# **TOWNSHIP OF UNION PUBLIC SCHOOLS**



# Physical Education Grade K-2

Adopted September 19th, 2023

### **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

### **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

# Unit Title: Movement Education and Rhythm Grade level: K-2

# **Timeframe: 15 Days**

Rationale

Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).

### Focus Questions

- Can the students identify the body parts through movement?
- Can the children perform various movement skills at different levels, speeds, and pathways?
- Can the children demonstrate different forms of animal movements?
- What are the counts to the dances we do in class?
- Can students successfully use various pieces of equipment to demonstrate different types of beats?
- Are the students able to perform various skills on the balance beam?
- Will the students develop flexibility, agility, coordination, strength and power?

# Standards

#### Standards (Taught and Assessed):

• 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).

- 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). •
- 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
- 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).
- 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.
- 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
- 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
- 2.2.2.MSC.8: Explain the difference between offense and defense

### Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills

Evaluate available resources that can assist in solving problems. Apply critical thinking and problem-solving skills in classroom and family settings.

### **Social-Emotional Learning Competencies**

- Self Awareness
- Self Management

**Instructional Plan** 

#### **Pre-Assessment and Reflection**

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
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Linit Commetions	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.
Unit Summative Skill Assessment	GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.
	At risk:Individualized as needed
	IEP/504: Modifications/ Accommodations as stated in IEP

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
WALT identify the body parts through movement.	know/what I have learned about: Chin, ears, elbows, eyes, finger, foot, forearm, forehead, hair, hand, head heel,	ow will students evaluate and assess their current level of fitness.		Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers. <b>GT:</b> Provide enrichment activities to
	hip, various fingers, knee, leg, mouth, nail, neck, nose, palm, seat, shin, shoulder, skin, sole of foot, stomach, thigh, throat, thumb, toes, waist, wrist.	Health Related Fitness- Cardiovascular endurance, Muscular Strength, Muscular endurance,		expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios

### Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

	<b>Essential</b> Vocabulary: Body Parts	Flexibility, Body Compositions Skill Related Fitness- Agility, Balance, Reaction Time, Coordination, Speed.		At risk:Individualized as needed IEP/504: Modifications/ Accommodations as stated in IEP. Individualize as needed.
		<b>Technology-</b> How can students use technology to help identify, analyze and address their personal fitness program?		
WALT perform various movement skills at different	Students will be able to perform the following motor skills: Crawling Creeping	Assessment-H ow will students evaluate and assess their	Challenging Courses Circuit Training Four Corners Movement Jogging, Air Lights, Buddy Walkers	<b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of

levels, speeds,	Galloping	current level of	Buddy Worms ,Cube	vocabulary and concepts, visual learning,
and pathways	Hopping	fitness.	Jumping Jacks are	including graphic organizers.
	Jogging		Wild,Nuclear Waste	
	Leaping	Health	Number Punch, Pile	<b>GT:</b> Provide enrichment activities to
	Rolling	Related	of Ropes , Plank	expand upon the curriculum. Adjust the
	Running	Fitness-	Boards River Rafts,	pace of lessons, curriculum compacting,
	Skipping	Cardiovascular	Survivor Island,	inquiry based instruction, Independent
		endurance, Muscular	Tarps, Team Jump	study, Higher-order thinking skills,
	Essential	Strength,	Rope, Wacky	interest-based content, student-driven instruction, and Real-world problems and
	Vocabulary:	Muscular	Noodles, Bagel Bean	scenarios
	Movements	endurance,	Bag, Bowling,	seenarios
		Flexibility,	Checkers, Four	At risk:Individualized as needed
		Body	Squares HopScotch,	
		Compositions	Jacks Maze Nok	IEP/504: Modifications/ Accommodations
		1	Hockey,	as stated in IEP. Individualize as needed.
			Basket Building Relay Basketball	
			Relay ,High Stepper	
		Skill Related	Relay, Hockey Relay,	
		Fitness-	Hula Hoop, Hula	
		Agility, Balance,	Hoop Pass, Jump	
		Reaction Time,	Rope Relay,	
		Coordination,	Kangaroo Hop,	
		Speed.	Poison Hoop, Ring	
		Speed.	the Cone , Rolling	
			Tire Relay Scooter	
			Relay Soccer Relay	
		Technology-	Sponge, Relay	
		How can	Spoon/Line Relay,	
		students use	Statue of Liberty,	
		technology to	Team Long Jump,	
		help identify,	Atomic Blast Ball n	
		analyze and	Cup, Blindfolds n	

