

Somers Point School District



Curriculum

Physical Education

Grades K-2

August 2016

Table of Contents

Somers Point Schools Administration and Board of Education Members	Page 3
Acknowledgments	Page 4
District Mission Statement and Goals	Page 5-6
Philosophy/Educational Goals & Beliefs	Pages 7
National and State Standards	Page 8
Scope and Sequence	Page 9
Goals/Essential Questions/Objectives/Instructional Tools/Activities	Pages 10-24
Benchmarks	Page 25

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: K-2
(32 Weeks)

Unit 1 Weeks: 7 (7-14 Days)	Unit 2 Weeks: 8 (7-14 Days)	Unit 3 Weeks: 7 (7-14 Days)	Unit 4 Weeks: 6 (6-12 Days)	Unit 5 Weeks: 4 (4-8 Days)
Title: Movement Education	Title: Fitness/Wellness	Title: Manipulative Skills	Title: Life/Cooperative Activities	Title: Rhythm/Dance
2.5.2.A.1* (partial) 2.5.2.A.2* 2.5.2.A.4 2.5.2.C.2* 2.6.2.A.1 2.6.2.A.2	2.5.2.B.3* 2.5.2.A.4 2.6.2.A.1* 2.6.2.A.2* 2.6.2.A.3*	2.5.2.A.1* (partial) 2.5.2.A.4*	2.5.2.B.1* 2.5.2.B.2* 2.5.2.B.4* 2.5.2.C.1*	2.5.2.A.2 2.5.2.A.3* 2.5.2.A.4
		Supporting 2.5.2.A.2 2.5.2.C.2	Supporting 2.5.2.C.2	Supporting 2.5.2.A.1 2.5.2.C.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: K-2

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

Unit Summary: This unit is intended to introduce students on the mechanics of movement in a safe manner as it relates to health and sport.

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:
2.5.2.A.1 * <i>This CPI will also be assessed in Unit 3.</i>	Explain and perform movement skills with developmentally appropriate control 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.
2.5.2.A.2*	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.	
2.5.2.A.4	Correct movement errors in response to feedback.	

Strand:C. Sportsmanship, Rules, and Safety

CPI# (s):	CPI(s):	Content Statement:
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2.5.2.C.2*	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.	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:
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.	Appropriate types and amounts of physical activity enhance personal health.
2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.	
Unit Essential Questions: <ul style="list-style-type: none"> • How does effective and appropriate movement affect wellness? • Why do I have to show good sportsmanship and follow the rules when others do not? • 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? • How do you realize age-appropriate fitness? 		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. • 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. • 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 least amount of effort. • Achieving and maintaining fitness requires age-appropriate intensity, duration and frequency of exercise. • Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.
Unit Objectives (unpacking CPIs where needed): <ul style="list-style-type: none"> • <i>The student will participate in activities that are designed to increase their movement skills: personal space, direction and level change.</i> • <i>The student will use all safety rules and show good sportsmanship throughout all lessons.</i> 		

- *The student will participate in a physically active activity and describe what it means to be physically fit.*

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 2.5.2.A.1 (movement control)
- Common Assessment #2 2.5.2.C.2 (safe movement)
- Common Assessment #3 2.5.2.A.2 (directional movement)

Lesson Plans

Lessons	Timeframe
Lesson #1 Boundaries', Rules, Safety	3-5 days
Lesson #2 Personal Space and General space	1- 4 days
Lesson #3 Loco-motor Movements	3- 5 days

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

Physical Education Curriculum

Unit Plan # 2

Title: Fitness/Wellness

Grade Level Cluster: K-2

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

Unit Summary: This unit is intended to instruct students in engaging in moderate to vigorous physical activity while learning the six fitness components and their benefits. Strategies to improve each component through setting goals and identifying plans to achieve them will also be taught.

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:

2.5.2.A.4

Correct movement errors in response to feedback.

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

Strand: B. Strategy

CPI# (s):

CPI(s):

Content Statement:

2.5.2.B.3*

Determine how attitude impacts physical performance.

Teamwork consists of effective communication and other interactions between team members.

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:

2.6.2.A.1*

Explain the role of regular physical activity in relation to personal health.

Appropriate types and amounts of physical activity enhance personal health.

2.6.2.A.2*

Explain what it means to be physically fit and engage in moderate to vigorous age-

	appropriate activities that promote fitness.	
2.6.2.A.3*	Develop a fitness goal and monitor progress towards achievement of the goal.	
Unit Essential Questions: <ul style="list-style-type: none"> • How does effective and appropriate movement affect wellness? • What is the minimum amount of exercise I can do to stay physically fit? • How can understanding movement concepts improve my performance? • How do I develop an appropriate personal fitness program and find the motivation to commit to it? • How can I make movement more interesting, fun, and enjoyable? • How does my overall fitness affect my health? • How can I set challenging fitness goals that help me stay committed to wellness? 		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. • Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments. • Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting. • Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. • Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness. • Achieving and maintaining fitness requires age-appropriate intensity, duration and frequency of exercise. • Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.
Unit Objectives (unpacking CPIs where needed): <ul style="list-style-type: none"> • <i>Students will be able to describe what it means to be physically fit and develop a fitness plan for achieving that goal.</i> • <i>Students will show how their attitude can greatly affect their fitness level.</i> • <i>Students will be able to correct their movements based off of teacher feedback.</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: <ul style="list-style-type: none"> • Common Assessment #1 2.5.2.B.3 (attitude and performance) • Common Assessment #2 2.6.2.A.1 (explore physical activity) • Common Assessment #3 2.6.2.A.2 (explain physical fitness) 		

- Common Assessment #4 2.5.2.A.3 (goals, progress, achievement)

Lesson Plans

Lessons	Timeframe
Lesson #1 Set your Goals	1-2 days
Lesson #2 Track 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

Grade Level Cluster: K-2

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

Unit Summary: This unit will have students acquire and achieve skills that are a basis to enhance skill themes that are utilized in future complex sports and activities.

