

Montvale



Woodcliff Lake



River Vale



Hillsdale

# Physical Education Curriculum

Born: August 2016



Authored by the Pascack Valley Regional Physical Education  
Curriculum Committee Consortium

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## **Overview**

The following units were created in a joint effort between the school districts of Montvale, Hillsdale, River Vale, Woodcliff Lake and the Pascack Valley Regional Curriculum Office. Representatives from each grade level and each district worked collaboratively to create units in an Understanding by Design (UbD) format. Professional development was provided in regard to Physical Education, Understanding by Design, Performance Assessment, Depths of Knowledge and Integrating the Common Core Standards. The UbD unit format is designed with three stages: Stage 1-Desired Results, Stage 2- Assessment, and Stage 3- Learning Plan. In stage 1, The Desired Results section provides the teachers with the essential questions, knowledge, understandings and skills students should acquire. The Assessment, stage 2, contains at least one sample performance task and rubric progression(s) which incorporates physical fitness skills and aligns to the performance expectations for the unit. Other ongoing assessments will occur and may be in the form of: teacher observations, journal entries, logs, class discussion, and additional performance assessments. In stage 3, the Learning Plan, it is intended to provide resources for teachers that support each unit. This section is not intended to be the daily lessons for the unit. Rather it provides support for the units by including hyperlinks and links to websites, resources, mentor exercises and activities.

## **Rationale**

The regional physical education curriculum is designed to focus on strategic play, life-long fitness, wellness skills, and the Common Core State Standards throughout the year at each grade level. Physical education contributes significantly to every student's health and well-being. It is an integral part of the overall education program and provides one of the few opportunities for every student to develop the skills, knowledge, and confidence necessary to lead a physically active lifestyle. A high quality program promotes activity, improved health, motor skill development, and better cognitive performance. The curriculum focuses on skill-related fitness concepts so students maintain a healthy, active lifestyle.

## **Implementation**

Over the course of the 2016-17 school year, teachers in kindergarten through eighth grade will engage in the implementation stage of this process under the lead of the Regional Instructional Curriculum Coordinator (RICC). The RICC will provide professional development for all teachers to ensure they are prepared for the transition to the newly revised physical education curriculum. The regional physical education curriculum committee will continue to revise the units by integrating New Jersey's 21st Century Life and Career Standards and the 2014 Technology Standards.



## Curriculum Unit Directory

K-5 Units
Movement
Eye-Hand & Eye Foot
Cooperative Activities
Wellness

6-8 Units
Cooperative Learning
Individual Activities
Movement/Rhythm
Team Activities
Wellness



# PVRSD Public School

## *Pascack Valley Regional Curriculum Consortium*

### UbD Curriculum Framework

#### [DOE Model Curriculum](#)

*The Understanding by Design (UbD) framework by Grant Wiggins offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas: 1.) focus on teaching and assessing for understanding and learning transfer, and 2.) design curriculum “backward” from those ends.*

#### Stage 1: Desired Results

Unit Title: Cooperative Activities

Grade Level: 3-5

Length/Timing of Unit: 8-12 class periods / reinforced throughout the year

Teacher(s)/Designer(s): Pascack Valley Regional Curriculum Committee

[Bergen County Compliance Document](#)

<http://www.corestandards.org>

#### **2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**

##### A. Interpersonal Communication

- Effective communication may be a determining factor in the outcome of health- and safety-related situations.
- Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.

2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.

2.2.4.A.2 - Demonstrate effective interpersonal communication in health- and safety-related situations.

2.2.6.A.1 - Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.

**Essential Questions:**

1. Why should students be able to identify the roles of offensive and defensive players to improve game strategy?
2. How does attitude impact team and individual achievement?
3. Why is it important for students to participate and differentiate between cooperative and competitive activities?
4. How does sportsmanship impact cooperative activities?
5. Why is it important for students to demonstrate good sportsmanship?