		address their personal fitness program?	Bucket Bowling, Bring Home the Bacon, Buddy Walkers Buddy Worm , ChopStick Relay, Roll Away, Shipwreck, Soccer Relay Cooperative	
WALT demonstrates different forms of animal movements?	Animal walks and crawls may be explored in general and self space. Sea; Walk Bear Walk Inchworm Turtle Wax Kangaroo Hop Elephant Walk Lame Dog Ostrich Walk Gorilla Walk Snake Crawl Rabbit Hop Penguin Walk Duck Walk <i>Essential</i> <i>Vocabulary:</i> Animals	Assessment-H ow will students evaluate and assess their current level of fitness. Health Related Fitness- Cardiovascular endurance, Muscular Strength, Muscular endurance, Flexibility, Body Compositions	Relay races with the various walks Animal walks and runs can be done with stunts and tumbling Perform animal walks and crawls to music	<ul> <li>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</li> <li>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</li> <li>At risk:Individualized as needed</li> <li>IEP/504: Modifications/ Accommodations as stated in IEP. Individualize as needed.</li> </ul>

		<b>Skill Related</b> Fitness- Agility,	
		Balance, Reaction Time, Coordination, Speed.	
		Technology- How can students use technology to help identify, analyze and address their personal fitness program?	
WALT counts to the dances we do in class?	What are the steps to the dances we do in classes? What are the counts to	Assessment-H ow will students evaluate and assess their	<b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning,
	the dances we do in class? What dances can you make up with the steps	current level of fitness. Health Related	including graphic organizers. <b>GT:</b> Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting,

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that you were shown	Fitness-	inquiry based instruction, Independent
in class?	Cardiovascular	study, Higher-order thinking skills,
	endurance,	interest-based content, student-driven
Including but not	Muscular	instruction, and Real-world problems and
limited to the	Strength,	scenarios
Chicken Dance	Muscular	
Bunny Hop	endurance,	At risk:Individualized as needed
Hokey Pokey	Flexibility,	
Limbo	Body	IEP/504: Modifications/ Accommodations
Twist	Compositions	as stated in IEP. Individualize as needed.
Muffin Man	1	
Macarena		
Electric Slide		
Нір Нор	Skill Related	
Cha-Cha Slide	Fitness-	
Line Dancing	Agility,	
Line Daneing	Balance,	
Essential	Reaction Time,	
Vocabulary:	Coordination,	
-	Speed.	
Types of	~p•••a.	
Dance/Movements		
	Technology-	
	How can	
	students use	
	technology to	
	help identify,	
	analyze and	
	address their	
	personal fitness	
	program?	
l		

WALT successfully use	Develop beats using the following pieces	Assessment-H ow will	Tinikling Juggling Scarves or	<b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect
various pieces of	of equipment.	students	Balloons	students when not on task.Students may use
equipment to demonstrate	Tinikling	evaluate and assess their	Ribbons Lumni Sticks	a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning,
different types of	Juggling Scarves or	current level of	Drums	including graphic organizers.
beats?	Balloons	fitness.	Tambourines	
	Ribbons		Gymnastics Balls	<b>GT:</b> Provide enrichment activities to
	Lumni Sticks	Health Related	Wands	expand upon the curriculum. Adjust the pace of lessons, curriculum compacting,
	Drums Tambourines	Fitness-	Ropes Elastic bands	inquiry based instruction, Independent
	Gymnastics Balls	Cardiovascular		study, Higher-order thinking skills,
	Wands	endurance,		interest-based content, student-driven
	Ropes	Muscular Strength,		instruction, and Real-world problems and scenarios
	Elastic bands	Muscular		scenarios
	Essential	endurance,		At risk:Individualized as needed
	Vocabulary:	Flexibility,		<b>IEP/504:</b> Modifications/ Accommodations
	Types of Beats and	Body Compositions		as stated in IEP. Individualize as needed.
	Instruments	Compositions		
		Skill Related Fitness- Agility, Balance, Reaction Time, Coordination, Speed.		

