

# Mullica Township School District



## Physical Education Grades 5-6

**Mullica Township PE**  
**Year Long Plan**  
**Grades: 5 & 6**  
**(32 Weeks)**

<p style="text-align: center;"><u>Unit 1</u> Weeks: 9 (9-18 days)</p> <p style="text-align: center;">Title: Fitness</p> <p style="text-align: center;">Fall Pre-Testing Spring Post-Testing Fitness Stations Zumba or Fitness Dance</p>	<p style="text-align: center;"><u>Unit 2</u> Weeks 12-18 (4-6 days per lesson)</p> <p style="text-align: center;">Title: Team Sports (4-6 sports per year)</p> <p style="text-align: center;">Soccer, field hockey, flag football, speedball, volleyball, basketball, softball, ultimate frisbee, lacrosse, track/field</p>	<p style="text-align: center;"><u>Unit 3</u> Weeks: 3-4 (3-8 days)</p> <p style="text-align: center;">Title: Cooperative Games &amp; Activities</p> <p style="text-align: center;">Adventure Education/cooperative games, parachute games</p>	<p style="text-align: center;"><u>Unit 4</u> Weeks: 3-4 (3-8 days)</p> <p style="text-align: center;">Title: Individual, Dual &amp; Recreational Activities (2-3 sports per year)</p> <p style="text-align: center;">Badminton, pickle-ball, bowling, table tennis, juggling/balancing, cup stacking, etc...</p>
2.5.6.C.1(Sportsmanship, Rules, & Safety) 2.5.6.B.2 2.6.6.A.1 2.6.6.A.2 2.6.6.A.3*(Spring) 2.6.6.A.4 2.6.6.A.6*	2.5.6.A.1 (Movement skills /concepts) 2.5.6.A.2 2.5.6.A.4 * 2.5.6.B.1 (Strategy) 2.5.6.B.2 2.5.6.C.2 * (partial) 2.5.6.C.3* (partial)	2.6.6.A.1 2.5.6.B.2 *	2.5.6.A.4 2.5.6.B.1* 2.5.6.B.2 2.5.6.C 1* 2.5.6.C.2* (partial) 2.5.6.C.3* (partial)
	<p><b><u>Supporting Standards:</u></b> 2.5.6.C.1(Sportsmanship, Rules, &amp; Safety) 2.6.6.A.1 2.6.6.A.2 2.6.6.A.3 2.6.6.A.4 2.6.6.A.6</p>	<p><b><u>Supporting Standards:</u></b> 2.5.6.B.1 (Strategy) 2.5.6.C.1( Sportsmanship, Rules, &amp; Safety) 2.5.6.C.2 2.5.6.C.3 2.6.6.A.2 2.6.6.A.3 2.6.6.A.4 2.6.6.A.6</p>	<p><b><u>Supporting Standards</u></b> 2.5.6.A.1 (Movement skills /concepts) 2.5.6.A.2 2.6.6.A.1 2.6.6.A.2 2.6.6.A.3 2.6.6.A.4 2.6.6.A.6</p>

Note: \* means CPI appears in more than one unit and will be assessed in unit with \*.

**Mullica Township School District  
Physical Education Curriculum Unit Plan # 1**

**Title:** Fitness

**Grade Level Cluster:** 5-6

**Length of Time:** 9 weeks (9-18) days

**Unit Summary:** This unit is designed to promote lifelong fitness strategies and goals that will enhance the individual's quality of life. Students will participate in a variety of fitness related activities and programs which promote muscular and cardiovascular endurance. Students will utilize assessment data to create individual fitness portfolios.

**Learning Targets / Content Standards**

**Standard:** 2.5 Motor Skill Development. All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

**Strand:** B Strategy

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.5.6.B.2	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.

**Strand:** C. Sportsmanship, Rules and Safety

2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
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**Standard:** 2.6 Fitness

**Strand A.** Fitness and Physical Activity

2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.
2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus healthrelated fitness.	
2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.	
2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.	
2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.	

