



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Physical Education

Grades 3 - 4

Prepared by:

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*Approved by the Midland Park Board of Education on
May 3, 2016*

Physical Education 3-4

Course Description:

The 3-4 Physical Education program focuses on skill development. In third and fourth grade students will be able to expand on the skills they learned in second grade, as well as demonstrate proficiency in each skill by performing it in game situations.

Suggested Course Sequence:

- Unit 1: Fitness Testing (3 weeks)
- Unit 2: Group Games (4 weeks)
- Unit 3: Cooperative Activities (3 weeks)
- Unit 4: Soccer (4 weeks)
- Unit 5: Basketball(4 weeks)
- Unit 6: Volleyball (4 weeks)
- Unit 7: Badminton (3 weeks)
- Unit 8: Hockey (4 weeks)
- Unit 9: Softball (4 weeks)

Content Area: Physical Education	
Unit Title: Group Games	
Grade Level: 3rd and 4th Grade	
Unit Summary: The group games unit incorporates activities that require students to work in small and/or large groups. Throughout the unit, different skills are emphasized while still maintaining focus on the better of the group.	
Interdisciplinary Connections: The students will learn to work together with a group, those skills will transfer into their classroom activities.	
21st Century Themes and Skills: CRP 1. Act as a responsible and contributing citizen and employee. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership and effective management. CRP12. Work productively in teams while using cultural global competence.	
Standards (Content and Technology):	
CPI#:	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).
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.
2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
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).
2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
8.2.5.A.4	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.
8.2.5.B.6	Research technologies that have changed due to society's changing needs and wants.
8.2.5.E.1	Identify how computer programming impacts our everyday lives.
Unit Essential Question(s): <ul style="list-style-type: none"> Why is it important to be an effective group member? How do the actions of each group member affect the group as a whole? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> Learning to contribute to a group is an essential life skill that will transfer to all facets of life. Successfully completing a cooperative tasks is only possible when the each group member acts in the best interest of the group as a whole. 	
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Work in groups while practicing a specific skill. 	

- Successfully demonstrate skills while remembering the good of the team.

Formative Assessments: Teacher observation & student feedback.

Summative/Benchmark Assessment(s): Activity that will check for performance indicators.

Resources/Materials (copy hyperlinks for digital resources):

Modifications:

- Special Education Students
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions, and permit drawing, as an explanation
 - Accept participation at any level, even one word
 - Consult with Case Managers and follow IEP accommodations/modifications
- English Language Learners
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions and explanations
 - Allow extended time to answer questions, and allow drawing as an explanation.
 - Accept participation at any level
- At-Risk Students
 - Provide extended time to complete tasks
 - Consult with guidance counselor and follow I&RS action plan.
 - Consult with classroom teacher for specific behavior interventions
 - provide rewards and necessary
- Gifted and Talented Students
 - Provide extension activities

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Throwing and catching	Students will be able to successfully throw and catch objects of different sizes and shapes.	2 classes
Blocking	Students will be able to successfully block targets of various sizes.	2 classes
Target Practice	Students will be able to shoot an object at specific targets of varying sizes.	2 classes
Movement Concepts	Students will be able to practice different locomotor	2 classes

	skills while trying to achieve a goal.	

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Content Area: Physical Education			
Unit Title: Fitness Testing			
Grade Level: 3rd and 4th Grade			
Unit Summary: Fitness testing is an essential part of measuring student progress in Physical Education. This unit encompasses various fitness tests that will be used as a baseline to measure student progress over the course of the year.			
Interdisciplinary Connections: Students will analyze their personal progress using statistics and mathematics.			
21st Century Themes and Skills: 21st century themes: CRP 1. Act as a responsible and contributing citizen and employee. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership and effective management. CRP12. Work productively in teams while using cultural global competence.			
Standards (Content and Technology):			
CPI#:	Statement:		
2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular 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.		
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.		
8.2.5.A.4	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.		
8.2.5.B.6	Research technologies that have changed due to society's changing needs and wants.		
8.2.5.E.1	Identify how computer programming impacts our everyday lives.		
<table border="1"> <tr> <td> Unit Essential Question(s): <ul style="list-style-type: none"> What is the importance of physical fitness? Why do we test students in the beginning and the end of the school year? What are the fitness related components of fitness? </td><td> Unit Enduring Understandings: <ul style="list-style-type: none"> Physical fitness is essential to health and wellness. Age appropriate physical activity will build and maintain physical fitness </td></tr> </table>		Unit Essential Question(s): <ul style="list-style-type: none"> What is the importance of physical fitness? Why do we test students in the beginning and the end of the school year? What are the fitness related components of fitness? 	Unit Enduring Understandings: <ul style="list-style-type: none"> Physical fitness is essential to health and wellness. Age appropriate physical activity will build and maintain physical fitness
Unit Essential Question(s): <ul style="list-style-type: none"> What is the importance of physical fitness? Why do we test students in the beginning and the end of the school year? What are the fitness related components of fitness? 	Unit Enduring Understandings: <ul style="list-style-type: none"> Physical fitness is essential to health and wellness. Age appropriate physical activity will build and maintain physical fitness 		