		Technology- How can students use technology to help identify, analyze and address their personal fitness program?		
WALT perform various skills on the balance beam?	Use various methods of using the balance beam to demonstrate the following skills. -Balance on right foot and right hand -Balance and left foot and hand -Balance on right knee and right hand -Balance on left knee and left hand -Balance on your head and two feet -Balance on your seat and one foot One legged Balancing- Stork stand, The airplane,	Assessment-H ow will students evaluate and assess their current level of fitness. Health Related Fitness- Cardiovascular endurance, Muscular Strength, Muscular endurance, Flexibility,	Challenging Courses Circuit Training Four Corners Movement Jogging, Air Lights, Buddy Walkers Buddy Worms, Cube Jumping Jacks are Wild,Nuclear Waste Number Punch, Pile of Ropes, Plank Boards River Rafts, Survivor Island,	<ul> <li>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</li> <li>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</li> <li>At risk:Individualized as needed</li> </ul>

	leg lift balances. Walking Balances- Walk forward, placing toe then heel on the floor, walk forward on your tiptoes, walk forward so the heel touches the toes on each step, Walk backwards so that the toe touches the heel on each step. Walk sideways with your arm raised in front for balance, Walk sideways crossing one foot in front of the other. <i>Essential</i> <i>Vocabulary:</i> Balancing	Body Compositions Skill Related Fitness- Agility, Balance, Reaction Time, Coordination, Speed. Technology- How can students use technology to help identify, analyze and address their personal fitness program?		IEP/504: Modifications/ Accommodations as stated in IEP. Individualize as needed.
WALT develop flexibility, agility, coordination, strength and power?	Building Bridges: Make a bridge using two hands one foot, Make a bridge, using two feet one hand. Simple stunts:	Assessment-H ow will students evaluate and assess their	Bouncing Ball, Wring the Dishrag, Sawing Wood, Rocker, Get Up, Leap Frog, Human Spring, Double Forward Roll, Partner Pull-UP, Belly	<b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.

Partners:	current level of	Swan balance.	<b>GT:</b> Provide enrichment activities to
Bouncing Ball, Wring	fitness.		expand upon the curriculum. Adjust the
the Dishrag, Sawing			pace of lessons, curriculum compacting,
Wood, Rocker, Get	Health		inquiry based instruction, Independent
Up, Leap Frog,	Related		study, Higher-order thinking skills,
Human Spring,	Fitness-		interest-based content, student-driven
Double Forward Roll,	Cardiovascular		instruction, and Real-world problems and
Partner Pull-UP, Belly	endurance,		scenarios
Swan balance.	Muscular		
	Strength,		At risk:Individualized as needed
Tumbling: Backward	Muscular		
roll, Backward roll	endurance,		IEP/504: Modifications/ Accommodations
single leg, Extension,	Flexibility,		as stated in IEP. Individualize as needed.
Backward Straggle,	Body		
Bridge, Cartwheel,	Compositions		
Egg Roll, Forward			
Roll, Walkout,			
Handstand, headstand,	Skill Related		
Knee Dip, Log Roll,	Fitness-		
Mule Kick, Roll-y	Agility,		
Poly, Round off, Tip	Balance,		
Up, Tripod.	Reaction Time,		
	Coordination,		
Essential	Speed.		
Vocabulary:	Speed.		
Tumbling Movements			
	Technology-		
	How can		
	students use		
	technology to		
	help identify,		
	analyze and		

address their personal fitness program?	

#### **Benchmark Assessment 1**

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
District Grade Level Created	<ul> <li>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</li> <li>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</li> <li>At risk:Individualized as needed</li> <li>IEP/504: Modifications/ Accommodations as stated in IEP</li> </ul>

#### Benchmark Assessment 2

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections				
District Grade Level Created	<ul> <li>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</li> <li>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</li> <li>At risk:Individualized as needed</li> </ul>				

	IEP/504: Modifications/ Accommodations as stated in IEP

#### Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Evaluate students' ability to follow rules while participating in the various activities and exercises in class,	<b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.
Demonstrate ability to exercise safely while participating in the various activities.	<b>GT:</b> Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.
Is aware of others around them and not	At risk:Individualized as needed
jeopardizing others health and well being.	IEP/504: Modifications/ Accommodations as stated in IEP
Use proper equipment and properly observe students' readiness to safely participate in class each day.	
Come dressed in proper gym clothes	
Participated in warm up activity ,pays attention and follows directions.	
Students are able to detect movement errors.	

