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| <b>Dates: March 9, 2026 - May 1, 2026</b> | <b>Subject: PHYSICAL EDUCATION</b> |
| <b>Grades: K-8 SA, K-5 AA</b>             |                                    |

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| <b>Enduring Understanding</b>                             | <p>Sports are played all over the world and are an important part of our culture.<br/> Sports foster communication among friends.<br/> Physical activity involves using movement and motor skills throughout a lifetime.<br/> Positive interactions with peers during sports promote confidence and appropriate sportsmanship.<br/> Establishing and following rules in team sports can make physical activities enjoyable for everyone.<br/> Understanding the objective of a team sport can help us to develop personal and collaborative goals.<br/> Collaborative sports and physical activity can provide opportunities for personal enjoyment, self-expression, challenge, and social interaction.</p>   |
| <b>Essential Questions</b>                                | <p>How can physical education enhance my social, mental, emotional, and physical well-being?<br/> How can team sports provide me with opportunities for meaningful social experiences?<br/> How can cooperation and working together play a positive role in playing team sports?<br/> How can physical education encourage collaboration among peers?<br/> How can I measure performance and sportsmanship?<br/> How are skills and objectives important in participating in physical activities and sports?<br/> How can interests developed through team sports and physical education lead to future career choices?<br/> How can I reflect on my progress in PE throughout the school year?</p>   |
| <b>Culminating Task<br/>(Including DOK terms in bold)</b> | <p><i>Global Games</i><br/> In this 7-week unit, referencing The Multiple Means Learning (MML) approach and using Preferred Mode of Communication (PMC), students will evidence the ability to learn and play a sport popular in another country by:</p> <ul style="list-style-type: none"> <li>● <b>Identifying</b> sports that are played in other countries. (SL, L)</li> <li>● <b>Naming</b> the components of a sport that is played in another country. (SL, L)</li> <li>● <b>Recognizing</b> the importance of knowing and following the rules when playing a sport. (SL, L)</li> <li>● <b>Interpreting</b> the objective(s) of a sport (i.e., How do I win?). (SL, L)</li> <li>● <b>Formulating</b> personal goals and/or team goals. (SL, L)</li> <li>● <b>Applying concepts</b> to play a sport that is played in another country. (SL, L)</li> <li>● <b>Showing</b> good sportsmanship. (SL, L)</li> <li>● <b>Critiquing</b> their performance and the performance of their teammates. (SL, L)</li> </ul> <p><i>Culminating Task Ideas:</i> (These are suggestions for how to display the culminating task. They may also serve as a springboard for you to come up with your own idea).<br/> <b>LEARN AND PLAY A SPORT PLAYED IN ANOTHER COUNTRY –</b></p> <ul style="list-style-type: none"> <li>● Photographs of students throughout the process of playing a sport played in another country</li> <li>● Photo journal of sports played in different countries</li> <li>● Student-created “sports page” containing highlights from a game/match/meet/competition/tournament, etc.</li> </ul> |
| <b>Duration of Unit</b>                                   | 7 weeks  |

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| <p><b>NYS Next Generation Learning Standards Addressed Across Grades</b></p>                               | <p>KSL4, KL6, KRF3<br/> 1SL4, 1L6, 1RF3<br/> 2SL4, 2L6, 2RF3<br/> 3SL4, 3L6, 3RF3<br/> 4SL4, 4L6, 4RF3<br/> 5SL4, 5L6, 5RF3<br/> 6SL4, 6L6<br/> 7SL4, 7L6<br/> 8SL4, 8L6</p>   |
| <p><b>Learning Standards for Career Development</b></p>  | <p>Standard 3b – Career Majors: Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.</p>                                       |
| <p><b>Learning Standards for Health, Physical Education, and Family and Consumer Sciences (HPEFCS)</b></p> | <p>Standard 2 – A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</p>   |
| <p><b>Assessments to Be Used</b></p>   | <p>Measures to assess progress may include portfolios, student self-evaluations, peer-assessments, presentations, teacher observations, and culminating tasks. SANDI Gross Motor Skills Subtest (AA only)</p>  |
| <p><b>Materials (including virtual platforms) addressing standards and objectives for this unit</b></p>    | <p>NYC FITNESSGRAM<br/> Teacher made materials<br/> Classroom libraries (digital)<br/> Mosaic Curriculum Books<br/> Sora<br/> Move to Improve<br/> The Get Ready Project (Mindful Movement and Yoga-Based Program)<br/> Magazine articles/ Newspapers<br/> Internet<br/> Rethink</p> |

