style="list-style-type: none"> understand the importance of incorporating moderate to vigorous activities into a daily routine.
2.0	Students will be able to: <ul style="list-style-type: none"> recognize different types of moderate to vigorous activities.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> Most proficient learners: <ul style="list-style-type: none"> Assign leadership role in group activities Assign outside research pertaining to the unit. Sources may include internet, additional text and video. Assign leadership roles or utilize as a peer tutor. Model behavior Adjust rules to fit the needs of the learner. Demonstration of activities. Help instruct less proficient, Struggling Learners, English Language Learners, and/or Special Education Students.
Struggling Learners	<ul style="list-style-type: none"> Methods of adaptation: <ul style="list-style-type: none"> Equipment Procedure Skill Sequence Facilities Pair learner with multi-lingual or Gifted and Talented Students or have peer tutors. Provide visual cues. Remediation of fundamental skills where needed. Modify movements: breakdown complex movements into simpler steps. Instructional Adjustments: Modifications, student difficulties, possible misunderstandings, and additional time for written assessments. Adjust rules to fit the needs of the learner. Modify/remediate skills per individual student needs. Consult ESL teacher, IEPs and 504 Plans as needed.

English Language Learners	<ul style="list-style-type: none"> • Methods of adaptation: <ul style="list-style-type: none"> ○ Equipment ○ Procedure ○ Skill Sequence ○ Facilities • Pair learner with multi-lingual or Gifted and Talented Students or have peer tutors. • Provide visual cues. • Remediation of fundamental skills where needed. • Modify movements: breakdown complex movements into simpler steps. • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings, and additional time for written assessments. • Adjust rules to fit the needs of the learner. • Modify/remediate skills per individual student needs. • Consult ESL teacher, IEPs and 504 Plans as needed.
Special Needs Learners	<ul style="list-style-type: none"> • Methods of adaptation: <ul style="list-style-type: none"> ○ Equipment ○ Procedure ○ Skill Sequence ○ Facilities • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings • Adjust rules to fit the needs of the learner. • Remediation of fundamental skills where needed • Modify skills per individuals needs • Utilize peer tutors • Adjust size of, or modify, equipment • Modify movements; break down complex movement into simpler steps • Consult IEPs and 504 Plans • Provide modified assessments.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

- Language Arts Literacy
- Visual and Performing Arts
- Technology
- Science
- Math
- 21st Century Skills

Integration of 21st Century Skills

Indicators:

- Physical Fitness Evaluation
- MS Word
- MS Power Point
- MS Excel
- Internet
- Teacher Pages
- VCR/DVD
- Radio/CD Player

- LCD Projector
- Document Camera
- Computer/Printer
- COWs
- eBooks
- Mobile Applications
- Student Personal
- Mobile Devices
- Web Tools
- Video Conferencing
- iPad
- iPad connectors
- Sound system / speakers
- Gaming system



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Elementary Physical Education
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Grade Level(s):	3-5
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Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>	
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Course Description:	<p>This course is designed to incorporate a variety of skills, activities, and movements. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. The goal of the elementary physical education program is to promote and encourage a healthy lifestyle through physical activity.</p>
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Grading Procedures:	<p>Students will be graded on a variety of different areas which are dependent upon the units being taught during that time frame. Grading areas can include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Participation • Preparation • Safety and Sportsmanship • Gross Motor Skill • Fitness • Tests/Formative Assessments/Quizzes • Understanding of Major Concepts • Observation of Physical Performance • Direction Following Skills • Teamwork/Cooperation <p>Grading will be accumulative for the first and second marking period, resulting in a semester one grade. Third and fourth marking period grades will be accumulative resulting in a semester two grade. Grades 3-5 will receive a grade on the following scale developed by the district:</p> <p>E – Excellent VG - Very Good S – Satisfactory NI – Needs Improvement U - Unsatisfactory</p>
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	<p>Students in Grades K-2 will receive a grade based on 2 Standards developed by the district. The 2 Standards address (1) Knowledge and Understanding of Major Concepts, and (2) Demonstration of Sportsmanship. The grading scale developed by the district for grades K-2 is as follows:</p> <p>C – Consistently U – Usually S – Sometimes R – Rarely</p> <p>Grading students in elementary PE can vary from class to class as not every class is seen the same number of times or is able to complete the same lessons and activities. Class grade fidelity is not the primary focus of the elementary PE grading system.</p>
Primary Resources:	<p>NJDOE NJCCCS</p> <p>https://www.state.nj.us/education/aps/cccs/chpe</p>