**Interdisciplinary Connections**

Cause and effect relationships are routinely identified and used to explain change. (5-PS2-1)  
 Energy can be transferred in various ways and between objects. (5-PS3-1)  
 Cause and effect relationships may be used to predict phenomena in natural or designed systems.  
 (MS-ESS3-1),(MS-ESS3-4)  
 RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

### **21<sup>st</sup> Century Life and Skills**

CRP1. Act as a responsible and contributing citizen and employee.  
 CRP3. Attend to personal health and financial well-being.  
 CRP5. Consider the environmental, social and economic impacts of decisions.  
 CRP12. Work productively in teams while using cultural global competence.

### **Technology Integration NJSL 8**

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.  
 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.  
 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

**Unit Essential Questions:**

- How can understanding movement concepts improve my performance?
- How can I make movement more interesting, fun, and enjoyable?
- How does my use of movement influence that of others?
- What is the minimum amount of exercise I can do to stay physically fit?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?

**Unit Enduring Understandings:**

- 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.
- Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.
- Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.

**Unit Objectives (unpacking CPIs where needed):**

- The students will understand the lifetime benefits of fitness.
- The students will understand the difference between aerobic and anaerobic exercise
- Explain and demonstrate specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components
- Develop a personal fitness plan based on the assessment of one's personal fitness levels and goals.
- Identify and monitor health/fitness indicators through the development and implementation of a personal fitness plan.
- Use knowledge of the health factors to explain how decision making affects physical activity, and nutrition in relation to attaining personal health and fitness goals.
- Using an assessment of one's personal fitness level develop a personal physical activity program.
- Describe and apply the FITT (Frequency, Intensity, Time, Type) principle to improve personal fitness.
- Define the differences between skill and health related fitness and explain how the respective components can be enhanced through practice / training.

**Evidence of Learning****Formative Assessments:**

Exit slips  
Observation  
Discussion, question & answer  
Immediate feedback

**Summative Assessments:**

- Common Assessment #1 2.6.6.A.3 (Development an individual fitness plan)
- Common Assessment #2 2.6.6.A.6 (Training principles)
- Common Assessment #3 2.6.6.A.2
- Common Assessment #4 2.6.6.A.4
- Skills assessed via rubric
- Participation
- Project Fit

**Alternative Assessment:**

- Choice of activity
- Choice boards
- Access and present information digitally

**Benchmark Assessment:**

Fall / Spring fitness testing, SGO

**Modifications****IEP:**

Assist students one-on-one when necessary.  
Pair student with another who is capable of assisting  
Allow extra time to complete  
Questions read aloud on paper/pencil assessments

**504:**

Extended time for completing tasks  
 Accommodations to physical requirements  
 Allow for movement and use multiple modalities while teaching  
**At-risk:**  
 Extended time for completing tasks  
 Pair student with another who is capable of assisting  
 Questions read aloud on paper/pencil assessments  
**ELL:**  
 Pair verbal with visual  
 Allow / encourage use of Google Translator  
 Word Wall  
**Gifted & Talented:**  
 Allow for research and presentation  
 Allow choice whenever possible  
 Encourage use of a fitness log

Lesson Plans	
Lessons	Timeframe
Lesson #1 Fall Fitness Testing	3-6 days
Lesson #2 Spring Post Testing	3-6 days
Lesson #3 Fitness: Lifelong Approach to Fitness Zumba, Xfit, Yoga, Individual Fitness Planning	3-6 days

Resources
Various web resources available @ brainpop.com, brainpopjr.com, <a href="http://www.youtube.com">www.youtube.com</a> Newsela articles (leveled) Readworks.org articles (leveled) · <a href="http://www.pecentral.org/assessment/assessmenttips.html">http://www.pecentral.org/assessment/assessmenttips.html</a> President's Challenge Fitness Gram