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| <b>Culturally Responsive<br/>Texts</b> | The following books were selected from the Mosaic Curriculum and serve as a sampling of what the Mosaic Curriculum has to offer for meaningful integration of a culturally responsive and sustaining educational framework.                               |   |  |
|  | Our Skin: A First Conversation About Race<br>David Jumps In<br>You Hold Me Up<br>Pass the Ball, Mo!<br>The Banana Leaf Ball<br>Roll with It<br>Ghost<br>How to Be a Lion<br>Champion  | Nino Wrestles the World<br>Stephen Curry<br>All the Way to the Top<br>Baseball on Mars<br>The William Hoy Story<br>Baseball's Leading Lady<br>I Will Dance<br>Brave<br>Sumo Joe                           | Cannonball<br>A Team Stays Together!<br>Freddie Ramos Springs into Action<br>Those Shoes<br>Spider-Man: Into the Spider-Verse<br>The Derby Dare Devils<br>Long Shot<br>Jabari Jumps<br>Brave Ballerina   |
|  | The following books were selected from Sora's online library and serve as a sampling of what Sora has to offer for meaningful integration of a culturally responsive and sustaining educational framework.  |   |  |
|  | My Weird School Fast Facts: Sports<br>The Secret Science of Sports<br>It's Outta Here!<br>Good Sports<br>She Persisted in Sports<br>Martial Arts Fun<br>The Olympics Encyclopedia for Kids<br>Sports of the Paralympic Games<br>Dance Fun<br>Sports Jokes | LeBron James<br>More Than a Game<br>Women in Sports<br>Miracle Moments in Football<br>Soccer Fun<br>Dogsledding and Extreme Sports<br>The Negro Leagues<br>Basketball Fun<br>When I Grow Up—Sports Heroes | Learning Stem from Basketball<br>Pro Wrestling's G.O.A.T.<br>Modern Sports around the World<br>Good Sports, Win or Lose<br>Sitting Still Like a Frog<br>Good Sports Use Teamwork<br>Z is for Zamboni<br>The Math of Baseball<br>Maisy's Sports Day |

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| <b>Key Terms/Vocabulary</b>   | team, teammate, sport, collaboration, rules, turn taking, start, finish, goal, win, lose, tie, objective, sportsmanship, tournament<br><br>Vocabulary from books chosen for unit:<br><br>Sight words: |
| <b>Key Student Learning Objectives (IEP Goals: Demonstrating Knowledge of Students)</b> | FOR YOUR USE—IDENTIFYING SPECIFIC STUDENT SKILLS THAT YOU WISH TO ADDRESS   |

| <b>Please note: Make sure that you know each student's PMC and MML so that teaching points can be adjusted to best meet student needs.</b>  |   | <b>PE TEACHING POINTS</b>   |   |  |
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| I can understand what I am learning about during this unit.   | I can set personal goals to develop my skills throughout the unit.      | I can identify the seven continents; I can locate them on a map.  | I can identify different countries; I can locate them on a map.                         | I can review the elements of a sport.  |
| I can identify sports that are popular in different countries, and state which ones I want to play during the unit.   | I can name the components of a sport that is played in another country. | I can Interpret the objective(s) of a sport (i.e., How do I win?) | I can recognize the importance of knowing and following the rules when playing a sport. | I can understand the rules of a sport in order to play safely with my peers. |
| I can practice skills needed to play sports, e.g., throwing, catching, running, kicking, hitting, etc.  | I can participate in sports that require the use gross motor muscles.   | I can warm up before I play sports and cool down after playing.   | I can lead my peers in warm-ups and cool downs before and after sports.                 | I can take turns with my peers in leading a warm-up cool down activity.      |
| I can participate in a variety of sports played in other countries (e.g., soccer/ football, baseball, tennis, table tennis, volleyball)   | I can demonstrate good sportsmanship when playing a sport.              | I can use positive language to build team confidence.             | I can critique my performance in order to improve my performance in the future.         | I can participate in an end of unit celebration.                             |
| <p>Window or Mirror?<br/> I can practice literacy skills and use technology to consider if a text is a window or mirror. I can decide if the author, speaker, character, or content reflects my lived experiences or identity (mirror) – or provides a window into the lived experiences of people whose identities differ from mine. (Select a text from the Mosaic Curriculum Books, Sora's online library, etc., such as: <i>The Banana-Leaf Ball</i> by Katie Smith Milway)</p> |   |   |   |  |