**Big Ideas/Enduring Understanding: (SLO) Learners will....**

- Explain and demonstrate the roles of offensive and defensive players and the impact they have during game play
- Explain what it means to display good sportsmanship
- Determine how basic safety, good sportsmanship and attitudes impact physical performance in games or recreational activities
- Demonstrate cooperative and competitive strategies in movement activities and modified games
- Distinguish between an offensive player and a defensive player during game play
- Explain and demonstrate how student attitudes affect cooperative strategies when trying to attain a common goal
- Develop teamwork and communication skills in order to solve problems, break down walls, and build a positive self-image

**Stage 2: Acceptable Evidence****Transfer Task**

Assessment:

[Click here to view assessment/rubric folder:](#)

Teacher observation

Student feedback

Checklist

Video Tape

Performance Task



## Stage 3: Learning Plan

### Daily Activities

1. [Building Hoop Huts](#)
2. [Jump In Jump Out](#)
3. **Cooperation Hoops:** The game is similar to musical chairs. However, no one is ever eliminated from this game. Begin the game with 1 hula hoop per child. When music is playing, the children move around the gym using selected locomotor movements. The children must stay w/in the boundary of the gym and outside each of the hoops. When the music stops each child enters a hoop. Each time the music begins 1 hoop is removed from the game of play. As hoops are removed, children will begin to “share” their space. As the amount of hoops decrease, the more cooperative the children must be. We continue to remove hoops until there are 1 or 2 hoops left on the gym floor. With a single class (20 or less) we will have all the children fit into 1 hoop. To be counted in the hoop, a child must have at least 1 foot in the hoop.
4. **Sonic the Hedgehog** - Students balance buckets on their hand and gather yarn balls. Students first work individually, then in small groups and finally with a partner.
5. **Dead Ant Tag** - Students play a game of tag. When tagged they lay down on their back with their arms and feet up. In order to return to the game a 4 classmates must attach themselves to a hand or foot.
6. [Team Walkers](#)
7. **Chicken Baseball** - Students are in divided into two groups. A rubber chicken is thrown. A student from the other team retrieves it and passes over/under to the back of the line while the person from the other team who threw the chicken runs around their team to score runs.
8. [Snowball](#)
9. **Caterpillar Hoops:** Groups of 5 with six hoops. Everyone stands in a hoop next to each other in a straight line. They move by jumping forward into the empty hoop. Last person then picks up hoop. Change the leader of the line by having the student go to the end of the line. That person picks up hoop and passes it forward.
10. **Dr. Frankenstein:** Students (in groups) will have to create a body puzzle. The food will be placed in the center of the gym and 1 student at a time will have to bear crawl in and crab walk out with their selection. The group will create the 21 piece puzzle.
11. [US Map Building](#)
12. [Parachute](#)
13. **Bats and Caves** Students will be in groups of 3. Two students hold hands and create the caves. One student will become a bat and fly around the gym when the music is playing. When the music stops the bats will enter a new cave.

**Suggested Activities for 3-5:**

14. Praise Phrase
15. [Human Knots](#)
16. [Island Hopping](#)
17. Minefield
18. Pharaoh's stones
19. Rolling River
20. Scale the Wall
21. Trust Fall
22. Spider Web
23. [Maze Game](#)
24. **Pipe Line:** Students hold tubes. One student takes a marble and the group rolls it through a tube, trying to get it into the next tube. If it falls start over.
25. **Toxic Transfer:** This game is moving balls in a basket to another basket. Students need to attach ropes to the basket for carrying and for tipping the basket so the balls fall into a second basket.
26. **Alaskan Baseball:** 1) Start with 2 teams. 2) One student is given a throwable object, their team then forms a circle around them and that person throws the object. 3) After he/she has thrown the object then he/she goes around the circle saying everyone's name in order of the circle. Every time he makes it around the circle it counts as a run. 4) Meanwhile the other team is chasing the object. Everyone forms a line behind the first person that has gotten the object. They then pass the object between their legs until it reaches the last person, where it is then passed overhead back to the first person in line. 5) When the first person gets the object the team yells out, and the other team stops counting runs. The first person in line that retrieved the object now has a circle formed around him and he throws the object and the process reverses.
27. **Rock Scissor Paper:** Gold Silver Bronze area.
28. **Zip Zap** Start in a circle. One student goes into the middle and points at another student. That person squats down and faces the person next to them. They say, "Zap." The person that says it first goes into the middle. You can add more than one in the middle.
29. **Look Down, Look up** Circle to start. Students look down. When told, students look up and look at someone. If both students are looking at one another, they scream and move to another place in the circle.
30. **Grab 3 and Freeze:** Each student starts on a spot with a koosh ball on top. The goal of the game is for students to collect three koosh balls on their dot. Once this has been achieved the round is over and play is re-set. While students are trying to steal koosh balls, other students standing at their own spot can tag students trying to steal. If a student is tagged he/she must go to a different dot to try and steal someone else's koosh ball. Koosh balls can be stolen even if a student is not guarding them.