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:
2.5.2.A.1* <i>CPI will also be assessed in Unit 1.</i>	Explain and perform movement skills with developmentally appropriate control 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.
2.5.2.A.4*	Correct movement errors in response to feedback.	

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:
2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

Strand: C. Sportsmanship, Safety, and Rules	
2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	
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? • Why do I have to show good sportsmanship and follow the rules when others do not? 	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. • Skill development involves an understanding of movement concept, the underlying principle of physics, as the means to analyze movement performance and make adjustments. • Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.
Unit Objectives (unpacking CPIs where needed): <ul style="list-style-type: none"> • <i>Students will be able to demonstrate locomotor skills throughout general space such as skip, jump, hop, gallop, leap slide or jog.</i> • <i>Students will be able to, with and without a partner, demonstrate a movement modifier such as wide, high, low or crooked change.</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: <ul style="list-style-type: none"> • Common Assessments # 1 2.5.2.A.1 (movement skills) • Common Assessments # 2 2.5.2.A.4 (correct movements) 	
Lesson Plans	
Lessons	Timeframe
Lesson #1 Small Equipment	1-4 days

Lesson #2 Striking	2-4 days
Lesson #3 Ball Skills	4-6 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">• http://www.pecentral.org/assessment/assessmenttips.html	

Physical Education Curriculum

Unit Plan # 4

Title: Life/Cooperative Activities

Grade Level Cluster:

Length of Time: 6 weeks (6-12 Days)

Unit Summary: This unit will put student's knowledge of movement education into practice by using their movement skills in applied settings (competitive, cooperative, strategy etc.) to achieve various goals.

Learning Targets

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

Strand: A. Movement Skills and Concepts

CPI# (s):	CPI(s):	Content Statement:
2.5.2.B.1*	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.	Teamwork consists of effective communication and other interactions between team members.
2.5.2.B.2*	Explain the difference between offense and defense.	
2.5.2.B.4*	Demonstrate strategies that enable team and group members to achieve goals.	

Strand: C. Sportsmanship, Rules, and Safety

CPI# (s):	CPI(s):	Content Statement:
2.5.2.C.1*	Explain what it means to demonstrate good sportsmanship.	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: All students will utilize safe, efficient, movement to develop and maintain a healthy active lifestyle.

Strand: C. Sportsmanship, Rules, and Safety

CPI# (s):	CPI(s):	Content Statement:
2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

<p>Unit Essential Questions:</p> <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? • 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? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Knowing and understanding concepts of movement will improve performance in a specific a skill and provide the foundation for transfer of skills in a variety of sports and activities. • Implementing effective offensive, defensive and cooperative strategies are necessary for all players to be successful in game situations.
<p>Unit Objectives</p> <ul style="list-style-type: none"> • <i>Students will be able to use offensive and defensive strategies in game situations.</i> • <i>Students will demonstrate proper teamwork and sportsmanship through game play.</i> • <i>Students will apply safety rules during game play.</i> 	
<p>Evidence of Learning</p>	
<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>Common Summative Assessments:</p> <ul style="list-style-type: none"> • Common Assessment #1 2.4.2.B.1 (Game strategies) • Common Assessment #2 2.4.2.B.2 (Offense and Defense) • Common Assessment #3 2.4.2.B.4 (Teamwork) • Common Assessment #4 2.4.2.C.1 (Sportsmanship) 	
<p>Lesson Plans</p>	
<p>Lessons</p>	<p>Timeframe</p>
<p>Lesson #1 Cooperative group games</p>	<p>2-4 days</p>
<p>Lesson #2 Rock Wall/Cooperative stations</p>	<p>2-4 days</p>
<p>Lesson #3 Recreational games</p>	<p>2-4 days</p>
<p>Curriculum Development Resources <i>(Click the links below to access additional resources used to design this unit):</i></p>	

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Physical Education Curriculum

Unit Plan # 5

Title: RYTHYM/DANCE

Grade Level Cluster: K-2

Length of Time: 4 Weeks (4-8 days)

Unit Summary: Dance unit will consist of changing movement in response to changes in music (tempo, beat, rhythm etc.). Correction of errors and responding to teacher’s verbal cues will be addressed. Students will be in different spatial settings and demonstrating appropriate control will be discussed.

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:
2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
2.5.2.A.3*	Respond in movement to changes in tempo, beat, rhythm, or musical style.	
2.5.2.A.4	Correct movement errors in response to feedback.	

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:
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2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control 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
Strand:C. Sportsmanship, Rules, and Safety		
CPI# (s):	CPI(s):	Content Statement:
2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
Unit Essential Questions: <ul style="list-style-type: none"> • How does effective and appropriate movement affect wellness? • Why do I have to understand concepts of movement when I can already perform the movement? 		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. • 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
Unit Objectives (unpacking CPIs where needed): <ul style="list-style-type: none"> • <i>Students will demonstrate proficiency in changing their movements due to different outside indicators.</i> • <i>Students will describe how the safety rules contribute to a safe environment.</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 2.5.2.A.3 (tempo, beat, rhythm)		
Lesson Plans		
Lessons	Timeframe	

Lesson #1 Move to the beat	1-2 days
Lesson #2 Lets Dance	1-2 days
Lesson #3 Creative Dance	2-4 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">•	

COURSE BENCHMARKS

The student will be able to