

**ROBBINSVILLE PUBLIC SCHOOLS**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**Health and P.E. Department**

**Physical Education 5-8**

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## **Course Philosophy**

Every individual develops intellectually, physically, socially and mentally. In Physical Education class we will encourage the exploration and mastery in the skills with teach on all levels. Our goal is to improve motor skills, improve physical fitness, develop leadership skills, enhance self-efficacy, and strengthen peer relationships. We teach character traits such as sportsmanship, teamwork, cooperation and responsibility. As a Physical Education teacher we have the opportunity to help students become healthy people by improving knowledge and skills, integrating the National Standards within the curriculum and engaging students through active learning.

## **Course Description**

The 5th-8th grade Physical Education courses provide the students with the information provided by the NJCCCS. Students have the opportunity to become healthy individuals by improving knowledge and skills within the curriculum and being engaged through a variety of games and activities. Students will become lifelong learners of physical fitness as they introduced to new games, activities and physical challenges throughout the year.

## **Core and Supplemental Instructional Materials**

Core Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● P.E equipment specific to sport related activities Examples: Soccer Balls, Volleyballs, Footballs, Pinnies, Cones, ect.</li> <li>● Pedometers</li> <li>● Wii system</li> <li>● Speakers/Fitness headset</li> <li>● Anchor Charts</li> <li>● Pedometer Charts</li> <li>● Behavior Checklist</li> <li>● Participation Chart</li> </ul>	<ul style="list-style-type: none"> <li>● Adapted equipment for students with special needs</li> </ul>

### Integration of 21st Century Themes and Skills

Educational Technology
<b>Standards: (8.1)</b>
<p><b>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Strand A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.</b></p> <p>8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results</p>

Example: Students keep records of their pedometer steps where they are entered into a spreadsheet which in turn is used to show growth throughout the cycle.

## Career Ready Practices

### Standards: (CRP1, CRP3, CRP4, CRP6)

CRP3. Attend to personal health and financial well-being. Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

Example: Students will demonstrate in regular exercise and fitness as they participate everyday in physical activities.

CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Example: Students in P.E are given roles such a coaches, captains, fitness experts etc. where are leaders throughout the unit. Their job is to create and share ideas with their classmates on a daily basis.

CRP6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Example: Students who are selected as coaches must create and implement their own drills and strategies for their team and implement them on a daily basis. Students who are fitness instruction must be creative as they introduce new fitness activities that meet the needs of all of their teammates.

**CRP1.** Act as a responsible and contributing citizen and employee Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**Example:** Students will demonstrate the responsibilities associated with being a member of a community when engaging collaboratively during sharing in pairs/trios, and participating in whole group discussions. Examples may include jigsaw and fishbowl activities.

## Robbinsville Ready 21st Century Skill Integration

**The following skills will be embedded throughout the curriculum and instruction of this course.**

**Collaborative Team Member:** Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

**Effective Communicator:** Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

**Emotionally Intelligent Learner:** Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

**Informed and Involved Citizen:** Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

**Innovative Thinker:** Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

**Resilient and Self-Directed Learner:** Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-

changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

5-8 Physical Education

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments			
			Formative	Summative	Common Benchmark Assessments (mid-course and end of course <u>only</u> )	Alternative Assessments (projects, etc. <b>when appropriate</b> )
Movement skills and concepts All levels	Movement is important in all games and activities. Students will perform movements and add on additional movements to perform sequential patterns that help with dancing, activities and sport related games.	7 Day Units Units may overlap per grade	Anchor charts Daily Pedometer checks SGO's Self-assessments Peer-assessments	Pedometer spreadsheets Coaches packets assessments	Fitness Tests	Determined by individual student needs
Strategy All levels	Students will learn how to solve problems and strategize in games to find success in all games and activities as well as success outside of the classroom.	7 Day Units Units may overlap per grade	Anchor charts Daily Pedometer checks SGO's Self-assessments Peer-assessments	Pedometer spreadsheets Coaches packets assessments	Fitness Challenges Cooperative Challenges	Determined by individual student needs

