

Mullica Township School District



Physical Education Grades K-2

Board approval: 11/28/2018

Mullica Township School District
PE: Year Long Plan
Grade: K-2
(32 Weeks)

<u>Unit 1</u> Weeks: 7 (7-14 Days)	<u>Unit 2</u> Weeks: 8 (7-14 Days)	<u>Unit 3</u> Weeks: 7 (7-14 Days)	<u>Unit 4</u> Weeks: 6 (6-12 Days)	<u>Unit 5</u> Weeks: 4 (4-8 Days)
Title: Movement Education	Title: Fitness/Wellness	Title: Manipulative Skills	Title: Life/Cooperative Activities	Title: Rhythm/Dance
2.5.2.A.1* (partial) 2.5.2.A.2* 2.5.2.A.4 2.5.2.C.2* 2.6.2.A.1 2.6.2.A.2	2.5.2.B.3* 2.5.2.A.4 2.6.2.A.1* 2.6.2.A.2* 2.6.2.A.3*	2.5.2.A.1* (partial) 2.5.2.A.4*	2.5.2.B.1* 2.5.2.B.2* 2.5.2.B.4* 2.5.2.C.1*	2.5.2.A.2 2.5.2.A.3* 2.5.2.A.4
		<u>Supporting</u> 2.5.2.A.2 2.5.2.C.2	<u>Supporting</u> 2.5.2.C.2	<u>Supporting</u> 2.5.2.A.1 2.5.2.C.2

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: Movement Education

Grade Level Cluster: K-2

Length of Time: 7 Weeks (7-14 days)

Unit Summary: This unit is intended to introduce students on the mechanics of movement in a safe manner as it relates to health and sport.

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: A. Movement Skills and Concepts

CPI# (s):	CPI(s):	Content Statement:
2.5.2.A.1 * <i>This CPI will also be assessed in Unit 3.</i>	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).	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in 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.4	Correct movement errors in response to feedback.	

Strand:C. Sportsmanship, Rules, and Safety

CPI# (s):	CPI(s):	Content Statement:
2.5.2.C.2*	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

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: A. Fitness and Physical Activity

CPI# (s):	CPI(s):	Content Statement:
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.	Appropriate types and amounts of physical activity enhance 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.	

Interdisciplinary Connections

PS2.A: Forces and Motion

Pushes and pulls can have different strengths and directions. (KPS2-1),(K-PS2-2)

Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2)

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

21st 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

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Unit Essential Questions:

- How does effective and appropriate movement affect wellness?
- Why do I have to show good sportsmanship and follow the rules when others do not?
- 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?
- How do you realize age-appropriate fitness?

Unit Enduring Understandings:

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- 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.
- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- Physical fitness is the ability of your

whole body to work together efficiently to be able to do the most work with least amount of effort.

- Achieving and maintaining fitness requires age-appropriate intensity, duration and frequency of exercise.
- Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.

Unit Objectives (unpacking CPIs where needed):

- *The student will participate in activities that are designed to increase their movement skills: personal space, direction and level change.*
- *The student will use all safety rules and show good sportsmanship throughout all lessons.*
- *The student will participate in a physically active activity and describe what it means to be physically fit.*

Evidence of Learning

Formative Assessments:

- Exit slips
- Observation
- Discussion, question & answer
- Immediate feedback

Summative Assessments:

- Common Assessment #1 2.5.2.A.1 (movement control)
- Common Assessment #2 2.5.2.C.2 (safe movement)
- Common Assessment #3 2.5.2.A.2 (directional movement)
- 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 Boundaries', Rules, Safety	3-5 days
Lesson #2 Personal Space and General space	1- 4 days
Lesson #3 Loco-motor Movements	3- 5 days

Resources

Various web resources available @ brainpop.com, brainpopjr.com, 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 # 2**

Title: Fitness/Wellness

Grade Level Cluster: K-2

Length of Time: 8 Weeks (8-16 days)

Unit Summary: This unit is intended to instruct students in engaging in moderate to vigorous physical activity while learning the six fitness components and their benefits. Strategies to improve each component through setting goals and identifying plans to achieve them will also be taught.

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: A. Movement Skills and Concepts

CPI# (s):	CPI(s):	Content Statement:
2.5.2.A.4	Correct movement errors in response to feedback.	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

Strand: B. Strategy

CPI# (s):	CPI(s):	Content Statement:
2.5.2.B.3*	Determine how attitude impacts physical performance.	Teamwork consists of effective communication and other interactions between team members.