	<ul style="list-style-type: none"> ● Testing physical fitness is only way to track and monitor progress in the components of physical fitness.
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> ● Participate in a series of fitness tests. 	
Formative Assessments: Teacher observation & student feedback. Summative/Benchmark Assessment(s): Activity that will check for performance indicators. Resources/Materials (copy hyperlinks for digital resources):	
Modifications: <ul style="list-style-type: none"> ● Special Education Students <ul style="list-style-type: none"> - Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word - Consult with Case Managers and follow IEP accommodations/modifications ● English Language Learners <ul style="list-style-type: none"> - Assign a buddy, same language or English speaking - Allow errors in speaking - Rephrase questions, directions and explanations - Allow extended time to answer questions, and allow drawing as an explanation. - Accept participation at any level ● At-Risk Students <ul style="list-style-type: none"> - Provide extended time to complete tasks - Consult with guidance counselor and follow I&RS action plan. - Consult with classroom teacher for specific behavior interventions - provide rewards and necessary ● Gifted and Talented Students <ul style="list-style-type: none"> - Provide extension activities 	

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Cardiovascular Endurance	Students will take part in the Pacer test.	1 class
Flexibility	Students will be tested on their flexibility in a sit and reach test and trunk lift.	2 classes
Muscular Endurance	Students will take part in the push ups test and curl up test.	3 classes

Teacher Notes:

Additional Resources
Click links below to access additional resources used to design this unit:

Content Area: Physical Education
Unit Title: Cooperative Games
Grade Level: 3rd and 4th Grade
Unit Summary:

The cooperative activities unit encompasses activities that encourage team building and sportsmanship. Students are encouraged to work with one another effectively by communicating respectfully and kindly. It will be explained that it is only when people are kind and respectful, does anything successful get accomplished.

Interdisciplinary

Connections: Students will work together with groups to complete given tasks. The skills gained will transfer into other group work that takes place in the classroom.

21st Century
Themes and Skills:

CRP 1. Act as a responsible and contributing citizen and employee.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP9. Model integrity, ethical leadership and effective management.

CRP12. Work productively in teams while using cultural global competence.

Standards (Content and Technology):

CPI#:	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).
2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
8.2.5.A.4	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.
8.2.5.B.6	Research technologies that have changed due to society's changing needs and wants.
8.2.5.E.1	Identify how computer programming impacts our everyday lives.

Unit Essential Question(s):

- What does it mean to cooperate?
- Why does effective communication harbor successful results?

Unit Enduring Understandings:

- Cooperative skills give students the best chance to complete a task as a group.
- Possessing the ability to effectively communicate with classmates will allow groups to work cohesively.

Unit Learning Targets/Objectives:

Students will...

- Effectively communicate with one another.
- Treat each other with respect.
- Accomplish a task as a group.

Formative Assessments: Teacher observation & student feedback.

Summative/Benchmark Assessment(s): Activity that will check for performance indicators.

Resources/Materials (copy hyperlinks for digital resources):

Modifications:

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 - Accept participation at any level
- At-Risk Students
 - Provide extended time to complete tasks
 - Consult with guidance counselor and follow I&RS action plan.
 - Consult with classroom teacher for specific behavior interventions
 - provide rewards and necessary
- Gifted and Talented Students
 - Provide extension activities

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Teacher Notes:		
 Additional Resources Click links below to access additional resources used to design this unit:		

