

Kenilworth Public Schools

Curriculum Guide

Content Area: Physical Education

Grade: 3-6

BOE Approved: 1/14/2013

Revision Date: Spring 2019

Submitted by: Melissa Geoghan

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Physical Education – Grades 3-4 Scope and Sequence

Unit 1- Spatial Awareness and Movement	Unit 2- Soccer	Unit 3- Football	Unit 4- Games and Activities	Unit 5- Basketball	Unit 6- Personal Health and Wellness
Weeks 1-2	Weeks 3-6	Weeks 7-9	Weeks 10-12	Weeks 13-19	Weeks 20-22
<i>Unit Description:</i> The students will develop an understanding of movement in personal and general space.	<i>Unit Description:</i> The students will understand basic skills and concepts that will enable them to participate in soccer activities.	<i>Unit Description:</i> The students will understand basic skills and concepts that will enable them to participate in football activities.	<i>Unit Description:</i> The students will participate in modified games and activities.	<i>Unit Description:</i> The students will understand basic skills and concepts that will enable them to participate in basketball.	<i>Unit Description:</i> The students will develop lifelong fitness habits.
<i>Unit Targets:</i> <ul style="list-style-type: none"> • 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 	<i>Unit Targets:</i> <ul style="list-style-type: none"> • Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space. • Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) 	<i>Unit Targets:</i> <ul style="list-style-type: none"> • 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 	<i>Unit Targets:</i> <ul style="list-style-type: none"> • Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. • Use body management skills and demonstrate control when moving in relation to others, 	<i>Unit Targets:</i> <ul style="list-style-type: none"> • 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 	<i>Unit Targets:</i> <ul style="list-style-type: none"> • Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact. • Determine the relationship of personal health practices and behaviors on an individual's body systems. • Explain how healthy eating provides

<p>control when moving in relation to others, objects, and boundaries in personal and general space.</p> <ul style="list-style-type: none"> • 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. • Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer. • Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. • Determine the physical, social, emotional, and intellectual benefits of regular physical activity. • Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness. • Develop a health-related fitness goal and track progress 	<p>and applied settings (i.e., games, sports, dance, and recreational activities).</p> <ul style="list-style-type: none"> • Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer. • Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. • Determine the physical, social, emotional, and intellectual benefits of regular physical activity. • Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness. • Develop a health-related fitness goal and track progress 	<p>in relation to others, objects, and boundaries in personal and general space.</p> <ul style="list-style-type: none"> • Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer. • Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. • Determine the physical, social, emotional, and intellectual benefits of regular physical activity. • Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness. • Develop a health-related fitness goal and track progress 	<p>objects, and boundaries in personal and general space.</p> <ul style="list-style-type: none"> • Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer. • Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. • Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness. • Develop a health-related fitness goal and track progress using health/fitness indicators. • Determine the extent to which different factors influence personal fitness, such as heredity, training, 	<p>in relation to others, objects, and boundaries in personal and general space.</p> <ul style="list-style-type: none"> • Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. • Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer. • Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. • Determine the physical, social, emotional, and intellectual benefits of regular physical activity. • Participate in moderate to vigorous 	<p>energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</p> <ul style="list-style-type: none"> • Differentiate between healthy and unhealthy eating practices. • Create a healthy meal based on nutritional content, value, calories, and cost. • Interpret food product labels based on nutritional content. • Determine the physical, social, emotional, and intellectual benefits of regular physical activity. • Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness. • Develop a health-related fitness goal and track progress using health/fitness indicators. • Determine the extent
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<p>physical, social, emotional, and intellectual benefits of regular physical activity.</p> <ul style="list-style-type: none"> • Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness. • Develop a health-related fitness goal and track progress using health/fitness indicators. • Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology. 	<p>using health/fitness indicators.</p> <ul style="list-style-type: none"> • Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology. 	<p>using health/fitness indicators.</p> <ul style="list-style-type: none"> • Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology. 	<p>diet, and technology.</p>	<p>age-appropriate activities that address each component of health-related and skill-related fitness.</p>	<p>to which different factors influence personal fitness, such as heredity, training, diet, and technology.</p>
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Unit 7- Volleyball	Unit 8- Physical Fitness Testing	Unit 9- Wiffle Ball
Weeks 23-28	Weeks 29-35	Weeks 36-38

<p><i>Unit Description:</i></p> <p>The students will understand basic skills and concept that will enable them to participate in volleyball. (Use Font: Times, Size 11, Not Italicized) Copy from unit summary on the unit of study doc.</p>	<p><i>Unit Description:</i></p> <p>The students will participate in national fitness testing to measure cardiovascular endurance, muscular endurance, strength flexibility, and stability.</p>	<p><i>Unit Description:</i></p> <p>The students will understand basic skills and concept that will enable them to participate in wiffle ball activities.</p>
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • 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. • Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact. • Determine the relationship of personal health practices and behaviors on an individual's body systems. • Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. • Differentiate between healthy and unhealthy eating practices. • Create a healthy meal based on nutritional content, value, calories, and cost. • Interpret food product labels based on 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • 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. • Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer. • Apply specific rules and procedures during physical activity and explain how they