Sportsmanship rules and safety	Students will learn to utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	7 Day Units Units may overlap per grade	Anchor charts Daily Pedometer checks SGO's Self-assessments Peer-assessments	Pedometer spreadsheets Coaches packets assessments	Group/Team discussions Reflection	Determined by individual student needs
Fitness and Physical Activity	Student's ability to apply effective fitness principles to enhance personal fitness level and health status over the span of their life.	Fitness Friday (once a week) Fitness is incorporated into all units	Anchor charts Daily Pedometer checks SGO's Self-Assessment Peer-Assessment	Pedometer spreadsheets Coaches packets assessments	Fitness Challenges Group/Team discussion Reflection	Determined by individual student needs
Character Education Thoughts	Students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	Ongoing	Coaches packets Self-Assessment	Coaches packet assessments	Group/Team discussion Reflection	Determined by individual student needs

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### Unit #1 Movement Skills and Concepts:

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Students develop safe and effective movement to support a healthy active lifestyle. Movement and sequential movement is important to improve success in games as well improve skill movements in all individual sports and team sports.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What is sequential movement?</li> <li>● What are the concepts of force and motion?</li> <li>● How can movements in sequence help with specific skills sets in different sports?</li> <li>● How can your movements affect a skill being learned?</li> </ul>
<p><b>Interdisciplinary Connection</b></p>	
<p><b>Math-</b> Ratios and Proportional Relationships 6.RP A. Understand ratio concepts and use ratio reasoning to solve problems. Students will compute their pedometer steps and compare totals to their peers to help them better understand their level of fitness.</p>	
<p><b>Visual Arts-</b> Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. Students learn the basic movements &amp; sequences in Country line dancing.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
5th grade	<p>2.5.6.A.1 How does combining movements add to success in a sport?</p> <p>2.5.6.A.2 How can force and motion change the outcome of a skill?</p> <p>2.5.6.A.3 How can planned sequences lead to successful dance or skills?</p> <p>2.5.6.A.4 Why are evaluations successful in learning</p>	<p>Implement multiply movements in Large group Fitness routines and sequence the movements throughout the routine.</p> <p>Identify the different movements to become successful at Wii- dance..</p> <p>Identify the basic movements in Country line dances and add them together for completions of routines.</p> <p>Demonstrate the skills in specific sports leading them into sequential play; throwing/catching</p>	<p>Learn the fitness movements with prompting from the teacher and fellow classmates.</p> <p>Continue to learn movements with less prompting.</p> <p>Discuss with students how to make the skills you are practicing more successful.</p>	<p>Visual aids from teacher and students</p> <p>Chromebooks for viewing skill or concept with team/group.</p>	<p>Self &amp; Peer Assessments: Written and verbal assessment</p> <p>Team evaluations</p>

	sequential movements?	instep kick in soccer, dribbling volleyball bump, set, serve.			
6th grade	<p>2.5.6.A.1 How does explaining movements add to success in a sport?</p> <p>2.5.6.A.2 How can force and motion while demonstrating control change the outcome of a skill?</p> <p>2.5.6.A.3 How can planned sequences with others lead to successful dance or skills?</p> <p>2.5.6.A.2 Why is external feedback successful in learning sequential movements?</p>	<p>Explaining and perform movements in Large group Fitness routines and sequence the movements throughout the routine.</p> <p>Explain the different movements to become successful at Wii- dance.</p> <p>Create and demonstrate the basic movements in Country line dances and add them together for completions of routines.</p> <p>Self evaluation on basic skills in specific sports leading them into sequential play; throwing/catching instep kick in soccer, dribbling volleyball bump, set, serve.</p>	<p>Direct Teaching: Have students follow the teachers lead while learning sequence dances and being to have students lead the dances when mastered.</p> <p>Continue to learn movements with less prompting.</p> <p>Discuss with students how to make the skills you are practicing more successful.</p>	<p>Visual aids from teacher and students</p> <p>Chromebooks for viewing skill or concept with team/group.</p>	<p>Self &amp; Peer Assessments: Written and verbal assessment</p> <p>Team evaluations</p>
7th grade	<p>2.5.8.A.1 How can you transition the skills you learn into actual games, sports, recreational activities and dance?</p> <p>2.5.8.A.2 How can you use your body to impact your performance?</p> <p>2.5.8.A.3 How can incorporating different forms of dance help you before a successful dancer?</p>	<p>Identify and demonstrate longer sequences of movements while participating in Dance Unit; Wii Dance, County Line Dancing &amp; Fitness Fridays dance movements.</p> <p>Demonstrate the skills learned including concepts of force and movement in cumulative game, activity or tournament.</p> <p>Create and demonstrate a planned movement sequence, such as a play in a team sport or dance.</p>	<p>Direct Teaching: Have students follow the teachers lead while learning sequence dances and being to have students lead the dances when mastered.</p> <p>Teacher &amp; Peer Feedback: Have students give feedback using anchor charts at the end of the lesson or skills.</p> <p>Group Discussions: Students conduct peer lead discussions during time-outs, after a song or dance, and/or new</p>	<p>Equipment for lesson</p> <p>Chromebooks for viewing skill or concept with team/group.</p> <p>Checklist &amp; anchor Charts for Self &amp; Peer Assessment</p>	<p>Self &amp; Peer Checklist &amp; Charts</p> <p>Reflection: Written and Individual reflections on oneself at end of class</p>

