

Somers Point School District



Curriculum

Physical Education

Grades 5-6

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:

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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

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

**PE Year Long Plan
Grades: 5 & 6
(32 Weeks)**

<u>Unit 1</u> Weeks: 9 (9-18 days)	<u>Unit 2</u> Weeks 12-18 (4-6 days per lesson)	<u>Unit 3</u> Weeks: 3-4 (3-8 days)	<u>Unit 4</u> Weeks: 3-4 (3-8 days)
Title: Fitness Fall Pre-Testing Spring Post-Testing Fitness Stations Zumba or Fitness Dance	Title: Team Sports (4-6 sports per year) Soccer, field hockey, flag football, speedball, volleyball, basketball, softball, ultimate- frisbee, lacrosse, track/field	Title: Cooperative Games & Activities Adventure Education/cooperative games, parachute games	Title: Individual, Dual & Recreational Activities (2-3 sports per year) Badminton, pickle-ball, bowling, table tennis, juggling/balancing, cup stacking, etc...
2.5.6.C.1(Sportsmanship, Rules, & Safety) 2.5.6.B.2 2.6.6.A.1 2.6.6.A.2 2.6.6.A.3*(Spring) 2.6.6.A.4 2.6.6.A.6*	2.5.6.A.1 (Movement skills /concepts) 2.5.6.A.2 2.5.6.A.4 * 2.5.6.B.1 (Strategy) 2.5.6.B.2 2.5.6.C.2 * (partial) 2.5.6.C.3* (partial)	2.6.6.A.1 2.5.6.B.2 *	2.5.6.A.4 2.5.6.B.1* 2.5.6.B.2 2.5.6.C.1* 2.5.6.C.2* (partial) 2.5.6.C.3* (partial)
	<u>Supporting Standards:</u> 2.5.6.C.1(Sportsmanship, Rules, & Safety) 2.6.6.A.1 2.6.6.A.2 2.6.6.A.3 2.6.6.A.4 2.6.6.A.6	<u>Supporting Standards:</u> 2.5.6.B.1 (Strategy) 2.5.6.C.1(Sportsmanship, Rules, & Safety) 2.5.6.C.2 2.5.6.C.3 2.6.6.A.2 2.6.6.A.3 2.6.6.A.4 2.6.6.A.6	<u>Supporting Standards</u> 2.5.6.A.1 (Movement skills /concepts) 2.5.6.A.2 2.6.6.A.1 2.6.6.A.2 2.6.6.A.3 2.6.6.A.4 2.6.6.A.6

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

Physical Education Curriculum

Unit Plan # 1

Title: Fitness

Grade Level Cluster: 5-6

Length of Time: 9 weeks (9-18) days

Unit Summary: This unit is designed to promote lifelong fitness strategies and goals that will enhance the individual's quality of life. Students will participate in a variety of fitness related activities and programs which promote muscular and cardiovascular endurance. Students will utilize assessment data to create individual fitness portfolios.

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: B Strategy

CPI# (s):	CPI(s):	Content Statement:
2.5.6.B.2	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.

Strand: C. Sportsmanship, Rules and Safety

2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
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Standard: 2.6 Fitness

Strand A. Fitness and Physical Activity

2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.
2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness .	

2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.	
2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.	
2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.	
Unit Essential Questions: <ul style="list-style-type: none"> • How can understanding movement concepts improve my performance? • How can I make movement more interesting, fun, and enjoyable? • How does my use of movement influence that of others? • What is the minimum amount of exercise I can do to stay physically fit? • How do I develop an appropriate personal fitness program and find the motivation to commit to it? 		Unit Enduring Understandings: <ul style="list-style-type: none"> • Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. • Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness. • Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.

Unit Objectives (unpacking CPIs where needed):

- The students will understand the lifetime benefits of fitness.
- The students will understand the difference between aerobic and anaerobic exercise
- Explain and demonstrate specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components
- Develop a personal fitness plan based on the assessment of one's personal fitness levels and goals.
- Identify and monitor health/fitness indicators through the development and implementation of a personal fitness plan.
- Use knowledge of the health factors to explain how decision making affects physical activity, and nutrition in relation to attaining personal health and fitness goals.
- Using an assessment of one's personal fitness level develop a personal physical activity program.
- Describe and apply the FITT (Frequency, Intensity, Time, Type) principle to improve personal fitness.
- Define the differences between skill and health related fitness and explain how the respective components can be enhanced through practice / training.