<p>and an observer.</p> <ul style="list-style-type: none"> • Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. • Determine the physical, social, emotional, and intellectual benefits of regular physical activity. • Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness. • (Use Font: Times, Size 11, Not Italicized) Copy from unit learning targets on the unit of study doc. 	<p>nutritional content.</p> <ul style="list-style-type: none"> • Determine the physical, social, emotional, and intellectual benefits of regular physical activity. • Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness. • Develop a health-related fitness goal and track progress using health/fitness indicators. • Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology. 	<p>contribute to a safe active environment.</p> <ul style="list-style-type: none"> • Determine the physical, social, emotional, and intellectual benefits of regular physical activity. • Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness. • Develop a health-related fitness goal and track progress using health/fitness indicators.
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Physical Education – Grades 3-4 Unit One

Unit title: Spatial Awareness & Movement	
Unit summary: The students will develop an understanding of movement in personal and general space.	
Primary Interdisciplinary Connections: Mathematics, English, Science	
21st Century Career and Life Themes: Global Awareness, Environmental Literacy, Health Literacy	
Learning Targets	
NJSLS Standards: 2.5.4.A.1, A.2, A.3, A.4, 2.5.4.C.1, C.2, 2.6.4.A1, A.2, A.3, A.4	
Technology Standards: 8.1.5.E.1	
Content Statements:	
1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
2	Ongoing feedback impacts improvement and effectiveness of movement actions.
3	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
4	Each component of fitness contributes to personal health as well as motor skill performance.
Big Idea: The ability to move through personal and general space.	
Unit Essential Questions: <ul style="list-style-type: none"> • What should students learn from Physical Education? • What is the importance of locomotor and non-locomotor skills? • Why is it important to understand personal space? • How can locomotor and non-locomotor skills improve physical fitness? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • To achieve a healthy lifestyle, you must value physical activity. • Locomotor and non-locomotor skills lead to body awareness and control. • Personal space is an important life-long concept. • All students will apply health and skill-related fitness concepts to maintain a healthy, active lifestyle
Unit Learning Targets: <i>Students will...</i> <ul style="list-style-type: none"> • 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.
- Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
- Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
- Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- Develop a health-related fitness goal and track progress using health/fitness indicators.
- Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Evidence of Learning

Summative Assessment: Field Observation

Formative Assessments:

- Teacher Assessment
- Teacher Observation

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • Locomotor warm-ups • Locomotor and non-locomotor tag games • Personal and general space 	Week 1
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> • Cones • Pinnies • Jump ropes • Hula hoops • Bean bags • Balls • Polyspots 	

- www.pecentral.org
- www.shapeamerica.org

Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Physical Education – Grades 3-4 Unit Two

Unit title: Soccer	
Unit summary: The students will understand basic skills and concepts that will enable them to participate in soccer activities.	
Primary Interdisciplinary Connections: Mathematics, History, English, Science	
21st Century Career and Life Themes: Global Awareness, Environmental Literacy, Health Literacy	
Learning Targets	
NJSLS Standards: 2.5.4.A.1, A.2, A.3, 2.5.4.C.1, C.2, 2.6.4.A.1	
Technology Standards: 8.1.5.E.1	
Content Statements:	
1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
2	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
3	Each component of fitness contributes to personal health as well as motor skill performance.
Big Idea: Soccer will enable students to interact physically, socially, and competitively throughout their lifetime.	
Unit Essential Questions: <ul style="list-style-type: none"> • What is the importance of eye-foot coordination in soccer? • Why is it important to display good sportsmanship during cooperative play? • How is body control important to the game of soccer? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Eye-foot coordination is an important facet in all elements of soccer. • Life lessons will be learned through sportsmanship and cooperative play. • Being able to have good spatial awareness and body control is paramount in being successful in soccer.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • 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.
- Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
- Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
- Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- Develop a health-related fitness goal and track progress using health/fitness indicators.
- Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Evidence of Learning

Summative Assessment: Field Observation, Quiz

Formative Assessments:

- Teacher Assessment
- Teacher Observation

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • Introduction to rules involved in game. • Introduction to basic skills involved in soccer. • Group skill work. • Participate in modified games. 	Weeks 2-6
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> • Soccer balls • Nets • Pinnies • Cones • Goals • www.pecentral.org • www.shapeamerica.org 	Modifications: Softer and/or larger soccer balls Smaller/larger goals Smaller/larger fields

Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Physical Education – Grades 3-4 Unit Three

Unit title: Football	
Unit summary: The students will understand basic skills and concepts that will enable them to participate in football activities.	
Primary Interdisciplinary Connections: Mathematics, History, English, Science	
21st Century Career and Life Themes: Global Awareness, Environmental Literacy, Health Literacy	
Learning Targets	
NJSLS Standards: 2.5.4.A.1, A.2, A.3, 2.5.4.C.1, C.2, 2.6.4.A.1	
Technology Standards: 8.1.5.E.1	
Content Statements:	
1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
2	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
3	Each component of fitness contributes to personal health as well as motor skill performance.
Big Idea: Football will enable students to interact physically, socially, and competitively throughout their lifetime.	
Unit Essential Questions: <ul style="list-style-type: none"> • What is the importance of eye-hand coordination in football? • Why is it important to display good sportsmanship during cooperative play? • How is body control important to the game of football? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Eye-foot coordination is an important facet in all elements of football. • Life lessons will be learned through sportsmanship and cooperative play. • Being able to have good spatial awareness and body control is paramount in being successful in football.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • 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.
- Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
- Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
- Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- Develop a health-related fitness goal and track progress using health/fitness indicators.
- Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Evidence of Learning