	2.5.8.A.4 Why does self-assessment help you improve your movement skills?		skill.		
8th grade	2.5.8.A.1 How can you transition the skills you learn into actual games, sports, recreational activities and dance? 2.5.8.A.2 How can you use your body to impact your performance? 2.5.8.A.3 How can incorporating different forms of dance help you before a successful dancer? 2.5.8.A.4 Why does self-assessment help you improve your movement skills?	Identify and demonstrate longer sequences of movements while participating in Dance Unit; Wii Dance, County Line Dancing & Fitness Fridays dance movements. Demonstrate the skills learned including concepts of force and movement in cumulative game, activity or tournament. Create and demonstrate a planned movement sequence, such as a play in a team sport or dance.	Direct Teaching: Have students follow the teachers lead while learning sequence dances and being to have students lead the dances when mastered.  Teacher & Peer Feedback: Have students give feedback using anchor charts at the end of the lesson or skills.  Group Discussions: Students conduct peer lead discussions during time-outs, after a song or dance, and/or new skill.	Equipment for lesson  Chromebooks for viewing skill or concept with team/group.  Checklist & anchor Charts for Self & Peer Assessment	Self & Peer Checklist & Charts  Reflection: Written and Individual reflections on oneself at end of class  Observation: Teachers will spend time with in each quadrant of the gym to better assess one's participation.

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Unit #2 Strategy:

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Students learn strategies and techniques to all games and activities can improve your success in each game as well as improve your problem solving skills outside of the classroom. Individual and team execution in games, sports, and other activity situations require such strategies and will help for a successful outcome.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>To what extent does strategy influence performance in competitive games and activities?</li> <li>What is strategy and how can it affect the outcome of a game?</li> <li>How can discussing and trying different strategies affect how you play a game?</li> </ul>
<p><b>Interdisciplinary Connection</b></p>	
<p><b>Visual Arts-</b> Standard 1.4 addresses two ways students may respond to the arts, including (1) the study of aesthetics and (2) the application of methodologies of critiques. Teams that are sitting out on the sidelines will brainstorm different strategies to implement into the game when their turn is up.</p>	
<p><b>ELA-</b> NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. Teammates helping teammates assess their purpose in the game and listening to others point of view.</p>	
<p><b>Technology-</b> 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. E. Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge. Working together to problem solve different strategies to better their teams offensive and/or defensive play.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
5th grade	<p>2.5.6.B.1 Students will identify cooperative strategies</p> <p>2.5.6.B.2 Students will compare and contrast team and individual strategies</p>	<p>Identify and list/discuss the strategies they use in large group games. Use those discussions to implement new strategies for future success.</p> <p>Identify skills and concepts that have helped make their team more/less successful and implement new ideas moving forward.</p>	<p>Use feedback from coaches and captains to enable more success in the future.</p> <p>Use knowledge from anchor charts to create new strategies for new rounds.</p> <p>Identify the mistakes learned through small and large group discussion and implement new strategies in the next game.</p>	<p>Anchor charts</p> <p>Watching other games played</p>	<p>Peer and self-assessments</p> <p>Anchor charts</p>