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: A. Fitness and Physical Activity

CPI# (s):	CPI(s):	Content Statement:
2.6.2.A.1*	Explain the role of regular physical activity in relation to personal health.	Appropriate types and amounts of physical activity enhance 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.	

Interdisciplinary Connections

PS2.A: Forces and Motion

Pushes and pulls can have different strengths and directions. (KPS2-1),(K-PS2-2)

Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2)

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

21st 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

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Unit Essential Questions:

- How does effective and appropriate movement affect wellness?
- What is the minimum amount of exercise I can do to stay physically fit?
- How can understanding movement concepts improve my performance?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
- How can I make movement more interesting, fun, and enjoyable?
- How does my overall fitness affect my health? • How can I set challenging fitness goals that help me stay committed to wellness?

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.
- Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.
- Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.
- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.
- Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise.
- Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.

Unit Objectives (unpacking CPIs where needed):

- *Students will be able to describe what it means to be physically fit and develop a fitness plan for achieving that goal.*
- *Students will show how their attitude can greatly affect their fitness level.*
- *Students will be able to correct their movements based off of teacher feedback.*

Evidence of Learning

Formative Assessments:

Exit slips
 Observation
 Discussion, question & answer
 Immediate feedback

Summative Assessments:

- Common Assessment #1 2.5.2.B.3 (attitude and performance)
- Common Assessment #2 2.6.2.A.1 (explore physical activity)
- Common Assessment #3 2.6.2.A.2 (explain physical fitness)
- Common Assessment #4 2.5.2.A.3 (goals, progress, achievement)
- 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 Set your Goals	1-2 days
Lesson #2 Track your progress	2-3 days
Lesson #3 Lets Get Moving	5-11 days

Resources

Various web resources available @ brainpop.com, brainpopjr.com, 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: Manipulative Skills

Grade Level Cluster: K-2

Length of Time: 7 weeks (7-14 days)

Unit Summary: This unit will have students acquire and achieve skills that are a basis to enhance skill themes that are utilized in future complex sports and activities.

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: A. Movement Skills and Concepts

CPI# (s):	CPI(s):	Content Statement:
2.5.2.A.1* <i>CPI will also be assessed in Unit 1.</i>	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).	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
2.5.2.A.4*	Correct movement errors in response to feedback.	

SUPPORTING

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

Strand: A. Movement Skills and Concepts

CPI# (s):	CPI(s):	Content Statement:
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.	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

Strand: C. Sportsmanship, Safety, and Rules

2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.	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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Interdisciplinary Connections

PS2.A: Forces and Motion

Pushes and pulls can have different strengths and directions. (KPS2-1),(K-PS2-2)

Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2)

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

21st 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

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

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?
- Why do I have to show good sportsmanship and follow the rules when others do not?

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.
- Skill development involves an understanding of movement concept, the underlying principle of physics, as the means to analyze movement performance and make adjustments.
- Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.

Unit Objectives (unpacking CPIs where needed):

- *Students will be able to demonstrate locomotor skills throughout general space such as skip, jump, hop, gallop, leap slide or jog.*
- *Students will be able to, with and without a partner, demonstrate a movement modifier such as wide, high, low or crooked change.*

Evidence of Learning

Formative Assessments:

Exit slips
Observation
Discussion, question & answer
Immediate feedback

Summative Assessments:

- Common Assessments # 1 2.5.2.A.1 (movement skills)
- Common Assessments # 2 2.5.2.A.4 (correct movements)
- 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 Small Equipment	1-4 days
Lesson #2 Striking	2-4 days
Lesson #3 Ball Skills	4-6 days

Resources

Various web resources available @ brainpop.com, brainpopjr.com, 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 # 4**

Title: Life/Cooperative Activities

Grade Level Cluster: K-2

Length of Time: 6 weeks (6-12 Days)

Unit Summary: This unit will put student's knowledge of movement education into practice by using their movement skills in applied settings (competitive, cooperative, strategy etc.) to achieve various goals.

Learning Targets / Content Standards

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

Strand: A. Movement Skills and Concepts

CPI# (s):

CPI(s):

Content Statement:

2.5.2.B.1*	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.	Teamwork consists of effective communication and other interactions between team members.
2.5.2.B.2*	Explain the difference between offense and defense.	
2.5.2.B.4*	Demonstrate strategies that enable team members to achieve goals.	