Summative Assessment: Field Observation, Quiz, Skills Rubric

Formative Assessments:

- Skills Test
- Teacher Assessment
- Teacher Observation

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • Introduction to rules involved in game. • Introduction to basic skills involved in football. (throwing, catching, fleeing, dodging.) • Participate in modified games. 	Weeks 7-9
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> • Footballs • Flags • Cones • Hand-outs • www.pecentral.org • www.shapeamerica.org 	Modifications: Softer and/or larger footballs

Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Physical Education – Grades 3-4 Unit Four

Unit title: Game and Activities	
Unit summary: The students will participate in modified games and activities.	
Primary Interdisciplinary Connections: Mathematics, History, English, Science	
21st Century Career and Life Themes: Global Awareness, Environmental Literacy, Health Literacy, Life and Career Skills, Problem Solving and Critical Thinking, Communication	
Learning Targets	
NJSLS Standards: 2.5.6.A.1, A.2, A.3, A.4, 2.5.8.A.1, 2.6.6.A.1, A.2, A.3	
Technology Standards: 8.1.5.E.1	
Content Statements:	
1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
2	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.
3	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
Big Idea: Students will develop basic physical skills to allow them to participate in a variety of related activities that will provide them an understanding of how to socialize, interact, and communicate.	
Unit Essential Questions: <ul style="list-style-type: none"> • What defines a recreational activity? • How do recreational games increase the fitness level of each individual? • What are the cultural differences in recreational games? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • An activity that refreshes one's mind or body. • Understanding how recreational games and activities can effect and benefit the overall health of an individual. • Understanding and respecting the cultures and origins of the games
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • 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.

- Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
- Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

Evidence of Learning

Summative Assessment: Field Observation, Quiz

Formative Assessments:

- Teacher Assessment
- Teacher Observation

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none">• Tag games• Kickball• Relay races• Scooter activities• Rock climbing	Weeks 13-16
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none">• Pinnies• Scooter• Polyspots• Cones• Music• Balls• www.pcentral.org• www.shapeamerica.org	

Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats

- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Physical Education – Grades 3-4 Unit Five

Unit title: Basketball	
Unit summary: The students will understand basic skills and concept that will enable them to participate in basketball.	
Primary Interdisciplinary Connections: Mathematics, History	
21st Century Career and Life Themes: Global Awareness, Environmental Literacy, Health Literacy	
Learning Targets	
NJSLS Standards: 2.5.4.A.1, A.2, A.3, 2.5.4.C.1, C.2, 2.6.4.A.1	
Technology Standards: 8.1.5.E.1	
Content Statements:	
1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
2	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
3	Each component of fitness contributes to personal health as well as motor skill performance.
Big Idea: Basketball will enable students to interact physically, socially, and competitively throughout their lifetime.	
Unit Essential Questions: <ul style="list-style-type: none"> • What is the importance of eye-hand coordination in basketball? • Why is it important to display good sportsmanship during cooperative play? • How is body control important to the game of basketball? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Eye-hand coordination is an important facet in all elements of basketball • Life lessons will be learned through sportsmanship and cooperative play. • Being able to have good spatial awareness and body control is paramount in being successful in basketball.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • 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.

- Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
- Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
- Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- Develop a health-related fitness goal and track progress using health/fitness indicators.
- Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Evidence of Learning

Summative Assessment: Field Observation, Quiz

Formative Assessments:

- Skills Test
- Teacher Assessment
- Teacher Observation

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • Introduction to rules involved in games. • Introduction to basic skills involved in basketball (shooting, passing, catching.) • Group skill work. • Incorporate proper rotation. • Participate in modified games. 	Weeks 13-19
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> • Pinnies • Basketballs • Basketball hoops • Court boundary markings • www.pecentral.org • www.shapeamerica.org 	

Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Physical Education – Grades 3-4 Unit Six

Unit title: Personal Health & Wellness	
Unit summary: The students will develop lifelong fitness habits.	
Primary Interdisciplinary Connections: Mathematics, English, Science	
21st Century Career and Life Themes: Global Awareness, Environmental Literacy, Health Literacy	
Learning Targets	
NJSLS Standards: 2.1.4.A.1, A.2, 2.1.4.B.1, B.2, B.3, B.4, 2.6.4.A.1, A.2, A.3, A.4	
Technology Standards: 8.1.5.E.1	
Content Statements:	
1	The dimensions of wellness are interrelated and impact overall personal well-being.
2	Choosing a balanced variety of nutritious foods contributes to wellness.
3	Each component of fitness contributes to personal health as well as motor skill performance.
Big Idea: Lifelong health and wellness impacts the students' well-being.	
Unit Essential Questions: <ul style="list-style-type: none"> • Why are nutritional goals important? • What are the benefits of being physically fit? • Why is lifelong wellness important? • Why is it important to have fitness goals? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Proper nutrition helps maintain a positive, healthy lifestyle. • It is important to maintain a healthy level of fitness so that you can lead a productive life and have the ability to deal with life's challenges as well as have energy to enjoy activities. • It is important to be physically active outside of P.E. class.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact. • Determine the relationship of personal health practices and behaviors on an individual's body systems. • Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. • Differentiate between healthy and unhealthy eating practices. 	

