

Somers Point School District



Curriculum

Physical Education

Grades 3-4

August 2016

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Somers Point School District

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum:

Administrator: Mrs. Kim Tucker, Supervisor of Curriculum

Secretarial Staff: Suzanne Klotz

Somers Point Schools

This document reflects the collaboration of teachers, staff, students, parents, and the Board of Education to define our mission, vision and beliefs to guide our work.

Our Mission

Empower each student to make responsible choices, meet challenges, achieve personal success, and contribute to a global society as they apply the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate problem solvers across all disciplines. This is accomplished through:

- *Offering diverse, challenging, effective and progressive programs in a safe, nurturing environment*
- *Providing optimal facilities and resources*
- *Mastering the skills and tools needed for success*
- *Facilitating an educational partnership with home, school and community*

Our Beliefs

Beliefs: We believe that our empowered learners:

- Participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations
- Are aware of community issues and take part in activities to better their community
- Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively
- Develop intellectual curiosity and the ability to access information as needed
- Become reflective learners who have an understanding of their own strengths and weaknesses
- Develop the aptitudes and skills to adjust to a changing world and an unpredictable future
- Are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects of life
- Value the integrity of all individuals and recognize their own ability to progress academically, socially, and emotionally

Our Vision

The students of the Somers Point School District will demonstrate personal growth over time in relation to individualized goals aligned to the New Jersey Core Content Curriculum Standards. Achievement is evident when students:

- Take academic risks
- Transfer or extend content area knowledge
- Are intrinsically motivated life-long learners
- Are global learners who collaborate beyond the confines of the classroom or school
- Demonstrate social growth
- Are meta-cognitive thinkers
- Solve real-world problems

To foster student achievement Somers Point Educators:

- Promote student-centered learning
- Explicitly communicate the purpose of the lesson and how it fits into students' broader learning
- Provide hands-on learning activities
- Encourage collaboration
- Cultivate a safe environment and a strong classroom community
- Differentiate instruction
- Know the content area, curriculum, and their students
- Integrate technology
- Uncover and capitalize on student interests
- Use assessment data to make instructional decisions
- Commit to life-long learning to improve their practice

PROGRAM PHILOSOPHY, GOALS, AND BELIEFS

Philosophy

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

- A quality Physical Education program should employ an interdisciplinary approach to teaching the content of Physical Education. Therefore the program should integrate the contents of the field with the content that students learn in their other classes.
- A quality Physical Education program should provide cognitive content and learning experiences that support a variety of physical activity areas including basic movement skills; team, dual, and individual sports; rhythm and dance; and lifetime recreational activities. Areas should be linked to health concepts and health skills.
- A quality Physical Education program should integrate the use of technology. Therefore students should be encouraged to research and use valid and reliable sources for health information.
- A quality Physical Education program should be non-excluding. Therefore students should be actively engaged in the learning experience
- A quality Physical Education program will teach children to become excited about physical fitness and encourage them to gain a level of fitness that they will strive for well into the future.

New Jersey State Department of Education

Core Curriculum Content Standards

Comprehensive Health and Physical Education in the 21st Century

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

The mission and vision for comprehensive health and physical education reflects this perspective:

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

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

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

Standards, Strands and Cumulative Progress Indicators

The PDF version includes the entire published Core Curriculum Content Standards while the HTML version contains links to Standards' descriptive statements and lists of Strands and CPIs with linked resources.

PDF Version

[New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education](#)

In addition, the **New Jersey Standards Clarification Project** provides materials that convey an understanding of the priorities in the NJ CCCS for math and how to capture those priorities in designing local curriculum and assessments, as well as in managing local instruction across content areas.