Students can analyze movement errors.	
Student can correct movement errors,	
Students are able to apply FITT concepts to personal fitness plans.	
Students set and achieved a fitness related goal throughout the unit.	
Student participates daily in moderate to vigorous exercise the addresses each component of health-related and skill-related fitness	

### **Interdisciplinary Connections**

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Math Language	<b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.
Science Art Music	<b>GT:</b> Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.
	At risk:Individualized as needed
	IEP/504: Modifications/ Accommodations as stated in IEP

## **Unit Title: Physical Fitness**

Grade level: K-2

### **Timeframe: 15 Days**

# Rationale

Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.

# **Focus Questions**

Are you able to identify and demonstrate the key components of fitness?

Can the students successfully determine the proper cardiovascular endurance techniques?

# Standards

### Standards (Taught and Assessed):

2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).

2.2.2.PF.2: Explore how to move different body parts in a controlled manner.

2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).

2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.

2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.

2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity. 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).

2.2.2.LF.4: Identify physical activities available outside of school that are in the community.

### Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills

Evaluate available resources that can assist in solving problems. Apply critical thinking and problem-solving skills in classroom and family settings.

### **Social-Emotional Learning Competencies**

Self Awareness

Self-Management

Social Awareness

Responsible Decision-Making

# **Instructional Plan**

#### **Pre-Assessment and Reflection**

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Summative Skill Assessment	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.

<b>GT:</b> Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.
At risk: Individualized as needed
IEP/504: Modifications/ Accommodations as stated in IEP

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
WALT identify and	Flexibility-Alternati	Assessment-	Challenging Courses	ELL: Model and Provide Example.
demonstrate key	ng Toe Touches,	How will	Circuit Training	Establish a non-verbal cue to redirect
components of		students	Four Corners	students when not on task.Students may use
fitness.	Arm Circles	evaluate and	Movement	a bilingual dictionary. Pre-teaching of
		assess their	Jogging	vocabulary and concepts, visual learning,
	Arm Raise	current level	Locomotor	including graphic organizers.
	Double shoulder	of fitness.	Movements Parachute Fitness	GT: Provide enrichment activities to expand
	rolls	Health	Rhythmic Aerobic	upon the curriculum. Adjust the pace of
	Mountain Climbers	Related Fitness-	Exercise Rope Jumping	lessons, curriculum compacting, inquiry based instruction, Independent study,
	Neck Rolls	Cardiovascula r endurance,	Squad Leader Exercises	Higher-order thinking skills, interest-based content, student-driven instruction, and
	Pretzel	Muscular Strength,	Step Aerobics Tae-Bo	Real-world problems and scenarios
		Muscular		At risk:Individualized as needed
		endurance,		

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

Reverse Hurdler	Flexibility,	<b>IEP/504:</b> Modifications/ Accommodations
Stretch	Body	as stated in IEP. Individualize as needed.
Stretch	Compositions	us stated in 121. marviduanze us needed.
Single Should Rolls	Compositions	
Single Should Rolls	Skill Related	
Sit and Reach	Fitness-	
Sit and Keden	Agility,	
Swimmer		
Swinner	Balance,	
Waist Stretcher	Reaction	
Waist Stretcher	Time,	
	Coordination,	
	Speed.	
<i>Essential</i> <i>Vocabulary:</i> Stretches	<b>Technology-</b> How can	
Suelches	students use	
	technology to	
	help identify,	
	analyze and	
	address their	
	personal	
	fitness	
	program?	
	1 0	