- 31. Pass it Down** Six students sit in a straight line. Place a hoop at either end of the line. One of the hoops has objects in it. Students must work together using only their feet to pass the objects one at a time down the line. Each object is a different size, shape, or weight.
- 32. Frogs and Flies-** To begin two students will be chosen to be taggers or “frogs.” The remaining students will be flies. The frogs will each be given a noodle to be used for tagging students on the arm. There will be 4 hoops or “Lilly pads” assorted around the gym. When a student is tagged by one of the taggers, they will freeze where they are and crouch down. To be unfrozen, they must be saved by their teammates. To be unfrozen four of their teammates must pick up one of the Lilly pads (hula hoops) and drop it over the frozen teammate. Lilly pads can only be moved when four teammates are touching it. When the students are moving the Lilly pad they cannot be tagged by the taggers. When a teammate is unfrozen the students carrying the Lilly pad and the student who was unfrozen have 3 seconds to run away before getting tagged. Once all students are tagged two new taggers will be selected. This can be modified by adding or removing Lilly pads or adding or removing taggers.
- 33. Team Parachute** In this activity students will be partnered up, and work with another pair of partners to form a group of 4. Students will receive a bean bag, and two parachutes per group. They will then attempt to throw the bean bag back and forth using only the parachutes. Students must both be holding the parachute at all times. Students will now combine with another group (4 pairs of partners) and attempt to toss the bean bag in a circle. Each team must catch and throw the bean bag. This will last for approximately 5 minutes. Once the students are successful in groups, they will now try with the entire class. The same rules apply.
- 34. Hamburger Helper** A large pile of noodle pieces will be placed in the middle of the gym. The class will be divided into teams of 3 or 4. One student will be the “runner” and the other 2 students will be the “buns”. On go, the runner will go out to the middle and take 1 noodle piece and put it between the 2 “buns”. Play will continue until all noodle pieces are gone. If the “hamburger” falls down, play must start from 0 for that team.
- 35. Cooperative Cube** The group is asked to do a variety of movements through the cube without knocking it over. The activity will go from easy to harder as the commands become more complex. Students will work in groups to travel through the cube
- 36. Pillo Polo**
- 37. Capture the Flag**
- 38. Titanic:** Review the story of the Titanic with students, emphasizing that there were not enough lifeboats for all of the people to survive. Explain to students that they are all starting from one side of the gym (the Titanic) and trying to use their equipment to get to the other side of the gym (safety). The gym floor is water and there are about 10 hoops on the floor that can be used as icebergs. Students are allowed to stand on icebergs but cannot move them. Students



are given equipment to help them move from one side to the other. Students are allowed to use three (3) scooters to ride on (NO STANDING); two hoops and three jump ropes. The only floating items are the scooters. Hoops and jump ropes are tools that can be used to assist students. If students touch the gym floor, they must go back to the Titanic. If the equipment falls on the gym floor at any time it is stranded until another student saves it.



# PVRSD Public School

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#### Stage 1: Desired Results

Unit Title: Unit 2 - Eye Hand/Foot Coordination

Grade Level: 3-5

Length/Timing of Unit: 6-8 class periods / reinforced throughout the year

Teacher(s)/Designer(s): Pascack Valley Regional Curriculum Committee

[Common Core State Standards](#)

[Bergen County Compliance Document](#)

**2.5 - Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**

#### **A. Movement Skills and Concepts**

2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.

2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).

2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.



2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.

2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment

**2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.**

2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

**Essential Questions:**

**Eye Hand Coordination**

1. Why is proper throwing, rolling and catching technique important?
2. How does throwing, rolling, catching & traveling relate to different sports and activities?
3. How can one improve eye-hand coordination?
4. How does the involvement of manipulatives impact students development of eye hand coordination?
5. Why is proper striking and technique important?
6. How does kicking, dribbling, traveling and trapping relate to different sports and activities?
7. How can one improve eye-foot coordination?
8. How does the involvement of manipulatives impact students development of eye foot coordination?
9. How does the mobility (stationary vs. rolling) of the target impact student performance striking an object/target?