Content Area: Physical Education	
Unit Title: Soccer	
Grade Level: 3rd and 4th Grade	
Unit Summary: The soccer unit encompasses all skills required to successfully participate in a soccer game. These skills include shooting, dribbling, passing, and offensive/defensive skills.	
Interdisciplinary Connections: Students will work together with groups to complete given tasks. The skills gained will transfer into other group work that takes place in the classroom.	
21st Century Themes and Skills: CRP 1. Act as a responsible and contributing citizen and employee. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership and effective management. CRP12. Work productively in teams while using cultural global competence.	
Standards (Content and Technology):	
CPI#:	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).
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.
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).
2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
8.2.5.A.4	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.
8.2.5.B.6	Research technologies that have changed due to society's changing needs and wants.
8.2.5.E.1	Identify how computer programming impacts our everyday lives.
Unit Essential Question(s): <ul style="list-style-type: none"> Why are correct movement patterns important when manipulating a soccer ball? What are the appropriate movement patterns to manipulate a soccer ball? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> Proper body movements with an implement (hockey stick) is required to be successful in a hockey game. Correct passing, shooting, and communication skills are crucial to the success of a hockey team. 	
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Successfully dribble a soccer ball. Successfully pass a soccer ball while stationary and while in motion. 	

- Successfully shoot a soccer ball.
- Successfully demonstrate offensive and defensive soccer skills.

Formative Assessments: Teacher observation & student feedback.

Summative/Benchmark Assessment(s): Activity that will check for performance indicators.

Resources/Materials (copy hyperlinks for digital resources):

Modifications:

- Special Education Students

Allow errors

Rephrase questions, directions, and explanations

Allow extended time to answer questions and permit drawing as an explanation

Accept participation at any level, even one word

Consult with case managers and follow IEP accommodations/modifications

- English Language Learners

Assign a buddy, same language or english speaking

Allow errors in speaking

Rephrase questions, directions and explanations

Allow extended time to answer questions, and allow drawing as an explanation

Accept participation at any level

- At Risk Students

Provide extended time to complete tasks

Consult with guidance counselor and follow I&RS action plan

Consult with classroom teacher for specific behavior interventions

Provide rewards

- Gifted and Talented Students

Provide extension activities

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Dribbling	Students will be able to dribble a soccer ball successfully.	1 class
Passing	Students will be able to pass a soccer ball while stationary and in motion.	2 classes
Shooting	Students will be able to shoot a ball successfully into a goal.	1 class
Offensive/Defensive	Students will be able to effectively demonstrate offensive and defensive strategies in order to increase the chance for success.	1 class
Modified Games	Students will take part in lead up games to get them ready for a standard game of soccer.	1 class
Soccer Games	Students will participate in soccer games.	2 classes

Teacher Notes:

Additional Resources
Click links below to access additional resources used to design this unit:

Content Area: Physical Education	
Unit Title: Basketball	
Grade Level: 3rd and 4th Grade	
Unit Summary: The basketball unit encompasses all skills required in playing a successful game of basketball.	
Interdisciplinary Connections: The students will learn to work together with a team, those skills will transfer into their classroom activities.	
21st Century Themes and Skills: CRP 1. Act as a responsible and contributing citizen and employee. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership and effective management. CRP12. Work productively in teams while using cultural global competence.	
Standards (Content and Technology):	
CPI#:	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.
2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
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).
2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
8.2.5.A.4	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.
8.2.5.B.6	Research technologies that have changed due to society's changing needs and wants.
8.2.5.E.1	Identify how computer programming impacts our everyday lives.
Unit Essential Question(s): <ul style="list-style-type: none"> Why are correct movement patterns important when manipulating a basketball? What are the appropriate movement patterns to manipulate a basketball? 	Unit Enduring Understandings: <ul style="list-style-type: none"> Success in the manipulation of a basketball can only be achieved with correct movement patterns. Control of one's body can be achieved through repetition of correct movement patterns.
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Successfully dribble a basketball. Successfully pass a basketball while stationary and while in motion. Successfully shoot a basketball. Successfully demonstrate offensive and defensive basket skills. 	

Formative Assessments: Teacher observation & student feedback.

Summative/Benchmark Assessment(s): Activity that will check for performance indicators.

Resources/Materials (copy hyperlinks for digital resources):

Modifications:

- Special Education Students
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 - Accept participation at any level
- At-Risk Students
 - Provide extended time to complete tasks
 - Consult with guidance counselor and follow I&RS action plan.
 - Consult with classroom teacher for specific behavior interventions
 - provide rewards and necessary
- Gifted and Talented Students
 - Provide extension activities

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Dribbling	Students will be able to successfully dribble a basketball while stationary and in motion.	1 class
Passing	Students will be able to pass a basketball to a partner whether stationary or in motion.	1 class
Shooting	Students will be able to shoot a basketball successfully	1 class
Offensive/Defensive	Students will be able to practice different	1 class

	locomotor skills while trying to achieve a goal.	
Modified Games	Students will participate in a modified version of basketball as a lead-up game. It will prepare them for a standard game.	2 classes
Games	Students will participate in standard basketball games.	2 classes
Teacher Notes:		
Additional Resources		
Click links below to access additional resources used to design this unit:		

