



3rd - 5th Physical Education Curriculum

Middle Township Public Schools

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Introduction

This document serves to meet all requirements of curriculum as per the Middle Township Board of Education and the New Jersey Department of Education and will serve as a guide for lesson planning. Units within the curricular framework for Health are designed to be taught in the order in which they are presented. Within the units, the teachers have flexibility of what order to present the standards.

Course Description

The state requires that all students participate in a comprehensive, sequential health and physical education program that emphasizes the natural interdisciplinary connection among wellness, health and physical education. The standards provide a blueprint for curriculum development, instruction and assessment for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence life-long healthy behaviors within the context of self, family, school and the local and global communities. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations.

Health literacy is an integral component of 21st century education. Healthy students are learners who are “knowledgeable, productive, and also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

Mission: Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

Vision: A quality comprehensive health and physical education program fosters a population that:

-
- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
 - Engages in a physically active lifestyle.
 - Is knowledgeable about health and wellness and how to access health resources.
 - Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
 - Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
 - Is accepting and respectful of individual and cultural differences.
 - Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

Pacing Guide

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>
1- Movement Education/Rhythm	<ul style="list-style-type: none"> 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. 	2.5.4.A.1 2.5.4.A.2 2.5.4.A.3 2.5.4.A.4
2- Wellness	<ul style="list-style-type: none"> Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness and total wellness 	2.5.4.C.1 2.5.4.C.2
3- Manipulative Skills	<ul style="list-style-type: none"> Utilizing various types of sports-related equipment will improve skill-related and health-related fitness and conceptual development thereby fulfilling the overall enjoyment of activity 	2.5.4.A.1 2.5.4.A.2 2.5.4.A.3 2.5.4.A.4
4- Movement Locomotor/Nonlocomotor Skills	<ul style="list-style-type: none"> Moving in various directions and different paths will enhance students ability level during exercise 	2.5.4.A.1 2.5.4.A.2 2.5.4.A.3 2.5.4.A.4
5- Cooperative Games	<ul style="list-style-type: none"> Utilizing teamwork and group effectiveness will add to the enjoyment of playing team sports, safety practices, and improve skill and health-related fitness 	2.5.4.B.1 2.5.4.B.2 2.5.6.B.1 2.5.4.C.1 2.5.4.C.2

Content Area:	Phys. Ed	Grade(s)3-5
Unit Plan Title:	UNIT NAME: Movement Education/ Rhythm	
Overview/Rationale		
This unit is designed for students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life.		
Standard(s)/Strands		
2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		
A. Movement Skills and Concepts		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
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).		
Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.		
Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.		
Correct movement errors in response to feedback and explain how the change improves performance.		
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).	
Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.	
Technology Standard(s)	
Interdisciplinary Standard(s)	
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)	
<p><i>Students will understand that...</i></p> <p>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.</p>	
Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)	
<p>How can understanding movement concepts improve my performance?</p> <p>How can I make movement more interesting, fun, and enjoyable?</p> <p>How does my use of movement influence that of others?</p>	
In this unit plan, the following 21st Century themes and skills are addressed:	
<p><i>Check all that apply.</i></p> <p>21st Century Themes</p>	<p><i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i></p> <p>21st Century Skills</p>

		Global Awareness	E	Critical Thinking & Problem Solving
		Environmental Literacy	TE	Creativity and Innovation
	T	Health Literacy	TE	Collaboration, Teamwork and Leadership
		Civic Literacy		Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy	E	Communication and Media Fluency
			E	Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

		CRP1. Act as a responsible and contributing citizen and employee
		CRP2. Apply appropriate academic and technical skills
		CRP3. Attend to personal health and financial well-being
	TE	CRP4. Communicate clearly and effectively with reason
	E	CRP5. Consider the environmental, social and economic impacts of decisions
	TE	CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	E	CRP9. Model integrity, ethical leadership and effective management
		CRP10. Plan education and career paths aligned to personal goals
		CRP11. Use technology to enhance productivity
	TE	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