**Big Ideas/Enduring Understanding: (SLO) Learners will....**

- Demonstrate and explain essential elements of throwing or rolling (stepping with opposition, follow through) - Eye Hand
- Demonstrate the ability to strike a target that is moving or stationary. - Eye Hand & Eye Foot
- Demonstrate the ability to stop, start and travel while performing movement activities - Eye Foot & Eye Hand



## Stage 2: Acceptable Evidence

### Transfer Task

Assessment:

[Click here to view assessment/rubric folder:](#)

[https://drive.google.com/folderview?id=0B\\_pYMvidVQm5SDhLVk1Qd256S1k&usp=s](https://drive.google.com/folderview?id=0B_pYMvidVQm5SDhLVk1Qd256S1k&usp=s)  
haring

- Checklist or Rubric
  - <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/rubric/pe2u3.pdf> (username: model password: curriculum)

Performance Observation

Student self assessment/reflection

## Stage 3: Learning Plan

### Daily Activities

Foundational Movements

1. **Rainbow Tennis:** Scatter small nets around the gym with assorted spots in front of each net. Divide the class into 6 teams. Each team needs a lollipop racquet and a ball. On "GO" the first person in each line runs to a spot and performs a forehand or serve into the net. If the ball makes it into the net, the student takes the dot he or she shot from. The team with the most dots is the winner. (This game can be adapted for different sports: basketball, throwing, frisbee)
2. **Pillo Polo:**  
<http://sites.tenafly.k12.nj.us/~kmccall/Pillo%20Polo%20Rules%202011.pdf>
3. **Rockwall climbing:** this activity combines both, eye-foot and eye-hand coordination and spatial awareness. (Note: climbing wall required)
4. **Circus** - Juggling-balls, scarves, rings, clubs, bean bags Diabolo, Devil Stixs, balancing an egg on your head, tight rope walking, hoop diving.
5. **Team Bowling:** Students work together in groups to knock down a set number of pins or knock down as many pins as possible in a set time.
6. **Reaction Balls.** Throw and catch independently and in groups.
7. **Striking skills:** feet in "cement" tap balloon in the air (dominant/ non-dominant and alternate hands). Students perform alone, then with partners. Ss then move from balloons to mid-size beach balls.
8. **Rotten apples:** Students will throw yarn balls from one side of the gym to the other, using proper throwing form, clearing the "rotten apples" from their yard.
9. **Dinosaur Cave.** A section of the gym is divided as the dinosaur cave. The



dinosaur cave has 5 -7 students dribbling inside. All other students are trying to dribble through the cave to get the treasure. If students are tagged by the dinosaurs, he or she has to go to the spots with exercises on them. Students must perform 10 of the exercises to get back into dribbling.

10. **Thunderball-** The class will be divided into 4 teams; one on each of the sidelines. On "GO!" students will throw small balls at the large gopher ball in the middle of the gym. The object of the game is to move the ball over another team's sideline to score a point. The team with the lowest points wins.
11. **Jump Rope Activities:** short rope, long rope, skip it, jump stick, hoop jumping
12. **Castle Ball.** The class is divided into 4 teams, each with their own castle. The object of the game is to throw the balls to knock down the other teams castles. If your team's castle gets knocked down, your team earns a point and must rebuild the castle to get back in the game. The team with the least number of points at the end of the game wins.
13. **Basketball Royale:** There are 6 teams lined up on one side of the gym. Students must first take turns dribbling out to the domes to look for one of their colored bean bags. This is done until a total of (4) bean bags are located. Next, students may pick their colored dots to shoot from. If you make the shot, you take the dot. This is done until all (3) are made. The first team done will get a point. **Cues include: (shooting) eyes up, follow through, elbows in; (dribbling) eyes up, finger pads; (passing) step towards target-** Students will be divided into groups of 2 or 3. The object of the game is to earn 21 points. The first person in line runs out to the free throw line and shoots. If that person makes the shot he/she earns 2 points and can shoot from the free throw line again. If that person misses the shot the next person in line has to rebound the ball and shoot from that area. If he or she makes the shot, then the next shot can be taken from the free throw line.
14. **Foam Rockets and Targets** Set up bowling pins across the gym so students have something to aim at.
15. **Badminton Arcade** Set targets up using cones, nets, hoops, jump ropes, rings, frisbee, and any other equipment you have. Use a white board and give points for each piece of equipment. Each group keeps their own score.
16. **4 Goal Soccer:** Divide the class into two teams around the perimeter of the gym. Each student is numbered (ex: 1-8 on both teams). Place 4 pop up goals in each corner of the gym. Call out four numbers; those four players from each team play on the field and can score in any of the other team's goals. A player that is not on the field can play goalie. If a ball goes onto the sideline where the other players are waiting, only the sideline players can play the ball. Sideline players cannot score.
17. **Ultimate Frisbee**  
<https://web.stanford.edu/dept/pe/cgi-bin/downloads/intramural/LeagueSportRules/UltimateFrisbee.pdf>
18. **Catch 5: Equipment:** One coated foam ball or football for every group of 6 to 8 players. **How to play:** The players form teams of three or four. This game is



