



BOE Approved 8/18

Cliffside Park Public Schools

Physical Education: Grades 3-4

<p>Unit Name: Basic Locomotor Movements</p> <p>Equipment: Cones, markers, poly spots, hula hoops, music</p> <p>Duration: 4 weeks</p>			
<p>Enduring Understanding- Understanding of fundamental movement concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities</p>			
<p>Essential Questions-</p> <p>How do the movements relate to games, sports, dance, and recreational activities?</p> <p>How can I make health related movement more fun?</p> <p>How can my movements affect someone else?</p>			
<p>Focus of Standards</p>			
<p>Student Outcomes</p> <ul style="list-style-type: none"> ● I can learn movement skills to support wellness such as yoga, animal stretches, breathing techniques, dance movements and walking meditation. ● I can use these movements in games, sports, dance, and recreational activities. ● I can use these movements in my daily life to 	<p>Skills</p> <ul style="list-style-type: none"> ● Movement skills such as breathing techniques, walking meditation, yoga animal stretches and dance movements. ● Spatial Awareness skills 	<p>Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> ● Teacher observation ● Student demonstration ● Teacher feedback ● Peer to peer feedback <p>Summative:</p>	<p>Resources</p> <p>Mentor Texts:</p> <ul style="list-style-type: none"> ● Illustrated Books ● Flash cards <p>Equipment:listed above</p>

<p>promote health and wellness.</p>	<p>using hoops ropes balls poly spots and cones and/or play special awareness games.</p> <ul style="list-style-type: none"> . Listening skills and safety awareness such as simon says, any stop and go command activities ex. Red light green light, and musical chairs. . Locomotor skills such as walk, run, jump, skip, leap and gallop, sliding. . Non-locomotor skills such as stretch, twist, bend, swing, pull/push and turn 	<ul style="list-style-type: none"> . Class discussion of essential questions . Student self assessment . Exit Slips <p>Benchmarks</p> <p>Alternative:</p> <ul style="list-style-type: none"> . Rubric checklist for locomotor movements did they progress/improve? 	<p>Student Forms:</p> <ul style="list-style-type: none"> . Rubrics . Self assessment poster . Self evaluation poster . Exit Slips . Wellness journal <p>Digital:</p> <ul style="list-style-type: none"> . Specific YouTube clips/videos . Slide shows <p>Other Materials</p> <ul style="list-style-type: none"> •
<p>NJ Student Learning Standards (2016) 2.5.4.a.1 2.5.4.a.2 2.5.4.a.3 2.5.4.a.4</p>			
<p>Interdisciplinary Connections and Activities: -Imagery, i.e. slow like a turtle, walk tall like a giraffe, sprint like a cheetah -Incorporation of Music -Counting by different denominations, i.e. 2,4,6,8,10 -Dividing themselves into different group numbers -Incorporating geography into our general space, i.e. start in california, end in new jersey -History of sport</p>			

Unit Name: Breakdown of Movement Skills

Equipment: Cones, markers, poly spots, hula hoops, music

Duration: 4 weeks

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

Essential Questions-

- **How do I combine 2 or more movement skills or concepts to develop more complex sports skills?**
- **How does my use of movement influence that of others?**
- **How can movement concepts be used in different sport and game situations?**

Focus of Standards

Student Outcomes

- I can correct movement errors in response to teacher/peer feedback to improve movement in games, activities or dance.
- I can use these movements in games, sports, dance, and recreational activities.
- I can use these movements in my daily life to promote health and wellness.

Skills

- . Demonstrate proficiency in motor skills, locomotor movements, agility, flexibility and balance.
- . Apply concepts of rhythm, tempo and force.
- . Adjust movements in relationship to others.
- . Perform skills on demand for assessment.