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Guy Campagna, Adam Clark, Kevin Hanrahan, Amy Laczkowski, Melissa McNally, Richard Vogel, Jenna Wehrle
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Under the Direction of:	Donna Costa
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Written: _____ 11/20/19 _____
Revised: _____
BOE Approval: _____

Unit Title: Movement Education / Rhythm - Grades 3- 5

Unit Description: The purpose of this unit is to become competent and proficient in various movement forms in a wide variety of activities. Using a wide variety of rhythmic activities, the students will be able to interpret and respond to changes in music, to move in rhythm with music, with or without equipment.

Unit Duration: Year long

Desired Results

Standard(s):

- 2.5 – All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
- 2.6 – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Indicators:

- 2.5.4.A.1 - Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.4.A.2 - Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
- 2.5.4.A.3 - Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- 2.5.4.A.4 - Correct movement errors in response to feedback and explain how the change improves performance.
- 2.5.4.B.1 – Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
- 2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
- 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
- 2.5.4.C.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- 2.6.4.A.1 – Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- 2.6.4.A.2 – Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- 2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.
- 2.6.4.A.4 – Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Understandings:

Students will understand that...

1. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.
2. Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.

Essential Questions:

1. How can understanding movement concepts improve my performance?
2. How can I make movement more interesting, fun, and enjoyable?
3. How does my use of movement influence that of others?

3. Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.

Assessment Evidence

Performance Tasks:

Formative Assessments:

- Teacher observation
- Student self-assessment

Summative Assessments:

- Teacher observation
- Student self-assessment

Other Evidence:

- Standardized testing (i.e. Fitness Gram)

Benchmarks: N/A

Learning Plan

Learning Activities:

- Locomotor Skills – walk, run, skip, jump, hop, gallop, leap, and slide
- Non-locomotor Skills – bend, push, pull, rock, sway, swing, turn, twist, and stretch
- Circle Games
- Running and tagging games
- Relays
- Line Games
- Dance / Rhythmic Activities
- Yoga

Resources:

- Cones
- Lines on field or gym floor
- Hoops
- Poly Sports
- Bean Bags
- Various types of balls
- Potato sacks
- Scooters

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

2.5 – A - Movement Skills and Concepts - Students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

- 2.5.4.A.1 - Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.4.A.2 - Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
- 2.5.4.A.3 - Explain and demonstrate movement sequences, individually and with others, in response to various rhythms, and musical styles.
- 2.5.4.A.4 - Correct movement errors in response to feedback and explain how the change improves performance.

4.0	Students will be able to: <ul style="list-style-type: none"> • Apply changes in movement such as space, speed, force, projections, or tempo.
3.0	Students will be able to: <ul style="list-style-type: none"> • Develop movement skills and concepts • Utilize safe, efficient and effective movement • Maintain a healthy and active lifestyle
2.0	Students will be able to: <ul style="list-style-type: none"> • recognize or recall movement principles, concepts, and skill development
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):

2.5 – B – Strategy - Students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

- 2.5.4.B.1 – Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
- 2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

4.0	Students will be able to: <ul style="list-style-type: none"> • differentiate between competitive and cooperative strategies in games, sports, and other movement activities.
3.0	Students will be able to: <ul style="list-style-type: none"> • utilize offensive and defensive strategies during game play.
2.0	Students will be able to: <ul style="list-style-type: none"> • recognize how attitude impacts physical performance on teamwork and goal setting.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):

2.5 - C – Sportsmanship, Rules, and Safety: Students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle.