- Create a healthy meal based on nutritional content, value, calories, and cost.
- Interpret food product labels based on nutritional content.
- Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- Develop a health-related fitness goal and track progress using health/fitness indicators.
- Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Evidence of Learning

Summative Assessment: Field Observation, Quiz

Formative Assessments:

- Teacher Assessment
- Teacher Observation

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • Circuit training • Lesson on lifelong wellness – include heart health, cardiovascular endurance, and body composition. • Lesson on personal hygiene (male and female.) 	Weeks 20-22
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> • Hand-outs • Chart to monitor heart rate and fitness goals • www.pecentral.org • www.shapeamerica.org 	

Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts

- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Physical Education – Grades 3-4 Unit Seven

Unit title: Volleyball	
Unit summary: The students will understand basic skills and concept that will enable them to participate in volleyball.	
Primary Interdisciplinary Connections: Mathematics, History	
21st Century Career and Life Themes: Global Awareness, Environmental Literacy, Health Literacy	
Learning Targets	
NJSLS Standards: 2.5.4.A.1, A.2, A.3, 2.5.4.C.1, C.2, 2.6.4.A.1	
Technology Standards: 8.1.5.E.1	
Content Statements:	
1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
2	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
3	Each component of fitness contributes to personal health as well as motor skill performance.
Big Idea: Volleyball will enable students to interact physically, socially, and competitively throughout their lifetime.	
Unit Essential Questions: <ul style="list-style-type: none"> • What is the importance of eye-hand coordination in volleyball? • Why is it important to display good sportsmanship during cooperative play? • How is body control important to the game of volleyball? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Eye-hand coordination is an important facet in all elements of volleyball • Life lessons will be learned through sportsmanship and cooperative play. • Being able to have good spatial awareness and body control is paramount in being successful in volleyball.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • 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.

- Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
- Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
- Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- Develop a health-related fitness goal and track progress using health/fitness indicators.
- Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Evidence of Learning

Summative Assessment: Field Observation, Quiz

Formative Assessments:

- Skills Test
- Teacher Assessment
- Teacher Observation

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • Introduction to rules involved in games. • Introduction to basic skills involved in volleyball (bumping, setting, serving.) • Group skill work. • Incorporate proper rotation. • Participate in modified games. 	Weeks 23-28
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> • Volleyballs • Volleyball standers and nets • Court boundary • Cones • www.pecentral.org • www.shapeamerica.org 	

Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Physical Education – Grades 3-4 Unit Eight

Unit title: Physical Fitness Testing	
Unit summary: The students will participate in national fitness testing to measure cardiovascular endurance, muscular endurance, strength flexibility, and stability.	
Primary Interdisciplinary Connections: Mathematics, Science	
21st Century Career and Life Themes: Global Awareness, Environmental Literacy, Health Literacy	
Learning Targets	
NJSLS Standards: 2.1.4.A.1, A.2, A.3, 2.1.4.B.1, B.2, B.3, B.4, 2.6.4.A.1, A.2, A.3, A.4	
Technology Standards: 8.1.5.E.1	
Content Statements:	
1	The dimensions of wellness are interrelated and impact overall personal well-being.
2	Choosing a balanced variety of nutritious foods contributes to wellness.
3	Each component of fitness contributes to personal health as well as motor skill performance.
Big Idea: Through physical fitness testing students will be able to assess their own levels of physical fitness and be made aware of areas for improvement.	
Unit Essential Questions: <ul style="list-style-type: none"> • How does the Presidential Fitness Challenge impact an individual? • Why is it important to maintain a good level of physical fitness? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • The students will be able to assess strength and weaknesses in physical fitness. • It is important to maintain a healthy level of physical fitness because it will lead to a productive life.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact. • Determine the relationship of personal health practices and behaviors on an individual's body systems. • Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. • Differentiate between healthy and unhealthy eating practices. • Create a healthy meal based on nutritional content, value, calories, and cost. 	