To access the NJ Standards Clarification Project:

<http://www.state.nj.us/education/aps/njscp/>

**PE Year Long Plan
Grade: 3-4
(32 Weeks)**

<u>Unit 1</u> Weeks: 5 (5-10 Days) Title: Movement Education	<u>Unit 2</u> Weeks: 8 (8-16 Days) Title: Fitness/Wellness	<u>Unit 3</u> Weeks: 11 (11-22 Days) Title: Manipulative Skills Team Sports	<u>Unit 4</u> Weeks: 6 (6-12 Days) Title: Life/Cooperative Activities	<u>Unit 5</u> Weeks: 2 (2-4 Days) Title: Rhythm/Dance
2.5.4.A.2* 2.5.4.A.3 2.5.4.A.4* 2.5.4.C.2	2.5.4.C.1 2.6.4.A.1 2.6.4.A.2* 2.6.4.A.3* 2.6.4.A.4	2.5.4.A.1* 2.5.4.B.1* 2.5.4.B.2*	2.5.4.C.1* 2.5.4.C.2* 2.5.4.B.2	2.5.4.A.3*
<u>Supporting</u> 2.6.4.A.2	<u>Supporting</u> 2.5.4.A.1 2.5.4.A.2 2.5.4.A.4	<u>Supporting</u> 2.5.4.A.2 2.5.4.A.4 2.5.4.C.1 2.5.4.C.2 2.6.4.A.2	<u>Supporting</u> 2.5.4.A.1 2.5.4.A.2 2.5.4.A.4 2.5.4.B.1 2.6.4.A.2	<u>Supporting</u> 2.5.4.B.2 2.5.4.C.1 2.5.4.C.2 2.6.4.A.2

*Note: * means CPI appears in more than one unit and will be assessed in unit with *.*

Physical Education Curriculum

Unit Plan # 1

Title: Movement Education

Grade Level Cluster: 3-4

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

Unit Summary: Movement education will incorporate essential elements of movement while performing locomotor and non locomotor skills. Movement sequences will be explored in relationship to Rhythm, tempo, and musical styles.

Learning Targets

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

Strand: A. Movement Skills and Concepts

CPI# (s):	CPI(s):	Content Statement:
2.5.4.A.2*	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.	
2.5.4.A.4*	Correct movement errors in response to feedback and explain how the change improves performance.	

Strand: C. Sportsmanship, Rules, and Safety

CPI# (s):	CPI(s):	Content Statement:
2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

SUPPORTING

Standard: 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Strand: C. Sportsmanship, Rules, and Safety

CPI# (s):	CPI(s):	Content Statement:
2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.	Each component of fitness contributes to personal health as well as motor skill performance.

Unit Essential Questions:	Unit Enduring Understandings:
<ul style="list-style-type: none">• What is the minimum amount of exercise I can do to stay physically fit?	<ul style="list-style-type: none">• Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.• Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with the least amount of effort.

Unit Objectives (unpacking CPIs where needed):
<ul style="list-style-type: none">• <i>Perform essential elements of movement in a rhythmic activity.</i>• <i>Demonstrate appropriate control when engaging in game, activity, or dance in various applied settings.</i>• <i>Explain how executing essential elements of movement may affect one's personal health and fitness.</i>• <i>Combine accurate rhythm, coordination, and movement patterns while participating in games, activities and dance.</i>• <i>Demonstrate essential movements in locomotor and nonlocomotor.</i>

Evidence of Learning

Formative Assessments:
Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.

Summative Assessments:

- Common Assessment #1 2.5.4.A.2 (body control)
- Common Assessment #2 2.5.4.A.4 (correct movement)

Lesson Plans

Lessons	Timeframe
Lesson #1 Rules, Boundaries, and Safety	1-2 days
Lesson #2 Spatial Awareness	1-2 days
Lesson #3 Locomotor Movement	2-3 days
Curriculum Development Resources <i>(Click the links below to access additional resources used to design this unit):</i> <ul style="list-style-type: none"><li data-bbox="109 506 126 522">•	

Physical Education Curriculum

Unit Plan # 2

Title: Fitness/Wellness

Grade Level Cluster: 3-4

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

Unit Summary: Fitness and wellness unit will concentrate on the health and skill related fitness concepts to promote and maintain a healthy, active lifestyle.

Learning Targets

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

Strand: C. Sportsmanship, Rules, and Safety

CPI# (s):	CPI(s):	Content Statement:
2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

Standard: 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Strand: A. Fitness & Physical Activity

CPI# (s):	CPI(s):	Content Statement:
2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.	Each component of fitness contributes to personal health as well as motor skill performance.
2.6.4.A.2*	Participate in moderate to vigorous age-appropriate activities that address each	

	component of health-related and skill-related fitness.	
2.6.4.A.3*	Develop a health-related fitness goal and track progress using health/fitness indicators.	
2.6.4.A.4	Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.	
SUPPORTING		
Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		
Strand: A. Movement Skills and Concepts		
CPI# (s):	CPI(s):	Content Statement:
2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.	
2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.	Ongoing feedback impacts improvement and effectiveness of movement actions.
Unit Essential Questions:		Unit Enduring Understandings:
<ul style="list-style-type: none"> How does effective and appropriate movement affect wellness? 		<ul style="list-style-type: none"> Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.

