

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



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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: K-2

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

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

[Common Core State Standards](#)

[Bergen County Compliance Document](#)

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

C. Character Development

2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.

2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.

2.2.2.B.2 Relate decision-making by self and others to one’s health.

2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.

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

**B. Strategy**

2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.

2.5.2.B.2 Explain the difference between offense and defense.

2.5.2.B.3 Determine how attitude impacts physical performance.

2.5.2.B.4 Demonstrate strategies that enable team and group members to achieve goals.

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:](#)

https://drive.google.com/folderview?id=0B_pYMvidVQm5SDhLVk1Qd256S1k&usp=sharing

- 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 one hula hoop per child. When music is playing, the children move around the gym using selected locomotor movements. The children must stay within 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 one 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 one or two hoops left on the gym floor. With a single class (20 or less) we will have all the children fit into one hoop. To be counted in the hoop, a child must have at least one foot in the hoop.
4. [Stuck in the Mud](#)
5. [What Time is it Mr. Clock?](#)
6. [Dead Ant Tag](#)



7. [Team Walkers](#)
8. [Chickens to the Rescue!](#)
9. [Snowball](#)
10. [Scootermania](#)
11. **Caterpillar Hoops:** Groups of five students with six hoops. Each student stands in a hoop next to each other in a straight line. They move by jumping forward into the empty hoop, with the last person picking up hoop. Change the leader of the line by having the student go to the end of the line. That person picks up the hoop and passes it forward.
12. [Exploring Shapes](#)
13. [Human Shapes and Alphabet](#)
14. [Superhero](#)
15. **Dr. Frankenstein:** Students (in groups) will have to create a body puzzle. The food (puzzle pieces) will be placed in the center of the gym and one student at a time will have to bear crawl in and crab walk out with their selection. The group will create the twenty-one piece puzzle.
16. [US Map Building](#)
17. **Iceberg Alley:** The class will be divided into teams of three or four. Each team will be given a scooter and a cone. One student will sit criss-cross on the scooter (Captain), one student will push (Motor) and the third student will stay at the cone (Cheerer). Students will take turns pushing one another on a scooter towards the opposite side of the gym where the “treasure” is. On their way towards the treasure, students will have to dodge obstacles on the ground. If they successfully dodge the obstacles, their team is allowed to take one piece of treasure. If the team bumps into an “iceberg” the team must leave their treasure on the iceberg. If two boats crash into each other, both teams lose all of their treasure. Each time students return to their cone, positions rotate. The Captain becomes the Cheerer, the Motor becomes the Captain, and the Cheerer becomes the Motor.
18. **Mat Challenges:** All students must have one hand touching the mat at all times as the entire group moves the mat from one sideline to the next and back again. All students must work together to move the mat from one sideline to the other and back with one student sitting on the mat as it is being moved and all students having at least one body part touching the mat at all times. Students must keep their feet on the mat while trying to flip it over. All feet must stay on the mat at all times. Students must be standing on the mat as they open it completely, with no body part ever touching the floor as the mat is being opened.



As a full class: All students must be standing on the tarp with no body part ever touching the floor. Students must try to flip the tarp over without allowing a body part to touch the floor. They must move the mat from one side line to the next and back. (Grade 2)

19. [Parachute](#)

20. **Bats and Caves:** Students will be in groups of three. 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.
21. **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. (Grade 2)
22. **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 three or four. One student will be the Runner and the other two students will be the Buns. On go, the Runner will go out to the middle and take one noodle piece and put it between the two Buns. Play will continue until all noodle pieces are gone. If the “hamburger” falls down, that team must start over. (Grade 2)
23. **Hungry Hippos:** Students will be divided into four or five teams. Each team will have a scooter and a hoop (plate). Students will take turn riding the scooter on their belly or bottom to the middle of the gym. The middle of the gym will have a pile of bean bags. Students will take one bean bag and bring it back to their “plate”. Students will take turns until all of the bean bags are gone. (Grades K-2)
24. **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 for tagging students on the arm. There will be four hoops, or lilly pads, spread 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, 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 pads they cannot be tagged by the taggers. When a teammate is unfrozen the students carrying the lilly pad, and the student who was unfrozen has three 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. (Grade 2)

25. **Team Parachute:** In this activity students will be partnered with another student. They will work with another pair of partners to form a group of four. 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 work to combine with another group (four pairs of partners) and attempt to toss the bean bag into a circle. Each team must catch and throw the bean bag. This will last for approximately five minutes. Once the students are successful in groups, they will attempt the activity with the entire class. The same rules apply. (Grade 2)
26. **Grab Three and Freeze:** Each student starts with 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. (Grade 2)
27. **Pass It Down:** Place one hoop at the end of six students sitting in a straight line and another hoop behind the group. One of the hoops has all of the objects in it. Students must work together using their feet only to pass the objects one at a time down the line. Each object is a different size, shape, or weight.



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Stage 1: Desired Results

Unit Title: Unit 2 - Eye Hand/Foot Coordination

Grade Level: K-2

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.P.A.2 Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).

2.5.P.A.3 Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons)

2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games,



sports, and other movement activities.

2.5.2.B.2 Explain the difference between offense and defense.

2.5.2.B.3 Determine how attitude impacts physical performance.

2.5.2.B.4 Demonstrate strategies that enable team members to achieve goals.

2.5.2.C.1 Explain what it means to demonstrate good sportsmanship

2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe 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.

A. Fitness and Physical Activity

2.6. P.A.2 Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).

Essential Questions:

Eye Hand Coordination

1. Why are proper throwing, rolling and catching techniques 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?

Eye Foot 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=sharing

- 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

Stage 3: Learning Plan

Daily Activities

Foundational Movements

1. **Everyone's It:** Have each student stand in personal space with yarn balls scattered throughout the gym. Designate two students as "Super Savers". Any student can pick up a yarn ball and freeze in proper throwing position. Students can decide to throw at any other student from the shoulders down. If a student is hit with a yarn ball he or she must make a bridge (plank). Students are stuck in a bridge until a Super Saver crawls under the bridge. Students are then free to join the game. GRADE K - 2
2. **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) GRADE 2

3. **Catch 5:** Divide the class into two teams. The object of the game is for the team to connect 5 passes without losing possession to the other team. Catch 5 can be used with throwing/catching; soccer skills; or basketball (bounce or chest passes). For every 5 connected passes the team receives 1 point and turns the ball over to the other team. Teams may not take the ball out of someone's hands, but can intercept the ball. For throwing and basketball style passing, if the ball goes out of play or is dropped it is a turn over. Teams may also intercept the ball to change perception. GRADE 2
4. **Rockwall Climbing:** This activity combines both, eye-foot and eye-hand coordination and spatial awareness.
5. Juggling scarves, bean bags and rings.
6. Shooting marbles, playing jacks and quick stacking cup activities for fine motor skill & eye-hand coordination skills.
7. **Stuffed Animal Target with Cones:** Target skills/ throwing/catching and kinesthetic awareness. Split students up on teams. Line cones up along back line and place stuffed animals on top of each. Place 10 balls along the half court line. When whistle blows, the students run to grab a ball. They must attempt to throw it at the stuffed animal on a cone on the opposite side of the gym. The goal is to knock the most animals off the cones. (K-2)
8. **Bowling:** Students roll a ball to knock down pins.
8. **Ice Cream Scoops:** Students use tennis ball cans to capture tennis balls. Students roll, bounce and catch tennis balls.
9. **Reaction Balls:** Throw and catch independently and in groups.
10. **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.
11. **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.
12. **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. (2nd)
13. **Basketball Challenge Stations:** Students will rotate through 4 stations, one of



which is an assessment station. Station 1: bounce pass through hoop. Station 2: chest pass with partner. Station 3: dribbling. Station 4: assessment (initially, this station will be for guided practice) - (K)

- 14. Introduction to Shooting: Kindergarten:** The students will stand around the circle around the free throw line each holding a poly spot. Students will hold the spot flat on their hands with their fingers pointing behind them. Their non-dominant hand will help balance the spot. On the magic world students will bend their knees and flip the pizza into the middle of the circle. Each time, students will take a step backward to make it a little harder. Students will take turns “shooting their pizza” into the hoop. **Cues Include:** - Pizza Hand, Balance hand, bend your knees (K)
- 15. Aerobic Bowling:** The class will be divided into 2 teams. Each team will have six pins on dots as well as 4 empty dots. The object of the game is to roll the ball and knock down a pin from the other team’s side. If a pin is knocked down, the player that knocks it down will run and pick it up and bring it back to their side of the gym. The first team to get 10 yells BINGO and is the winner. (K-2)
- 16. 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. (2nd)
- 17. Jump Rope Activities:** short rope, long rope, skip it, jump stick, hoop jumping (K-2)
- 18. 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 team’s 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. (2nd)
- 19. Shot and Trot:** The students will be divided into 2 teams. One team will be the shooters and the other team will be the runners. On “GO!” the “trotting” team will start dribbling around the perimeter of the gym. As they complete each lap, they will place an object in the bucket. In the meantime, the “shooting” team will shoot at the basket. “Shooting” will continue until all of the kids on the “shooting” team have completed 2 turns. The “trotting” team will count their objects. Teams will switch places and we will see which team has the most objects in the bucket. **Cues Include:** - Pizza Hand, Balance hand, bend your knees (K)



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Stage 1: Desired Results

Unit Title: Unit 1- Movement Education/Rhythm

Grade Level: K-2

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

2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.

2.5.2.A.4 Correct movement errors in response to feedback.

C. Sportsmanship, Rules, and Safety



2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.

2.5.2.C.2 - Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.

Essential Questions:

1. How do fundamental movements and concepts help individuals to adapt and modify movements to achieve a movement goal? (motor skills, body awareness, spatial awareness, qualities of movement, relationships)
2. What different ways can the body move 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:



- Checklist or Rubric
 - <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/peku1.pdf> (username: model password: curriculum)

Assessment:

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

https://drive.google.com/folderview?id=0B_pYMvidVQm5SDhLVk1Qd256S1k&usp=sharing

Stage 3: Learning Plan

Daily Activities

Foundational Movement Games

1. [On the Lines, Off the Lines](#) (running, leaping, jumping)
2. **Cooperation Hoops:** Students will begin the activity inside their own hula hoop. As music plays the students will move about the gym using different locomotor movements. When the music stops, the students will enter a different hoop. As music plays, the teacher removes a hoop. As hoops are removed, the students will begin to share hoops and learn to cooperate through sharing (running, balance, skipping, hopping, galloping, sharing personal space). (Grades K-1)
3. **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 the locomotor movements (run, jog, walk, jump, hop, skip, gallop and slide). (Grades K-2)
4. **Parachute:** Use the parachute to explore different movements, directions and levels. Go over different grips (overhand, underhand, mixed); traveling to the left and right; making waves; Monster Faces (only head under parachute); Mountain Climber (students make bubble, call colors to climb on top of



- parachute and crawl on hands and knees to middle); Exchange Game (students hold parachute in the air and call color, students move to an empty version of their colors). (Grades K-2)
5. **Dodging and Fleeing Activities:** ([Different versions of tag](#)) Ultimate Tag, Halloween Tag, Mirror Tag, Guard the Cookie Jar, Banana Tag, Toilet Tag, etc.
 6. **Dance routines** as warm-up activities to show kinesthetic awareness and rhythm. (Grades K-2)
 7. **Balancing on different pieces of equipment while moving:** Balance Beam, tightrope, bubbles, wogglers, etc...
 8. **Scooters:** Move through space without touching each other. (Add equipment like yarn balls). (Grades K-2)
 9. **Movement through space:**
 - a. **Drive My Car:** (Use Beatles "Drive My Car" and Tom Cochrane or Rascal Flatts "Life is a Highway") In the designated area, the children will move around the gym space in their own personal space within the designated area, pretending to be a motorcycle or car without an accident. If a child gets into an accident, they must go to the auto repair shop (a designated area) until they have been repaired by the teacher (teacher has the option to speak with child about proper and appropriate use of space if they feel the child is causing accidents purposely). Once repaired, the child may return to the game. The game is made more challenging by changing speeds, locomotor movements and diminishing the play area.
 - b. ["I'm a Little Airplane"](#)
 - c. "Magic" bubble gum, movement through our "solar system". (Grade K)
 10. **Traveling Anywhere:** On a map (1), cross country (2); using different locomotor movements to travel from one location to another.
 11. **Dodge the Cones** (Grades K-2)
 12. **Space City:** Spatial Awareness/Locomotor Skills/Levels/Pathways - Students use hula hoops to simulate moving in a vehicle demonstrating pathways, locomotor skills and spatial awareness through various "traffic" situations (Grades K-2)
 13. **Story time:** The teacher begins by explaining to the class what a verb is. It is then explained how when we hear the verb or "action word" we are going to "act out" the locomotor movement. I.E., As I was "walking" across the field, I saw a beautiful brown and white horse "galloping" across the field. In that part of the story, the children will begin by walking and then gallop like the horse.

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Stage 1: Desired Results

Unit Title: Wellness and Fitness

Grade Level: K-2

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

2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

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

2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.

2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.



2.6.2.A.3 Develop a fitness goal and monitor progress towards achievement of the goal.

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?

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=sharing

Checklist

Performance Task



Stage 3: Learning Plan

Daily Activities

1. **Space City**
2. **Doctor/Germ:** This is a running and tagging game. Select students are germs, another group of children will be selected as Doctors. The germs try to tag as many students (remaining Ss that aren't Dr's) as possible. Once Ss are tagged, that must stop, squat down, & pretend to cough. The Dr's must then "treat" the "sick" students by approaching each of the tagged students and tag them again as "treatment".
3. **Couch Potato:** Students will be introduced to the name of the game and asked "What is a couch potato? What do they do? What do they eat?" Teacher will then explain how it is important to exercise and eat healthy to make sure that we don't become couch potatoes. Two students will be selected as taggers. They will receive a noodle (remote) for tagging and can only tag lightly on the arm. Everyone else will be moving around the gym avoiding getting tagged. When a student is tagged they will walk to the "couch" which will be an area marked by 4 cones. They will then sit down on the couch. To get off the couch one of their classmates must go to the "fridge" which will be another area marked by 4 cones, and it will contain fruits and vegetables (bean bags). They will pick up a fruit or vegetable and hand it to a student on the couch. Once the student receives the fruit or vegetable, they cannot be tagged until they put it back in the fridge.
4. **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. (K-2)
5. **Snowball Fight.** The teacher will pick 2 "Super Savers". Fluff balls will be spread out on the gym floor. On "GO!" students are allowed to pick up a fluff ball and throw it at another student. If a student picks up a ball he/she is frozen and cannot move. If a student is hit from the shoulders down with a ball, the student must make a bridge. Super Savers will crawl under the bridge to save these students. (K-2)
6. **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. (2nd)
7. **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) Extension: Students get to select music.
8. **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: Class discussion on what entails a "healthy



plate”.