WALT determines	Cardiovascular	Assessment-	Challenging Courses	ELL: Model and Provide Example.
the proper	Endurance	How will	Circuit Training	Establish a non-verbal cue to redirect
cardiovascular		students	Four Corners	students when not on task.Students may use
endurance	Target heart Rate	evaluate and	Movement	a bilingual dictionary. Pre-teaching of
techniques.	Range- The number	assess their	Jogging	vocabulary and concepts, visual learning,
	of times the heart	current level	Locomotor	including graphic organizers.
	needs to beat for the	of fitness.	Movements	
	heart and lungs to		Parachute Fitness	<b>GT:</b> Provide enrichment activities to expand
	become stronger	Health	Rhythmic Aerobic	upon the curriculum. Adjust the pace of
		Related	Exercise	lessons, curriculum compacting, inquiry
	A child's resting	Fitness-	Rope Jumping	based instruction, Independent study,
	heart rate may range	Cardiovascula	Squad Leader	Higher-order thinking skills, interest-based
	from 60-95 beats per	r endurance,	Exercises	content, student-driven instruction, and
	minute. The resting	Muscular	Step Aerobics	Real-world problems and scenarios
	heart rate (RHR) is	Strength,	Тае-Во	
	the number of times	Muscular		At risk:Individualized as needed
	the heart beats in a	endurance,		
	minute when the	Flexibility,		IEP/504: Modifications/ Accommodations
	body is completely	Body		as stated in IEP. Individualize as needed.
	relaxed.	Compositions		
		Skill Related		
	The heart rate may			
	be felt on the wrist	Fitness-		
	or on the carotid	Agility,		
	artery of the neck.	Balance,		
	Use the middle or	Reaction		
	index finger to take	Time,		
	the pulse.	Coordination,		
		Speed.		
	The pulse is the rush	Tashnalagy		
	of blood through the	Technology-		
	arteries after each	How can		
	heartbeat.	students use		
	l	technology to	l	

Cardiovascular Endurance Routines	help identify, analyze and address their personal	
Body Composition Photocopy height and weight chart.	fitness program?	

#### **Benchmark Assessment 1**

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
District Grade Level Created	<b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. <b>GT:</b> Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class
	and on assessments.  At risk:Individualized as needed
	<b>IEP/504:</b> Modifications/ Accommodations as stated in IEP

#### Benchmark Assessment 2

Benchmark	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Assessment	

District Grade Level Created	<b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students ma use a bilingual dictionary.		
	<b>GT:</b> Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.		
	At risk:Individualized as needed		
	IEP/504: Modifications/ Accommodations as stated in IEP		

# Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Evaluate students' ability to follow rules while participating in the various activities and exercises in class,	<b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. <b>GT:</b> Provide enrichment activities to expand upon the curriculum.Use higher level
Demonstrate ability to exercise safely while participating in the various activities.	<pre>questioning techniques in class and on assessments.</pre> At risk:Individualized as needed
Is aware of others around them and not jeopardizing others health and well being.	<b>IEP/504:</b> Modifications/ Accommodations as stated in IEP
Use proper equipment and properly observe students' readiness to safely participate in class each day.	
Come dressed in proper gym clothes	

Participated in warm up activity ,pays attention and follows directions.	
Students are able to detect movement errors.	
Students can analyze movement errors.	
Student can correct movement errors,	
Students are able to apply FITT concepts to personal fitness plans.	
<i>Students set and achieved a fitness related goal throughout the unit.</i>	
Student participates daily in moderate to vigorous exercise the addresses each component of health-related and skill-related fitness	

# Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Math Language Science	<b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.
Art Music	<b>GT:</b> Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.

At risk:Individualized as needed
IEP/504: Modifications/ Accommodations as stated in IEP

### Unit 3

Unit Title: Manipulative Skills		
Grade level: K-2		Timeframe: 15 Days
	Rationale	

Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).

# **Focus Questions**

Will cup stacking help your hand-eye coordination? What parts of the body are used when doing cup stacking? Do we use teamwork in cup stacking if so why?

# Standards

### Standards (Taught and Assessed):

2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).

2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).

2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.

2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).

2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.

2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.

2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.

### Highlighted Career Ready Practices and 21st Century Themes/Skills

Evaluate available resources that can assist in solving problems.

Apply critical thinking and problem-solving skills in classroom and family settings.

# **Social-Emotional Learning Competencies**

Self Awareness

Self-Management

Social Awareness

Responsible Decision-Making

Relationship Skills

# **Instructional Plan**

#### **Pre-Assessment and Reflection**

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections		
Unit Summative Skill Assessment	<b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.		
	<b>GT:</b> Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.		
	At risk:Individualized as needed		
	IEP/504: Modifications/ Accommodations as stated in IEP		

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
WALT coordinate the stacking of cups to build hand-eye coordination?	Grades K-1 3-3-3 Stacks 3-6-3 Stacks Grades 2 3 Stack 6 Stack 3-3-3 Stack 3-6-3 Stack 6-6 Stack 6-6 Stack 3-3-3-, 3-6-3, 6-6 1-10-1 Cycle	Assessment-How will students evaluate and assess their current level of fitness. Health Related Fitness- Cardiovascular endurance, Muscular Strength, Muscular Strength, Muscular endurance, Flexibility, Body Compositions Skill Related Fitness- Agility, Balance, Reaction Time, Coordination, Speed. Technology- How can students use technology to help identify, analyze and address their	Cup Stack Relay Races	<ul> <li>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</li> <li>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</li> <li>At risk:Individualized as needed</li> <li>IEP/504: Modifications/ Accommodations as stated in IEP. Individualize as needed.</li> </ul>