<ul style="list-style-type: none"> To what extent does strategy influence performance in competitive games and activities? 	<ul style="list-style-type: none"> Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful.
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Unit Objectives (unpacking CPIs where needed):

- Students will identify each health-related and skill-related fitness component of fitness.*
- Students will Describe specific strategies that will maintain or improve each health-related and skill-related fitness component.*
- Students will Explain and demonstrate specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components.*
- Students will develop health-related fitness goals based on the assessment of one's personal fitness-level and track progress using health/fitness indicators.*

Evidence of Learning

Formative Assessments:
 Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.

Summative Assessments:

- Common Assessment #1: 2.6.4.A.1
- Common Assessment #2: 2.6.4.A.2 (health/skill related fitness)
- Common Assessment #3: 2.6.4.A.3 (track goals and progress)

Lesson Plans

Lessons	Timeframe
Lesson #1 Set Your Goals	1-2 days
Lesson #2 Record Your Progress	2-3 days
Lesson #3 Lets Get Moving	5-11 days

Curriculum Development Resources *(Click the links below to access additional resources used to design this unit):*

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Physical Education Curriculum

Unit Plan # 3

Title: Manipulative Skills Team Sports

Grade Level Cluster: 3-4

Length of Time: 11 weeks (11-22 days)

Unit Summary: This unit will concentrate on developing skills related to sport specific movements while introducing offensive and defensive strategies.

Learning Targets

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

Strand: A. Movement and Concepts

CPI# (s):	CPI(s):	Content Statement:
2.5.4.A.1*	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games sports, dance, and recreational activities	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities

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

Strand: B. Strategy

CPI# (s):	CPI(s):	Content Statement:
2.5.4.B.1*	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space	Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations
2.5.4.B.2*	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.	

SUPPORTING

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

Strand: A. Movement and Concepts		
CPI# (s):	CPI(s):	Content Statement:
2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities
2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.	
Strand: C Sportsmanship Rules and Safety		
CPI# (s):	CPI(s):	Content Statement:
2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event
2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.	
Standard: 2.6 All Students will apply health related and skill related fitness concepts to develop and maintain a healthy active lifestyle.		
Strand: A Fitness and Physical Activity		
CPI# (s):	CPI(s):	Content Statement:
2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.	
Unit Essential Questions:		Unit Enduring Understandings:

<ul style="list-style-type: none"> • How does effective and appropriate movement affect wellness? • To what extent does strategy influence performance in competitive games and activities? • Why do I have to show good sportsmanship and follow the rules? 	<ul style="list-style-type: none"> • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. • Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations. • In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.
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Unit Objectives (unpacking CPIs where needed):

- *Students will perform essential movements during a game situation.*
- *Students will practice sport specific movements in isolation.*
- *Students will explain basic offensive and defensive movements.*
- *Students will apply different strategies during recreation and sport games.*

Evidence of Learning

Formative Assessments:
 Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.

Summative Assessments:

- Common Assessment #1 2.5.4.A.1
- Common Assessment #2 2.5.4.B.1
- Common Assessment #3 2.5.4.B.2

Lesson Plans

Lessons	Timeframe
Lesson #1 Football	2-4 days
Lesson #2 Soccer	2-4 days
Lesson #3 basketball	2-4 days
Lesson #4 Floor Hockey/Pillow Polo	1-2 days

Lesson #5 Volleyball/Newcomb	2-4 days
Lesson #6 Tennis	1-2 days
Lesson #7 Baseball	1-2 days
Curriculum Development Resources <i>(Click the links below to access additional resources used to design this unit):</i>	
<ul style="list-style-type: none">•	

Physical Education Curriculum

Unit Plan # 4

Title: Life/ Cooperative Activities

Grade Level Cluster: 3-4

Length of Time: 6 Weeks (6-12 days)

Unit Summary: Students will work together in activities that promote good sportsmanship. Students will acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

Learning Targets

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

Strand: C. Sportsmanship Rules and Safety

CPI# (s):	CPI(s):	Content Statement:
2.5.4.C.1*	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event
2.5.4.C.2*	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.	