Mullica Township School District Physical Education Curriculum Unit Plan # 2	
<b>Title:</b> Team Sports	
<b>Grade Level Cluster:</b> 5-6	<b>Length of Time:</b> 12-18 weeks (24-36 days)
<b>Unit Summary:</b> This unit is designed for students to engage in various team sports and activities that enhance the total development and well-being of the individual by providing students the opportunity to participate in a variety of sports and sport related activities for fun, fitness, and leisure.	
Learning Targets	
<b>Standard:</b> 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	

<b>Strand: A. Movement Skills and Concepts</b>		
<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.5.6.A.1	Explain and perform <a href="#">movement skills</a> that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.	Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.
<b>Strand: B. Strategy</b>		
2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.
2.5.6.B.2	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.	
<b>Strand: C. Sportsmanship, Rules, and Safety</b>		
2.5.6.C.3	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
<b>Supporting</b>		
<b>Standard: 2.5 Motor Skill Development</b>		
<b>Strand: C. Sportsmanship, Rules, and Safety</b>		
<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
<b>Standard: 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</b>		

<b>Strand: A. Fitness and Physical Activity</b>		
<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>

2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.
2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.	
2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.	
2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.	
2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.	

### **Interdisciplinary Connections**

Cause and effect relationships are routinely identified and used to explain change. (5-PS2-1)  
 Energy can be transferred in various ways and between objects. (5-PS3-1)  
 Cause and effect relationships may be used to predict phenomena in natural or designed systems. (MS-ESS3-1),(MS-ESS3-4)  
 RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

### **21<sup>st</sup> Century Life and Skills**

CRP1. Act as a responsible and contributing citizen and employee.  
 CRP3. Attend to personal health and financial well-being.  
 CRP5. Consider the environmental, social and economic impacts of decisions.  
 CRP12. Work productively in teams while using cultural global competence.

### **Technology Integration NJSL 8**

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.  
 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.  
 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can understanding movement concepts improve my performance?</li> <li>• How can I make movement more interesting, fun, and enjoyable?</li> <li>• How does effective and appropriate movement affect wellness?</li> <li>• Why do I have to understand concepts of movement when I can already perform the movement?</li> <li>• To what extent does strategy influence performance in competitive games and activities?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</li> <li>• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.</li> <li>• Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.</li> </ul>
<p><b>Unit Objectives (unpacking CPIs where needed):</b></p> <ul style="list-style-type: none"> <li>• Explain and demonstrate how to maintain team possession in competitive, partner and small group games, sports and activities.</li> <li>• Compare and contrast the roles of players and observers in regards to proper sportsmanship and recommend strategies to improve these behaviors.</li> <li>• Demonstrate knowledge of rules, procedures and safety concepts and apply effectively as an observer and participant in games, sports and activities.</li> <li>• Create and demonstrate offensive and defensive strategies and plays in a variety of game settings (i.e. different defenses etc.).</li> <li>• Compare and contrast strategies that are used to improve individual effectiveness during team games and activities.</li> <li>• Demonstrate rules and procedures that promote sportsman like behaviors during team activities and games that promote participation and safety.</li> <li>• Identify the historical origins of games, rules, and safety and compare them to the rules and safety of current team activities and sports.</li> <li>• Explain and demonstrate how to maintain team possession in competitive, partner and small group games, sports and activities.</li> </ul>	
<p><b>Evidence of Learning</b></p>	
<p><b>Formative Assessments:</b>  Exit slips  Observation  Discussion, question &amp; answer  Immediate feedback</p>	

**Summative Assessments:**

- Common Assessment #1: 2.5.6.A.4 (Self evaluate movement performance)
- Common Assessment #2: 2.5.6.C.2 (Skill related fitness vs. health related fitness)
- Common Assessment #3: 2.5.6.C.3 (Origin and rules of various sports)
- Common Assessment #4: 2.5.6.A.1 (Self evaluate movement performance)
- Common Assessment #5: 2.5.6.A.2 (Self evaluate movement performance)
- Skills assessed via rubric
- Participation
- Project Fit