- 2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.

	<ul style="list-style-type: none"> 2.5.4.C.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
4.0	Students will be able to: <ul style="list-style-type: none"> differentiate between a healthy and unhealthy lifestyle.
3.0	Students will be able to: <ul style="list-style-type: none"> utilize appropriate behaviors and rules safely during activities.
2.0	Students will be able to: <ul style="list-style-type: none"> recognize what good sportsmanship should look like.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success
Unit Modifications for Special Population Students	
Advanced Learners	<ul style="list-style-type: none"> Most proficient learners: <ul style="list-style-type: none"> Assign leadership role in group activities Assign outside research pertaining to the unit. Sources may include internet, additional text and video. Assign leadership roles or utilize as a peer tutor. Model behavior Adjust rules to fit the needs of the learner. Demonstration of activities. Help instruct less proficient, Struggling Learners, English Language Learners, and/or Special Education Students.
Struggling Learners	<ul style="list-style-type: none"> Methods of adaptation: <ul style="list-style-type: none"> Equipment Procedure Skill Sequence Facilities Instructional Adjustments: Modifications, student difficulties, possible misunderstandings Adjust rules to fit the needs of the learner. Remediation of fundamental skills where needed Modify skills per individuals needs Utilize peer tutors Adjust size of, or modify, equipment Modify movements; break down movement into simpler steps Consult IEPs and 504 Plans
English Language Learners	<ul style="list-style-type: none"> Methods of adaptation: <ul style="list-style-type: none"> Equipment Procedure Skill Sequence Facilities

	<ul style="list-style-type: none"> • Pair learner with multi-lingual or Gifted and Talented Students or have peer tutors. • Provide visual cues. • Remediation of fundamental skills where needed. • Modify movements: breakdown complex movements into simpler steps. • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings, and additional time for written assessments. • Adjust rules to fit the needs of the learner. • Modify/remediate skills per individual student needs. • Consult ESL teacher, IEPs and 504 Plans as needed.
Special Needs Learners	<ul style="list-style-type: none"> • Methods of adaptation: <ul style="list-style-type: none"> ○ Equipment ○ Procedure ○ Skill Sequence ○ Facilities • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings • Adjust rules to fit the needs of the learner. • Remediation of fundamental skills where needed • Modify skills per individuals needs • Utilize peer tutors • Adjust size of, or modify, equipment • Modify movements; break down complex movement into simpler steps • Consult IEPs and 504 Plans • Provide modified assessments.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

- Language Arts Literacy
- Visual and Performing Arts
- Technology
- Science
- Math
- 21st Century Skills

Integration of 21st Century Skills

Indicators:

- Physical Fitness Evaluation
- MS Word
- MS Power Point
- MS Excel
- Internet
- Teacher Pages
- VCR/DVD
- Radio/CD Player

- LCD Projector
- Document Camera
- Computer/Printer
- COWs
- eBooks
- Mobile Applications
- Student Personal
- Mobile Devices
- Web Tools
- Video Conferencing
- iPad
- iPad connectors
- Sound system / speakers
- Gaming system

Unit Title: Wellness – Grades 3-5	
Unit Description: The students will be introduced to health and fitness related components which will be used to promote a healthy, active lifestyle.	
Unit Duration: Year long	
Desired Results	
Standard(s): Wellness	
Indicators: 2.1.4.A.1 - Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact. 2.1.4.A.2 - Determine the relationship of personal health practices and behaviors on an individual’s body systems 2.6.4.A.3 - Develop a health-related fitness goal and track progress using health/fitness indicators.	
Understandings: <i>Students will understand that...</i> 1. Staying healthy and physically fit will help to prolong one’s individual lifespan. 2. Health and wellness includes a multitude of areas: mental, social, emotional, and physical. 3. Keeping a balance on all aspects of one’s life will help to improve their lifestyle and well-being.	Essential Questions: 1. Why is it important to stay healthy and active? 2. What outside factors influence overall health and wellness? 3. What tools can an individual utilize to maintain their health and fitness level?
Assessment Evidence	
Performance Tasks: <u>Formative Assessments:</u> <ul style="list-style-type: none"> • Teacher observation • Student self-assessment <u>Summative Assessments:</u> <ul style="list-style-type: none"> • Teacher observation • Student self-assessment 	Other Evidence: Standardized testing (i.e. fitnessgram)
Benchmarks: N/A	
Learning Plan	

