

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 4 Physical Education Curriculum



Adopted by the Board of Education October 2022

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Physical Education

Curriculum Scope and Sequence

Content Area	Physical Education	Course Title/Grade Level:	4th Grade
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Topic/Unit Name		Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u>	Establish Environment/Routines/ Cooperative Activities	12
<u>Topic/Unit #2</u>	Fitness Opportunities/Age Appropriate Exercise/Goal Setting	10
<u>Topic/Unit #3</u>	Manipulative Skills	10
<u>Topic/Unit #4</u>	Rhythmic Movement	8
<u>Topic/Unit #5</u>	Team Application	10

Topic/Unit 1 Title	Establish Environment/Routines/Cooperative Activities	Approximate Pacing	12
STANDARDS			
NJSLS PE			
<p>2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</p> <p>2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.</p> <p>2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</p> <p>2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</p> <p>2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p>2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</p> <p>2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p> <p>2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</p> <p>2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p> <p>2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.</p> <p>2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries.</p> <p>2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.</p> <p>2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).</p>		<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. (Ex: students will learn skills such as throwing and</p>	

(Ex. in setting routines, students will discuss the importance of warming up the body before activity).	catching that will later be applied to large scale activities and gameplay)
Technology Standards:	Career Ready Practices:
<ul style="list-style-type: none"> 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes (Ex: students will learn that technology has improved our ability to track one's personal health and well-being) 	<p>CRP1. Act as a responsible and contributing citizen and employee (students will learn that they must demonstrate personal responsibility in order for the gymnasium to be a safe space both physically and emotionally)</p> <p>CRP3. Attend to personal health and financial well-being (students will engage in exercises and modified sport activities that will benefit their personal health)</p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>What is our responsibility in the gymnasium? Who is responsible for our personal wellness? Why is Physical Education important? How does the body respond to exercise?</p>	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know: Classroom rules and expectations All safety drills Warm-up procedures Bodies response to physical movement Benefits of exercise Appropriate conduct with classmates Conflict resolution tactics We work with anyone, anytime, anywhere</p>	<p>Students will be able to: Perform the entire wellness warm-up without prompting Correctly perform all safety drills Locate various squad locations Explain the bodies response to physical movement Perform self assessment on scorecard Line up appropriately at the end of class Participate in group settings Resolve simple conflicts with Rock, Paper, Scissors</p>
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	Rules and procedures form to be completed by students.

Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Teacher observation of students practicing skills and procedures that are being taught. (Example: Class please demonstrate a fire drill, lockdown drill, line -up procedures, squads) Teacher Assessment of scorecard
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Student self assessment daily scorecard
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Teacher checklist for each homeroom to determine the material covered in that class. (Example (Squads, fire drills, lockdown, bathroom, water fountain, scorecard, warm-up.ect)
RESOURCES	
Core instructional materials: Children Moving, A Reflective Approach to Teaching Physical Education, George Graham	
Supplemental materials: Silver Bullets, Karl Rohnke Cowtails and Cobras, Karl Rohnke Chip Candy Workshop Presentation	
Modifications for Learners	
See appendix	

Topic/Unit 2 Title	Fitness Opportunities/Age Appropriate Exercise/Goal Setting	Approximate Pacing	10
STANDARDS			
NJSLS PE			
<p>2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).</p> <p>2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.</p> <p>2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.</p> <p>2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p>2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</p> <p>2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p> <p>2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.</p> <p>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</p> <p>2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</p> <p>2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</p> <p>2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</p> <p>2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</p> <p>2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p> <p>2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</p> <p>2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).</p>			

<p>2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</p> <p>2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</p> <p>2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p>2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</p> <p>2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</p> <p>2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).</p>	
Interdisciplinary Connections:	21st Century Skills:
<p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. (Ex. Students complete measurements - distance & time calculations - for fitness assessments)</p>	<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. (Ex: students will learn that proper physical fitness and nutrition in elementary school will help them develop quality habits that will hopefully lead to a healthy lifestyle.)</p>
Technology Standards:	Career Ready Practices:
<p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. (Ex: students will input fitness data and analyze progress)</p>	<p>CRP3. Attend to personal health and financial well-being. (Ex: students will perform various fitness opportunities and track data to monitor progress)</p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>What is physical fitness? Why is physical fitness important? What are ways to improve physical fitness? How do I create a S.M.A.R.T Goal? What are the health components and skills components?</p>	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge

<p>Students will know: How to properly perform multiple fitness exercises How to accurately record fitness scores and keep data How to develop S.M.A.R.T. Goals</p>	<p>Students will be able to: Perform various fitness exercises that address all health components Track progress by recording and analyzing data Set personal S.M.A.R.T. Goals in multiple fitness categories</p>
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Complete a Goals Setting Worksheet (students will have to set S.M.A.R.T. Goals for fabricated characters)</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Students will perform fitness movements that will be recorded by the teacher.</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Any students needing modification for any fitness movement will have appropriate accommodations made. Teacher and self assessment scorecard (monitors conduct)</p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Stony Brook School Fitness Opportunity Assessments (series of movements that provide evaluation for core strength, agility, speed, power, flexibility, and upper body strength)</p>
RESOURCES	
<p>Core instructional materials: Children Moving, A Reflective Approach to Teaching Physical Education, George Graham</p>	
<p>Supplemental materials: OPEN resources (Online Physical Education Network)</p>	
Modifications for Learners	
<p>See appendix</p>	

Topic/Unit 3 Title	Manipulative Skills	Approximate Pacing	10
STANDARDS			
NJSLS PE			
<p>2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p>2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</p> <p>2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p> <p>2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>4.MD.C.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measures. (Ex. Students use their bodies to represent different angle measurements)</p>		<p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. (Ex: Students are taught that just like in life and work, teams have various roles that need to be filled in order to be successful.)</p>	
Technology Standards:		Career Ready Practices:	
<p>8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data. (Ex: Teacher utilizes video clips of correct and incorrect technique for a variety of skills and the students must identify issues that can improve performance)</p>		<p>CRP2-Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. (Ex: Students will be encouraged to apply the</p>	

skills being taught in class to help them be more productive)

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

What are manipulative skills?
 When are manipulative skills used?
 Why do they help us?
 How does proper gameplay improve safety?

STUDENT LEARNING OBJECTIVES

Key Knowledge

Students will know:
 Rolling an object
 Throwing underhand (tossing)
 Throwing overhand
 Catching (over/under)
 Throwing and catching with an implement
 Dribbling (hands)
 Dribbling (feet)
 Punting
 Volley underhand
 Serve underhand

Process/Skills/Procedures/Application of Key Knowledge

Students will be able to:
 Provide cues and perform the following skills
 Roll at a stationary target
 Hand dribbling a ball
 Foot dribbling a ball
 Underhand toss to a stationary target
 Overhand throw to a stationary target
 Catch a thrown ball
 Foot strike (kick) to a stationary target
 Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non- dynamic environment (closed skills). (S1.E16.4)
 Dribbles in self- space with both the preferred and the nonpreferred hands using a mature pattern. S1.E17.4a
 Dribbles in general space with control of ball and body while increasing and decreasing speed. (S1.E17.4b)
 Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. (S1.E18.4)
 Passes and receives a ball with the in- sides of the feet to a moving partner in a non-dynamic environment (closed skills). (S1.E19. 4a)
 Passes and receives a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass. (S1.E19.4b)-Dribbles with hands or feet in combination with other skills (passing, receiving). (S1.E20.4)
 Kicks along the ground and in the air, and punts using mature

	<p>patterns. (S1.E21.4)</p> <p>Volleys underhand using a mature pattern, in a dynamic environment (e.g., two square, four square, handball). (S1.E22.4)</p> <p>Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating <u>4 of the 5</u> critical elements of a mature pattern. S1.E23.4</p> <p>Strikes an object with a short-handled implement while demonstrating a mature pattern. (S1.E24.4a)</p> <p>Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. (S1.E24.4b)</p>
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	Stony Brook School Motor Skills Assessment. Teacher checklist that addresses technique and performance outcome for manipulative skills such as catching and throwing.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Manipulative Skills Golf Course (students perform manipulative skills while attempting to strike stationary targets on our Golf Course) Each students self evaluates on their own scorecard
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Peer Target Assessment (Students are paired up and evaluated by a classmate) The student performs the skill 10 times and each time the Peer evaluator uses a checklist to provide feedback regarding technique
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Target Challenge (students attempt to knock down a target from predetermined distances. Each successful throw/kick enables the student to increase their distance to the next level. Final level at the end of ten throws is their score.)
RESOURCES	
Core instructional materials: Children Moving, A Reflective Approach to Teaching Physical Education, George Graham	
Supplemental materials:	

