Dates: **September 10 – November 6, 2026**	Subject: **PHYSICAL EDUCATION**
Grades: **K-8 SA, K-5 AA**	

Enduring Understanding	Physical activity is required for physical and motor skills development. Physical movement stimulates academic success by helping students to be alert and have the energy to learn. Making positive decisions about fitness and nutrition contributes to a healthy lifestyle and overall well-being. Establishing and following rules and routines in physical education can make physical activity both enjoyable and safe. Physical activity and participating in sports can provide opportunities for enjoyment, socialization, self-expression, and improving self-esteem.
Essential Questions	How can physical education enhance my social, emotional, mental and physical well-being? How can regular physical activity help to improve my overall health? How can participating in physical education provide me with opportunities for meaningful social interactions? How can cooperation and working together contribute to my success in activities and sports? How can physical education encourage collaboration among peers? How can I measure my physical fitness? What skills and knowledge are important for participation in physical activity and sports? How can interests developed through physical education lead to future career choices?
Culminating Task (Including DOK terms in bold)	*Recognizing the Importance of Rules and Routines* In this 8-week unit, referencing The Multiple Means Learning (MML) approach and using Preferred Mode of Communication (PMC), students will evidence understanding of how to establish and follow routines that contribute to a healthy lifestyle and overall well-being by: ● **Defining** and **constructing** a set of rules for PE class ● **Identifying** why it is important to follow rules. ● Establishing a series of routines for PE class ● **Recognizing** why routines are important ● Following agreed upon rules and routines ● **Showing** proper technique during warm-up and cool-down exercises (e.g., stretching, walking, deep breathing, yoga) before and after physical activity. ● Participating in at least one aerobic fitness activity and one muscular fitness activity ● **Making connections** between physical activity, nutrition, and health/wellness (I.e., social, emotional, mental, and physical) ● **Creating** a personal fitness plan Culminating Task Ideas: *(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)* ● Photographs or Hyperdoc of students demonstrating proper technique while completing various exercises and/or activities (e.g., student leading peers through warm-up and cool-down exercises) ● Student-created PSA videos on topics related to a healthy lifestyle (e.g., physical activity, nutrition, sportsmanship, etc.) ● “My Personal Fitness Plan” Posters ● Checklist documenting completion of activities ● Chart or graph illustrating student gains throughout the PE unit ● Newsletter celebrating student gains throughout the PE unit
Duration of Unit	40 teaching days

NYS Next Generation Learning Standards Addressed Across Grades	KSL4, KL6, KRF3 1SL4, 1L6, 1RF3 2SL4, 2L6, 2RF3 3SL4, 3L6, 3RF3 4SL4, 4L6, 4RF3 5SL4, 5L6, 5RF3 6SL4, 6L6 7SL4, 7L6 8SL4, 8L6
Learning Standards for Career Development	Standard 3a – Universal Foundation Skills: Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.
Learning Standards for Health, Physical Education, and Family and Consumer Sciences (HPEFCS)	Standard 1 – Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and manage personal health.
Assessments to Be Used	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)
Materials (including virtual platforms) addressing standards and objectives for this unit	NYC FITNESSGRAM Teacher made materials Classroom libraries (digital) Mosaic Curriculum Books Sora Move to Improve The Get Ready Project (Mindful Movement and Yoga-Based Program) Magazine articles/ Newspapers Internet Rethink

Culturally Responsive Texts	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 David Jumps In You Hold Me Up Pass the Ball, Mo! The Banana Leaf Ball Roll with It Ghost How to Be a Lion Champion	Nino Wrestles the World Stephen Curry All the Way to the Top Baseball on Mars The William Hoy Story Baseball's Leading Lady I Will Dance Brave Sumo Joe	Cannonball A Team Stays Together! Freddie Ramos Springs into Action Those Shoes Spider-Man: Into the Spider-Verse The Derby Dare Devils Long Shot Jabari Jumps Brave Ballerina