6th grade	<p>2.5.6.B.1 Why should you learn different offensive and defensive patterns in sports?</p> <p>2.5.6.B.2 What strategies can you use that will impact teams or individual sports?</p>	<p>Demonstrate and list/discuss the strategies they use in large group games. Use those discussions to implement new strategies for future success.</p> <p>Compare and contrast skills and concepts that have helped make their team more/less successful and implement new ideas moving forward.</p>	<p>Use feedback from coaches and captains to enable more success in the future. Use knowledge from anchor charts to create new strategies for new rounds.</p> <p>Teacher &amp; Peer Feedback: Have students give verbal recommendations to peers after play.</p>	<p>Anchor charts Watching other games played</p>	<p>Peer and self-assessments Anchor charts</p> <p>Observation: Teachers will spend time with in each quadrant of the gym to better assess one's participation.</p>
7th grade	<p>2.5.8.B.1 Why do different activities, team sports and/or individual sports require different tactics and strategies?</p> <p>2.5.8.B.2 What mental strategies can be used during play and how can having a positive mindset affect your performance?</p>	<p>Identify tactics and skills used in team and individual sports and recreational activities. Emphasizing the importance of positive mental attitudes and teamwork.</p> <p>Discuss strategies that can be used during activities that can help you achieve a positive mindset.</p>	<p>Teacher &amp; Peer Feedback: Have students give verbal recommendations to peers after play.</p> <p>Group Discussions: Students conduct peer lead discussions during time-outs to discuss strategies they can implement during play.</p>	<p>Equipment for lesson  Coaching Packets  Chromebooks for viewing skill or concept with team/group.  Checklist &amp; anchor Charts for Self &amp; Peer Assessment</p>	<p>Reflection: Written recommendations on ones team or individual play.</p> <p>Self &amp; Peer Checklist &amp; Charts</p> <p>Observation: Coaches will share with teacher their strategy their team is working on. Teacher will observe each game to look for implementation.</p>
8th grade	<p>2.5.8.B.2 Why does one need mental strategies while participating in team or individual sports?</p> <p>2.5.8.B.3 How can a team or individual outcomes of a sport or activity, help them become more successful?</p>	<p>Demonstrate positive mindset while activity participating in group or team games.</p> <p>Explain how regardless of the outcome of a sport, game or activity it can better you for the future.</p>	<p>Peer Feedback: Have students set team goals with their Coach before beginning tournament play. Provide recommendations in the middle of the tournament with Coach.</p> <p>Student Demo: Have Coach demonstrate what tactics or plays they will be using during play for the lesson.</p>	<p>Equipment for lesson  Coaching Packets  Chromebooks for viewing skill or concept with team/group.  Checklist &amp; anchor Charts for Self &amp; Peer Assessment</p>	<p>Observation: Coaches will share with teacher their strategy their team is working on. Teacher will observe each game to look for implementation.</p> <p>Self &amp; Peer Checklist &amp; Charts</p>

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**Unit #3 Sportsmanship Rules and Safety:**

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Student’s ability to demonstrate and promote safe behaviors that promote success while adhering to rules, etiquette, cooperation and positive social interaction while connecting origin and rules to different cultures.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is the value of teamwork?</li> <li>• Why do I have to show positive sportsmanship when I see my peers do not?</li> <li>• How can I demonstrate cooperation to make sure I am safe during activities?</li> <li>• How are American team and individual sports similar to those played in different countries?</li> </ul>
<p><b>Interdisciplinary Connection</b></p>	
<p><b>Technology-</b> 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior</p> <p>When students are playing in a small area they are playing in control of their body, following all the rules, cooperating, and positive sportsmanship to have a safe fun game.</p>	
<p><b>World Language-</b> 7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p> <p>When playing in a game verbal and non verbal etiquette is so very important to have a successful team.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
5th grade	2.5.6.C.1 What are the roles and responsibilities of your classmates? 2.5.6.C.2 How do apply rules and procedures to different games? 2.5.6.C.3 How can you relate rules to different cultures and	Identify the roles of coach, captain, fitness instructor and put them into play each role is performed. Identify the characteristics needed as a leader and then use those skills as you participate throughout class. Identify what it means to be a teammate. Identify the rules and procedures to the specific games you are playing. For example, soccer. What are the rules and effective strategies to communicate with	Use feedback from coaches packet surveys to help foster a sense of safety and security when students play.  Use small group feedback dialogue to increase awareness of forms of communication needed during different games and activities that will help foster a fun environment.	Packet surveys  Anchor charts  Coach’s Packets	Peer & Self assessment: written and verbal assessments  Discussion: Small group and team discussions

	different sports played within different countries.	your teammates to make them more successful. Identify how different sports played can relate to other sports we play throughout class in terms of countries of origin.			
6th grade	2.5.6.C.1 What are the roles and responsibilities of your classmates and how can it better help you? 2.5.6.C.2 How does applying rules and procedures enhance your participation and skill? 2.5.6.C.3 How has the different sports from different countries change over time?	Compare the roles of coach, captain, fitness instructor and put them into play each role is performed.  Applying the rules and procedures that are needed as a leader and then use those skills as you participate throughout class.  Identify the rules and procedures to the specific games you are playing. For example, soccer. What are the rules and effective strategies to communicate with your teammates to make them more successful. Identify how different sports played can relate to other sports we play throughout class in terms of countries of origin.	Use feedback from coaches packet surveys to help foster a sense of safety and security when students play.  Group Discussions: Students conduct peer lead discussions during time-outs/end of class to discuss team etiquette they implement during play.  Use small group feedback dialogue to increase awareness of forms of communication needed during different games and activities that will help foster a fun environment.	Packet surveys  Anchor charts  Coach's Packets	Peer & Self assessment: written and verbal assessments  Discussion: Small group and team discussions  Observation: Teachers will spend time with in each quadrant of the gym to better assess one's participation.
7th grade	2.5.8.C.1 How did your group demonstrate positive behavior during activity? How do you know? 2.5.8.C.2 What safety procedures are used when your teammate/classmate is injured?	Demonstrate and practice appropriate and safe behaviors in competitive and non-competitive activities.  Practice self-initiating behaviors that promote cooperation, positive social interaction & ethical behaviors.	Group Discussions: Students conduct peer lead discussions during time-outs/end of class to discuss team etiquette they implement during play.  Student Demo: Have Coach demonstrate what sportsmanship, safety procedures and positive behavior looks while participating.  Peer Feedback: Have players recall how their peers promoted positive social interactions while participating and one student relay to teacher.  Question and Answer: Before play teacher will question teams/groups to reinforce rules, safety procedures, sportsmanship and etiquette.	Equipment  Checklist: Behavior checklist  Coach's Packets	Observation: Coaches will share discuss proper etiquette and sportsmanship to team. Teacher will observe each game to look for implementation.  Self & Peer Assessments: Written and verbal assessment given at end of class.  Reflection: Written and Individual reflections on oneself at end of class

8th grade	<p>2.5.8.C.1 How can you promote positive social interaction during play?</p> <p>2.5.8.C.2 What safety procedures are used when your teammate or classmate is injured?</p> <p>2.5.8.C.3 How has sports, dance and games evolved in America from other countries in the world?</p>	<p>Promotion of positive social interaction and safe behavior during competitive and non-competitive activities.</p> <p>Practice self-initiating behaviors that promote cooperation, positive social interaction &amp; ethical behaviors during competitive and non-competitive activities.</p> <p>Explain how games, sports and dance have evolved within America from other countries.</p>	<p>Group Discussions: Students conduct peer lead discussions during time-outs/end of class to discuss team etiquette they implement during play.</p> <p>Peer Feedback: Have players recall how their peers promoted positive social interactions while participating and one student relay to teacher.</p> <p>Question and Answer: Before play teacher will question teams/groups to reinforce rules, safety procedures, sportsmanship and etiquette.</p>	<p>Equipment</p> <p>Checklist: Behavior checklist</p>	<p>Observation: Teacher will observe and assess behavior/sportsmanship, team etiquette during activity.</p> <p>Self &amp; Peer Assessments: Written and verbal assessment given at end of class.</p> <p>Reflection: Written and Individual reflections on oneself at end of class</p>

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**Unit #4 Fitness and Physical activity:**

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Student’s ability to apply effective fitness principles to enhance personal fitness level and health status over the span of their life.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Why does fitness impact one’s wellness overtime?</li> <li>● How can understanding the 5 fitness components improve my physical fitness level?</li> <li>● How can the implementation of lifelong activities or games help you in the future?</li> </ul>
<p><b>Interdisciplinary Connection</b></p>	
<p><b>Math-</b> Ratios and Proportional Relationships 6.RP A. Understand ratio concepts and use ratio reasoning to solve problems. Figuring out how many pedometer steps I have done in a week to help me have a healthy fitness lifestyle in comparison to other peers in my class.</p>	
<p><b>Visual Arts-</b> Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. Having the students creating their own dance or fitness moves with there group to show a collective workout.</p>	

**Duration of Unit:** 4 weeks

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
5th grade	2.6.6.A.1 What are the social and emotional benefits of physical fitness? 2.6.6.A.2 To what extent do various activities improve skill-related fitness versus health-related fitness? 2.6.6.A.3 How has your fitness level improved throughout specific activities? 2.6.6.A.4 What are different	Identify the benefits of physical fitness both socially, mentally and physically.  Identify the different physical fitness activities and challenges we do in class and interpret how they all can improve overall fitness levels.  Identify through pedometer use and heart rate/pulse checks how your physical fitness levels have improved throughout the cycle.  Identify different components of fitness through various fitness activities such as aerobics, station work and tag games. Identify what factors can change how they perform each component..	Have small group discussion and journal writing and share that knowledge.  Use a variety of fitness challenges and sport specific challenges and compare pedometer use as well as small group discussions.  Use pedometer charts and record/stats and compare data.  Keep records and journal stats to show improvement throughout the cycle. Records will also demonstrate	Anchor charts Journal/record charts  Pedometer charts	Charts Self-assessment checklist Peer-assessment checklist Anchor charts

	<p>factors that can affect one's fitness levels? 2.6.6.A.5 How are physical activity, body composition and healthy eating all related? 2.6.6.A.6 Explain and identify the FITT principle and how it affects fitness levels?</p>	<p>Identify factors that lead to a healthy lifestyle and find the correlation between those factors.</p> <p>Identify the FITT principle and create a poster for all students to view.</p>	<p>when improvement is needed.</p> <p>Identify concepts during fitness unit during rest periods have open discussions.</p> <p>Collaborate with classes to create a chart/poster that emphasizes the FITT principles.</p>	Chart	Poster/Chart
6th grade	<p>2.6.6.A.1 How does knowing about the social and emotional benefits of physical fitness help you? 2.6.6.A.2 To what extent do various activities improve skill-related fitness versus health-related fitness? 2.6.6.A.3 How has knowing your pedometer steps help you in PE? 2.6.6.A.4 How can available time affect your fitness? 2.6.6.A.5 How does fitness and healthy eating go hand in hand? 2.6.6.A.6 How can knowing about FITT help you in everyday life?</p>	<p>Analyze the benefits of physical fitness both socially, mentally and physically.</p> <p>Develop and implement the different physical fitness activities and challenges we do in class and interpret how they all can improve overall fitness levels.</p> <p>Identify through pedometer use and heart rate/pulse checks how your physical fitness levels have improved throughout the cycle.</p> <p>Relate the different components of fitness through various fitness activities such as aerobics, station work and tag games. Explain and apply what factors can change how they perform each component.. Identify factors that lead to a healthy lifestyle and find the correlation between those factors.</p> <p>Identify the FITT principle and create a poster for all students to view.</p>	<p>Have small group discussion and journal writing and share that knowledge.</p> <p>Use a variety of fitness challenges and sport specific challenges and compare pedometer use as well as small group discussions.</p> <p>Use pedometer charts and record/stats and compare data.</p> <p>Keep records and journal stats to show improvement throughout the cycle. Records will also demonstrate when improvement is needed.</p> <p>Identify concepts during fitness unit during rest periods have open discussions.</p> <p>Collaborate with classes to create a chart/poster that emphasizes the FITT principles.</p>	<p>Anchor charts Journal/record charts</p> <p>Pedometer charts</p> <p>Chromebooks for viewing fitness skill or concept with team/group.</p> <p>Charts</p>	<p>Charts Self-assessment checklist Peer-assessment checklist Anchor charts</p> <p>Observation: Teachers will spend time with in each quadrant of the gym to better assess one's participation.</p>

					Poster/Charts
7th grade	<p>2.6.8.A.1 How does regular physical activity help one achieve wellness?</p> <p>2.6.8.A.2 How does knowing your step count when exercise help you create a fitness plan for yourself?</p> <p>2.6.8.A.4 What factors contribute to establishing a healthy body composition?</p> <p>2.6.8.A.5 How can you use the FITT principle help you with your fitness?</p>	<p>Explain how one can achieve overall wellness with the help of regular physical activity.</p> <p>Explain factors that contribute to achieving a healthy body composition and how can technology help or hinder the outcome.</p> <p>Identifying and understanding fitness training principles that enhance life-long fitness.</p>	<p>Peer Reflection: Teacher has students stop and compare pedometer steps and have one another suggest how they can reach their step goal for that day.</p> <p>Question and Answer: Teacher will question teams/groups during game stoppage on FITT principles and body composition.</p>	<p>Equipment</p> <p>Pedometer and Anchor charts</p> <p>Chromebooks for viewing fitness skill or concept with team/group.</p>	<p>Pedometer Charts: Students will record steps at the end of each class along with effort level.</p> <p>Observation: Teachers will spend time with in each quadrant of the gym to better assess one's participation.</p> <p>Reflection: Before ending class each student will rate their effort on their pedometer chart and discuss steps with a peer.</p>
8th grade	<p>2.6.8.A.3 What does technology advancements have to do with your physical fitness?</p> <p>2.6.8.A.4 What factors contribute to establishing a healthy body composition?</p> <p>2.6.8.A.6 What are the consequences of using anabolic steroids and performance enhancing drugs?</p>	<p>Explain factors that contribute to achieving a healthy body composition and how can technology help or hinder the outcome.</p> <p>Identifying and understanding fitness training principles that enhance life-long fitness.</p> <p>Explain the consequences and long term effects of using anabolic steroids and/or performance enhancing drugs.</p>	<p>Peer Reflection: Teacher has students stop and compare pedometer steps and have one another suggest how they can reach their step goal for that day.</p> <p>Question and Answer: Teacher will question teams/groups during game stoppage on FITT principles and body composition.</p>	<p>Equipment</p> <p>Pedometer and Anchor charts</p> <p>Chromebooks for viewing fitness skill or concept with team/group.</p>	<p>Pedometer Charts: Students will record steps at the end of each class along with effort level.</p> <p>Observation: Teachers will spend time with in each quadrant of the gym to better assess one's participation.</p> <p>Reflection: Before ending class each student will rate their</p>

					effort on their pedometer chart and discuss steps with a peer.
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## Unit #4 Character Development:

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>Why and how can one use reflection of class to build their character?</li> <li>How can we develop personal and interpersonal skills to support a healthy active lifestyle?</li> </ul>
<p><b>Interdisciplinary Connection</b></p> <p><b>NJSLA Technology 8.1.8.F.1</b> Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. Example: Students explore wellness and mindfulness in school and develop a plan for how a program or initiative would be best implemented.</p>	

### Robbinsville Public Schools

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
5th grade	<p>2.2.6.C.2 How are core ethical concepts such as respect, empathy and mindfulness so important when participating in team activities.</p> <p>2.2.6.C.3 What are different ways to proactively include students with disabilities at school and in the community.</p>	<p>Identify the roles of a leader and being a good teammate. Utilize sports packets that enable students to try a variety of leadership roles.</p> <p>Try different strategies and techniques that can include students of all levels in group activities and sports games played throughout class.</p>	<p>Begin classes with prompting on how to be a leader, coach, fitness expert and then allow students to take over and become the leaders of the class.</p> <p>Prompt and guide students will ideas and then give students ownership as they create a more included environment for all students.</p>	<p>Coaches packets Anchor charts</p> <p>Watch videos of schools with inclusion programs. Small groups discussion with students</p>	<p>Specific checklist assessment of roles and responsibilities for jobs given in the unit</p>
6th grade	<p>2.2.6.C.2 How are core ethical concepts such as respect, empathy and mindfulness so important when participating in team activities.</p> <p>2.2.6.C.3</p>	<p>Identify the roles of a leader and being a good teammate. Utilize sports packets that enable students to try a variety of leadership roles.</p> <p>Try different strategies and techniques that</p>	<p>Begin classes with prompting on how to be a leader, coach, fitness expert and then allow students to take over and become the leaders of the class.</p> <p>Prompt and guide students will ideas</p>	<p>Coaches packets Anchor charts</p> <p>Watch videos of schools with inclusion programs. Small groups discussion with students</p>	<p>Specific checklist assessment of roles and responsibilities for jobs given in the unit</p>

	What are different ways to proactively include students with disabilities at school and in the community.	can include students of all levels in group activities and sports games played throughout class.	and then give students ownership as they create a more included environment for all students.		
7th grade	2.2.8.C.1 How can the activities we participate in help us develop our personal character? 2.2.8.C.2 How can we work together to have everyone feel welcome and accepted during class?	Define and explain character and how activities we do in class help up develop our personal character.  Develop/Brainstorm different strategies and techniques as a team or help include all students to achieve a common goal.	Group Discussion: Prompt and guide students on the topic of developing ones character during the daily activity and how they can include all students.  Question and Answer: Begin classes with asking how to be a leader, coach, fitness expert and then allow students to take over and become the leaders of the class.	Equipment  Pedometer Chart  Coach's Packets  Checklist and/or charts on Character/Goals	Reflection: Before ending class teacher will lead students through a silent reflection.  Self & Peer Assessments: Written and verbal assessment given at end of class.  Observation: Classmates are encouraged to observe others while playing or sitting out to help achieve their common goal in the activity.
8th grade	2.2.8.C.1 How can we have/include everyone (while) working towards a common goal during class? 2.2.8.C.3 Why do you think some students feel the need to go against the rules and regulations? How can we better help students that feel uncomfortable during class or in certain activities?	Develop a common goal amongst the class that will help the inclusion of all students during the activity and make others feel comfortable regardless of the activity.  Brainstorm reasons why some students go against the rules, policies and procedures and how that can negatively impact class.	Group Discussion: Prompt and guide students on the topic of developing ones character during the daily activity and how they can include all students.  Question and Answer: Begin classes with asking how to be a leader, coach, fitness expert and then allow students to take over and become the leaders of the class.	Equipment  Pedometer Chart  Coach's Packets  Checklist and/or charts on Character/Goals	Reflection: Before ending class teacher will lead students through a silent reflection.  Self & Peer Assessments: Written and verbal assessment given at end of class.  Observation: Classmates are encouraged to observe others while playing or sitting out to help achieve their common goal in the activity.

## General Differentiated Instruction Strategies

<ul style="list-style-type: none"> <li>● Leveled texts</li> <li>● Chunking texts</li> <li>● Choice board</li> <li>● Socratic Seminar</li> <li>● Tiered Instruction</li> <li>● Small group instruction</li> <li>● Guided Reading</li> <li>● Sentence starters/frames</li> <li>● Writing scaffolds</li> <li>● Tangible items/pictures</li> <li>● Adjust length of assignment</li> </ul>	<ul style="list-style-type: none"> <li>● Repeat, reword directions</li> <li>● Brain breaks and movement breaks</li> <li>● Brief and concrete directions</li> <li>● Checklists for tasks</li> <li>● Graphic organizers</li> <li>● Assistive technology (spell check, voice to type)</li> <li>● Study guides</li> <li>● Tiered learning stations</li> <li>● Tiered questioning</li> <li>● Data-driven student partnerships</li> <li>● Extra time</li> </ul>
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### Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)

Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> <li>● Extra time for assigned tasks</li> <li>● Adjust length of assignment</li> <li>● Timeline with due dates for reports and projects</li> <li>● Communication system between home and school</li> <li>● Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>● Extra Response time</li> <li>● Have students verbalize steps</li> <li>● Repeat, clarify or reword directions</li> <li>● Mini-breaks between tasks</li> <li>● Provide a warning for transitions</li> <li>● Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>● Precise step-by-step directions</li> <li>● Short manageable tasks</li> <li>● Brief and concrete directions</li> <li>● Provide immediate feedback</li> <li>● Small group instruction</li> <li>● Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-made checklist</li> <li>● Use visual graphic organizers</li> <li>● Reference resources to promote independence</li> <li>● Visual and verbal reminders</li> <li>● Graphic organizers</li> </ul>
Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> <li>● Computer/whiteboard</li> </ul>	<ul style="list-style-type: none"> <li>● Extended time</li> </ul>	<ul style="list-style-type: none"> <li>● Consistent daily structured</li> </ul>	<ul style="list-style-type: none"> <li>● Individual daily planner</li> </ul>

<ul style="list-style-type: none"> <li>● Tape recorder</li> <li>● Spell-checker</li> <li>● Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>● Study guides</li> <li>● Shortened tests</li> <li>● Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>● routine</li> <li>● Simple and clear classroom rules</li> <li>● Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Display a written agenda</li> <li>● Note-taking assistance</li> <li>● Color code materials</li> </ul>
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## Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

## English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-[www.Duolingo.com](http://www.Duolingo.com)
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-[www.Mobymax.com](http://www.Mobymax.com)
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site [Http://www.wallwisher.com/wall/ell toolbox](http://www.wallwisher.com/wall/ell%20toolbox)
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

## Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>
- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12

education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>

- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embedded media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Paccar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>