- Interpret food product labels based on nutritional content.
- Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- Develop a health-related fitness goal and track progress using health/fitness indicators.
- Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Evidence of Learning

Summative Assessment: Field Observation, Physical Fitness Testing

Formative Assessments:

- Teacher Assessment
- Teacher Observation
- Circuit Assessment

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • Circuit training • Fitness testing 	Weeks 29-35
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> • Fitness challenge handbook • www.pecentral.org • www.shapeamerica.org 	

Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons

- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Physical Education – Grades 3-4 Unit Nine

Unit title: Wiffle Ball	
Unit summary: The students will understand basic skills and concept that will enable them to participate in wiffle ball activities.	
Primary Interdisciplinary Connections: Mathematics, History	
21st Century Career and Life Themes: Global Awareness, Environmental Literacy, Health Literacy	
Learning Targets	
NJSLS Standards: 2.5.4.A.1, A.2, A.3, 2.5.4.C.1, C.2, 2.6.4.A.1	
Technology Standards: 8.1.5.E.1	
Content Statements:	
1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
2	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
3	Each component of fitness contributes to personal health as well as motor skill performance.
Big Idea: Wiffle ball will enable students to interact physically, socially, and competitively throughout their lifetime.	
Unit Essential Questions: <ul style="list-style-type: none"> • What is the importance of eye-hand coordination in wiffle ball? • Why is it important to display good sportsmanship during cooperative play? • How is body control important to the game of wiffle ball? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Eye-hand coordination is an important facet in all elements of wiffle ball • Life lessons will be learned through sportsmanship and cooperative play. • Being able to have good spatial awareness and body control is paramount in being successful in wiffle ball.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • 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.

- Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
- Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
- Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- Develop a health-related fitness goal and track progress using health/fitness indicators.
- Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Evidence of Learning

Summative Assessment: Field Observation, Quiz

Formative Assessments:

- Teacher Assessment
- Teacher Observation

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • Introduction to rules involved in games. • Introduction to basic skills involved in wiffle ball (throwing, catching, hitting, running bases) 	Weeks 36-38
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> • Wiffle balls • Plastic bats • Bases • www.pecentral.org • www.shapeamerica.org 	

Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Physical Education – Grades 5-6 Scope and Sequence

Unit 1- Personal Health and Wellness	Unit 2- Soccer	Unit 3- Football	Unit 4- Games and Activities	Unit 5- Basketball	Unit 6- Volleyball
Weeks 1-3	Weeks 4-8	Weeks 9-12	Weeks 13-16	Weeks 17-21	Weeks 22-27
<p><i>Unit Description:</i></p> <p>The students will develop lifelong fitness habits.</p>	<p><i>Unit Description:</i></p> <p>The students will understand basic skills and concepts that will enable them to participate in soccer activities.</p>	<p><i>Unit Description:</i></p> <p>The students will understand basic skills and concepts that will enable them to participate in football activities.</p>	<p><i>Unit Description:</i></p> <p>The students will participate in modified games and activities.</p>	<p><i>Unit Description:</i></p> <p>The students will understand basic skills and concept that will enable them to participate in basketball.</p>	<p><i>Unit Description:</i></p> <p>The students will understand basic skills and concept that will enable them to participate in volleyball.</p>
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> Analyze the social, emotional, and health benefits of selected physical experiences. Determine to what extent various activities improve skill-related fitness versus health-related fitness. Develop and implement a fitness plan based on the assessment of one's 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> 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 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> 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 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> 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 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> 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 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> 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

<p>personal fitness level, and monitor health/fitness indicators before, during, and after the program.</p> <ul style="list-style-type: none"> • Relate physical activity, healthy eating, and body composition to personal fitness and health. • Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage. • Explain how health data can be used to assess and improve each dimension of personal wellness. • Determine factors that influence the purchase of healthcare products and use of personal hygiene practices. • Analyze the social, emotional, and health benefits of selected physical experiences. • Determine to what 	<p>demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</p> <ul style="list-style-type: none"> • Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. 	<p>demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</p> <ul style="list-style-type: none"> • Use self-evaluation and external feedback to detect and correct errors in one's movement • Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. 	<p>demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</p> <ul style="list-style-type: none"> • Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). • Use self-evaluation and external feedback to detect and correct errors in one's movement performance. 	<p>in relation to others, objects, and boundaries in personal and general space.</p> <ul style="list-style-type: none"> • Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer. • Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. 	<p>while modifying force, flow, time, space, and relationships in interactive dynamic environments.</p> <ul style="list-style-type: none"> • Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
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<p>extent various activities improve skill-related fitness versus health-related fitness.</p> <ul style="list-style-type: none"> • Relate physical activity, healthy eating, and body composition to personal fitness and health. 					
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Unit 7- Physical Fitness Testing	Unit 8- Wiffle Ball
Weeks 28-34	Weeks 35-38
<p><i>Unit Description:</i></p> <p>The students will develop lifelong fitness habits and will participate in national fitness testing to measure cardiovascular endurance, muscular endurance, strength flexibility, and stability.</p>	<p><i>Unit Description:</i></p> <p>The students will understand basic skills and concepts that will enable them to participate in wiffle ball activities.</p>
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Analyze the social, emotional, and health benefits of selected physical experiences. • Determine to what extent various 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e.,