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

		personal fitness program?		
WALT demonstrates an understanding of parts of the body used when doing cup stacking?	Stack Floor Relays Stack Relays on Tables Stack Station Work	Assessment-How will students evaluate and assess their current level of fitness. Health Related Fitness- Cardiovascular endurance, Muscular Strength, Muscular Strength, Muscular endurance, Flexibility, Body Compositions Skill Related Fitness- Agility, Balance, Reaction Time, Coordination, Speed. Technology- How can students use technology to help identify, analyze and address their personal fitness program?	Stack Floor Relays Stack Relays on Tables Stack Station Work	<ul> <li>ELL: Model and Provide Example.</li> <li>Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</li> <li>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</li> <li>At risk:Individualized as needed</li> <li>IEP/504: Modifications/ Accommodations as stated in IEP. Individualize as needed.</li> </ul>

WALT will use	Stack Floor Polovo	Assessment-How	Stack Floor Polovo	FLL. Model and Provide Example
	Stack Floor Relays		Stack Floor Relays	ELL: Model and Provide Example.
teamwork in cup	Stack Relays on	will students	Stack Relays on	Establish a non-verbal cue to redirect
stacking if so why?	Tables	evaluate and assess	Tables	students when not on task.Students may
	Stack Station Work	their current level	Stack Station Work	use a bilingual dictionary. Pre-teaching of
		of fitness.		vocabulary and concepts, visual learning,
				including graphic organizers.
		Health Related		
		Fitness-		<b>GT:</b> Provide enrichment activities to
		Cardiovascular		expand upon the curriculum. Adjust the
		endurance,		pace of lessons, curriculum compacting,
		Muscular Strength,		inquiry based instruction, Independent
		Muscular		study, Higher-order thinking skills,
		endurance,		interest-based content, student-driven
		Flexibility, Body		instruction, and Real-world problems and
		Compositions		scenarios
		Compositions		secharios
		Skill Related		At risk:Individualized as needed
		Fitness- Agility,		
		Balance, Reaction		IEP/504: Modifications/
		Time, Coordination,		Accommodations as stated in IEP.
		Speed.		Individualize as needed.
		speed.		individualize us needed.
		Technology- How		
		can students use		
		technology to help		
		identify, analyze		
		and address their		
		personal fitness		
		program?		
	1			

#### Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
District Grade Level Created	<b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.
	<b>GT:</b> Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.
	At risk:Individualized as needed
	IEP/504: Modifications/ Accommodations as stated in IEP

#### Benchmark Assessment 2

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
District Grade Level Created	<b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.
	<b>GT:</b> Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.
	At risk:Individualized as needed
	IEP/504: Modifications/ Accommodations as stated in IEP

### Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Evaluate students' ability to follow rules while participating in the various activities and exercises in class, Demonstrate ability to exercise safely while participating in the various activities. Is aware of others around them and not jeopardizing others health and well being. Use proper equipment and properly observe students' readiness to safely participate in class each day. Come dressed in proper gym clothes Participated in warm up activity ,pays attention and follows directions. Students are able to detect movement errors. Students can analyze movement errors, Students can analyze movement errors, Students are able to apply FITT concepts to personal fitness plans. Students set and achieved a fitness related goal chroughout the unit.	504) and Reflections         ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.         GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.         At risk:Individualized as needed         IEP/504: Modifications/ Accommodations as stated in IEP

Student participates daily in moderate to vigorous	
exercise the addresses each component of health-related	
and skill-related fitness	

#### **Interdisciplinary Connections**

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Math Science	<b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.
Language Art Music	<b>GT:</b> Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.
	At risk:Individualized as needed
	IEP/504: Modifications/ Accommodations as stated in IEP

# Unit 4

# **Unit Title: Movement/Locomotor/Non-Locomotor Skills**

Grade level: K-2

**Timeframe: 15 Days** 

# Rationale

Using movement to build different levels of motor skills. The goal in this section is to use various sports to build motor skills at the different levels of physical education. While building these motor skills the students will learn different sport skills and rules.