Learning Activities:

- Aerobic Activities
- Strength Exercises
- Flexibility Exercises
- Warm-Ups
- Cool-Downs
- Components of Fitness
- High Intensity Cardio Activities

Resources:

- Music
- Sound System
- Balls
- Cones
- Poly Spots
- Beanbags
- Various pieces of equipment
- Stop Watch
- Chinning Bar
- Fitness gram

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

2.6 - A – Fitness and Physical Activity: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

- 2.6.4.A.1 – Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- 2.6.4.A.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- 2.6.4.A.3 – Develop a health-related fitness goal and track progress using health/fitness indicators.
- 2.6.4.A.4 - Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Connect that maintaining a healthy weight, feeling more energetic, promoting a positive outlook are benefits of physical activity. • Explore individual and team sports as a way to increase self-confidence, social interaction and disease prevention
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Apply health-related concepts • Use skill-related concepts and skills • Maintain a healthy, active lifestyle
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the components of physical fitness • Recognize individual and team sports • Explain that regular physical activity contributes to wellness
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Most proficient learners: <ul style="list-style-type: none"> ○ Assign leadership role in group activities ○ Assign outside research pertaining to the unit. Sources may include internet, additional text and video. • Assign leadership roles or utilize as a peer tutor. • Model behavior • Adjust rules to fit the needs of the learner. • Demonstration of activities. • Help instruct less proficient, Struggling Learners, English Language Learners, and/or Special Education Students
Struggling Learners	<ul style="list-style-type: none"> • Methods of adaptation: <ul style="list-style-type: none"> ○ Equipment ○ Procedure ○ Skill Sequence ○ Facilities

	<ul style="list-style-type: none"> • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings • Adjust rules to fit the needs of the learner. • Remediation of fundamental skills where needed • Modify skills per individuals needs • Utilize peer tutors • Adjust size of, or modify, equipment • Modify movements; break down movement into simpler steps • Consult IEPs and 504 Plans
English Language Learners	<ul style="list-style-type: none"> • Methods of adaptation: <ul style="list-style-type: none"> ○ Equipment ○ Procedure ○ Skill Sequence ○ Facilities • Pair learner with multi-lingual or Gifted and Talented Students or have peer tutors. • Provide visual cues. • Remediation of fundamental skills where needed. • Modify movements: breakdown complex movements into simpler steps. • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings, and additional time for written assessments. • Adjust rules to fit the needs of the learner. • Modify/remediate skills per individual student needs. • Consult ESL teacher, IEPs and 504 Plans as needed.
Special Needs Learners	<ul style="list-style-type: none"> • Methods of adaptation: <ul style="list-style-type: none"> ○ Equipment ○ Procedure ○ Skill Sequence ○ Facilities • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings • Adjust rules to fit the needs of the learner. • Remediation of fundamental skills where needed • Modify skills per individuals needs • Utilize peer tutors • Adjust size of, or modify, equipment • Modify movements; break down complex movement into simpler steps • Consult IEPs and 504 Plans • Provide modified assessments.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

- Language Arts Literacy
- Visual and Performing Arts
- Technology
- Science
- Math
- 21st Century Skills

Integration of 21st Century Skills

Indicators:

- Physical Fitness Evaluation
- MS Word
- MS Power Point
- MS Excel
- Internet
- Teacher Pages
- VCR/DVD
- Radio/CD Player
- LCD Projector
- Document Camera
- Computer/Printer
- COWs
- eBooks
- Mobile Applications
- Student Personal
- Mobile Devices
- Web Tools
- Video Conferencing
- iPad
- iPad connectors
- Sound system / speakers
- Gaming system

Unit Title: Manipulative Skills - Grades 3-5

Unit Description: With the use of various pieces of equipment, the students will develop the necessary skills to perform proficiently in eye-hand and eye-foot activities. Becoming proficient in these skills will give the students the confidence to pursue and participate in activities throughout their lifetime.