Strand: C. Sportsmanship, Rules, and Safety

CPI# (s):	CPI(s):	Content Statement:
2.5.2.C.1*	Explain what it means to demonstrate good sportsmanship.	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

Supporting

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

Strand: C. Sportsmanship, Rules, and Safety

CPI# (s):	CPI(s):	Content Statement:
2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

Interdisciplinary Connections

PS2.A: Forces and Motion

Pushes and pulls can have different strengths and directions. (KPS2-1),(K-PS2-2)

Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2)

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

21st 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

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • 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? • Why do I have to understand concepts of movement when I can already perform the movement? • To what extent does strategy influence performance in competitive games and activities? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Knowing and understanding concepts of movement will improve performance in a specific a skill and provide the foundation for transfer of skills in a variety of sports and activities. • Implementing effective offensive, defensive and cooperative strategies are necessary for all players to be successful in game situations.
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<p>Unit Objectives</p> <ul style="list-style-type: none"> • <i>Students will be able to use offensive and defensive strategies in game situations.</i> • <i>Students will demonstrate proper teamwork and sportsmanship through game play.</i> • <i>Students will apply safety rules during game play.</i>
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Evidence of Learning

<p>Formative Assessments:</p> <p>Exit slips Observation Discussion, question & answer Immediate feedback</p>
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<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Common Assessment #1 2.4.2.B.1 (Game strategies) • Common Assessment #2 2.4.2.B.2 (Offense and Defense) • Common Assessment #3 2.4.2.B.4 (Teamwork) • Common Assessment #4 2.4.2.C.1 (Sportsmanship) • Skills assessed via rubric • Participation • Project Fit
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<p>Alternative Assessment:</p> <ul style="list-style-type: none"> • Choice of activity • Choice boards • Access and present information digitally

<p>Benchmark Assessment:</p> <p>Fall / Spring fitness testing, SGO</p>

Modifications

<p>IEP:</p> <p>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</p> <p>504:</p> <p>Extended time for completing tasks Accommodations to physical requirements Allow for movement and use multiple modalities while teaching</p> <p>At-risk:</p> <p>Extended time for completing tasks Pair student with another who is capable of assisting Questions read aloud on paper/pencil assessments</p> <p>ELL:</p> <p>Pair verbal with visual Allow / encourage use of Google Translator</p>
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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 group games	2-4 days
Lesson #2 Rock Wall/Cooperative stations	2-4 days
Lesson #3 Recreational games	2-4 days

Resources

Various web resources available @ brainpop.com, brainpopjr.com, www.youtube.com

Newsela articles (leveled)

Readworks.org articles (leveled)

Mullica Township School District
Physical Education Curriculum
Unit Plan # 5

Title: RYTHYM/DANCE

Grade Level Cluster: K-2

Length of Time: 4 Weeks (4-8 days)

Unit Summary: Dance unit will consist of changing movement in response to changes in music (tempo, beat, rhythm etc.). Correction of errors and responding to teacher’s verbal cues will be addressed. Students will be in different spatial settings and demonstrating appropriate control will be discussed.

Learning Targets

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

Strand: A. Movement Skills and Concepts

CPI# (s):	CPI(s):	Content Statement:
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.	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
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.	

SUPPORTING

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

Strand: A. Movement Skills and Concepts

CPI# (s):	CPI(s):	Content Statement:
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).	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities

Strand:C. Sportsmanship, Rules, and Safety

CPI# (s):	CPI(s):	Content Statement:
2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

Interdisciplinary Connections

PS2.A: Forces and Motion

Pushes and pulls can have different strengths and directions. (KPS2-1),(K-PS2-2)

Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2)

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

21st 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

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Unit Essential Questions:

- How does effective and appropriate movement affect wellness?
- Why do I have to understand concepts of movement when I can already perform the movement?

Unit Enduring Understandings:

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

Unit Objectives (unpacking CPIs where needed):

- *Students will demonstrate proficiency in changing their movements due to different outside indicators.*
- *Students will describe how the safety rules contribute to a safe environment.*

Evidence of Learning

Formative Assessments:

Exit slips
Observation
Discussion, question & answer
Immediate feedback

Summative Assessment:

- Common Assessment #1 2.5.2.A.3 (tempo, beat, rhythm)
- 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 Move to the beat	1-2 days
Lesson #2 Lets Dance	1-2 days
Lesson #3 Creative Dance	2-4 days

Resources

Various web resources available @ brainpop.com, brainpopjr.com, www.youtube.com

Newsela articles (leveled)

Readworks.org articles (leveled)