<p>Students will know....</p> <p>Demonstrate essential elements of movement while performing non locomotor (stretching, bending) and locomotor (galloping, running) activities. 3 2 Perform essential elements of movement in a rhythmic activity. 3 3 Demonstrate appropriate control when engaging in game, activity, or dance in various applied settings. 3 4 Explain how executing essential elements of movement may affect one's personal health and fitness. 4 5 Explain how the correction of movement errors in response to teacher/peer feedback will improve movement in games, activities or dance. 4 6 Combine accurate rhythm, coordination, and movement</p>	<p>Students will be able to (do)...</p> <p>Define examples of specific motor skill actions</p> <p>Perform and explain specific jump rope skills</p> <p>Create and perform jump rope routine with the application of group-related forethought</p>
<p>Assessment Evidence:</p>	
<p>Performance Tasks: <i>(Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)</i></p> <p>Visual Observation Participation Presentation</p> <p>-Total movement in various games and activities specializing in body control and balance (3-5)</p> <p>-Learn and perform a series of jump skills (3-4)</p> <p>-Create, coordinate and perform routines related to movement (5) i.e. jump rope routine</p>	<p>Other Assessment Measures: <i>(Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?)</i> ***Attach all Benchmarks</p> <p>Skills rubrics</p> <p>Student portfolio</p> <p>Students are assessed by teacher observation and by that of their PE portfolio. The portfolio charts progress and what specific skills were learned.</p>
<p>Teaching and Learning Actions: <i>(What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p>Instructional Strategies and</p>	<p>Consider how will the design will: W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the</p>

<i>D</i>	<p><i>Activities</i></p> <p>students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners)?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<i>Skill-related components</i>	<p><i>Student activities:</i></p> <p>-Jump rope station participation</p> <p>-movement games i.e. moonball, crazy ball</p>
Resources	
<p>http://www.state.nj.us/education/modelcurriculum/peh/pe35u1.shtml</p>	
Suggested Time Frame:	

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Phys Ed.	Grade(s) 3-5
Unit Plan Title:	Unit 2: Wellness	
Overview/Rationale		
<div>This unit enables students to increase student knowledge about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future.</div>		
Standard(s)/Strands		
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. B Nutrition		
2.5 Motor skill development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. C Sportsmanship, rules, safety		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.1.4.B Choosing a balanced variety of nutritious foods contributes to wellness		
2.5.4.C Practicing appropriate an safe behaviors while participating in and viewing games, sports, and other competitive events.		
Technology Standard(s)		
Interdisciplinary Standard(s)		
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)		
<i>Students will understand that...</i>		
Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness and total wellness		

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

How can physical exercise increase my overall well being?

How can proper nutritional habits lead to a healthier lifestyle?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i>			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>		
21st Century Themes			21st Century Skills		
		Global Awareness		E	Critical Thinking & Problem Solving
		Environmental Literacy		TE	Creativity and Innovation
	TE	Health Literacy			Collaboration, Teamwork and Leadership
		Civic Literacy			Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy			Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

		CRP1. Act as a responsible and contributing citizen and employee
		CRP2. Apply appropriate academic and technical skills
	TE	CRP3. Attend to personal health and financial well-being
		CRP4. Communicate clearly and effectively with reason
		CRP5. Consider the environmental, social and economic impacts of decisions
	E	CRP6. Demonstrate creativity and innovation

E	CRP7. Employ valid and reliable research strategies
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	CRP9. Model integrity, ethical leadership and effective management
	CRP10. Plan education and career paths aligned to personal goals
	CRP11. Use technology to enhance productivity
	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)	
<div> <div> Students will know.... Describe specific strategies that will maintain or improve each health-related and skill- related fitness component. 4 Determine the short and long term physical, social, emotional and intellectual benefits of participating in regular physical activity. 3 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. 5 </div> <div> Students will be able to (do)... Understand various levels of exercise and how to achieve those levels over time. Understand a variety of exercises that lead to total body fitness Develop an workout plan that will enable them to utilize their creativity </div> </div>	
Assessment Evidence:	
Performance Tasks: (Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?) Visual observation Participation Presentation Learn and perform physical stations (circuits) Fitness Gram assessments/testing	Other Assessment Measures: (Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self- assess their learning?) *** Attach all Benchmarks Student portfolio Students are assessed by teacher observation and by that of their PE portfolio. The portfolio charts student progress.