played either 3 vs. 3 or 4 vs. 4. Mark off boundaries for each game approximately 30-40 feet by 30-40 feet. One team starts on offense and has the ball. The other team is on defense. The object is for the offensive team to pass the ball to each other, trying to make five consecutive passes and catches without dropping the ball or having the defensive team intercept it or knock it down. If five successful catches are made, the team scores one point and the ball now goes to the other team. If the ball is dropped, knocked down or intercepted by the defensive team, the defensive team takes possession of the ball and goes on offense. The game continues for a predetermined amount of time or until one team scores a predetermined amount of points. Defensive players are not allowed to touch offensive players who are trying to make a pass. If they do, the thrower is allowed to throw again. Defensive players must stay at least one-arm's length away from offensive players who have the ball. If a defensive player touches an offensive player who is attempting to catch a pass, "interference" is called and the catch counts, and the offensive team continues. Throwers cannot travel with the ball, but they are allowed to pivot their feet as in basketball, but must stay in one place. Other players can move anywhere within the designated boundaries.

- 19. Team Juggle:** Divide the class into groups of odd numbers (groups of 5 are the best). Each group must establish a pattern of tossing their items. Tossers can not toss to the person right next to them. Each person must be tossed to one time in the pattern. Each group is given 5 objects. The first object is picked up by the same person and tossed to the same person each time. In order to add the second object in, the first object needs to be passed through the pattern, without dropping it one time. Once the first object makes one full pattern, the next object can be added in. If the objects are dropped, they
- 20. Thunderball:** The class will be divided into 4 teams; one on each of the sidelines. On "GO!" students will throw small balls at the large gopher ball in the middle of the gym. The object of the game is to move the ball over another team's sideline to score a point. The team with the lowest points wins.
- 21. Dino Race** Set up five dinosaurs on the side of gym at a starting line. Every few feet put a cone so it goes the length of gym. The student use two man ski to move down and back of gym. When finished they run over and move dino to the next cone. The dinosaurs are racing.
- 22. Serving Up Baskets:** Students are grouped and us Volleyball Skills to score points by 1) hitting backboard, 2) hitting the rim or 3) getting the ball in the hoop.
- 23. Battleship:** Students are divided up into two teams and roll or throw balls to knock down "Battle Ships".
- 24. Frosty the Snowman:** Students are divided up into two teams. They throw balls to try and knock down pins that have been placed behind mats (snow forts).



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### UbD Curriculum Framework

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## Stage 1: Desired Results

Unit Title: Unit 1- Movement Education/Rhythm

Grade Level: 3-5

Length/Timing of Unit: 4-6 class periods / reinforced throughout the year

Teacher(s)/Designer(s): Pascack Valley Regional Curriculum Committee

[Common Core State Standards](#)

[Bergen County Compliance Document](#)

**2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**

#### **A. Movement Skills and Concepts**

**By the end of 4th grade:**

*Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.*

**2.5.4.A.1** Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

**2.5.4.A.2** Use body management skills and demonstrate control when moving in relation



to others, objects, and boundaries in personal and general space.