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 2.6.6.A.3 (Development an individual fitness plan)
- Common Assessment #2 2.6.6.A.6 (Training principles)
- Common Assessment #3 2.6.6.A.2
- Common Assessment #4 2.6.6.A.4

Lesson Plans (9 Lesson plans per year)

Lessons	Timeframe
Lesson #1 Fall Fitness Testing	3-6 days
Lesson #2 Spring Post Testing	3-6 days
Lesson #3 Fitness: Lifelong Approach to Fitness	3-6 days

Zumba, Xfit, Yoga, Individual Fitness Planning	
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Curriculum Development Resources *(Click the links below to access additional resources used to design this unit):*

- President's Challenge
- Fitness gram

Physical Education Curriculum

Unit Plan # 2

Title: Team Sports

Grade Level Cluster: 5-6

Length of Time: 12-18 weeks (24-36 days)

Unit Summary: This unit is designed for students to engage in various team sports and activities that enhance the total development and well-being of the individual by providing students the opportunity to participate in a variety of sports and sport related activities for fun, fitness, and leisure.

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:
2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.	Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.

Strand: B. Strategy

2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.
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2.5.6.B.2	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.	
Strand: C. Sportsmanship, Rules, and Safety		
2.5.6.C.3	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
Supporting		
Standard: 2.5 Motor Skill Development		
Strand: C. Sportsmanship, Rules, and Safety		
CPI# (s):	CPI(s):	Content Statement:
2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.	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 and Physical Activity		
CPI# (s):	CPI(s):	Content Statement:
2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.
2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related	

	fitness.	
2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.	
2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.	
2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.	

Unit Essential Questions:

- How can understanding movement concepts improve my performance?
- How can I make movement more interesting, fun, and enjoyable?
- How does effective and appropriate movement affect wellness?
- 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?

Unit Enduring Understandings:

- 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.

Evidence of Learning

Unit Objectives (unpacking CPIs where needed):

- Explain and demonstrate how to maintain team possession in competitive, partner and small group games, sports and activities.
- Compare and contrast the roles of players and observers in regards to proper sportsmanship and recommend strategies to improve these behaviors.
- Demonstrate knowledge of rules, procedures and safety concepts and apply effectively as an observer and participant in games, sports and activities.
- Create and demonstrate offensive and defensive strategies and plays in a variety of game settings (i.e. different defenses etc.).
- Compare and contrast strategies that are used to improve individual effectiveness during team games and activities.
- Demonstrate rules and procedures that promote sportsman like behaviors during team activities and games that promote participation and safety.
- Identify the historical origins of games, rules, and safety and compare them to the rules and safety of current team activities and sports.
- Explain and demonstrate how to maintain team possession in competitive, partner and small group games, sports and activities.

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: 2.5.6.A.4 (Self evaluate movement performance)
- Common Assessment #2: 2.5.6.C.2 (Skill related fitness vs. health related fitness)
- Common Assessment #3: 2.5.6.C.3 (Origin and rules of various sports)
- Common Assessment #4: 2.5.6.A.1 (Self evaluate movement performance)
- Common Assessment #5: 2.5.6.A.2 (Self evaluate movement performance)

Lesson Plans (4-6 lessons per year)

Lessons	Timeframe
Lesson #1 Title: Soccer	2-6 days
Lesson #2 Title: Field Hockey	2-6 days
Lesson #3 Title: Flag Football	2-6 days
Lesson #4 Title: Volleyball	2-6 days

Lesson #5 Title: Omniken	2-6 days
Lesson #6 Title: Basketball*	2-6 days
Lesson #7 Title: Floor Hockey*	2-6 days
Lesson #8 Title: Softball*	2-6 days
*Replacement Options: Track/Field, Ultimate Frisbee, Lacrosse, Speedball, Cricket, etc...	2-6 days each
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 # 3

Title Cooperative Games and Activities

Grade Level Cluster: 5-6

Length of Time: 3-4 Weeks (3-9 days)

Unit Summary: This unit is designed to promote and emphasize group participation and team work, while providing physical challenges that increase fitness levels through cooperative games. These cooperative games are designed to increase the children's' self-esteem, feelings of acceptance by the group, and sense of trust while encouraging team-work, creative thinking, leadership, and problem solving.

Learning Targets

Standard: 2.5 Motor Skills Development

Strand: B Strategy

CPI# (s):	CPI(s):	Content Statement:
2.5.6.B.2	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.

Standard: 2.6 Fitness

Strand: A Fitness and Physical Activity

CPI# (s):	CPI(s):	Content Statement:
2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.