Content Area:	Phys Ed	Grade(s)3-5
Unit Plan Title:	UNIT Three: Manipulative Skills	
Overview/Rationale		
This unit involves moving or using an object with the hands or feet to achieve a goal or complete a task		
Standard(s)/Strands		
2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		
A. Movement skills and concepts		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
4 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. 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. 6 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.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). 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.		
Technology Standard(s)		
Interdisciplinary Standard(s)		
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)		

Students will understand that...

Utilizing various types of sports-related equipment will improve skill-related and health-related fitness and conceptual development thereby fulfilling the overall enjoyment of activity

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

How can using various sports equipment improve skill-related fitness?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.		
21 st Century Themes			21 st Century Skills		
		Global Awareness			Critical Thinking & Problem Solving
		Environmental Literacy	E		Creativity and Innovation
	TE	Health Literacy	TE		Collaboration, Teamwork and Leadership
		Civic Literacy			Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy			Communication and Media Fluency
			TE		Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	E	CRP1. Act as a responsible and contributing citizen and employee
		CRP2. Apply appropriate academic and technical skills
		CRP3. Attend to personal health and financial well-being
	E	CRP4. Communicate clearly and effectively with reason

E		CRP5. Consider the environmental, social and economic impacts of decisions
		CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
		CRP9. Model integrity, ethical leadership and effective management
		CRP10. Plan education and career paths aligned to personal goals
		CRP11. Use technology to enhance productivity
		CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
<i>Students will know....</i> Manipulate a variety of objects with control in personal and general space. (e.g. hula hoop, jump rope, bean bags, ribbons, etc.) 3 Explain and demonstrate passing and receiving of an object showing accuracy while moving safely in relation to boundaries in games, sports, and activities. 4 Explain and demonstrate how to control a variety of objects within non-competitive , cooperative and competitive environments (apply rules) while moving in general space at varying pathways, directions, and speeds. 5		<i>Students will be able to (do)...</i> Use various sports equipment to do a variety of movements and actions within games and activities
Assessment Evidence:		
<i>Performance Tasks:</i> (Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?) Participation Presentation		<i>Other Assessment Measures:</i> (Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self- assess their learning?) ***Attach all Benchmarks Self- assess on student learning scale

<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>	
<i>Instructional Strategies and Activities</i> <i>D</i>	Consider how will the design will: W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)? H = Hook all students and Hold their interest? E = Equip students, help the Experience the key ideas and Explore the issue? R =Provide opportunities to Rethink and Revise their understandings and work? E =Allow students to Evaluate their work and its implications? T =be Tailored (personalized to the different needs, interests and abilities of learners)? O =be Organized to maximize initial and sustained engagement as well as effective learning?
<i>Games and Manipulatives Units</i>	Activities: Students will participate in the following games and activities- Floor hockey, racquet sports, Tchoukball, wiffle ball
Resources	
Suggested Time Frame:	

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Phys Ed.	Grade(s) 3-5
Unit Plan Title:	Unit Four: Movement/Locomotor/Non-locomotor Skills	
Overview/Rationale		
This unit is designed to give the students an understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.		
Standard(s)/Strands		
2.5 Motor skill development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
4 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. 4 Ongoing feedback impacts improvement and effectiveness of movement action		
Technology Standard(s)		
Interdisciplinary Standard(s)		
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)		
Students will understand that...		
Moving in various directions and different paths will enhance students ability level during exercise		
Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)		
How can moving in various directions improve your skill level and enjoyment to your activities?		

In this unit plan, the following 21 st Century themes and skills are addressed:					
Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.		
21 st Century Themes			21 st Century Skills		
		Global Awareness			Critical Thinking & Problem Solving
		Environmental Literacy		TE	Creativity and Innovation
	T	Health Literacy		E	Collaboration, Teamwork and Leadership
		Civic Literacy			Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy			Communication and Media Fluency
				E	Accountability, Productivity and Ethics
In this unit plan, the following Career Ready Practices are addressed:					
Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.					
	E	CRP1. Act as a responsible and contributing citizen and employee			
		CRP2. Apply appropriate academic and technical skills			
		CRP3. Attend to personal health and financial well-being			
	E	CRP4. Communicate clearly and effectively with reason			
		CRP5. Consider the environmental, social and economic impacts of decisions			
	TE	CRP6. Demonstrate creativity and innovation			
		CRP7. Employ valid and reliable research strategies			
	E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them			
	E	CRP9. Model integrity, ethical leadership and effective management			
		CRP10. Plan education and career paths aligned to personal goals			