Assessments

- Formative:**
- . **Teacher observation**
 - . **Student demonstration**
 - . **Teacher feedback**
 - . **Peer to peer feedback**

- Summative:**
- . **Class discussion of essential questions**
 - . **Student self assessment**
 - . **Exit Slips**

Benchmarks
Alternative:

Resources

- Mentor Texts:**
- . **Illustrated Books**
 - . **Flash cards**

Equipment:listed above

- Student Forms:**
- . **Rubrics**
 - . **Self assessment poster**
 - . **Self evaluation poster**
 - . **Exit Slips**
 - . **Wellness journal**

Digital:

		<ul style="list-style-type: none"> . Rubric checklist for locomotor movements did they progress/improve? 	<ul style="list-style-type: none"> . Specific YouTube clips/videos . Slide shows <p>Other Materials</p> <ul style="list-style-type: none"> •
<p>NJ Student Learning Standards (2016)</p> <p>2.5.4.a.1 2.5.4.a.2 2.5.4.a.3 2.5.4.a.4</p>			
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Unit Name: Basic Non-Locomotor Movements

Equipment: Mats, Bean Bags, Yarn Balls, Cones, markers, poly spots, hula hoops, music

Duration: 4 weeks

Enduring Understanding- Understanding of basic non-locomotor movements such as bending, stretching, flexing, extending, lifting, raising, twisting and turning, pushing, pulling, dodging and swinging.

Essential Questions-

When are non-locomotor skills used?

What is a non-locomotor skill?

How can I make non-locomotor movements more interesting, fun, and enjoyable?

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<ul style="list-style-type: none">• I can participate in a variety of activities demonstrating knowledge of non-locomotor skills and their uses.• I can use these movements in games, sports, dance, and recreational activities.• I can use these movements in my daily life to promote health and wellness.	<ul style="list-style-type: none">. Demonstrate proficiency in non-locomotor movements: turning, twisting, bending, stretching, swaying, swinging, and balancing.. Apply concepts of rhythm, tempo and force.. Adjust movements in relationship to others.. Perform skills on demand for assessment.	<p>Formative:</p> <ul style="list-style-type: none">. Teacher observation. Student demonstration. Teacher feedback. Peer to peer feedback <p>Summative:</p> <ul style="list-style-type: none">. Class discussion of essential questions. Student self assessment. Exit Slips <p>Benchmarks</p> <p>Alternative:</p> <ul style="list-style-type: none">. Rubric checklist for	<p>Mentor Texts:</p> <ul style="list-style-type: none">. Illustrated Books. Flash cards <p>Equipment: listed above</p> <p>Student Forms:</p> <ul style="list-style-type: none">. Rubrics. Self assessment poster. Self evaluation poster. Exit Slips. Wellness journal <p>Digital:</p> <ul style="list-style-type: none">. Specific YouTube

		locomotor movements did they progress/improve?	clips/videos . Slide shows Other Materials •
<p>NJ Student Learning Standards (2016) 2.5.4.a.1 2.5.4.a.2 2.5.4.a.3 2.5.4.a.4</p>			
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Unit Name: Breakdown of Non-Locomotor Skills

Equipment: Mats, Bean Bags, Yarn Balls, Cones, markers, poly spots, hula hoops, music

Duration: 4 weeks

Enduring Understanding- Applying non-locomotor movements into games, warm up activities, sports and dance routines.

Essential Questions-

When are non-locomotor skills used?

What is a non-locomotor skill?

How can I make non-locomotor movements more interesting, fun, and enjoyable?

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<ul style="list-style-type: none">• I can participate in a variety of activities demonstrating knowledge of non-locomotor skills and their uses.• I can use these movements in games, sports, dance, and recreational activities.• I can use these movements in my daily life to promote health and wellness.	<ul style="list-style-type: none">. Demonstrate proficiency in non-locomotor movements: turning, twisting, bending, stretching, swaying, swinging, and balancing.. Apply concepts of rhythm, tempo and force.. Adjust movements in relationship to others.. Perform skills on demand for assessment.	<p>Formative:</p> <ul style="list-style-type: none">. Teacher observation. Student demonstration. Teacher feedback. Peer to peer feedback <p>Summative:</p> <ul style="list-style-type: none">. Class discussion of essential questions. Student self assessment. Exit Slips <p>Benchmarks</p> <p>Alternative:</p> <ul style="list-style-type: none">. Rubric checklist for locomotor movements	<p>Mentor Texts:</p> <ul style="list-style-type: none">. Illustrated Books. Flash cards <p>Equipment:listed above</p> <p>Student Forms:</p> <ul style="list-style-type: none">. Rubrics. Self assessment poster. Self evaluation poster. Exit Slips. Wellness journal <p>Digital:</p> <ul style="list-style-type: none">. Specific YouTube clips/videos