**Alternative Assessment:**

- Choice of activity
- Choice boards
- Access and present information digitally

**Benchmark Assessment:**

Fall / Spring fitness testing, SGO

<b>Modifications</b>
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**IEP:**

Assist students one-on-one when necessary.  
 Pair student with another who is capable of assisting  
 Allow extra time to complete  
 Questions read aloud on paper/pencil assessments

**504:**

Extended time for completing tasks  
 Accommodations to physical requirements  
 Allow for movement and use multiple modalities while teaching

**At-risk:**

Extended time for completing tasks  
 Pair student with another who is capable of assisting  
 Questions read aloud on paper/pencil assessments

**ELL:**

Pair verbal with visual  
 Allow / encourage use of Google Translator  
 Word Wall

**Gifted & Talented:**

Allow for research and presentation  
 Allow choice whenever possible  
 Encourage use of a fitness log

<b>Lesson Plans</b>	
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<b>Lessons</b>	<b>Timeframe</b>
Lesson #1 Title: Soccer	2-6 days
Lesson #2 Title: Field Hockey	2-6 days
Lesson #3 Title: Flag Football	2-6 days

Lesson #4 Title: Volleyball	2-6 days
Lesson #5 Title: Omniken	2-6 days
Lesson #6 Title: Basketball*	2-6 days
Lesson #7 Title: Floor Hockey*	2-6 days
Lesson #8 Title: Softball*	2-6 days
*Replacement Options: Track/Field, Ultimate Frisbee, Lacrosse, Speedball, Cricket, etc...	2-6 days each

### Resources

Various web resources available @ brainpop.com, brainpopjr.com, [www.youtube.com](http://www.youtube.com)  
 Newsela articles (leveled)  
 Readworks.org articles (leveled)  
<http://www.pecentral.org/assessment/assessmenttips.html>

**Mullica Township School District  
Physical Education Curriculum Unit Plan # 3**

**Title** Cooperative Games and Activities

**Grade Level Cluster:** 5-6

**Length of Time:** 3-4 Weeks (3-9 days)

**Unit Summary:** This unit is designed to promote and emphasize group participation and team work, while providing physical challenges that increase fitness levels through cooperative games. These cooperative games are designed to increase the children's' self-esteem, feelings of acceptance by the group, and sense of trust while encouraging team-work, creative thinking, leadership, and problem solving.

**Learning Targets / Content Standards**

**Standard:** 2.5 Motor Skills Development

**Strand:** B Strategy

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.5.6.B.2	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.

**Standard:** 2.6 Fitness

**Strand:** A Fitness and Physical Activity

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.

**SUPPORTING**

**Standard:** 2.5 Motor Skills Development

**Strand:** B. Strategy

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.

**Strand:** C Sportsmanship, Rules, and Safety

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
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2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.	
2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.	There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.

**Standard:** 2.6 Fitness

**Strand:** A Fitness and Physical Activity

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.6.6.A.2	Determine to what extent various activities improve <a href="#">skill-related fitness</a> versus <a href="#">healthrelated fitness</a> .	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.
2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.	
2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type ( <a href="#">FITT</a> ) to improve personal fitness.	

### Interdisciplinary Connections

Cause and effect relationships are routinely identified and used to explain change. (5-PS2-1)  
 Energy can be transferred in various ways and between objects. (5-PS3-1)  
 Cause and effect relationships may be used to predict phenomena in natural or designed systems. (MS-ESS3-1),(MS-ESS3-4)  
 RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

### 21<sup>st</sup> Century Life and Skills

CRP1. Act as a responsible and contributing citizen and employee.  
 CRP3. Attend to personal health and financial well-being.  
 CRP5. Consider the environmental, social and economic impacts of decisions.  
 CRP12. Work productively in teams while using cultural global competence.