SUPPORTING

Standard: 2.5 Motor Skills Development

Strand: B. Strategy

CPI# (s):	CPI(s):	Content Statement:
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2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.
Strand: C Sportsmanship, Rules, and Safety		
CPI# (s):	CPI(s):	Content Statement:
2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.	
2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.	There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.
Standard: 2.6 Fitness		
Strand: A Fitness and Physical Activity		
CPI# (s):	CPI(s):	Content Statement:
2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness .	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status
2.6.6.A.4	Predict how factors such as health	Knowing and applying a variety of effective fitness principles over time enhances

	status, interests, environmental conditions, and available time may impact personal fitness.	personal fitness level, performance, and health status.
2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.	

<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How can understanding movement concepts improve my performance? • Why do I have to show good sportsmanship and follow the rules when others do not? • How does my use of movement influence that of others? 	<ul style="list-style-type: none"> • Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. • Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments. • 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. • Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.
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Unit Objectives (unpacking CPIs where needed):

- *Students will be able to cooperate with others in order to accomplish group tasks.*
- *Students will increase fitness levels through participation in a variety of cooperative 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 2.5.6.B.2 (Compare and contrast strategies)
- Common Assessment #2 2.6.6.A.1 (Compare and contrast strategies)

Lesson Plans (1-3 Lesson plans per year)

Lessons	Timeframe
Lesson #1 Cooperative Education Games	1-3 days
Lesson #2 Project Adventure Activities	1-3 days
Lesson #3 Title: Team Challenges	1-3 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 # 4

Title Individual, Dual and Recreation

Grade Level Cluster: 5-6

Length of Time: 3-4 weeks (3-8 days)

Unit Summary: This unit is designed to promote cooperative strategies and goals that will enhance the individual's skills and communication Students will participate in a variety of individual and partner related activities and skills for recreational activities.

Learning Targets

SUPPORTING

Standard: 2.5 Motor Skills 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:
2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.	Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.

Strand: B. Strategy

2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.
2.5.6.B.2	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.	

Strand: C. Sportsmanship, Rules, and Safety

CPI# (s):	CPI(s):	Content Statement:
2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.	
2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.	There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.

Supporting

Standard: 2.5 Motor Skills 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:
2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
2.5.6.A.2	Explain concepts of force and	

	<p>motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</p>	
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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: Fitness and Physical Activity

2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.	
2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness .	
2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program	
2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness	
2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.	

Unit Essential Questions:	Unit Enduring Understandings:
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<ul style="list-style-type: none"> • How does effective and appropriate movement affect wellness? • How can I make movement more interesting, fun, and enjoyable? • How does my use of movement influence that of others? • What is the minimum amount of exercise I can do to stay physically fit? 	<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.
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Unit Objectives (unpacking CPIs where needed)

- Explain and demonstrate how to maintain team possession in competitive, partner and small group games, sports and activities.
- Compare and contrast the roles of players and observers in regards to proper sportsmanship and recommend strategies to improve these behaviors.
- Demonstrate knowledge of rules, procedures and safety concepts and apply effectively as an observer and participant in games, sports and activities. Identify individual tactical strategies that will impact the quality of performance in individual and dual activities. Identify and demonstrate the use of various shots / skills used during practice / game play.
- Demonstrate and fairly enforce various rules during game play exhibiting appropriate sportsmanship.
- Demonstrate the ability to perform both offensive and defensive strategies in applied settings (games, sports and other activities).
- Identify how certain individual or dual activities may contribute to achieving a healthy lifestyle. (healthy eating, body composition, physical activity)
- Identify individual tactical strategies that will impact the quality of performance in individual and dual activities.
- Demonstrate and fairly enforce various rules during game play exhibiting appropriate sportsmanship.
- Identify how certain individual or dual activities may contribute to achieving a healthy lifestyle. (healthy eating, body composition, physical activity)

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 2.5.6.B.1 (Demonstrate various strategies for individual, dual, and team activities)
- Common Assessment #2 2.5.6.C.1 (Compare the responsibilities of sportsmanship-like behavior)

- Common Assessment #3 2.5.6.C.2 (Applying rules and procedures necessary to enhance participation and safety)
- Common Assessment #4 2.5.6.C.3 (Relationship of origin and rules to various cultures)

Lesson Plans (3-8 Lesson plans per year)

Lessons	Timeframe
Lesson #1 Title: Individual/Dual	2-4 days
Lesson #2 Title: Recreational	2-4 days

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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