Unit Duration: Year long

Desired Results**Standard(s):**

2.5 – All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

2.6 – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Indicators:

2.5.4.A.1 - Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.A.2 - Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

2.5.4.A.3 - Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.5.4.A.4 - Correct movement errors in response to feedback and explain how the change improves performance.

2.5.4.B.1 – Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).

2.5.4.B.2 – Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

2.5.4.C.1 – Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.

2.5.4.C.2 – Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

2.6.4.A.1 – Determine the physical, social, emotional, and intellectual benefits of regular physical activity.

2.6.4.A.2 – Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.

2.6.4.A.4 – Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Understandings:

Students will understand that...

1. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.
2. Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.

Essential Questions:

1. How can understanding movement concepts improve my performance?
2. How can I make movement more interesting, fun, and enjoyable?
3. How does my use of movement influence that of others?

3. Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.

Assessment Evidence

Performance Tasks:

Formative Assessments:

- Teacher observation
- Student self-assessment

Summative Assessments:

- Teacher observation
- Student self-assessment

Other Evidence:

Standardized testing (i.e. fitnessgram)

Benchmarks: N/A

Learning Plan

Learning Activities:

- Overhand Throw
- Underhand Throw
- Catching
- Rolling
- Bounce
- Catch
- Dribble
- Kicking
- Striking
- Trapping
- Underhand Serve
- Positioning
- Visual Tracking
- Serving

Resources:

- Balls of different size, shape, weight, and texture
- Scoops
- Nets
- Beanbags
- Bats
- Tees
- Stomp and Catch Boards

- Rackets
- Paddles
- Targets
- Cones
- Poly Spots
- Bases
- Pinnies
- Flags
- Pins
- Basketball Hoops

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

2.5 – All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

- 2.5.4.A.1 - Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.4.A.2 - Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
- 2.5.4.A.3 - Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- 2.5.4.A.4 - Correct movement errors in response to feedback and explain how the change improves performance.

4.0	Students will be able to: <ul style="list-style-type: none"> • Experiment with various pieces of equipment • Explore manipulative skills as they relate to games, sports, and life-time recreational activities
3.0	Students will be able to: <ul style="list-style-type: none"> • Demonstrate manipulative skills and concepts • Utilize safe, efficient and effective movement • Maintain a healthy and active lifestyle
2.0	Students will be able to: <ul style="list-style-type: none"> • Demonstrate activities to develop eye-hand and eye-foot coordination • List skills associated with manipulation
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Most proficient learners: <ul style="list-style-type: none"> ○ Assign leadership role in group activities ○ Assign outside research pertaining to the unit. Sources may include internet, additional text and video. • Assign leadership roles or utilize as a peer tutor. • Model behavior • Adjust rules to fit the needs of the learner. • Demonstration of activities. • Help instruct less proficient, Struggling Learners, English Language Learners, and/or Special Education Students
Struggling Learners	<ul style="list-style-type: none"> • Methods of adaptation: <ul style="list-style-type: none"> ○ Equipment ○ Procedure ○ Skill Sequence ○ Facilities