Content Area: Physical Education	
Unit Title: Badminton	
Grade Level: 3rd and 4th Grade	
Unit Summary: The badminton unit encompasses all skills required in playing a successful game of badminton as both a competitive sport and a common backyard game.	
Interdisciplinary Connections: Students will work together with groups to complete given tasks. The skills gained will transfer into other group work that takes place in the classroom.	
21st Century Themes and Skills: CRP 1. Act as a responsible and contributing citizen and employee. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership and effective management. CRP12. Work productively in teams while using cultural global competence.	
Standards (Content and Technology):	
CPI#:	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).
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.
2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.
2.5.6.B.2	Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.
2.5.6.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
2.5.6.C.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
2.5.6.C.3	Analyze the impact of different world cultures on present-day games, sports, and dance.
8.2.5.A.4	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.
8.2.5.B.6	Research technologies that have changed due to society's changing needs and wants.

8.2.5.E.1	Identify how computer programming impacts our everyday lives.	
Unit Essential Question(s): <ul style="list-style-type: none"> • What are the movement patterns required to play a successful game of badminton? • What is the importance of teamwork when playing badminton? 		Unit Enduring Understandings: <ul style="list-style-type: none"> • Repetition of proper hitting will ensure a successful badminton game. • Working together with a team is the only way to achieve individual and team success.
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> • Students will be able to successfully serve a birdie. • Students will be able to successfully hit a birdie overhand. • Students will be able to successfully hit a birdie underhand. • Students will understand badminton concepts to increase the chance for success. 		
Formative Assessments: Teacher observation & student feedback.		
Summative/Benchmark Assessment(s): Activity that will check for performance indicators.		
Resources/Materials (copy hyperlinks for digital resources):		
Modifications:		
<ul style="list-style-type: none"> • Special Education Students <ul style="list-style-type: none"> - Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word - Consult with Case Managers and follow IEP accommodations/modifications • English Language Learners <ul style="list-style-type: none"> - Assign a buddy, same language or English speaking - Allow errors in speaking - Rephrase questions, directions and explanations - Allow extended time to answer questions, and allow drawing as an explanation. 		<ul style="list-style-type: none"> • At-Risk Students <ul style="list-style-type: none"> - Provide extended time to complete tasks - Consult with guidance counselor and follow I&RS action plan. - Consult with classroom teacher for specific behavior interventions - provide rewards and necessary • Gifted and Talented Students <ul style="list-style-type: none"> - Provide extension activities

Content Area: Physical Education	
Unit Title: Volleyball	
Grade Level: 3rd and 4th Grade	
Unit Summary: The basketball unit encompasses all skills required in playing a successful game of basketball.	
Interdisciplinary Connections: The students will learn to work together with a team, those skills will transfer into their classroom activities.	
21st Century Themes and Skills: CRP 1. Act as a responsible and contributing citizen and employee. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership and effective management. CRP12. Work productively in teams while using cultural global competence.	
Standards (Content and Technology):	
CPI#:	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).
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.
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).
2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
2.5.4.C.1	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
2.5.4.C.2	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
8.2.5.A.4	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.
8.2.5.B.6	Research technologies that have changed due to society's changing needs and wants.
8.2.5.E.1	Identify how computer programming impacts our everyday lives.
Unit Essential Question(s): <ul style="list-style-type: none"> What are the movement patterns required to play a successful game of volleyball? What is the importance of teamwork when playing volleyball? 	Unit Enduring Understandings: <ul style="list-style-type: none"> Correct serving, bumping, and setting are the skills required to be a contributing part of a volleyball team Each team member must use their acquired volleyball skills and knowledge for the team as a whole to achieve success.
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Students will be able to successfully bump a volleyball. 	

- Students will be able to successfully set a volleyball.
- Students will be able to successfully serve a volleyball.
- Students will be able to participate in a modified and standard game of volleyball.

Formative Assessments: Teacher observation & student feedback.

Summative/Benchmark Assessment(s): Activity that will check for performance indicators.