<p>activities improve skill-related fitness versus health-related fitness.</p> <ul style="list-style-type: none"> • 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. • Relate physical activity, healthy eating, and body composition to personal fitness and health. • Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage. • Explain how health data can be used to assess and improve each dimension of personal wellness. • Determine factors that influence the purchase of healthcare products and use of personal hygiene practices. • Analyze the social, emotional, and health benefits of selected physical experiences. • Determine to what extent various activities improve skill-related fitness versus health-related fitness. • Relate physical activity, healthy eating, and body composition to personal fitness and health. 	<p>skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <ul style="list-style-type: none"> • Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. • Use self-evaluation and external feedback to detect and correct errors in one's movement performance. • Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
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Physical Education – Grades 5-6 Unit One

Unit title: Personal Health & Wellness	
Unit summary: The students will develop lifelong fitness habits.	
Primary Interdisciplinary Connections: Mathematics, English, Science, Technology	
21st Century Career and Life Themes: Global Awareness, Environmental Literacy, Health Literacy, Life and Career Skills, Problem Solving and Critical Thinking, Communication	
Learning Targets	
NJSLS Standards: 2.1.6.A.1, A.2, A.3, 2.1.6.B.1, B.2, 2.6.4.A.1, A.2, A.3, A.5	
Technology Standards: 8.1.8.E.1	
Content Statements:	
1	Staying healthy is a lifelong process that includes all dimensions of wellness.
2	Eating patterns are influenced by a variety of factors.
3	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.
Big Idea: Lifelong health and wellness impacts the students' well-being.	
Unit Essential Questions: <ul style="list-style-type: none"> • Why are nutritional goals important? • What are the benefits of being physically fit? • Why is lifelong wellness important? • Why is it important to have fitness goals? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Proper nutrition helps maintain a positive, healthy lifestyle. • It is important to maintain a healthy level of fitness so that you can lead a productive life and have the ability to deal with life's challenges as well as have energy to enjoy activities. • It is important to be physically active outside of P.E. class.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Analyze the social, emotional, and health benefits of selected physical experiences. • Determine to what extent various activities improve skill-related fitness versus health-related fitness. • 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. • Relate physical activity, healthy eating, and body composition to personal fitness and 	

health.

- Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
- Explain how health data can be used to assess and improve each dimension of personal wellness.
- Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
- Analyze the social, emotional, and health benefits of selected physical experiences.
- Determine to what extent various activities improve skill-related fitness versus health-related fitness.
- Relate physical activity, healthy eating, and body composition to personal fitness and health.

Evidence of Learning

Summative Assessment: Field Observation, Quiz

Formative Assessments:

- Teacher Assessment
- Teacher Observation

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none">• Circuit training• Lesson on lifelong wellness – include heart health, cardiovascular endurance, and body composition.	Weeks 1-3
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none">• Hand-outs• Chart to monitor heart rate and fitness goals• Computer/Internet• www.pecentral.org• www.shapeamerica.org	

**Differentiating Instruction:
Students with Disabilities, English Language Learners,
and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Physical Education – Grades 5-6 Unit Two

Unit title: Soccer	
Unit summary: The students will understand basic skills and concepts that will enable them to participate in soccer activities.	
Primary Interdisciplinary Connections: Mathematics, History, English, Science	
21st Century Career and Life Themes: Global Awareness, Environmental Literacy, Health Literacy, Life and Career Skills, Problem Solving and Critical Thinking, Communication	
Learning Targets	
NJSLS Standards: 2.5.6.A.1, A.2, A.3, 2.5.8.A.2	
Technology Standards: 8.1.5.E.1	
Content Statements:	
1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
2	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.
3	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
Big Idea: Soccer will enable students to interact physically, socially, and competitively throughout their lifetime.	
Unit Essential Questions: <ul style="list-style-type: none"> • What is the importance of eye-foot coordination in soccer? • Why is it important to display good sportsmanship during cooperative play? • How is body control important to the game of soccer? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Eye-foot coordination is an important facet in all elements of soccer. • Life lessons will be learned through sportsmanship and cooperative play. • Being able to have good spatial awareness and body control is paramount in being successful in soccer.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • 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.
- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

Evidence of Learning

Summative Assessment: Field Observation, Quiz

Formative Assessments:

- Teacher Assessment
- Teacher Observation

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • Introduction to rules involved in game. • Introduction to basic skills involved in soccer. (dribbling, passing, trapping, kicking.) • Group skill work. • Participate in modified games. 	Weeks 4-8
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> • Soccer balls • Nets • Pinnies • Cones • Goals • www.pecentral.org • www.shapeamerica.org 	Modifications: Softer and/or larger soccer balls Smaller/larger goals Smaller/larger fields

Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology

- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Physical Education – Grades 5-6 Unit Three

Unit title: Football	
Unit summary: The students will understand basic skills and concepts that will enable them to participate in football activities.	
Primary Interdisciplinary Connections: Mathematics, History, English, Science	
21st Century Career and Life Themes: Global Awareness, Environmental Literacy, Health Literacy, Life and Career Skills, Problem Solving and Critical Thinking, Communication	
Learning Targets	
NJSLS Standards: 2.5.6.A.1, A.2,A.4, 2.5.8.A.2	
Technology Standards: 8.1.5.E.1	
Content Statements:	
1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
2	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.
3	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort
Big Idea: Football will enable students to interact physically, socially, and competitively throughout their lifetime.	
Unit Essential Questions: <ul style="list-style-type: none"> • What is the importance of eye-hand coordination in football? • Why is it important to display good sportsmanship during cooperative play? • How is body control important to the game of football? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Eye-foot coordination is an important facet in all elements of football. • Life lessons will be learned through sportsmanship and cooperative play. • Being able to have good spatial awareness and body control is paramount in being successful in football.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • 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.
- Use self-evaluation and external feedback to detect and correct errors in one’s movement performance.
- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