### Technology Integration NJSL 8

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.  
 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.  
 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can understanding movement concepts improve my performance?</li> <li>• Why do I have to show good sportsmanship and follow the rules when others do not?</li> <li>• How does my use of movement influence that of others?</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.</li> <li>• In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.</li> <li>• Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.</li> </ul>
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**Unit Objectives (unpacking CPIs where needed):**

- *Students will be able to cooperate with others in order to accomplish group tasks.*
- *Students will increase fitness levels through participation in a variety of cooperative games.*

**Evidence of Learning**

**Formative Assessments:**  
 Exit slips  
 Observation  
 Discussion, question & answer  
 Immediate feedback

**Summative Assessments:**

- Common Assessment #1 2.5.6.B.2 (Compare and contrast strategies)
- Common Assessment #2 2.6.6.A.1 (Compare and contrast strategies)
- Skills assessed via rubric
- Participation
- Project Fit

**Alternative Assessment:**

- Choice of activity
- Choice boards
- Access and present information digitally

**Benchmark Assessment:**  
 Fall / Spring fitness testing, SGO

**Modifications**

**IEP:**  
 Assist students one-on-one when necessary.  
 Pair student with another who is capable of assisting

Allow extra time to complete  
 Questions read aloud on paper/pencil assessments  
**504:**  
 Extended time for completing tasks  
 Accommodations to physical requirements  
 Allow for movement and use multiple modalities while teaching  
**At-risk:**  
 Extended time for completing tasks  
 Pair student with another who is capable of assisting  
 Questions read aloud on paper/pencil assessments  
**ELL:**  
 Pair verbal with visual  
 Allow / encourage use of Google Translator  
 Word Wall  
**Gifted & Talented:**  
 Allow for research and presentation  
 Allow choice whenever possible  
 Encourage use of a fitness log

Lesson Plans	
Lessons	Timeframe
Lesson #1 Cooperative Education Games	1-3 days
Lesson #2 Project Adventure Activities	1-3 days
Lesson #3 Title: Team Challenges	1-3 days

Resources
Various web resources available @ brainpop.com, brainpopjr.com, <a href="http://www.youtube.com">www.youtube.com</a> Newsela articles (leveled) Readworks.org articles (leveled) <a href="http://www.pecentral.org/assessment/assessmenttips.html">http://www.pecentral.org/assessment/assessmenttips.html</a>

Mullica Township School District Physical Education Curriculum Unit Plan # 4	
<b>Title</b> Individual, Dual and Recreation	
<b>Grade Level Cluster: 5-6</b>	<b>Length of Time:</b> 3-4 weeks (3-8 days)
<b>Unit Summary:</b> This unit is designed to promote cooperative strategies and goals that will enhance the individual's skills and communication Students will participate in a variety of individual and partner related activities and skills for recreational activities.	
Learning Targets / Content Standards	

**Standard:** 2.5 Motor Skills Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle

**Strand:** A. Movement Skills and Concepts

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.	Performing <a href="#">movement skills</a> effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.

**Strand:** B. Strategy

2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.
2.5.6.B.2	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.	

**Strand:** C. Sportsmanship, Rules, and Safety

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.	
2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.	There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.

**Supporting**

**Standard:** 2.5 Motor Skills Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle

**Strand:** A. Movement Skills and Concepts

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.	

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

**Strand:** Fitness and Physical Activity

2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
2.6.6.A.2	Determine to what extent various activities improve <a href="#">skill-related fitness</a> versus <a href="#">health related fitness</a> .
2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program
2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness
2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.

### **Interdisciplinary Connections**

Cause and effect relationships are routinely identified and used to explain change. (5-PS2-1)  
 Energy can be transferred in various ways and between objects. (5-PS3-1)  
 Cause and effect relationships may be used to predict phenomena in natural or designed systems. (MS-ESS3-1),(MS-ESS3-4)  
 RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

### **21<sup>st</sup> Century Life and Skills**

CRP1. Act as a responsible and contributing citizen and employee.  
 CRP3. Attend to personal health and financial well-being.  
 CRP5. Consider the environmental, social and economic impacts of decisions.  
 CRP12. Work productively in teams while using cultural global competence.

### **Technology Integration NJSL 8**

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.  
 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.  
 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

#### **Unit Essential Questions:**

- How does effective and appropriate movement affect wellness?
- How can I make movement more interesting, fun, and enjoyable?
- How does my use of movement influence that of others?
- What is the minimum amount of exercise I can do to stay physically fit?

#### **Unit Enduring Understandings:**

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.

**Unit Objectives (unpacking CPIs where needed)**

- Explain and demonstrate how to maintain team possession in competitive, partner and small group games, sports and activities.
- Compare and contrast the roles of players and observers in regards to proper sportsmanship and recommend strategies to improve these behaviors.
- Demonstrate knowledge of rules, procedures and safety concepts and apply effectively as an observer and participant in games, sports and activities. Identify individual tactical strategies that will impact the quality of performance in individual and dual activities. Identify and demonstrate the use of various shots / skills used during practice / game play.
- Demonstrate and fairly enforce various rules during game play exhibiting appropriate sportsmanship.
- Demonstrate the ability to perform both offensive and defensive strategies in applied settings (games, sports and other activities).
- Identify how certain individual or dual activities may contribute to achieving a healthy lifestyle. (healthy eating, body composition, physical activity)
- Identify individual tactical strategies that will impact the quality of performance in individual and dual activities.
- Demonstrate and fairly enforce various rules during game play exhibiting appropriate sportsmanship.
- Identify how certain individual or dual activities may contribute to achieving a healthy lifestyle. (healthy eating, body composition, physical activity)

**Evidence of Learning****Formative Assessments:**

Exit slips  
Observation  
Discussion, question & answer  
Immediate feedback

**Summative Assessments:**

- Common Assessment #1 2.5.6.B.1 (Demonstrate various strategies for individual, dual, and team activities)
- Common Assessment #2 2.5.6.C.1 (Compare the responsibilities of sportsmanship-like behavior)
- Common Assessment #3 2.5.6.C.2 (Applying rules and procedures necessary to enhance participation and safety)
- Common Assessment #4 2.5.6.C.3 (Relationship of origin and rules to various cultures)
- Skills assessed via rubric
- Participation
- Project Fit

**Alternative Assessment:**

- Choice of activity
- Choice boards
- Access and present information digitally

**Benchmark Assessment:**

Fall / Spring fitness testing, SGO

## Modifications

**IEP:**

Assist students one-on-one when necessary.  
 Pair student with another who is capable of assisting  
 Allow extra time to complete  
 Questions read aloud on paper/pencil assessments

**504:**

Extended time for completing tasks  
 Accommodations to physical requirements  
 Allow for movement and use multiple modalities while teaching

**At-risk:**

Extended time for completing tasks  
 Pair student with another who is capable of assisting  
 Questions read aloud on paper/pencil assessments

**ELL:**

Pair verbal with visual  
 Allow / encourage use of Google Translator  
 Word Wall

**Gifted & Talented:**

Allow for research and presentation  
 Allow choice whenever possible  
 Encourage use of a fitness log

### Lesson Plans

Lessons	Timeframe
Lesson #1 Title: Individual/Dual	2-4 days
Lesson #2 Title: Recreational	2-4 days

### Resources

Various web resources available @ brainpop.com, brainpopjr.com, [www.youtube.com](http://www.youtube.com)  
 Newsela articles (leveled)  
 Readworks.org articles (leveled)  
<http://www.pcentral.org/assessment/assessmenttips.html>