	<ul style="list-style-type: none"> • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings • Adjust rules to fit the needs of the learner. • Remediation of fundamental skills where needed • Modify skills per individuals needs • Utilize peer tutors • Adjust size of, or modify, equipment • Modify movements; break down movement into simpler steps • Consult IEPs and 504 Plans
English Language Learners	<ul style="list-style-type: none"> • Methods of adaptation: <ul style="list-style-type: none"> ○ Equipment ○ Procedure ○ Skill Sequence ○ Facilities • Pair learner with multi-lingual or Gifted and Talented Students or have peer tutors. • Provide visual cues. • Remediation of fundamental skills where needed. • Modify movements: breakdown complex movements into simpler steps. • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings, and additional time for written assessments. • Adjust rules to fit the needs of the learner. • Modify/remediate skills per individual student needs. • Consult ESL teacher, IEPs and 504 Plans as needed
Special Needs Learners	<ul style="list-style-type: none"> • Methods of adaptation: <ul style="list-style-type: none"> ○ Equipment ○ Procedure ○ Skill Sequence ○ Facilities • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings • Adjust rules to fit the needs of the learner. • Remediation of fundamental skills where needed • Modify skills per individuals needs • Utilize peer tutors • Adjust size of, or modify, equipment • Modify movements; break down complex movement into simpler steps • Consult IEPs and 504 Plans • Provide modified assessments.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

- Language Arts Literacy
- Visual and Performing Arts
- Technology
- Science
- Math
- 21st Century Skills

Integration of 21st Century Skills

Indicators:

- Physical Fitness Evaluation
- MS Word
- MS Power Point
- MS Excel
- Internet
- Teacher Pages
- VCR/DVD
- Radio/CD Player
- LCD Projector
- Document Camera
- Computer/Printer
- COWs
- eBooks
- Mobile Applications
- Student Personal
- Mobile Devices
- Web Tools
- Video Conferencing
- iPad
- iPad connectors
- Sound system / speakers
- Gaming system

Unit Title: Movement / Locomotor / Non-Locomotor Skills - Grades 3-5

Unit Description: The purpose of this unit is to become competent and proficient in various movement forms in a wide variety of activities. All movement skills will carry over to all aspects of everyday life.

Unit Duration: Year long

Desired Results

Standard(s): Movement/ Locomotor/ Non-Locomotor Skills

- 2.5 – All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
- 2.6 – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Indicators:

- 2.5.4.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).
- 2.5.4.A.2 - Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- 2.5.4.A.3 - Respond in movement to changes in tempo, beat, rhythm, or musical style.
- 2.5.4.A.4 - Correct movement errors in response to feedback.
- 2.5.4.B.1 – Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- 2.5.4.B.2 – Explain the difference between offense and defense.
- 2.5.4.B.3 – Determine how attitude impacts physical performance.
- 2.5.4.B.4 – Demonstrate strategies that enable team and group members to achieve goals.
- 2.5.4.C.1 – Explain what it means to demonstrate good sportsmanship.
- 2.5.4.C.2 - Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
- 2.6.4.A.1 – Explain the role of regular physical activity in relation to personal health.
- 2.6.4.A.2 – Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- 2.6.4.A.3 – Develop a fitness goal and monitor progress towards achievement of the goal.

Understandings:

Students will understand that...

- 1. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.
- 2. Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.
- 3. Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.

Essential Questions:

- 1. How can understanding movement concepts improve my performance?
- 2. How can I make movement more interesting, fun, and enjoyable?
- 3. How does my use of movement influence that of others?

Assessment Evidence

Performance Tasks:

Formative Assessments:

- Teacher observation
- Student self-assessment

Summative Assessments:

- Teacher observation
- Student self-assessment

Other Evidence:

Standardized testing (i.e. fitnessgram)

Benchmarks:N/A

Learning Plan

Learning Activities:

- Locomotor Skills – walk, run, skip, jump, hop, gallop, leap, and slide
- Non-locomotor Skills – bend, push, pull, rock, sway, swing, turn, twist, and stretch
- Manipulative Skills- overhand throw, underhand throw, catching, rolling, bounce and catch, dribble, kicking, striking, trapping, underhand serve, positioning, visual tracking
- Running and tagging games
- Cooperative activities
- Cross-curricular activities
- Circle activities
- Line Games
- Relays
- Dance / Rhythmic Activities
- Yoga

Resources:

- Cones
- Domes
- Lines on field or gym floor
- Hoops
- Poly spots
- Bean rags
- Deck rings
- Juggling scarves
- Noodles
- Scoopers
- Frisbees
- Tossables
- Buckets
- Cups
- Paddles
- Wands
- Jump ropes

- Climbing ropes
- Jump bands
- Rock wall
- Balloons
- Balls (basketball, football, gator, yarn, tennis, beach ball, volleyball, omnikin, variety of balls)
- Tchoukball frames/rebounders
- Parachute
- Tarps
- Hurdles
- Pedometers
- Pulse bars
- Pull-up bars
- Trampolines
- Bosu boards
- Fitness Ropes
- Dots
- Floor tape
- Balance boards
- Foam steps
- Plastic steps
- Dice
- Potato sacks
- Scooters
- Other fitness resources as needed

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):	
2.5 – All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
<ul style="list-style-type: none"> • 2.5.4.A.1 - Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.4.A.2 - Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space. • 2.5.4.A.3 - Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. • 2.5.4.A.4 - Correct movement errors in response to feedback and explain how the change improves performance. 	
4.0	Students will be able to: <ul style="list-style-type: none"> • Experiment with smooth transitions between sequential movements • Explore locomotor/non-locomotor skills as they relate to games, sports, and life-time recreational activities
3.0	Students will be able to: <ul style="list-style-type: none"> • Demonstrate movements associated with loco/non-locomotor • Utilize safe, efficient and effective movement • Maintain a healthy and active lifestyle
2.0	Students will be able to: <ul style="list-style-type: none"> • Identify personal and general space • List locomotor and non-locomotor movements
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Most proficient learners: <ul style="list-style-type: none"> ○ Assign leadership role in group activities ○ Assign outside research pertaining to the unit. Sources may include internet, additional text and video. • Assign leadership roles or utilize as a peer tutor. • Model behavior • Adjust rules to fit the needs of the learner. • Demonstration of activities. • Help instruct less proficient, Struggling Learners, English Language Learners, and/or Special Education Students
Struggling Learners	<ul style="list-style-type: none"> • Methods of adaptation: <ul style="list-style-type: none"> ○ Equipment ○ Procedure ○ Skill Sequence ○ Facilities

	<ul style="list-style-type: none"> • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings • Adjust rules to fit the needs of the learner. • Remediation of fundamental skills where needed • Modify skills per individuals needs • Utilize peer tutors • Adjust size of, or modify, equipment • Modify movements; break down movement into simpler steps • Consult IEPs and 504 Plans
English Language Learners	<ul style="list-style-type: none"> • Methods of adaptation: <ul style="list-style-type: none"> ○ Equipment ○ Procedure ○ Skill Sequence ○ Facilities • Pair learner with multi-lingual or Gifted and Talented Students or have peer tutors. • Provide visual cues. • Remediation of fundamental skills where needed. • Modify movements: breakdown complex movements into simpler steps. • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings, and additional time for written assessments. • Adjust rules to fit the needs of the learner. • Modify/remediate skills per individual student needs. • Consult ESL teacher, IEPs and 504 Plans as needed
Special Needs Learners	<ul style="list-style-type: none"> • Methods of adaptation: <ul style="list-style-type: none"> ○ Equipment ○ Procedure ○ Skill Sequence ○ Facilities • Instructional Adjustments: Modifications, student difficulties, possible misunderstandings • Adjust rules to fit the needs of the learner. • Remediation of fundamental skills where needed • Modify skills per individuals needs • Utilize peer tutors • Adjust size of, or modify, equipment • Modify movements; break down complex movement into simpler steps • Consult IEPs and 504 Plans • Provide modified assessments.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

- Language Arts Literacy
- Visual and Performing Arts
- Technology
- Science
- Math
- 21st Century Skills

Integration of 21st Century Skills

Indicators:

- Physical Fitness Evaluation
- MS Word
- MS Power Point
- MS Excel
- Internet
- Teacher Pages
- VCR/DVD
- Radio/CD Player
- LCD Projector
- Document Camera
- Computer/Printer
- COWs
- eBooks
- Mobile Applications
- Student Personal
- Mobile Devices
- Web Tools
- Video Conferencing
- iPad
- iPad connectors
- Sound system / speakers
- Gaming system

Unit Title: Lifetime / Cooperative Activities - Grades 3-5

Unit Description: The students will be introduced to health and fitness related components, which will be used to promote a healthy, active lifestyle. To develop and maintain a healthy, active lifestyle, the students will apply health related and skill related fitness concepts that will carry over throughout life.