Strand: B. Strategy

CPI# (s):	CPI(s):	Content Statement:
2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments	Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.

SUPPORTING

Standard: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy active lifestyle.		
Strand: A. Movement Skills and Concepts		
CPI# (s):	CPI(s):	Content Statement:
2.5.4.A.1	Explain and perform <u>essential elements of movement skills</u> in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.	
2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.	Ongoing feedback impacts improvement and effectiveness of movement actions.
Strand: B. Strategy		
CPI# (s):	CPI(s):	Content Statement:
2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).	Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations
Standard: 2.6 Fitness: All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy active lifestyle.		
Strand A. Fitness and Physical Activity		
CPI# (s):	CPI(s):	Content Statement:
2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each	Each component of fitness contributes to personal health as well as motor skill performance.

	component of health-related and skill-related fitness .	
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • Why do I have to understand concepts of movement when I can already perform the movement? • To what extent does strategy influence performance in competitive games and activities? • How does effective and appropriate movement affect wellness? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. • Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. • Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations. 	
<p>Unit Objectives (unpacking CPIs where needed):</p> <ul style="list-style-type: none"> • <i>Students will identify the characteristics of good sportsmanship that are displayed by both players and observers.</i> • <i>Students will demonstrate appropriate sportsmanship behaviors and apply specific rules during competitive games, sports, and other cooperative activities.</i> • <i>Demonstrate effective team building skills in a variety of cooperative physical challenges and activities.</i> • <i>Describe how team members may motivate each other for success during cooperative games and activities.</i> 		
Evidence of Learning		
<p>Formative Assessments:</p> <p>Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.</p>		
<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Common Assessment #1 2.5.4.C.1 (sportsmanship) • Common Assessment#2 2.5.4.C.2 (rules and procedures) 		
Lessons	Timeframe	
Lesson #1 Title: Cooperative group games	2-4 days	
Lesson #2 Title: Rock Wall/Cooperative group stations	2-4days	

Lesson #3 Title: Recreational games	2-4 days
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Curriculum Development Resources (*Click the links below to access additional resources used to design this unit:*)

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Physical Education Curriculum

Unit Plan # 5

Title: Rhythm/Dance

Grade Level Cluster: 3-4

Length of Time: 2 Weeks (2-4 days)

Unit Summary: Students will learn, create, and demonstrate movement sequences to various tempos, rhythms, and music styles.

Learning Targets

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

Strand: A. Movement Skills and Concepts

CPI# (s):

CPI(s):

Content Statement:

2.5.4.A.3*

Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

SUPPORTING

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

Strand: B. Strategy

CPI# (s):

CPI(s):

Content Statement:

2.5.4.B.2

Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.

Strand: C. Sportsmanship, Rules, and Safety

CPI# (s):

CPI(s):

Content Statement:

2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.	
Standard: 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.		
Strand: A. Fitness and Physical Activity		
2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness .	Each component of fitness contributes to personal health as well as motor skill performance.
Unit Essential Questions: <ul style="list-style-type: none"> • How does effective and appropriate movement affect wellness? 		Unit Enduring Understandings: <ul style="list-style-type: none"> • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
Unit Objectives (unpacking CPIs where needed): <ul style="list-style-type: none"> • <i>Students will perform essential elements of movement in a rhythmic activity.</i> • <i>Students will demonstrate a synchronized group rhythmic activity that engages students in moderate to vigorous physical activity.</i> • <i>Students will demonstrate movement sequences in response to various tempo, rhythm, and musical style.</i> • <i>Students will create and demonstrate a rhythmic routine/dance of smooth flowing sequential movement patterns.</i> 		
Evidence of Learning		
Formative Assessments: Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.		

Summative Assessment:

Common Assessment #1 2.4.5.4.A.3 (sequence, tempo, rhythm)

Lesson Plans

Lessons	Timeframe
Lesson #1 Title: Move to the beat	1 day
Lesson #2 Title: Lets Dance	1-2 days
Lesson #3 Title: Creative Dance	1 day

Curriculum Development Resources *(Click the links below to access additional resources used to design this unit):*

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COURSE BENCHMARKS

The student will be able to

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