# **Focus Questions**

Are the students able to demonstrate and identify the skills necessary of volleyball to enhance their participation in a variety of lead-up games?

Are the children able to demonstrate and identify appropriate game play, strategy, sportsmanship and safety in regards to volleyball skills and expectations?

# Standards

### Standards (Taught and Assessed):

2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).

2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).

2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.

2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).

2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.

2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.

2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.

### Highlighted Career Ready Practices and 21st Century Themes/Skills

Evaluate available resources that can assist in solving problems.

Apply critical thinking and problem-solving skills in classroom and family settings.
# **Social-Emotional Learning Competencies**

Self Awareness

Self-Management

Social Awareness

Responsible Decision-Making

**Relationship Skills** 

# **Instructional Plan**

#### **Pre-Assessment and Reflection**

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Summative Skill Assessment	<b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.
	<b>GT:</b> Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.
	At risk:Individualized as needed
	IEP/504: Modifications/ Accommodations as stated in IEP

#### Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Are the children able to demonstrate and identify appropriate game play, strategy, sportsmanship and	Skills- Passing, throwing, catching, hitting, shooting, stacking, running, dribbling, kicking.	Assessment-How will students evaluate and assess	Air Lights, Buddy Walkers Buddy Worms ,Cube Jumping Jacks are Wild,Nuclear	<b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.

safety in regards to various skills and expectations?	Sports- Volleyball, soccer basketball, Baseball/softball, Pillow Polo, Lacrosse	their current level of fitness. Health Related Fitness- Cardiovascular endurance, Muscular Strength, Muscular endurance, Flexibility, Body Compositions Skill Related Fitness- Agility, Balance, Reaction Time, Coordination, Speed. Technology- How can students use technology to help identify, analyze and address their personal fitness program?	Waste Number Punch, Pile of Ropes, Plank Boards River Rafts, Survivor Island, Tarps, Team Jump Rope, Wacky Noodles, Bagel Bean Bag, Bowling, Checkers, Four Squares HopScotch, Jacks Maze Nok Hockey, Basket Building Relay Basketball Relay Basketball Relay, High Stepper Relay, Hockey Relay , Hula Hoop, Hula Hoop Pass, Jump Rope Relay, Kangaroo Hop , Poison Hoop, Ring the Cone , Rolling Tire Relay Scooter Relay Soccer Relay Sponge, Relay Sponge, Relay Spoon/Line Relay, Statue of Liberty, Team Long Jump, Atomic Blast Ball n Cup, Blindfolds n Bucket Bowling, Bring Home the Bacon, Buddy Walkers Buddy Worm , ChopStick Relay, Roll Away,	Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers. GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios At risk:Individualized as needed IEP/504: Modifications/ Accommodations as stated in IEP. Individualize as needed.
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	Shipwreck, Soccer Relay Cooperative	

#### **Benchmark Assessment 1**

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
District Grade Level Created	<b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.
	<b>GT:</b> Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.
	At risk:Individualized as needed
	<b>IEP/504:</b> Modifications/ Accommodations as stated in IEP

#### Benchmark Assessment 2

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections	
District Grade Level Created	<b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not o task.Students may use a bilingual dictionary.	
	<b>GT:</b> Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.	
	At risk:Individualized as needed	
	IEP/504: Modifications/ Accommodations as stated in IEP	

### Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure,
	504) and Reflections

Evaluate students' ability to follow rules while participating in the various activities and exercises in class,	<b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.
Demonstrate ability to exercise safely while participating in the various activities.	<b>GT:</b> Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.
Is aware of others around them and not jeopardizing others health and well being.	At risk:Individualized as needed IEP/504: Modifications/ Accommodations as stated in IEP
Use proper equipment and properly observe students' readiness to safely participate in class each day.	ILI / SOT. Mouncations/ Accommodations as stated in ILi
Come dressed in proper gym clothes	
Participated in warm up activity ,pays attention and follows directions.	
Students are able to detect movement errors.	
Students can analyze movement errors.	
Student can correct movement errors,	
Students are able to apply FITT concepts to personal fitness plans.	
Students set and achieved a fitness related goal throughout the unit.	
Student participates daily in moderate to vigorous exercise the addresses each component of health-related and skill-related fitness	

### Unit 5

# Unit Title: Lifetime and Cooperative Games

### Grade level: 3-5

### **Timeframe: 15 Days**

# Rationale

Students will play various games and participate in activities that promote friendly competition, physical fitness and athletic achievement. Participants are encouraged to demonstrate good sportsmanship throughout the activities in class.