	E	<p>CRP11. Use technology to enhance productivity</p> <p>CRP12. Work productively in teams while using cultural global competence</p>
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
<p>Students will know....</p> <p><i>Demonstrate controlled static balances in a variety of shapes and levels (stretching, yoga), including upright and inverted positions, using different body parts. 3</i></p> <p><i>2 Demonstrate fluid controlled movements involving weight transfer in upright, inverted, and horizontal support positions. 4</i></p> <p><i>3 Demonstrate a variety of rolls (front roll, log roll) with control while moving in different shapes, directions, and speeds. 3</i></p> <p><i>4 Demonstrate a variety of ways to move in the air and land with control. (i.e. jumping, leaping, vaulting) 4</i></p>		<p>Students will be able to (do)...</p> <p>Use various movements both fluid and static perform specific locomotor and non-locomotor skills/activities</p>
Assessment Evidence:		
<p>Performance Tasks: (Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?)</p> <p>Participation</p> <p>Presentation</p>		<p>Other Assessment Measures: (Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self- assess their learning?) ***Attach all Benchmarks</p> <p>Self-assess on student learning scale</p>

<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>	
<i>Instructional Strategies and Activities</i> <i>D</i>	Consider how will the design will: W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)? H = Hook all students and Hold their interest? E = Equip students, help the Experience the key ideas and Explore the issue? R =Provide opportunities to Rethink and Revise their understandings and work? E =Allow students to Evaluate their work and its implications? T =be Tailored (personalized to the different needs, interests and abilities of learners? O =be Organized to maximize initial and sustained engagement as well as effective learning?
<i>Locomotor and non-locomotor skills</i>	Activities: Stretching, yoga, jumping, leaping, galloping, balance beam, shuffling, walking, and running.
Resources	
Suggested Time Frame:	

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Phys Ed.	Grade(s) 3-5
Unit Plan Title:	Unit Five: Cooperative Games	
Overview/Rationale		
This unit is designed to teach students various strategies to games and activities conveying the value of teamwork and sportsmanship.		
Standard(s)/Strands		
2.5 Motor Skill development		
All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle		
B. Strategy		
C. Sportsmanship, rules, and safety		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
4 Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations		
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.		
6 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.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.		
NJDOE MODEL CURRICULUM		
CONTENT AREA: Physical Education GRADE: 3-5 UNIT #: V UNIT NAME: Cooperative Games		
C.		
Sportsmanship,		
Rules, Safety		
4 Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.		
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 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.		

6 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.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

Technology Standard(s)

Interdisciplinary Standard(s)

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

Utilizing teamwork and group effectiveness will add to the enjoyment of playing team sports, safety practices, and improve skill and health-related fitness

Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

How can knowing rules and strategies aid to the enjoyment of a game?

How can you cooperative and communicate with teammates in a positive manner?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.		Indicate whether these skills are <i>E</i> -Encouraged, <i>T</i> -Taught, or <i>A</i> -Assessed in this unit by marking <i>E</i> , <i>T</i> , <i>A</i> on the line before the appropriate skill.	
21 st Century Themes		21 st Century Skills	
<input type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/> TE	Critical Thinking & Problem Solving
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E	Creativity and Innovation
<input checked="" type="checkbox"/> E	Health Literacy	<input checked="" type="checkbox"/> TE	Collaboration, Teamwork and Leadership
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Cross-Cultural and Interpersonal Communication

	Financial, Economic, Business and Entrepreneurial Literacy	TE	Communication and Media Fluency
		TE	Accountability, Productivity and Ethics
In this unit plan, the following Career Ready Practices are addressed:			
Indicate whether these skills are <i>E</i> -Encouraged, <i>T</i> -Taught, or <i>A</i> -Assessed in this unit by marking <i>E, T, A</i> on the line before the appropriate skill.			
	E	CRP1. Act as a responsible and contributing citizen and employee	
		CRP2. Apply appropriate academic and technical skills	
	E	CRP3. Attend to personal health and financial well-being	
	TE	CRP4. Communicate clearly and effectively with reason	
		CRP5. Consider the environmental, social and economic impacts of decisions	
	TE	CRP6. Demonstrate creativity and innovation	
		CRP7. Employ valid and reliable research strategies	
	T	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them	
	TE	CRP9. Model integrity, ethical leadership and effective management	
		CRP10. Plan education and career paths aligned to personal goals	
		CRP11. Use technology to enhance productivity	
	TE	CRP12. Work productively in teams while using cultural global competence	
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)			
Students will know.... Demonstrate fundamental offensive and defensive strategies (faking, dodging, defending open space) in an isolated setting (skill practice). 3 (2.5.4.A.1, 2.5.4.B.1)		Students will be able to (do)... Demonstate and describe rules and actions pertaining to various games and sports Play offense and defense according to each cooperative game.	

2 Compare and contrast the proper situations for strategies (faking, dodging, defending open space) to be implemented. 4 (2.5.4.A.1, 2.5.4.B.1)

3 Explain and demonstrate passing and receiving an object while moving cooperatively with a partner or small group in games, sports and activities. 4 (2.5.4.B.1, 2.5.4.B.2)

4 Demonstrate the ability to perform both offensive and defensive strategies in applied settings (games, sports and other activities). 5 (2.5.6.A.1, 2.5.6.B.1)

5 Explain and demonstrate how to maintain team possession in competitive, partner and small group games, sports and activities. 5 (2.5.6.B.1)

6 Describe how team members may motivate each other for success during cooperative games and activities. 3 (2.5.4.B.2)

7 Demonstrate effective team building skills in a variety of cooperative physical challenges and activities. 4 (2.5.6.B.1, 2.5.4.B.2)

8 Identify the characteristics of good sportsmanship that are displayed by both players and observers. 3 (2.5.4.C.1)

9 Demonstrate appropriate sportsmanship behaviors and apply specific rules during competitive games, sports, and other cooperative activities. 4 (2.5.4.C.1, 2.5.4.C.2)

10 Compare and contrast the roles of players and observers in regard to proper sportsmanship and

Practice good sportsmanship with teammates and opponents

<i>recommend strategies to improve these behaviors. 5 (2.5.6.C.1)</i> 11 Demonstrate knowledge of rules, procedures and safety concepts and apply them effectively as an observer or participant in games, sports and activities. 5	
Assessment Evidence:	
Performance Tasks: (Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged?) Participation Presentation Visual Observation of team play and sportsmanship practices	Other Assessment Measures: (Through what other evidence (E.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self- assess their learning?) *** Attach all Benchmarks Teacher observation and self-assessment
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
<i>Instructional Strategies and Activities</i> D	Consider how will the design will: W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)? H = Hook all students and Hold their interest? E = Equip students, help the Experience the key ideas and Explore the issue? R =Provide opportunities to Rethink and Revise their understandings and work? E =Allow students to Evaluate their work and its implications? T =be Tailored (personalized to the different needs, interests and abilities of learners)? O =be Organized to maximize initial and sustained engagement as well as effective learning?
<i>Cooperative games/activities</i>	Activites: basketball, volleyball, lacrosse, football, wiffleball, soccer, capture the flag, floor hockey
Resources	
Suggested Time Frame:	

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Curriculum Map- Physical Education

Kindergarten through 2 nd Grade		3 rd Grade	4 th Grade	5 th Grade
Physical Education Curriculum				
2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.				
A. Movement Skills and Concepts				
Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.				
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.	✓	✓	✓
Ongoing feedback impacts improvement and effectiveness of movement actions.				
2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.	✓	✓	✓
B. Strategy				
Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.				
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.			
C. Sportsmanship, Rules, and Safety				
Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.				
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	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.	✓	✓	✓
2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle				
A. Fitness and Physical Activity				
Each component of fitness contributes to personal health as well as motor skill performance.				
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.	✓	✓	✓