		did they progress/improve?	. Slide shows Other Materials •
NJ Student Learning Standards (2016) 2.5.4.a.1 2.5.4.a.2 2.5.4.a.3 2.5.4.a.4			
Interdisciplinary Connections and Activities: -Imagery, i.e. slow like a turtle, walk tall like a giraffe, sprint like a cheetah -Incorporation of Music -Counting by different denominations, i.e. 2,4,6,8,10 -Dividing themselves into different group numbers -Incorporating geography into our general space, i.e. start in california, end in new jersey -History of sport			

Unit Name: Concepts of Cooperation

Equipment: Various Balls, Mats, Bean Bags, Yarn Balls, Cones, markers, poly spots, hula hoops, music

Duration: 4 weeks

Enduring Understanding-

- Rules help keep you safe.
- Cooperating shows that you respect others.
- Recognizing differences helps you learn.

Essential Questions

- **How will working together improve learning?**
- **How does communication affect cooperation?**
- **What makes a good leader?**

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<ul style="list-style-type: none">- I can demonstrate ability to participate safely in all cooperative activities.- I can describe what it means to be tolerant of others.- I can follow guidelines and rules to cooperative activities.	<ul style="list-style-type: none">- Use a variety of manipulative, locomotor, and non locomotor skills as individuals and in teams.- Use communication to solve problems in groups.- Demonstrate tolerance for others while working in groups.	<p>Formative:</p> <ul style="list-style-type: none">. Teacher observation. Student demonstration. Teacher feedback. Peer to peer feedback <p>Summative:</p> <ul style="list-style-type: none">. Class discussion of essential questions. Student self assessment. Exit Slips	<p>Mentor Texts:</p> <ul style="list-style-type: none">. Illustrated Books. Flash cards <p>Equipment: listed above</p> <p>Student Forms:</p> <ul style="list-style-type: none">. Rubrics. Self assessment poster. Self evaluation poster. Exit Slips. Wellness journal

		Benchmarks Alternative: . Rubric checklist for locomotor movements did they progress/improve?	Digital: . Specific YouTube clips/videos . Slide shows Other Materials •
NJ Student Learning Standards (2016) 2.5.4.B.1 2.5.4.B.2 2.5.4.B.3 2.5.4.B.4 2.5.4.C.1 2.5.4.C.2			
Interdisciplinary Connections and Activities: -Imagery, i.e. slow like a turtle, walk tall like a giraffe, sprint like a cheetah -Incorporation of Music -Counting by different denominations, i.e. 2,4,6,8,10 -Dividing themselves into different group numbers -Incorporating geography into our general space, i.e. start in california, end in new jersey -History of sport			

Unit Name: Physical Fitness Skills

Equipment: Various Balls, Mats, Jump Ropes, Cones, markers, fitness poly spots, hula hoops, music

Duration: 6 weeks

Enduring Understanding-

- **Students will understand the components of health-related fitness (cardiorespiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill-related fitness (speed, agility, reaction time, coordination and power).**

Essential Questions

- **How does participation in regular physical activity contribute to wellness?**
- **How do the body's systems respond to vigorous exercise?**
- **How has technology improved physical fitness activities?**

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<ul style="list-style-type: none">- I can engage in moderate to vigorous physical activity that develops all components of fitness.- I can monitor heart rate and breathing during and after exercise.- I can develop a fitness goal and monitor achievement of that goal.	<ul style="list-style-type: none">- Develop strength and body control- Develop balance- Perform specific exercises related to each component of fitness.- Monitor improvement throughout a fitness plan.	<p>Formative:</p> <ul style="list-style-type: none">. Teacher observation. Student demonstration. Teacher feedback. Peer to peer feedback <p>Summative:</p> <ul style="list-style-type: none">. Class discussion of essential questions. Student self assessment. Exit Slips <p>Benchmarks</p>	<p>Mentor Texts:</p> <ul style="list-style-type: none">. Illustrated Books. Flash cards <p>Equipment: listed above</p> <p>Student Forms:</p> <ul style="list-style-type: none">. Rubrics. Self assessment poster. Self evaluation poster. Exit Slips. Wellness journal