Key Terms/Vocabulary	Vocabulary from books chosen for unit: Sight words:
Key Student Learning Targets (IEP Goals: Demonstrating Knowledge of Students)	FOR YOUR USE—IDENTIFYING SPECIFIC STUDENT SKILLS THAT YOU WISH TO ADDRESS

***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.*		**PE TEACHING POINTS**		
I can identify and follow the rules in PE class	I can understand why following the rules and routines in PE class is important and explain how it helps to keep me safe and healthy	I can help with set-up and clean-up	I can cooperate with others and participate as a member of a team	I can identify and list warm-up and cool-down exercises
I can participate in warm-up/cool-down exercises such as stretching, walking/slow jog, deep breathing, or yoga	I can demonstrate proper technique and show others how to perform warm-up and cool-down exercises	I can explain why it is important to incorporate warm-up and cool-down exercises before and after I participate in physical activity	I can define and differentiate between aerobic and muscular fitness activities	I can demonstrate one example of both aerobic and muscular fitness activities
I can participate in aerobic fitness activities (e.g., brisk walking, jogging, running, dancing, jumping rope, skipping, hopping, bicycling, etc.)	I can participate in aerobic fitness activities as a member of a team (e.g., relay race)	I can participate in muscular fitness (strength and endurance) activities (e.g., push-ups, squats, jumping, running, yoga)	I can select an appropriately challenging activity from a menu/list of aerobic fitness activities	I can select an appropriately challenging activity from a menu/list of muscular fitness activities
I can understand the importance of daily physical activity	I can identify and label different parts of my body and understand how they are affected by exercises	I can understand why it is important to drink water during physical activity	I can identify positive nutritional choices and explain how they contribute to a healthy lifestyle	I can measure my physical fitness; I can determine my heart rate
I can identify physical activity opportunities within my community	I can identify different jobs and careers that are of interest to me in the field of physical fitness and sports	I can set personal goals to maintain a healthy lifestyle	I can create a personal fitness plan to improve my cardio-respiratory endurance, flexibility, muscular strength, endurance, and body composition	I can collect/record data to track whether or not I am making progress towards my goals, and determine personal next-steps
I can illustrate (graph or chart) student gains throughout the PE unit	I can self-assess my performance in PE class	I can assess my peers' performance in PE class	I can complete a culminating task to show what I learned throughout the unit	I can share what I learned and help others make positive decisions about fitness and nutrition
Window or Mirror? 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: *Ghost* by Jason Reynolds)				

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

HPEFCS SKILL ALIGNMENT (Health Education, Physical Education, and Family & Consumer Sciences)
Decision Making Planning and Goal Setting Advocacy

Fitness Education in Physical Education			
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
Safety techniques	• Use equipment properly and move safely in school & community	• Apply safety strategies, including using good body control, following safety signs and using equipment appropriately. • Identify safe & unsafe places to play, such as a backyard & street. • Hold oneself and others responsible for following safety practices.	• Care of equipment and respect for facilities and exhibit safe.

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
Weeks 1-2 **Constructing** and **defining** a set of agreed upon rules for PE class; **identifying** why it is important to follow rules; establishing a series of routines for PE class; **recognizing** why routines are important					
Weeks 3-4 Following agreed upon rules and routines; **showing** proper techniques during warm-up and cool-down exercises (e.g., stretching, walking, deep breathing, yoga) before and after physical activity					
Weeks 5-6 Participating in at least one aerobic fitness activity and one muscular fitness activity					
Weeks 7-8 **Making connections** between physical activity, nutrition, and health/wellness (i.e., social, emotional, mental, and physical); **creating** a personal fitness plan					

Physical Education Rubric				
Criteria	**1**	**2**	**3**	**4**
DEVELOPING SUBJECT AREA VOCABULARY	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.
FOLLOWING AGREED UPON RULES AND ROUTINES	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.
DEMONSTRATED UNDERSTANDING OF FITNESS ACTIVITIES	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.
PARTICIPATION IN SELF-ASSESSMENT ACTIVITIES	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.