Dates: **November 9 – January 8, 2027**	**Subject:** **PHYSICAL EDUCATION**
Grades: **K-8 SA, K-5 AA**	

Enduring Understanding	Physical activity involves using movement and motor skills throughout a lifetime. Positive interactions with peers during multi-player games promote confidence and appropriate sportsmanship. Establishing and following rules in multi-player games can make physical activities and sports both enjoyable and successful. Understanding the objective of a game can help us to develop personal and team goals. Multi-player games and physical activity can provide opportunities for personal enjoyment, self-expression, challenge, and social interaction. I can use self-evaluation skills to become more independent.
Essential Questions	How can physical education enhance my social, emotional, mental and physical well-being? How can multi-player games provide me with opportunities for meaningful social experiences? How can cooperation and working together play a positive role in multi-player games and sports? How can physical education encourage collaboration among peers? How can I measure performance and sportsmanship? How are skills and game objectives important in participating in physical activities and sports? How can interests developed through multi-player games and physical education lead to future career choices? How can I use self-evaluation skills to become more independent?
Culminating Task (Including DOK terms in bold)	*Showing Good Sportsmanship* 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 play a multi-player game by: ● **Identifying** multi-player games ● **Interpreting** the objective of the game ● **Formulating** personal goals and/or team goals ● **Recognizing** the importance of rules when playing with others ● Follow the rules to play the multi-player game ● Participating in at least two of the following games: capture the flag, duck-duck goose, steal the bacon, parachute, hop scotch, box ball, red-light green-light, freeze dance, musical chairs, kick ball ● **Showing** sportsmanship throughout the game ● **Critiquing** their own performance and sportsmanship, as well as the performance and sportsmanship of their peers, throughout the multi-player game 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 ideas)* ● Photographs of students throughout the process of playing the game ● Student-created game playing guides, manuals, or rule books ● 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	35 teaching days

NYS Next Generation Learning Standards Addressed Across Grades	KR6, KR7, KR8, KW1, KSL4, KL6, KRF3 1R6, 1R7, 1R8, 1W1, 1SL4, 1L6, 1RF3 2R6, 2R7, 2R8, 2W1, 2SL4, 2L6, 2RF3 3R6, 3R7, 3R8, 3W1, 3SL4, 3L6, 3RF3 4R6, 4R7, 4R8, 4W1, 4SL4, 4L6, 4RF3 5R6, 5R7, 5R8, 5W1, 5SL4, 5L6, 5RF3 6R6, 6R7, 6R8, 6W1, 6SL4, 6L6 7R6, 7R7, 7R8, 7W1, 7SL4, 7L6 8R6, 8R7, 8R8, 8W1, 8SL4, 8L6
Learning Standards for Career Development	Standard 2 – Integrated Learning: Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
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	fitness, collaboration, rules, turn taking, start, finish, performance, endurance, push-up, curl-up, sit and reach, trunk lift, goal, team, win, lose, objective, sportsmanship, flexibility 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 set goals to develop my personal fitness skills throughout the unit.	I can identify multi-player games and state which ones I want to play during the unit.	I can interpret the objective of the games.	I can understand and follow the rules of a game in order to play effectively with my peers.	I can identify my personal/team goals. I can develop a plan for how I will work to achieve my personal/team goals.
I can understand the importance of setting goals for myself and my team in order to be successful during multi-player games.	I can predict team outcomes before a game and analyze team results after.	I can demonstrate appropriate sportsmanship throughout a multi-player game.	I can critique my performance in order to improve my performance during the next game.	I can warm up before playing games and cool down after playing games.
I can lead my peers in warm-ups and cool downs before and after games.	I can engage in a variety of multi-player games (e.g., capture the flag, duck-duck goose, steal the bacon, parachute, hop scotch, box ball, red-light green-light, freeze dance, musical chairs, kick ball, etc.)	I can participate in games that require the use of my muscles.	I can participate in games that promote balance and flexibility.	I can engage in gross motor activities throughout a variety of games (e.g., marching, hopping, running, jumping)
I can engage in gross motor activities for increasingly longer periods of time as my skills and endurance develop	I can explore, practice, and perform skill sets: throwing, pushing, pulling, catching, balancing, etc.	I can self-assess my performance in PE class	I can assess my peers' performance in PE class	I can recognize how much my personal fitness skills developed throughout the unit, and I can complete an end of unit assessment to show what I learned
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, such as: *Good Sports, Win or Lose* by BreAnn Rumsch)				

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
WEEK 1 **Identifying** multi-player games					
WEEK 2 **Interpret** the objective of the games					
WEEK 3 **Formulate** personal goals and/or team goals					
WEEK 4 **Recognize** the importance of rules when playing with others					
WEEK 5-6 **Follow the** rules to play a multiplayer game (e.g., capture the flag, duck-duck goose, steal the bacon, parachute, hop scotch, box ball, red-light green-light, freeze dance, musical chairs, kick ball, etc.)					
WEEK 7 **Show** sportsmanship throughout the game. **Critique** their own performance and sportsmanship.					

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.