Unit Duration: Year long

Desired Results

Standard(s):

2.5- All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
2.6 – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Indicators:

- 2.5.4.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).
- 2.5.4.A.2 - Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- 2.5.4.A.3 - Respond in movement to changes in tempo, beat, rhythm, or musical style.
- 2.5.4.A.4 - Correct movement errors in response to feedback.
- 2.5.4.B.1 – Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- 2.5.4.B.2 – Explain the difference between offense and defense.
- 2.5.4.B.3 – Determine how attitude impacts physical performance.
- 2.5.4.B.4 – Demonstrate strategies that enable team and group members to achieve goals.
- 2.5.4.C.1 – Explain what it means to demonstrate good sportsmanship.
- 2.5.4.C.2 - Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
- 2.6.4.A.1 – Explain the role of regular physical activity in relation to personal health.
- 2.6.4.A.2 – Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- 2.6.4.A.3 – Develop a fitness goal and monitor progress towards achievement of the goal.

Understandings:

Students will understand that...

1. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.
2. Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.
3. Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.

Essential Questions:

1. How can understanding movement concepts improve my performance?
2. How can I make movement more interesting, fun, and enjoyable?
3. How does my use of movement influence that of others?

Assessment Evidence

Performance Tasks:

Formative Assessments:

- Teacher observation
- Student self-assessment

Summative Assessments:

- Teacher observation
- Student self-assessment

Other Evidence:

Standardized testing (i.e. fitnessgram)

Benchmarks:N/A

Learning Plan

Learning Activities:

- Running and tagging games
- Cooperative activities
- Cross-curricular activities
- Circle activities
- Line Games
- Relays
- Dance / Rhythmic Activities

Resources:

- Cones
- Domes
- Lines on field or gym floor
- Hoops
- Poly spots
- Bean rags
- Deck rings
- Juggling scarves
- Noodles
- Scoopers
- Frisbees
- Tossables
- Buckets
- Cups
- Paddles
- Wands
- Jump ropes
- Climbing ropes
- Jump bands
- Balloons
- Balls (basketball, football, gator, yarn, tennis, beach ball, volleyball, omnikin, variety of balls)
- Parachute
- Tarps
- Floor tape
- Foam steps
- Plastic steps
- Dice

- Potato sacks
- Scooters
- Other fitness resources as needed

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

2.5 - All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

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- 2.5.4.A.3 - Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- 2.5.4.A.4 - Correct movement errors in response to feedback and explain how the change improves performance.

4.0	Students will be able to: <ul style="list-style-type: none"> • Create an activity utilizing safety and efficient while demonstrating sportsmanship and strategy • Explore cooperative and competitive strategies in movement activities
3.0	Students will be able to: <ul style="list-style-type: none"> • Demonstrate rules, sportsmanship, and strategy • Utilize safe, efficient and effective movement • Maintain a healthy and active lifestyle
2.0	Students will be able to: <ul style="list-style-type: none"> • Move in personal and general space at different levels • Describe sportsmanship in games or other activities • Identify basic safety
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Most proficient learners: <ul style="list-style-type: none"> ○ Assign leadership role in group activities ○ Assign outside research pertaining to the unit. Sources may include internet, additional text and video. • Assign leadership roles or utilize as a peer tutor. • Model behavior • Adjust rules to fit the needs of the learner. • Demonstration of activities. • Help instruct less proficient, Struggling Learners, English Language Learners, and/or Special Education Students
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