Resources/Materials (copy hyperlinks for digital resources):

Modifications:

- Special Education Students
- English Language Learners
- At-Risk Students
- Gifted and Talented Students

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Bumping	Students will be able to successfully bump a volleyball.	1 class
Setting	Students will be able to successfully set a volleyball.	1 class
Serving	Students will be able to successfully serve a volleyball.	1 class
Modified Games	Students will be able to participate in modified volleyball games as practice for standard games.	2 classes
Games	Students will participate in standard volleyball games.	2 classes

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Content Area: Physical Education	
Unit Title: Hockey	
Grade Level: 3rd and 4th Grade	
Unit Summary: The hockey unit encompasses all skills required in playing a successful game of hockey.	
Interdisciplinary Connections: The students will learn to work together with a team, those skills will transfer into their classroom activities.	
21st Century Themes and Skills: CRP 1. Act as a responsible and contributing citizen and employee. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership and effective management. CRP12. Work productively in teams while using cultural global competence.	
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2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
8.2.5.A.4	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.
8.2.5.B.6	Research technologies that have changed due to society's changing needs and wants.
8.2.5.E.1	Identify how computer programming impacts our everyday lives.
Unit Essential Question(s): <ul style="list-style-type: none"> What are the movement patterns required to play a successful game of hockey? What role does teamwork have during hockey games? 	Unit Enduring Understandings: <ul style="list-style-type: none"> Proper body movements with an implement (hockey stick) is required to be successful in a hockey game. Correct passing, shooting, and communication skills are crucial to the success of a hockey team.
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Students will be able to successfully stickhandle. Students will be able to successfully pass in hockey while stationary and in motion. Students will be able to successfully shoot in hockey. Students will be able to successfully defend a goal or play offensively. 	

- Students will be able to participate in a modified and standard game of hockey.

Formative Assessments: Teacher observation & student feedback.

Summative/Benchmark Assessment(s): Activity that will check for performance indicators.

Resources/Materials (copy hyperlinks for digital resources):

Modifications:

- Special Education Students

Allow errors

Rephrase questions, directions, and explanations

Allow extended time to answer questions and permit drawing as an explanation

Accept participation at any level, even one word

Consult with case managers and follow IEP accommodations/modifications

- At Risk Students

Provide extended time to complete tasks

Consult with guidance counselor and follow I&RS action plan

Consult with classroom teacher for specific behavior interventions

Provide rewards

- English Language Learners

Assign a buddy, same language or english speaking

Allow errors in speaking

Rephrase questions, directions and explanations

Allow extended time to answer questions, and allow drawing as an explanation

Accept participation at any level

- Gifted and Talented Students

Provide extension activities

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Stick handling	Students will be able to successfully stickhandle using a puck.	1 class
Passing	Students will be able to pass a puck while in motion or stationary.	2 classes

[illegible]

Content Area: Physical Education	
Unit Title: Softball	
Grade Level: 3rd and 4th Grade	
Unit Summary: The softball unit encompasses all skills required in playing a successful game of softball.	
Interdisciplinary Connections: The students will learn to work together with a team, those skills will transfer into their classroom activities.	
21st Century Themes and Skills: CRP 1. Act as a responsible and contributing citizen and employee. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership and effective management. CRP12. Work productively in teams while using cultural global competence.	
Standards (Content and Technology):	
CPI#:	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).
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.
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).
2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
2.5.4.C.1	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
2.5.4.C.2	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
8.2.5.A.4	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.
8.2.5.B.6	Research technologies that have changed due to society's changing needs and wants.
8.2.5.E.1	Identify how computer programming impacts our everyday lives.
Unit Essential Question(s): <ul style="list-style-type: none"> What are the movement patterns required to play a successful game of softball? What is the importance of teamwork when playing softball? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> Proper throwing, catching, fielding, hitting, and running will allow students to successfully participate in a softball game. Communication skills are critical to the success of a softball team, along with moral support for students. 	
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Students will be able to successfully pitch a softball. 	

- Students will be able to successfully hit a ball using a baseball bat.
- Students will be able to successfully catch a baseball using a baseball glove.
- Students will understand softball concepts including running from base to base and running to home base in order to score.

Formative Assessments: Teacher observation & student feedback.

Summative/Benchmark Assessment(s): Activity that will check for performance indicators.

Resources/Materials (copy hyperlinks for digital resources):

Modifications:

- Special Education Students
- English Language Learners
- At-Risk Students
- Gifted and Talented Students

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Throwing	Students will be able to successfully throw a softball.	2 classes
Catching	Students will be able to catch a softball with a baseball glove successfully.	2 classes
Strategy	Students will be able to work with their team in order to score runs.	2 classes
Modified Games	Students will participate in modified softball games.	2 classes

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit: