

Audubon Public Schools

Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills

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Course Title: Physical Education

Unit Name: Individual Activities

Grade Level: 3 – 6

<p>Content Statements Students will be learning various ways to exercise individually which will enable them to perform more effectively when they become involved in team sports.</p>	<p>NJSLS: 2.5.6.A,B,C All 2.6.6.A All</p>
<p>Overarching Essential Questions Why do I need exercise? Will I have fun doing these activities?</p>	<p>Overarching Enduring Understandings Anyone can exercise. Exercise can be fun. Exercise is good for me.</p>
<p>Unit Essential Questions How do I build my muscles? How will exercise help me? How can I exercise everyday? Will it hurt me to exercise? Do I have to exercise alone? How do I exercise the right way? Will kids make fun of me while I exercise? What do I do if I don't succeed? How can some students do it better than others? How do I use the equipment safely?</p>	<p>Unit Enduring Understandings I can become healthy by exercising. I can learn from my mistakes. I can be patient with others. I can set a goal for exercise. I can work harder to become more successful. When I exercise using equipment properly will prevent me and others from injury.</p>
<p>Unit Rationale Students need exercise in their daily lives to be able to perform all activities throughout their lifetime. Students need to perform individual activities to improve their coordination, skill level, stamina, and self confidence. Student need to work at their own pace. Students need to find success to enjoy lifelong activities. Students need to work together to achieve common goals.</p>	<p>Unit Overview Students will know how to perform the exercises correctly while understanding patience. They will realize the benefits of exercise and how important it should be in their daily lives. Although they will be performing individual skills they will also learn how to cooperatively work with others.</p>
<p>Authentic Learning Experiences Students will be actively participating in all activities.</p>	
<p>21st Century Skills and Themes Global: Students will be aware that everyone in the world exercises. Civic Literacy: Experiencing individual activities will prepare students for community /recreational activities Critical thinking and problem solving: Learn to work individually to assess the task at hand and how they can perform better.</p>	
<p>Unit Learning Targets/Scaffolding to CPIs Students will be building on the motor skills taught in K thru 2. When they enter middle school they will be prepared to perform more advanced activities. This will also prepare them to perform team sports.</p>	
<p>Key Terms Cooperative learning Determination Don't give up Don't touch each other Exercise Perseverance Personal space Positive attitude</p>	

Proper care of equipment Respect others Safety terms Self-esteem Show patience Sportsmanship Work hard
Instructional Strategies Monitor, demonstrate, supervise, observe, participate, facilitate
Customizing Learning/ Differentiation Gifted athletes may demonstrate or lead a skill. Modify activity for special needs students. Group mainstreamed students with all class members.
Formative Assessments Participation and observation
Interdisciplinary Connections Music
Resources Basic elementary PE equipment
Suggested Activities for Inclusion in Lesson Planning <ul style="list-style-type: none"> ▪ Skills will become more advanced as the student progresses to each grade level Juggling Racket skills Jump rope Physical fitness Rhythm movement Games
Unit Timeline 4 to 6 weeks for individual sports

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors

	<ul style="list-style-type: none"> • Graphic organizers 	
ELLs	<ul style="list-style-type: none"> • Pre-teach new vocabulary and meaning of symbols • Embed glossaries or definitions • Provide translations • Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> • Provide flash cards • Incorporate as many learning senses as possible • Portray structure, relationships, and associations through concept webs • Graphic organizers
At-risk	<ul style="list-style-type: none"> • Purposeful seating • Counselor involvement • Parent involvement 	<ul style="list-style-type: none"> • Contracts • Alternate assessments • Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> • Creativity • Innovation • Critical Thinking 		<ul style="list-style-type: none"> • Problem Solving • Communication • Collaboration
Integrating Technology		
<ul style="list-style-type: none"> • Chromebooks • Internet research • Online programs 		<ul style="list-style-type: none"> • Virtual collaboration and projects • Presentations using presentation hardware and software
Career education		
<ul style="list-style-type: none"> • Weekly Discussions: The value of a healthy workforce. 		<ul style="list-style-type: none"> • Equity Discussions: People who benefit from the practice?