**2.5.4.A.3** Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

*Ongoing feedback impacts improvement and effectiveness of movement actions.*

**2.5.4.A.4** Correct movement errors in response to feedback and explain how the change improves performance.

**By the end of 6th grade:**

*Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.*

**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** Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).

*Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.*

**2.5.6.A.4** Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

**C. Sportsmanship, Rules, and Safety**

**By the end of 4th grade:**

Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

**2.5.4.C.1** Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.

**2.5.4.C.2** Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

**By the end of 6th grade:**

Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

**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.

*There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.*

**2.5.6.C.3** Relate the origin and rules associated with certain games, sports, and dances to different cultures.

**Essential Questions:**

1. How do fundamental movements and concepts help individuals to adapt and modify movements? (Motor Skills, Body Awareness, Spatial awareness, Qualities of Movement, Relationships)
2. What different ways can the body move when given a specific purpose?
3. How can we move effectively and efficiently?
4. What are factors that affect movement? (physiological-cardio, muscular, psychological-fear, anxiety, self-confidence, sociological-family, gender, economics)

**Big Ideas/Enduring Understanding: (SLO) Learners will....**

- Demonstrate essential elements of movement while performing movement activities
- Develop and refine basic gross motor skills (i.e. walking, jogging, jumping)
- Demonstrate appropriate control while moving in personal and general space (i.e. game, physical activity, dance)
- Utilize refined gross motor skills in an applied setting
- Corrects movement in response to feedback provided by both teachers and peers
- Demonstrate levels, direction, ranges and pathways in a controlled and applied setting
- Identify and demonstrate that movement skills can be modified according to the change in music (i.e. tempo, beat, rhythm, and musical style)



# Stage 2: Acceptable Evidence

## Transfer Task

### Assessment:

- Rubrics - [Click here to view assessment/rubric folder](#)
- Goal Checklists
  - <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pku1.pdf> (username: model password: curriculum)
- Performance Observation
- Student Self-Reflection Activities

# Stage 3: Learning Plan

## Daily Activities

### Foundational Movement Games:

1. **Traffic Jam Challenge:** Divide the class into two groups; one group on each side of the gym. The object of the activity is to move from the original side of the gym to the opposite side without touching anyone or any of the walls. Students stop once they reach the opposite side of the gym. Use all of the locomotor movements (run, jog, walk, jump, hop, skip, gallop and slide).
2. **Jump Roping:** Students utilize different jump roping activities (short rope, long rope, hoop jumping, skip-its, jump sticks).
3. **Dodging and Fleeing Activities** (different versions of tag) - Ultimate Tag, Halloween Tag, Mirror Tag, Guard the Cookie Jar, Banana Tag, Toilet Tag,
4. **Dance routines** Kinesthetic awareness, rhythm and coordination are tied together in this unit. **Square dance** routines are performed with partners and small groups. Basic square dance terminology is explained and practiced. Positions: head couples, side couples, couple #1, #2, #3 & #4. Honor, Do-si-do, Swing, Grand right-left, Promenade. **Line dance** routines are performed after the square dances.
5. **Rock Climbing-** Traverse rock wall is climbed left to right or right to left. Climbers are allowed to use any combination of handles they want. If climbers want to make it



more challenging for themselves they can use only the green handles, yellow handles or red handles. Students may go in order of handles - all, green, yellow, red. Students do not have to move up in color. It is their own choice to move up or stay where they are. Students are not allowed above the red line that is about 1/3<sup>rd</sup> up the wall. When students are on the wall and they feel themselves slipping they may re-grip or push off the wall with their feet and let go with their hands to ensure that they land safely on their feet. When climbing, students want to keep their right side of their body on the right side and their left side of their body on their left. In other words, try not to cross your feet or hands because this will make it harder to balance.

6. **Roller Skating:** Students will push and glide. Students will turn right and left. Students will skate backwards. **Skating position: Athletic stance** - chest over knees, knees over toes, feet shoulder width apart under hips, knees bent, head up. **Push and Glide:** Turn 1 skate to side. Put weight on that foot and push off the foot onto the other "glide" foot. Glide as far as you can. Push with other skate. Keep skates on floor. Turn head, then shoulders, and skates will follow. **Crossover Turn:** Outside foot goes over inside foot. **Hockey turn:** inside foot leads outside foot while body leans into the turn. In all turns, the head leads the turn (where the head goes, the body follows). **Skating Backwards:** Make a "Comma / C" with feet pushing skate into floor. **Free Skate:** Skate around gym; Faster students skate on the outside of the gym space, while slower skating students skate toward the inside of designated area. If individuals want to practice skills on their own, they may go inside a second designated area.
7. **Pac-Man Tag:** Students move on the lines of the gym using different locomotor skills while one student tries to tag them.



# PVRSD Public School

## *Pascack Valley Regional Curriculum Consortium*

### UbD Curriculum Framework

#### [DOE Model Curriculum](#)

*The Understanding by Design (UbD) framework by Grant Wiggins offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas: 1.) focus on teaching and assessing for understanding and learning transfer, and 2.) design curriculum “backward” from those ends.*

## Stage 1: Desired Results

Unit Title: Wellness and Fitness

Grade Level: 3-5

Length/Timing of Unit:

Teacher(s)/Designer(s): Pascack Valley Regional Curriculum Committee

[Common Core State Standards](#) (CCSS) Curriculum Content Addressed (Verbatim)  
[Bergen County Compliance Document](#)

**2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

**A. Personal Growth and Development**

2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.

**2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.**

**A. Fitness and Physical Activity**

2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.

2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.



2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.

2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

**Essential Questions:**

1. Why is it important for students to understand the importance of regular physical activity?
2. Why is it important for students to monitor progress during physical activity?
3. How should students learn to set goals for fitness activities?
4. What does it mean to be “well”? How does it feel to be “well”?

**Big Ideas/Enduring Understanding: (SLO) Learners will....**

- Explain how regular physical activity contributes to being “well”.
- Develop a fitness goal and monitor how it might affect one’s overall wellness.
- Demonstrate basic activity and safety rules while engaging in moderate to vigorous age- appropriate physical activity.
- Explain how a safe environment encourages continued participation in physical activity.
- Explain how one’s decisions to be active can have a direct impact on the way they feel.

## Stage 2: Acceptable Evidence

### Transfer Task

Assessment:

[Click here to view assessment/rubric folder:](https://drive.google.com/folderview?id=0B_pYMvidVQm5SDhLVk1Qd256S1k&usp=s)

[https://drive.google.com/folderview?id=0B\\_pYMvidVQm5SDhLVk1Qd256S1k&usp=s](https://drive.google.com/folderview?id=0B_pYMvidVQm5SDhLVk1Qd256S1k&usp=s)  
haring

Checklist

Video Tape

Performance Task



# Stage 3: Learning Plan

## Daily Activities

1. **Gaga** Students will start the game with one hand on a wall. There will be several balls in the middle of the playing field. On “GAGA!” students will move towards the balls and strike them with an open hand. If a student gets hit with a ball from their knees to their toes, they have to go to a sideline and do 10 of a specific exercises. Students are not allowed to double hit the ball or pick the ball up.
2. **Fit, Spot, Jog** The music will start playing ( ~1 minute) and students will jog or walk around the perimeter of the gym. When the song changes, students must stop at the closest fitness spot and perform that activity until the song changes again.
3. **Spin the Ring** Each student will receive a partner. One student will be the ring spinner and the other partner is the exerciser. When the ring starts spinning, the person doing the exercises will perform their exercise until the ring stops spinning. The partners will switch jobs. Students will stay at each station until the song changes (~1 minute) (2nd)
4. **Jump Rope** Students participate in different styles of jump rope. Students will learn how to set goals that are challenging and achievable during this unit.
5. **Pedometers** Students wear pedometers for assorted activities and track their steps. Extension: Students may also use Fitbits or other exercise trackers.
6. **Walking and Exercise** Walking to music around the gym. When the music stops have students do a certain exercise. Extension: Have various students select the exercise.
7. **Create your Plate** Students (in groups) will have to create a healthy plate for breakfast, lunch and dinner. The food will be placed in the center of the gym and 1 student at a time will have to bear crawl in and crab walk out with their selection. The group creates each meal. Extension: Have class discuss what constitutes a healthy plate/meal.
8. **Simple Relays** Using locomotive skills only to keep students moving. Check resting pulse rate and post rate to compare what their pulse is after activity. Extension: Have students look at what “Zone” they are working in.



9. **Fitness Monopoly** Students travel around the “Monopoly Board” performing various fitness and skill activities.
10. **Anatomy of Human Body** Students (in groups) will have to create 2 types of (Bones and Muscles) puzzles. The puzzle pieces will be placed in the center of the gym and 1 student at a time will have to bear crawl in and crab walk out with their selection.