



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Physical Education

Grades 5 - 6

Prepared by:
Savannah Dolianitis & Brian DeCarlo

Superintendent of Schools:
Marie C. Cirasella, Ed.D.
Supervisor of Curriculum, Instruction, & Assessment:
Melissa Quackenbush

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

Physical Education 5-6

Course Description:

The 5-6 Physical Education program will expand on the skills and knowledge gained in their previous physical education course. Students will be taught and evaluated on their knowledge and performance of skills, as well as knowledge of the games, and sports they participate in.

Suggested Course Sequence:

- Unit 1: Fitness Testing (3 weeks)
- Unit 2: Cooperative Games (4 weeks)
- Unit 3: Group Games (4 weeks)
- Unit 4: Soccer (4 weeks)
- Unit 5: Football (4 weeks)
- Unit 6: Basketball (4 weeks)
- Unit 7: Volleyball (4 weeks)
- Unit 8: Hockey (4 weeks)
- Unit 9: Badminton (3 weeks)
- Unit 10: Softball (3 weeks)

Content Area: Physical Education	
Unit Title: Fitness Testing	
Grade Level: 5th and 6th 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 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: 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:
2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
2.6.6.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.4	Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.
Unit Essential Question(s):	
Unit Enduring Understandings:	

<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? 	<ul style="list-style-type: none"> • Fitness activities allow students to have and maintain a healthy lifestyle • Pretests and posttest is the only way to measure growth in physical fitness 		
<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> • Participate in a series of fitness tests. ● Take their heart rate and compare it to the average for their age to see where their fitness level is. 			
<p>Formative Assessments: Teacher observation & student feedback.</p> <p>Summative/Benchmark Assessment(s): Activity that will check for performance indicators.</p> <p>Resources/Materials (copy hyperlinks for digital resources):</p>			
<p>Modifications:</p> <table border="0"> <tr> <td data-bbox="219 1243 841 1814"> <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. </td><td data-bbox="857 1243 1328 1600"> <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 </td></tr> </table>		<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
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- Accept participation at any level

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: 5th and 6th 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:
2.5.6.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	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
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 does it mean to cooperate? Why does effective communication harbor successful results? How does the ability to cooperate help you outside of the gymnasium and classroom? 	Unit Enduring Understandings: <ul style="list-style-type: none"> Cooperation is essential to the success of both the individual and group. Effective communication will ensure that groups work cohesively, and produce the desired results. The ability to successfully work together with a group will give the greatest chance for a productive citizen.

<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> • Effectively communicate with one another. • Treat each other with respect. • Accomplish a task as a group. • Explain how this unit can be taken outside of school and into the world. 				
<p>Formative Assessments: Teacher observation & student feedback.</p> <p>Summative/Benchmark Assessment(s): Activity that will check for performance indicators.</p> <p>Resources/Materials (copy hyperlinks for digital resources):</p>				
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Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)		
Team Building	Students will be able to achieve a goal by building a team that consists of respect and communication.	2 classes		

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21st CENTURY GLOBAL SKILLS

Team Work	Students will be able to achieve a goal by working as a team. This will include delegation and leadership roles.	2 classes
Cooperation	Students will be able to achieve a goal by cooperating with the students in their group.	2 classes
Higher Level Learning	Students will be able to create their own cooperative activity and the rules for it.	2 classes

Teacher Notes:

Additional Resources

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

Content Area: Physical Education	
Unit Title: Group Games	
Grade Level: 5th and 6th 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: 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.	
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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	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
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 can one person effect the group because of their own decisions? • How does group work come into play outside of school? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • The ability to work with a partner/group take a variety of skills which will transfer to the classroom, and beyond. • The decisions of each individual will have a positive or negative effect on the group.
Unit Learning Targets/Objectives: <i>Students will...</i>	

- Work in groups while practicing a specific skill.
- Explain the importance of group work both in school and outside of school.
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-
-
-

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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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 class

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 class
Movement Concepts	Students will be able to practice different locomotor skills while trying to achieve a goal.	2 class

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: 5th and 6th 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:
2.5.6.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.
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2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
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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"> Correct movement patterns will give the best chance for success when manipulating a soccer ball.

		<ul style="list-style-type: none"> • Repetition of proper mechanics will create correct movement patterns 		
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. • Successfully participate in a soccer game that involves standard rules of play. 				
Formative Assessments: Teacher observation & student feedback.				
Summative/Benchmark Assessment(s): Activity that will check for performance indicators.				
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Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)		

Content Area: Physical Education	
Unit Title: Football	
Grade Level: 5th and 6th Grade	
Unit Summary: The football unit encompasses all skills required in playing a successful game of football.	
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.	
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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 football? What is the importance of teamwork when playing football? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> Performing proper throwing, catching, dodging and fleeing skills will ensure a successful football game. In football like other team games the success of the team is dependent on the cohesion of the team members. 	

Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> • Students will be able to successfully throw a football. • Students will be able to successfully catch a football. • Students will be able to strategize in order to achieve yardage. • Students will learn and understand the concepts of football including downs, yards, and strategy. 		
Formative Assessments: Teacher observation & student feedback.		
Summative/Benchmark Assessment(s): Activity that will check for performance indicators.		
Resources/Materials (copy hyperlinks for digital resources):		
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Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Throwing	Students will be able to successfully throw a football.	1 class
Catching	Students will be able to catch a football successfully.	1 class
Strategy	Students will be able to work with their team in creating plays that will ensure success.	2 class
Offensive/Defensive	Students will be able to successfully play offensively or defensively.	2 classes

Games	Students will participate in standard football 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: 5th and 6th Grade	
Unit Summary: The basketball unit encompasses all skills required in playing a successful game of basketball.	
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.	
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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).
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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	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.4	Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.
Unit Essential Question(s): <ul style="list-style-type: none"> Why are correct movement patterns important when manipulating a basketball? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> Proper movement patterns will give the best chance for success in any given basketball skill. 	

<ul style="list-style-type: none">• What are the appropriate movement patterns to manipulate a basketball?	<ul style="list-style-type: none">• Repetition of correct passing, dribbling, and shooting will give students a skill base for basketball.	
<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <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.• Successfully participate in a standard game of basketball incorporating all skills learned.		
<p>Formative Assessments: Teacher observation & student feedback.</p>		
<p>Summative/Benchmark Assessment(s): Activity that will check for performance indicators.</p>		
<p>Resources/Materials (copy hyperlinks for digital resources):</p>		
<p>Modifications:</p> <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		
<p>Lesson Name/Topic</p>	<p>Lesson Objective(s)</p>	<p>Time frame (day(s) to complete)</p>

2

Content Area: Physical Education

Unit Title: Volleyball

Grade Level: 5th and 6th Grade

Unit Summary:

The volleyball unit encompasses all skills required in playing a successful game of volleyball.

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:
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 are the movement patterns required to play a successful game of basketball?
- What is the importance of team work when playing basketball?

Unit Enduring Understandings:

-
-

Unit Learning Targets/Objectives:

Students will...

- 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 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.	2 classes
Games	Students will participate in standard volleyball games.	4 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: 5th and 6th Grade	
Unit Summary: The hockey unit encompasses all skills required in playing a successful game of hockey.	
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 hockey? What is the importance of teamwork when playing hockey? 	Unit Enduring Understandings: <ul style="list-style-type: none"> Repetition of proper mechanics when using an implement (hockey stick) allow for correct movement patterns Working together with teammates gives the greatest chance for success

- Are the skills in hockey similar to the skills of any other sport?

- Hockey skills will transfer into many other sports, especially those that also use an implement.

Unit Learning Targets/Objectives:

Students will...

- 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 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
- 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)
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

Shooting	Students will be able to successfully shoot a puck into a goal.	1 class
Offensive/Defensive	Students will be able to successfully play offensively or defensively.	2 classes
Games	Students will participate in standard hockey 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: 5th and 6th 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. • 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 	

- Accept participation at any level

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Serving	Students will be able to successfully serve a birdie.	1 class
Underhand Hits	Students will be able to successfully hit a birdie underhand.	1 class
Overhand Hits	Students will be able to successfully hit a birdie overhand.	1 class
Games	Students will participate in badminton games.	3 classes

Teacher Notes:

Additional Resources

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

Content Area: Physical Education	
Unit Title: Softball	
Grade Level: 5th and 6th Grade	
Unit Summary: The softball unit encompasses all skills required in playing a successful game of softball.	
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 softball? What is the importance of teamwork when playing softball? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> Repetition of proper throwing, catching, and hitting will ensure a successful softball game. Working together with a team is the only way to achieve individual and team success. 	

- What are the differences between softball and baseball?

- Although similar, there are some fundamental differences between softball and baseball.

Unit Learning Targets/Objectives:

Students will...

- 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.
- Students will be able to work as base coaches encouraging the students on what their next move should be.

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
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 - 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	Students will be able to successfully throw a softball.	1 class
Catching	Students will be able to catch a softball with a baseball glove successfully.	1 class

Strategy	Students will be able to work with their team in order to score runs.	1 class
Games	Students will participate in softball games.	1 class
Coaching	Students will participate in softball games incorporating students as base coaches.	2 classes

Teacher Notes:

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