Evidence of Learning

Summative Assessment: Field Observation, Quiz, Skills Rubric

Formative Assessments:

- Skills Test
- Teacher Assessment
- Teacher Observation

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • Introduction to rules involved in game. • Introduction to basic skills involved in football. (throwing, catching, fleeing, dodging.) • Participate in modified games. 	Weeks 9-12
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> • Footballs • Flags • Cones • Hand-outs • www.pecentral.org • www.shapeamerica.org 	Modifications: Softer and/or larger footballs

Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products

- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Physical Education – Grades 5-6 Unit Four

Unit title: Game and Activities	
Unit summary: The students will participate in modified games and activities.	
Primary Interdisciplinary Connections: Mathematics, History, English, Science	
21st Century Career and Life Themes: Global Awareness, Environmental Literacy, Health Literacy, Life and Career Skills, Problem Solving and Critical Thinking, Communication	
Learning Targets	
NJSLS Standards: 2.5.6.A.1, A.2, A.3, A.4, 2.5.8.A.1, 2.6.6.A.1, A.2, A.3	
Technology Standards: 8.1.5.E.1	
Content Statements:	
1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
2	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.
3	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
Big Idea: Students will develop basic physical skills to allow them to participate in a variety of related activities that will provide them an understanding of how to socialize, interact, and communicate.	
Unit Essential Questions: <ul style="list-style-type: none"> • What defines a recreational activity? • How do recreational games increase the fitness level of each individual? • What are the cultural differences in recreational games? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • An activity that refreshes one's mind or body. • Understanding how recreational games and activities can effect and benefit the overall health of an individual. • Understanding and respecting the cultures and origins of the games
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • 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.

- Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
- Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

Evidence of Learning

Summative Assessment: Field Observation, Quiz

Formative Assessments:

- Teacher Assessment
- Teacher Observation

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none">• Tag games• Kickball• Relay races• Scooter activities• Rock climbing	Weeks 13-16
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none">• Pinnies• Scooter• Polyspots• Cones• Music• Balls• www.pcentral.org• www.shapeamerica.org	

Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats

- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Physical Education – Grades 5-6 Unit Five

Unit title: Basketball	
Unit summary: The students will understand basic skills and concept that will enable them to participate in basketball.	
Primary Interdisciplinary Connections: Mathematics, History	
21st Century Career and Life Themes: Global Awareness, Environmental Literacy, Health Literacy, Life and Career Skills, Problem Solving and Critical Thinking, Communication	
Learning Targets	
NJSLS Standards: 2.5.6.A.1, A.2, 2.5.8.A.2	
Technology Standards: 8.1.5.E.1	
Content Statements:	
1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
2	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.
3	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort
Big Idea: Basketball will enable students to interact physically, socially, and competitively throughout their lifetime.	
Unit Essential Questions: <ul style="list-style-type: none"> • What is the importance of eye-hand coordination in basketball? • Why is it important to display good sportsmanship during cooperative play? • How is body control important to the game of basketball? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Eye-hand coordination is an important facet in all elements of basketball • Life lessons will be learned through sportsmanship and cooperative play. • Being able to have good spatial awareness and body control is paramount in being successful in basketball.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • 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.

- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

Evidence of Learning

Summative Assessment: Field Observation, Quiz

Formative Assessments:

- Skills Test
- Teacher Assessment
- Teacher Observation

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none">• Introduction to rules involved in games.• Introduction to basic skills involved in basketball (shooting, passing, catching.)• Group skill work.• Incorporate proper rotation.• Participate in modified games.	Weeks 17-21
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none">• Pinnies• Basketballs• Basketball hoops• Court boundary markings• www.pcentral.org• www.shapeamerica.org	

Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts

- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Physical Education – Grades 5-6 Unit Six

Unit title: Volleyball	
Unit summary: The students will understand basic skills and concept that will enable them to participate in volleyball.	
Primary Interdisciplinary Connections: Mathematics, History	
21st Century Career and Life Themes: Global Awareness, Environmental Literacy, Health Literacy, Life and Career Skills, Problem Solving and Critical Thinking, Communication	
Learning Targets	
NJSLS Standards: 2.5.6.A.1, A.2, 2.5.8.A.2	
Technology Standards: 8.1.5.E.1	
Content Statements:	
1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
2	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.
3	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort
Big Idea: Volleyball will enable students to interact physically, socially, and competitively throughout their lifetime.	
Unit Essential Questions: <ul style="list-style-type: none"> • What is the importance of eye-hand coordination in volleyball? • Why is it important to display good sportsmanship during cooperative play? • How is body control important to the game of volleyball? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Eye-hand coordination is an important facet in all elements of volleyball • Life lessons will be learned through sportsmanship and cooperative play. • Being able to have good spatial awareness and body control is paramount in being successful in volleyball.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • 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.

- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

Evidence of Learning

Summative Assessment: Field Observation, Quiz

Formative Assessments:

- Skills Test
- Teacher Assessment
- Teacher Observation

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • Introduction to rules involved in games. • Introduction to basic skills involved in volleyball (bumping, serving, setting.) • Group skill work. • Incorporate offensive and defensive positions and strategies. • Incorporate proper rotation. • Participate in modified games. 	Weeks 22-27
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> • Cones • Volleyballs • Volleyball standers and nets. • Court boundary markings • www.pecentral.org • www.shapeamerica.org 	

Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats

- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Physical Education – Grades 5-6 Unit Seven

Unit title: Physical Fitness Testing	
Unit summary: The students will develop lifelong fitness habits and will participate in national fitness testing to measure cardiovascular endurance, muscular endurance, strength flexibility, and stability.	
Primary Interdisciplinary Connections: Mathematics, English, Science, Technology	
21st Century Career and Life Themes: Global Awareness, Environmental Literacy, Health Literacy, Life and Career Skills, Problem Solving and Critical Thinking, Communication	
Learning Targets	
NJSLS Standards: 2.1.6.A.1, A.2, A.3, 2.1.6.B.1, B.2, 2.6.4.A.1, A.2, A.3, A.5	
Technology Standards: 8.1.8.E.1	
Content Statements:	
1	Staying healthy is a lifelong process that includes all dimensions of wellness.
2	Eating patterns are influenced by a variety of factors.
3	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.
Big Idea: Through physical fitness testing students will be able to assess their own levels of physical fitness and be made aware of areas for improvement.	
Unit Essential Questions: <ul style="list-style-type: none"> • How does the students' fitness level compare nationwide to students of the same age/grade level? • What are the benefits of being physically fit? • Why is lifelong wellness important? • Why is it important to have fitness goals? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • The students will be able to assess strengths and weaknesses in physical fitness. • It is important to maintain a healthy level of fitness so that you can lead a productive life and have the ability to deal with life's challenges as well as have energy to enjoy activities.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Analyze the social, emotional, and health benefits of selected physical experiences. • Determine to what extent various activities improve skill-related fitness versus health-related fitness. 	

- 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.
- Relate physical activity, healthy eating, and body composition to personal fitness and health.
- Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
- Explain how health data can be used to assess and improve each dimension of personal wellness.
- Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
- Analyze the social, emotional, and health benefits of selected physical experiences.
- Determine to what extent various activities improve skill-related fitness versus health-related fitness.
- Relate physical activity, healthy eating, and body composition to personal fitness and health.

Evidence of Learning

Summative Assessment: Field Observation, Quiz

Formative Assessments:

- Teacher Assessment
- Teacher Observation

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • Circuit training • Practice physical fitness testing. (Sit-ups, mile run, shuttle run, pull-ups) 	Weeks 28-34
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> • Hand-outs • Computer/Internet • www.pecentral.org • www.shapeamerica.org 	

**Differentiating Instruction:
Students with Disabilities, English Language Learners,**

and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Physical Education – Grades 5-6 Unit Eight

Unit title: Wiffle Ball	
Unit summary: The students will understand basic skills and concepts that will enable them to participate in wiffle ball activities.	
Primary Interdisciplinary Connections: Mathematics, History, English, Science	
21st Century Career and Life Themes: Global Awareness, Environmental Literacy, Health Literacy, Life and Career Skills, Problem Solving and Critical Thinking, Communication	
Learning Targets	
NJSLS Standards: 2.5.6.A.1, A.2,A.4, 2.5.8.A.2	
Technology Standards: 8.1.5.E.1	
Content Statements:	
1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
2	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.
3	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort
Big Idea: Wiffle ball will enable students to interact physically, socially, and competitively throughout their lifetime.	
Unit Essential Questions: <ul style="list-style-type: none"> • What is the importance of eye-hand coordination in wiffle ball? • Why is it important to display good sportsmanship during cooperative play? • How is body control important to the game of wiffle ball? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Eye-foot coordination is an important facet in all elements of wiffle ball. • Life lessons will be learned through sportsmanship and cooperative play. • Being able to have good spatial awareness and body control is paramount in being successful in wiffle ball.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • 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.
- Use self-evaluation and external feedback to detect and correct errors in one’s movement performance.
- Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

Evidence of Learning

Summative Assessment: Field Observation, Quiz, Skills Rubric

Formative Assessments:

- Skills Test
- Teacher Assessment
- Teacher Observation

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • Introduction to rules involved in game. • Introduction to basic skills involved in wiffle ball. (throwing, catching, hitting, running bases.) • Participate in modified games. 	Weeks 35-38
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> • Wiffle balls • Bases • Plastic bats • Boundary markers • www.pecentral.org • www.shapeamerica.org 	Modifications: Softer and/or larger wiffle balls

Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products

- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups