

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 Schools

UbD Curriculum Framework

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 Games

Grade Level: Middle School

Length/Timing of Unit: Integrated throughout the school year

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

[Common Core State Standards](#) (CCSS) Curriculum Content Addressed (Verbatim)
[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.

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.3: 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.B.1: Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.

2.5.6.B.2: Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.

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. 8 Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.

2.5.6.B.3: Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. 12 Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.

2.5.8.A.1: Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

2.5.8.A.2: Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

2.5.8.A.4: Detect, analyze, and correct errors and apply to refine movement skills.

2.5.8.B.1: Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

2.5.8.B.2: Assess the effectiveness of specific mental strategies applied to improve performance.

2.5.8.C.1: Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.

2.5.8.C.2: Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. Movement activities provide a timeless opportunity to connect with people around the world.

2.5.8.C.3: Analyze the impact of different world cultures on present-day games, sports, and dance. 12 Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.

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

2.6.6.A.1: Analyze the social, emotional, and health benefits of selected physical experiences.

2.6.8.A.1: Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

**Essential Questions:**

- What is cooperation and why is it important to cooperate?
- What are some qualities of an effective teammate?
- How can we communicate more effectively?
- What are my strengths and weaknesses and how can I use them to my benefit?

Big Ideas/Enduring Understanding: Learners will understand...

- Determines appropriate critical thinking and decision making skills in individual and collaborative activities.
- Describe and implement cooperative strategies strategies and sports.
- Describe how positive mental attitudes, competent skill levels and teamwork may affect cooperation strategies in individual and team activities.
- What are my strengths and weaknesses and how can I use them to my benefit?

Stage 2: Acceptable Evidence

Transfer Task

*The following are examples of cues and closure points that can be emphasized to address this unit component for a variety of class activities.

- What strategies did your team use to complete this challenge?
- Prior to beginning the activity, what decisions did your group problem solve to complete the task?
- What role did your communication skills play in completing this task?
- What role did each individual group member's attitude have towards your overall success?
- List the attributes of a positive attitude as a team member.

Other Evidence

Personal Assessment Rubric
Checklist



Google Forms
Peer Assessment
Teacher Observation

Stage 3: Learning Plan

Daily Activities

1. [Caterpillar Riot](#)- (Teamwork and Communication)
2. [World Cup](#) - (Teamwork, Communication, Synchronization)
3. [Radioactive River](#)- (Teamwork, Sports-personship, Problem Solving.)
4. Capture the Flag
5. Various effective cooperative activities can be found in “The Kinesthetic Classroom- Teaching and Learning through Movement.” by Traci Lengel and Mike Kuczala



PVRSD Public Schools

UbD Curriculum Framework

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Stage 1: Desired Results

Unit Title: Individual Activities

Grade Level: Middle School

Length/Timing of Unit: Integrated throughout the school year

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

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

By the end of 6th grade:

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

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 Use self-evaluation and external feedback to detect and correct errors in one’s movement performance.

2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.



2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.

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.

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

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

2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.

2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.

2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.

2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.

By the end of 8th grade:

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

2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).

2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills

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

2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.



2.5.6.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement

2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.

2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities

2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance

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

2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.

2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.

Essential Questions:

- How do others feel about playing a one on one sport with you? Are you a positive player?
- How can we apply fairness and accountability when playing a game where you officiate yourself?
- How can we communicate more effectively with other participants?

Big Ideas/Enduring Understanding: Learners will understand...

-Identify and demonstrate the ability to fairly enforce various rules during game play and exhibit appropriate sportsmanship.

-Display the ability to identify how certain individual or dual activities may contribute to achieving a healthy lifestyle.



Stage 2: Acceptable Evidence

Transfer Task

*The following are examples of cues and closure points that can be emphasized to address this unit component for a variety of class activities.

*Why is it important to be accountable for your own actions while participating in individualized activities?

*Why are rules and regulations an important part of this specific activity?

*Can you apply this activity to your life outside of school? Will that benefit your overall health?

Other Evidence

Personal Assessment Rubrics (District Specific)

Checklist

Google Forms

Peer Assessment

Exit Slips

Teacher Observation

Video Taping

Stage 3: Learning Plan

Daily Activities

1. Fitness
2. [Golf \(Birdie-Ball\)](#)
3. [Pickleball](#)
4. [Badminton](#)
5. [Cross-Country Running](#)
6. [Track and Field.](#)



7. [Minute to win it Challenges](#)
8. [Cup Stacking](#)
9. [Orienteering](#)
10. [Self Defense Basics](#)
11. [Yoga](#)
12. [Bocce](#)
13. [Croquet](#)
14. [Bowling \(Possible Field Trips\)](#)
15. [Archery \(Lead Up Target Practice w/ Nerf Bow\)](#)
 - Various effective cooperative activities can be found in “The Kinesthetic Classroom- Teaching and Learning through Movement:” by Traci Lengel and Mike Kuczla



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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: Movement Education and Rhythm

Grade Level: Middle School

Length/Timing of Unit: Integrated throughout the school year

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

[Common Core State Standards](#) (CCSS) Curriculum Content Addressed (Verbatim)
[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.

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 Use self-evaluation and external feedback to detect and correct errors in one’s movement performance.

2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.

2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness



and make modifications for improvement

2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).

2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.

2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.

2.5.6.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

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.

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

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

2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.

2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.

2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.

2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.

2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.

2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.

2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.

**Essential Questions:**

- How do we move safely about our space?
- What are the boundaries established in this activity?
- How do different people choose to move around the world?
- How does rhythm and balance effect the way we move?

The essential questions above will be applied to classroom instruction in a variety of ways:

- Opening class discussions
- Student-centered sharing activities
- Closure/Reflection/Writing Assignments

Big Ideas/Enduring Understanding: Learners will understand...

- Explain and apply concepts of force and motion (weight transfer, power, speed, agility...) to changing environments (games, sports).
- How to connect Next Generation Science Standards (NGSS) can be applied into physical activity through the concept of energy flow (force and motion).
- Create and demonstrate an original, planned movement sequence that includes changes in force, motion and tempo.

Stage 2: Acceptable Evidence

Transfer Task

The following are examples of cues and closure points that can be emphasized to address this unit component for a variety of class activities.

- Explain what types of movement contain movement sequences.
- Explain the importance of being mechanically correct while performing movement sequences.
- Compare and contrast how different movement skills during the obstacle course are affected by changes in power, weight transfer and agility.

Performance task: Students will create a choreographed unit that includes four



different movements for a four beat pattern. Students must include three different levels (low, medium, high). Be creative and original. Dances must be repeated four times.

[Dance Rubric](#)

Students will be taught a sample choreographed dance at the beginning of the unit as a guideline for the dance rubric. Throughout the unit students will be assessed by the teacher and then assessed at the end of the unit by the teacher and class. Dances can be videotaped as a sample dance or be used to share their dance with peers.

Other Evidence

Personal Assessment Rubric

Checklist

Google Forms

Peer Assessment

Exit Slips

Teacher Observation

Video recordings for purposes of sharing, critical analysis, and assessment.

Stage 3: Learning Plan

Daily Activities

Suggestive start:

- Standards and student objectives will be communicated to students in written form.
- Students will receive a paper/google document explaining the rules and procedures of each game and activity.
- Teachers will explain the rules and regulations of each game/activity during the first lesson of each unit. Teachers will include videos and demonstrations to help visualize the game/activity.



Suggestive Learning Activities:

1. Dance- Students will be taught a sample choreographed dance at the beginning of the unit as a guideline for the dance rubric.
2. [Jump rope](#)
3. Plyometrics - exercises in which **muscles** exert maximum force in short intervals of time; moving muscles in a rapid or "explosive" manner. Example: Jumping.
4. [Gymnastics](#)
5. [Juggling](#)
6. Line Dancing- a choreographed dance with a repeated sequence of four different movements to a four beat pattern in which a **group** of people dance in one or more lines. Example: Cotton Eye Joe
7. Various effective cooperative activities can be found in, "The Kinesthetic Classroom - Teaching and Learning through Movement," by Traci Lengel and Michael Kuczala. View TEDx Talk by Michael Kuczala [HERE](#).



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Stage 1: Desired Results

Unit Title: Strategic Play using Team Activities

Grade Level: Middle School

Length/Timing of Unit: Integrated throughout the school year

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

[Common Core State Standards](#) (CCSS) Curriculum Content Addressed (Verbatim)

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2.5.6.B.1: Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.

2.5.6.B.2: Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.

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. 8 Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.

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2.5.8.A.2: Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

2.5.8.A.4: Detect, analyze, and correct errors and apply to refine movement skills.

2.5.8.B.1: Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

2.5.8.B.2: Assess the effectiveness of specific mental strategies applied to improve performance.

2.5.8.C.1: Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.

2.5.8.C.2: Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. Movement activities provide a timeless opportunity to connect with people around the world.

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

2.6.6.A.1: Analyze the social, emotional, and health benefits of selected physical experiences.

2.6.8.A.1: Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

**Essential Questions:**

- What are the resources that I bring as an individual to this particular team?
- How can I apply my skills to benefit the team?
- What strategies can the team employ to highlight the strengths and weaknesses of all of its members?

Big Ideas/Enduring Understanding: Learners will understand...

- Create and demonstrate offensive and defensive plays in a variety of game settings.
- Compare and contrast strategies that are used to improve individual effectiveness during team games and activities.
- Demonstrate rules and procedures that promote sportsperson-like behaviors, participation and safety during team activities and games.

Stage 2: Acceptable Evidence

Transfer Task

*The following are examples of cues and closure points that can be emphasized to address this unit component for a variety of class activities.

-What strategies did your team develop to take advantage of all team members strength?

-Compare and contrast different strategies that could be used to improve individual team member effectiveness during games and activities?

-Rate your performance based on a scale of 1-5

1. I cooperated and shared ideas with my team during play creation.
2. I tried my hardest to run the play as we designed it.
3. I encouraged my teammates with positive feedback at all times
4. I displayed good sportsmanship to the other team and officials at all times.



Other Evidence

Sample Summative Assessment

- [Volleyball Test \(Sample\)](#)

https://docs.google.com/document/d/1E0lhhezK5tmsaZdzYXI0IHWXk2IAIARx_khtHNk9H8/edit?usp=sharing

- [Ultimate Frisbee Test \(Sample\)](#)

https://docs.google.com/document/d/1_jdUx4Fe7YtqxEXadOWwjMM14I4UdbAOt8I1xLz0v9Q/edit?usp=sharing

Sample Peer Assessment

[Basketball Referee/Captain Slip \(Sample\)](#)

<https://docs.google.com/document/d/1SozDZ2sNNFzpuGVD18WL3NW8WaV4QDW-SmmNLUKf3cs/edit?usp=sharing>

Sample Teacher/Student Formative Assessment

- [Floor Hockey Formative Assessment \(Sample\)](#)

https://docs.google.com/document/d/12yHOqA9zb1QLMAZMkrPg_S81oCkNfB0uVxQbwVmcoYg/edit?usp=sharing

- [Flag Football Formative Assessment \(Sample\)](#)

<https://docs.google.com/document/d/10VGS0IJkhTEI3kxqScE8SvcHR5xnlwbhfP17NYMGMps/edit?usp=sharing>

- [Tennis Formative Assessment \(Sample\)](#)

<https://docs.google.com/document/d/17sXtVy6N7IQhzc0vAHcX1nAaTqKzyIDIVL-cifJstWc/edit?usp=sharing>

- [Softball Formative Assessment \(Sample\)](#)

https://docs.google.com/document/d/1tjb1U8QFACjshuTljSM_UiAv8i5daoXtVHj_IATMTnl/edit?usp=sharing

- [Speedball Formative Assessment \(Sample\)](#)

<https://docs.google.com/document/d/1Ybp7Y0khPhVPJDxL7IYuwHoO111wcMkD1K9u7pUJUM4/edit?usp=sharing>

- [Soccer Formative Assessment \(Sample\)](#)

https://docs.google.com/document/d/149M_yvltLRv8Z_CwNFF5475IxpY-R0sSXDwkqrjbSX0/edit?usp=sharing

- [Team Handball Assessment \(Sample\)](#)

<https://docs.google.com/document/d/18deXaycNvn4j8p9fbT73BQdP-Ko6Q03q67v9m>

[dDyb4k/edit?usp=sharing](#)

- **[Ultimate Frisbee Formative Assessment \(Sample\)](#)**

<https://docs.google.com/document/d/1SozDZ2sNNFzpuGVD18WL3NW8WaV4QDW-SmmNLUKf3cs/edit?usp=sharing>

- **[Volleyball Formative Assessment \(Sample\)](#)**

<https://docs.google.com/document/d/1Ns7Rox6H3CN3BhxVpBs83f3GJ-Iz7t9xCBjZ20ly8TU/edit?usp=sharing>

Sample Homework Assignments

- **[Softball Homework \(Sample\)](#)**

https://docs.google.com/document/d/1zUIEWpgaB2fxuxN8YYF2LYvAwjD9CTqrm4XhD_3SWAo/edit?usp=sharing

- **[Volleyball Word Search \(Sample\)](#)**

<https://docs.google.com/document/d/1WRgg13bO16WLPHPYAavf-HBX2yPZaPdXe0pmKAJq4/edit?usp=sharing>

- **[Speedball Homework \(Sample\)](#)**

<https://docs.google.com/document/d/1S7JEAjw5T-PpRpsK54eArcLVhW8Qo-q5S6aOeMioFxc/edit?usp=sharing>

Video Taping

Personal Assessment Rubric

Checklist

Exit Slips

Stage 3: Learning Plan

Daily Activities

- Standards and student objectives will be written on white-board for students
- Students will receive a paper/google document explaining the rules and procedures of each game/activities
- Teachers will explain rules and regulations of each game/activities during first lesson of unit. Teachers will include videos to help students



visualize the game/activities.

Sample Study Guides

1. Basketball

[Basketball Study Guide \(Sample\):](#)

https://docs.google.com/document/d/1W1_UqV0HTdW5kqa4n9rd7qSWccdbz0US-IGkBIBdJL4/edit?usp=sharing

2. Ultimate Frisbee

[Ultimate Frisbee Study Guide \(Sample\):](#)

<https://docs.google.com/document/d/1up5E-gKGVlWJr-k7BDDyvxUIQnbMo7kzwRRyHDF9cgg/edit?usp=sharing>

3. Volleyball

[Volleyball Study Guide \(Sample\):](#)

<https://docs.google.com/document/d/1ZPJcnLxGQw0TMBIJ0IFIAh0ynuITzITvCCkUJPmCNoQ/edit?usp=sharing>

4. Team Handball: [Rules Video](#)

[Team Handball Study Guide \(Sample\):](#)

https://docs.google.com/document/d/18hLyIfq12M2u-EkP6xCxnL96RPt-Hn9HNYWUSIQV_wc/edit?usp=sharing

5. Softball

[Softball Study Guide \(Sample\):](#)

<https://docs.google.com/document/d/1UPIjkBstPb8hYaR6MoHv0d5niegwwM1Upl42F-27S1A/edit?usp=sharing>

6. Speedball

[Speedball Study Guide \(Sample\):](#)

https://docs.google.com/document/d/1SSfHdQMJcOYxgEXJq_FihEbMEdxbKvU0JZ0flCH1HA/edit?usp=sharing

7. Tennis

[Tennis Study Guide \(Sample\):](#)

https://docs.google.com/document/d/1lkC0YJXFemD5luVW_oVU7xWop03_7gpaFCcK03aXZ6U/edit?usp=sharing



8. [Flag Football](#)
9. [Soccer](#)
10. [Lacrosse](#)
11. [Floor Hockey](#)
12. [Pillow Polo](#)
13. [Tchoukball](#)
14. [Baggo \(Corn-hole\)](#)
15. [Kan Jam](#)
16. [Ladderball](#)
17. [Four Square](#)
18. [Pickleball](#)

-Various effective cooperative activities can be found in “The Kinesthetic Classroom- Teaching and Learning through Movement:” by Traci Lengel and Mike Kuczala



PVRSD Public Schools

UbD Curriculum Framework

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*
- 2.) design curriculum “backward” from those ends.*

Stage 1: Desired Results

Unit Title: Overall Wellness

Grade Level: Middle School

Length/Timing of Unit: Integrated throughout the school year

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

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

By the end of the 6th Grade:

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

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).

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

2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical



experiences.

2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.

2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.

2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.

2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.

2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.

2.6.6.A.7 Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health

2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.

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2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.

2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.

2.6.6.A.7 Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

By the end of 8th grade:

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

2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed,



agility, range of motion) to impact performance.

2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).

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

2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.

2.6.8.A.3 Analyze how medical and technological advances impact personal fitness.

2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.

2.6.8.A.6 Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.

Essential Questions:

- How do you feel? What does it mean to be “well”? Physically, Mentally and Emotionally.
- Do you feel better leaving PE class then when you entered PE class?
- How can I apply the knowledge of how to enhance your wellness into your personal life?
- Can connecting your movement to your breath help you to stay mindful of the present moment and enhance your focus and energy?

Big Ideas/Enduring Understanding: Learners will understand...

-Identifies the personal, social and environmental factors that impact physical fitness and personal health..

-Understands the difference between skill and health related fitness and can implement them into practice.

-Understands how the FITT principle can be applied to personal fitness.

- Frequency
- Intensity
- Type
- Time involved



Stage 2: Acceptable Evidence

Transfer Task

*The following are examples of cues and closure points that can be emphasized to address this unit component for a variety of class activities.

- Did you maintain your proper breathing techniques throughout activity even when faced with discomfort.
- Do you feel better now than when you started activity?
- How can you manage your personal time to include more opportunities to practice wellness activities?

Other Evidence

The following are examples of evidence that can be used:

Personal Assessment Rubric

Checklist

Google Forms

Peer Assessment

Exit Slips

Teacher Observation

Video Taping

Stage 3: Learning Plan

Daily Activities

1. [Yoga](#)
2. Personal Fitness (Fitness Stations)
3. [Resistance Training](#)



4. [Zumba](#) (dance)

5. [Cross Country](#)

6. [Running](#)

7. [Circuit Training](#)

8. Students create original aerobics routines- [Aerobics](#)

9. [Pilates](#)

10. [Meditation \(Guided Imagery Scripts\)](#)

11. [3 Part Breathing Techniques](#)

-Various effective cooperative activities can be found in “[The Kinesthetic Classroom- Teaching and Learning through Movement:](#)” by [Traci Lengel and Mike Kuczala](#)

Other Helpful websites-

[PE Universe](#)

[PE Links 4 U](#)