SHAPE AMERICA SPARK
Modifications for Learners
See appendix

Topic/Unit 4 Title	Rhythmic Movement	Approximate Pacing	8
STANDARDS			
NJSLS PE			
<p>2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p>2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</p> <p>2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p> <p>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.</p> <p>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</p> <p>2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords and melodic and harmonic progressions and different basic structures. (Ex. Students identify, follow and move to different rhythms based on timing).</p>		<p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. (Ex: Students will be performing a routine with a class member. Each member will obtain certain roles and responsibilities similar to work-related activities in the community)</p>	
Technology Standards:		Career Ready Practices:	
<p>8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data. (Ex: Students will use a video recording tool to watch their routine and determining any adjustments they would like to make)</p>		<p>CRP6-Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas</p>	

	and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. (Ex: Students will be contributing ideas and manage the organizational responsibilities to produce a sequential movement performance)
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UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

How can you move to a tempo?
 What are some physical & social benefits that result from physical activity?
 How do rules impact the safety of an activity?
 How do I put together a movement sequence?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know: The physical, social, emotional, and intellectual benefits of regular physical activity Moving to tempos Connecting movement sequences Choreographing a routine Jump rope sizing Individual Jump Rope skills Partner Jump Rope skills</p>	<p>Students will be able to: Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space. Identify the physical & social benefits that result from physical activity Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles Perform individual jump rope skills Choreograph a partner jump rope routine Demonstrate a partner jump rope routine</p>

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Students will perform a partner jump rope routine. Teacher will utilize a rubric that assesses the groups skill performance and ability to work together.
Formative Assessments (Ongoing assessments during	Students earn points on their jump rope rubric at the end of each class based on their ability to work cohesively.

the learning period to inform instruction)	
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Students have a checklist with all the skills they have been taught in class. Students check off the skills they are able to perform and can add them to the partner routine.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	At the end of each class during the jump rope unit, students are expected to have a certain amount of their routine complete (Ex:Lesson 1 = a clear introduction and the first 10 seconds of routine complete, Lesson 2 = the first 30 seconds complete)
RESOURCES	
Core instructional materials: Adventures in Creative Movement Activities, Second Edition. Marcia L. Lloyd Children Moving, A Reflective Approach to Teaching Physical Education, George Graham	
Supplemental materials: Jump rope clips from internet (group, partner, & solo routine)	
Modifications for Learners	
See appendix	

Topic/Unit 5 Title	Team Application	Approximate Pacing	10
STANDARDS			
NJSLS PE			
<p>2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p>2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</p> <p>2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p> <p>2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</p> <p>2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p> <p>2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</p> <p>2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).</p> <p>2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</p> <p>2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>Cause and Effect Cause and effect relationships are routinely identified, tested, and used to explain change. (4-ESS2-1) (Ex. Students problem solve using cause and effect when working together as a team to complete an activity).</p>		<p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. (Ex: students will be engaging in a variety of team activities that require them to take a multitude of roles just like in a community or workplace. The success of the community or workplace is often predicated on the ability for people to follow through with their given roles)</p>	
Technology Standards:		Career Ready Practices:	

<p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. (Ex: Teacher will provide video footage of situations and scenarios to help provide a visual for students to learn from)</p>	<p>CRP4 Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. (Ex: students will communicate clearly with classmates when demonstrating skills to maintain a safe environment.)</p>
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UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

What is the role of an offensive player?
 What is the role of a defensive player?
 How do my actions both verbal and non verbal impact my team?
 How does understanding game concepts impact my participation?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i> Purpose of boundaries and rules in team activities Roles of offensive players Roles of defensive players Basic defensive principles Basic offensive principles Creating open space Faking Player positioning The benefits of understanding game concepts Proper conduct in pregame, postgame and during the game</p>	<p><i>Students will be able to:</i> Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space. Engage in small game activities that promote spacing, passing, scoring, and safe movements on the court of the field Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space). Identify the benefits of understanding game concepts and how it will increase the likelihood of participation. Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</p>

	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	Game Play Rubric (Rubric addresses space awareness, defensive principles, understanding of boundaries, offensive concepts)
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Space Maker (The teacher walks around the gym and students must maintain space from the teacher and each other). When the teacher says “time out”, all students must stop where they are and evaluate the space they have created. During this dynamic activity there is constant self-assessing and space awareness due to the ever changing environment.
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Position Play Google Form (students must list two key responsibilities for each position on the field offense/defense/goalie)
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Pass 3 (Pass three is an offensive minded drill that encourages students to make three passes with a teammate and then find another person to work with) This activity is introduced at the beginning of the unit and revisited multiple times.
RESOURCES	
Core instructional materials: Children Moving, A Reflective Approach to Teaching Physical Education, George Graham	
Supplemental materials: OPEN Physical Education Resources (Online Physical Education Network)	
Modifications for Learners	
See appendix	