		Alternative: . Rubric checklist for locomotor movements did they progress/improve?	Digital: . Specific YouTube clips/videos . Slide shows Other Materials
NJ Student Learning Standards (2016) 2.6.4.A.1 2.6.4.A.2 2.6.4.A.3			
Interdisciplinary Connections and Activities: -Imagery, i.e. slow like a turtle, walk tall like a giraffe, sprint like a cheetah -Incorporation of Music -Counting by different denominations, i.e. 2,4,6,8,10 -Dividing themselves into different group numbers -Incorporating geography into our general space, i.e. start in california, end in new jersey -History of sport			

Unit Name: Team Sports Soccer, Basketball, and Softball-Baseball-Tball

Equipment: Soccer balls, basketballs, baseballs, softballs, tennis balls, Tees, cones, bases, hoops, goals, markers, gloves, and bats

Duration: 12 weeks

Enduring Understanding

- Performing soccer/basketball/baseball/softball skills correctly improves overall performance and increases the participation level.
- Knowing the movement concepts related to soccer/basketball/baseball/softball will improve performance in a specific skill and provide for transfer of skills in a variety of activities.
- Demonstrate knowledge and commitment to sportsmanship and rules.
- Implementing offensive and defensive strategies is necessary to be successful in game situations.

Essential Questions

- Why is working together important?
- Why do I have to understand the concepts of a sport when i already have good skills?
- Why do I have to show good sportsmanship when others do not?
- How does effective movement affect the skills of basketball?
- Does strategy influence performance in competitive games?
- How does effective movement affect the skills of soccer?
- How does effective movement affect the skills of baseball/softball/tball?

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<p>I can:</p> <ul style="list-style-type: none"> - Develop and improve foot-eye coordination (soccer). - Develop and improve hand-eye coordination (baseball-basketball). - Pass the ball with correct form for all 3 sports 	<ul style="list-style-type: none"> - Passing, dribbling and trapping skills - Passing and dribbling relays - Small sided games 	<p>Formative:</p> <ul style="list-style-type: none"> . Teacher observation . Student demonstration . Teacher feedback . Peer to peer feedback 	<p>Mentor Texts:</p> <ul style="list-style-type: none"> . Illustrated Books . Flash cards <p>Equipment:listed above</p>

<ul style="list-style-type: none"> - Dribble the soccer ball correctly with feet. - Dribble the basketball correctly with both hands. - Learn the fundamental skills needed to participate in a softball/baseball/tball game i.e. throwing and catching with proper form. - Learn the basic rules that govern each of the 3 sports. - Learn the specific position for each sport. - Display proper sportsmanship and what it means to be a good teammate in team sports. 	<ul style="list-style-type: none"> - Modified games for a specific sport - Throwing and catching - Striking with objects - Hand eye coordination - Foot eye coordination - Participating in a full game 	<p>Summative:</p> <ul style="list-style-type: none"> . Class discussion of essential questions . Student self assessment . Exit Slips <p>Benchmarks</p> <p>Alternative:</p> <ul style="list-style-type: none"> . Rubric checklist for locomotor movements did they progress/improve? 	<p>Student Forms:</p> <ul style="list-style-type: none"> . Rubrics . Self assessment poster . Self evaluation poster . Exit Slips . Wellness journal <p>Digital:</p> <ul style="list-style-type: none"> . Specific YouTube clips/videos . Slide shows <p>Other Materials</p> <ul style="list-style-type: none"> •
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NJ Student Learning Standards (2016)
2.5.4.B.1
2.5.4.B.2
2.5.4.B.3
2.5.4.C.1
2.5.4.C.2