| <b>LITERACY ALIGNMENT</b>  |  |   |
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| Listening<br>Discussion techniques<br>Following directions<br>Vocabulary building<br>Reading<br>Speaking and listening | Self-assessment<br>Peer-assessment<br>Writing<br>Conversation<br>Internet skills | Using graphic organizers<br>Group discussion<br>Asking and answering questions<br>Turn-taking<br>Conversation |

| <b>HPEFCS SKILL ALIGNMENT (Health Education, Physical Education, and Family &amp; Consumer Sciences)</b> |
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| Decision Making<br>Planning and Goal Setting<br>Advocacy   |

| <b>Fitness Education in Physical Education</b>  |  |   |  |
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| Technique: Demonstrates competency in techniques needed to perform a variety of moderate to vigorous physical activities. |  |   |  |
| Descriptor  | Following directions   | Applying safety strategies  | Demonstrating appropriate etiquette  |
| <ul style="list-style-type: none"> <li>Safety techniques</li> </ul>   | <ul style="list-style-type: none"> <li>Use equipment properly and move safely in school &amp; community</li> </ul> | <ul style="list-style-type: none"> <li>Apply safety strategies, including using good body control, following safety signs and using equipment appropriately.</li> <li>Identify safe &amp; unsafe places to play, such as a backyard &amp; street.</li> <li>Hold oneself and others responsible for following safety practices.</li> </ul> | <ul style="list-style-type: none"> <li>Care of equipment and respect for facilities and exhibit safe.</li> </ul> |

## Pacing Calendar for the Instructional Unit

Break down DOK terms weekly to ensure that ALL DOK terms are addressed with rigorous activities by end of unit

Assessments of each DOK term should be conducted to determine comprehension and next steps

More than one DOK term can be addressed in a given week

Pacing Calendar can be adapted as needed to meet your students' specific needs

| DOK terms  | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--------|---------|-----------|----------|--------|
| Week 1<br><b>Identifying</b> sports that are played in other countries.  |        |         |           |          |        |
| Week 2<br><b>Naming</b> the components of a sport that is played in another country.   |        |         |           |          |        |
| Week 3<br><b>Recognizing</b> the importance of knowing and following the rules when playing a sport.   |        |         |           |          |        |
| Week 4<br><b>Interpreting</b> the objective(s) of a sport (i.e., How do I win?).   |        |         |           |          |        |
| Week 5<br><b>Formulating</b> personal goals and/or team goals.<br>Practicing the skills needed to play sports, e.g., throwing, catching, running, kicking, hitting, etc.   |        |         |           |          |        |
| Week 6<br><b>Applying concepts</b> to participate in a variety of sports played in other countries (e.g., soccer/ football, baseball, tennis, table tennis, volleyball)<br><b>Showing</b> good sportsmanship while playing a sport that is popular in another country. |        |         |           |          |        |
| Week 7<br><b>Critiquing</b> their performance and the performance of their teammates.<br>Participating in an end of unit celebration.  |        |         |           |          |        |

**Physical Education Rubric**  
**Global Games**

| <b>Criteria</b>   | <b>1</b>   | <b>2</b>   | <b>3</b>   | <b>4</b>  |
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| <b>DEVELOPING SUBJECT AREA VOCABULARY</b>               | I could not identify subject area terms or words.        | I needed help identifying subject area terms and words.  | I recognized and identified subject area terms and words.  | I recognized and identified subject area terms and words and used technology to further develop my subject area vocabulary.                   |
| <b>FOLLOWING AGREED UPON RULES AND ROUTINES</b>         | I did not follow agreed upon rules and routines          | I followed some agreed upon rules and routines.  | I followed most agreed upon rules and routines.  | I followed all agreed upon rules and routines AND I helped other students.  |
| <b>DEMONSTRATED UNDERSTANDING OF FITNESS ACTIVITIES</b> | I did not participate in any fitness activities/lessons. | I participated in some fitness activities/lessons.   | I participated in most fitness activities/lessons.   | I participated in all fitness activities/lessons AND I helped other students.   |
| <b>PARTICIPATION IN SELF-ASSESSMENT ACTIVITIES</b>      | I didn't participate in any self-assessment activities.  | I participated in some self-assessment activities with help, but cannot share my goals or opinions about the subject area. | I participated in some self-assessment activities, and can share some of my goals and opinions about the subject area. | I participated in all self-assessment activities, and can share my goals and preferences in the subject area with my classmates and teachers. |