# **Focus Questions**

What part of the body is the most important when performing the standing long jump?

What is the difference between the Dash and the  $^{1}\!\!/_{\!\!4}$  mile run?

Explain what it means to demonstrate good sportsmanship?

Demonstrate a model of good sportsmanship?

Explain the value of safety rules?

### Standards

### Standards (Taught and Assessed):

2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).

2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).

2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.

2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).

2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.

2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.

2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.

### Highlighted Career Ready Practices and 21st Century Themes/Skills

Evaluate available resources that can assist in solving problems. Apply critical thinking and problem-solving skills in classroom and family settings.

### **Social-Emotional Learning Competencies**

Self Awareness

Self-Management

Social Awareness

Responsible Decision-Making

**Relationship Skills** 

# **Instructional Plan**

**Pre-Assessment and Reflection** 

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Summative Skill Assessment	<b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.
	<b>GT:</b> Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.
	At risk:Individualized as needed
	IEP/504: Modifications/ Accommodations as stated in IEP

### Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
WALT- demonstrate what part of the body is the most important when performing the standing long jump? WALT- examine the difference between the Dash and the <sup>1</sup> / <sub>4</sub> mile run?	Standing Long Jump I 50 and 60 Yard Dash <sup>1</sup> /4 Mile Run Soccer Kick Infield Drill Football Punt Football Throw Hot Shot Shooting	Assessment- How will students evaluate and assess their current level of fitness. Health Related Fitness- Cardiovascula r endurance, Muscular endurance, Flexibility,		<ul> <li>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</li> <li>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</li> <li>At risk:Individualized as needed</li> <li>IEP/504: Modifications/ Accommodations as stated in IEP. Individualize as needed.</li> </ul>

		Body Compositions Skill Related Fitness- Agility, Balance, Reaction Time, Coordination, Speed. Technology- How can students use technology to help identify, analyze and address their personal fitness program?		
WALT- examine what it means to demonstrate good sportsmanship? WALT-Demonstrate a model of good sportsmanship?	Positive Sportsmanship	Assessment- How will students evaluate and assess their current level of fitness. Health Related Fitness- Cardiovascula r endurance, Muscular endurance, Flexibility,	Discuss what good sportsmanship means. Model good sportsmanship Explain the value of safety rules. List examples of safety rules	<ul> <li>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.</li> <li>GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios</li> <li>At risk:Individualized as needed</li> <li>IEP/504: Modifications/ Accommodations as stated in IEP. Individualize as needed.</li> </ul>

Dody
Body
Compositions
Skill Related
Fitness-
Agility,
Balance,
Reaction
Time,
Coordination,
Speed.
Technology-
How can
students use
technology to
help identify,
analyze and
analyze and
address their
personal
fitness
program?

#### Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
District Grade Level Created	<b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.
	<b>GT:</b> Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.
	At risk:Individualized as needed

#### **Benchmark Assessment 2**

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
District Grade Level Created	<ul><li>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</li><li>GT:Provide enrichment activities to expand upon the curriculum.Use higher level</li></ul>
	questioning techniques in class and on assessments.  At risk:Individualized as needed
	<b>IEP/504:</b> Modifications/ Accommodations as stated in IEP

#### Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Evaluate students' ability to follow rules while participating in the various activities and exercises in class,	<b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.
Demonstrate ability to exercise safely while participating in the various activities.	<b>GT:</b> Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.
<i>Is aware of others around them and not jeopardizing others health and well being.</i>	At risk:Individualized as needed
Use proper equipment and properly observe students' readiness to safely participate in class each day.	<b>IEP/504:</b> Modifications/ Accommodations as stated in IEP
Come dressed in proper gym clothes	
Participated in warm up activity ,pays attention and follows directions.	
Students are able to detect movement errors.	

Students can analyze movement errors.	
Student can correct movement errors,	
Students are able to apply FITT concepts to personal fitness plans.	
Students set and achieved a fitness related goal throughout the unit.	
Student participates daily in moderate to vigorous exercise the addresses each component of health-related and skill-related fitness	

# Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Math Language Science	<b>ELL:</b> Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.
Art Music	<b>GT:</b> Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.
	At risk:Individualized as needed
	IEP/504: Modifications/ Accommodations as stated in IEP