Interdisciplinary Connections and Activities:
-Imagery, i.e. slow like a turtle, walk tall like a giraffe, sprint like a cheetah
-Incorporation of Music
-Counting by different denominations, i.e. 2,4,6,8,10
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-Incorporating geography into our general space, i.e. start in California, end in New Jersey
-History of sport

Unit Name: Individual and Group Rhythmic Activities
NJDOE Standards Born on Date: 2014

Equipment: Music, Mats, Streamers, Ribbons, Batons, and a Desire to Dance

Duration: 4 weeks

Enduring Understanding

- Understand the ability to move to a specific rhythm using locomotor and non-locomotor skills.
- Understand that taking risks can cause unexpected results and consequences both positive and negative.
- Understand how rhythmic activities affect my level of fitness.
- Understand how moving in different ways can affect my body differently

Essential Questions

- How do rhythmic activities affect my level of fitness?
- Does moving in different ways affect my body differently?
- Do rhythmic activities help keep your body fit?

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
I can: <ul style="list-style-type: none">- Express myself creatively- Become aware of space both general and personal.- Move to a specific rhythm using locomotor and non-locomotor skills.- Develop a sense of directionality.	<ul style="list-style-type: none">- Rhythmic movements- Role play- Singing games- Line dances- Aerobics- Folk and square dances- Parachute activities	Formative: <ul style="list-style-type: none">. Teacher observation. Student demonstration. Teacher feedback. Peer to peer feedback Summative: <ul style="list-style-type: none">. Class discussion of essential questions. Student self assessment. Exit Slips Benchmarks Alternative:	Mentor Texts: <ul style="list-style-type: none">. Illustrated Books. Flash cards Equipment:listed above Student Forms: <ul style="list-style-type: none">. Rubrics. Self assessment poster. Self evaluation poster. Exit Slips. Wellness journal

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NJ Student Learning Standards (2016)
2.5.4.A.1
2.5.4.A.2
2.5.4.A.3
2.5.4.A.4

Interdisciplinary Connections and Activities:
 -Imagery, i.e. slow like a turtle, walk tall like a giraffe, sprint like a cheetah
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Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies
(Alternate Modes of Instruction and Support)

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
-Observation of mastery of specific movements. -Number of repetitions increased on rubric -Demonstration of mastered skill to others	Pair student with translator w/ same language if available Specific language dictionaries	Supply Students with Anchor Charts Modify rules of game and equipment Partner assisted Oral Prompts Visual Aids Place Student w/ disability near teacher

	<p>Visual aids</p> <p>Use non verbal communication</p> <p>Physical demonstration</p> <p>Developing non-verbal cues (holding hand up to say stop)</p>	
<p>Sources: New Jersey Student Learning Standards (2016) http://www.state.nj.us/education/cccs/2016/ela/k.pdf New Jersey Student Learning Standards: Technology (2014) http://www.state.nj.us/education/cccs/2014/tech/8.pdf Career Ready Practices (2014) http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</p>		

SPECIAL NEEDS MODIFICATIONS:

<p><u>Equipment:</u></p> <p>Larger/lighter bat</p> <p>Use of velcro</p> <p>Larger goal/target</p> <p>Mark positions on playing field</p> <p>Lower goal/target</p> <p>Scoops for catching</p> <p>Vary balls (size, weight, color, texture)</p>	<p><u>Rules Prompts, Cues:</u></p> <p>Demonstrate/model activity</p> <p>Partner assisted</p> <p>Disregard time limits</p> <p>Oral prompt</p> <p>More space between students</p> <p>Eliminate outs/strike-outs</p> <p>Allow ball to remain stationary</p> <p>Allow batter to sit in chair</p>
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Place student with disability near teacher

Boundary/Playing Field:

Decrease distance

Use well-defined boundaries

Simplify patterns

Adapt playing area (smaller, obstacles removed)

Actions:

Change locomotor patterns

Modify grasps

Modify body positions

Reduce number of actions

Use different body parts

Time:

Vary the tempo

Slow the activity pace

Lengthen the time

Shorten the time

Provide frequent rest periods