



BOE Approved 8/18

Cliffside Park Public Schools

Physical Education: Grades 5-6

<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 promote health and wellness. 	<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 using hoops ropes balls poly 	<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>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"> •
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NJ Student Learning Standards (2016)

- 2.5.6.a.1**
- 2.5.6.a.2**
- 2.5.6.a.3**
- 2.5.6.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: Breakdown of Movement Skills**Equipment: Cones, markers, poly spots, hula hoops, music****Duration: 4 weeks****Enduring Understanding**

- 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).

Essential Questions

- . **Why is music important in creating rhythmic patterns and dance?**
- . **How can i apply movement concepts in different sports skills?**
- . **In what ways are movement skills incorporated in team sports, activities, and games?**
- . **How can i make movement more interesting, fun and enjoyable?**

Focus of Standards**Student Outcomes**

- I can Explain and demonstrate movements that combine mechanically correct movement sequences. (i.e lay-up, aerobic routine, dance)
- I can Compare and contrast how various movements skills are affected by a change in force and motion. (I.e. weight transfer, power, speed, and agility)
- I can Identify mechanically correct movement skills and provide specific and appropriate feedback to correct errors in execution
- I can Create and demonstrate a planned movement sequence that includes changes in force, motion and tempo in various physical activities (i.e. games, sports, dance).
- I can Demonstrate a planned movement

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**

Resources

- Mentor Texts:**
- . **Illustrated Books**
 - . **Flash cards**
- Equipment:listed above**
- Student Forms:**
- . **Rubrics**
 - . **Self assessment poster**
 - . **Self evaluation poster**
 - . **Exit Slips**
 - . **Wellness journal**

<p>sequence that incorporates feedback from teachers and peers.</p>		<p>Benchmarks Alternative:</p> <ul style="list-style-type: none"> . Rubric checklist for locomotor movements did they progress/improve? *Presidential Fitness Test 	<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)</p> <p>2.5.6.A.1 2.5.6.A.2 2.5.6.A.3 2.5.6.A.4</p>			
<p>Interdisciplinary Connections and Activities:</p> <ul style="list-style-type: none"> -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: 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

- **How do non-locomotor movements affect your body composition?**
- **When are the non-locomotor skills used?**
- **How can non-locomotor skills be used in your daily life?**
- **How can i make non-locomotor skills more interesting, fun and enjoyable?**

Focus of Standards

Student Outcomes

- I can explain and demonstrate movements that combine mechanically correct movement sequences. (i.e lay-up, aerobic routine, dance)
- I can compare and contrast how various movements skills are affected by a change in force and motion. (I.e. weight transfer, power, speed, and agility)
- I can Identify mechanically correct movement skills and provide specific and appropriate feedback to correct errors in execution
- I can Create and demonstrate a planned movement sequence that includes changes in force, motion and tempo in various physical activities (i.e. games, sports, dance).

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**
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- . **Class discussion of essential questions**
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<ul style="list-style-type: none"> - I can Demonstrate a planned movement sequence that incorporates feedback from teachers and peers. 		<ul style="list-style-type: none"> . Exit Slips Benchmarks Alternative: . Rubric checklist for locomotor movements did they progress/improve? 	<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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- Incorporating geography into our general space, i.e. start in California, end in New Jersey
- History of sport

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

- **How do non-locomotor movements affect your body composition?**
- **When are the non-locomotor skills used?**
- **How can non-locomotor skills be used in your daily life?**
- **How can i make non-locomotor skills more interesting, fun and enjoyable?**

Focus of Standards

Student Outcomes

- I can explain and demonstrate movements that combine mechanically correct movement sequences. (i.e lay-up, aerobic routine, dance)
- I can compare and contrast how various movements skills are affected by a change in force and motion. (I.e. weight transfer, power, speed, and agility)
- I can Identify mechanically correct movement skills and provide specific and appropriate feedback to correct errors in execution
- I can Create and demonstrate a planned movement sequence that includes changes in force, motion and tempo in various physical activities (i.e. games, sports, dance).
- I can Demonstrate a planned movement

Skills

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

Assessments

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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

- Cooperation is an important life skill.
- Rules help keep you safe.
- Cooperating shows that you respect others.

Essential Questions

- **Why are cooperative games an integral part of physical education?**
- **Why is cooperation an important life skill?**
- **How will working together improve learning?**
- **How will working together improve learning?**
- **How does communication affect cooperation?**
- **What makes a good leader?**

Focus of Standards

Student Outcomes

- 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.

Skills

- 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.

Assessments

- Formative:**
- . **Teacher observation**
 - . **Student demonstration**
 - . **Teacher feedback**
 - . **Peer to peer feedback**
- Summative:**
- . **Class discussion of essential questions**

Resources

- Mentor Texts:**
- . **Illustrated Books**
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 - . **Self evaluation poster**

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Unit Name: Physical Fitness Skills

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

Duration: 6 weeks

Enduring Understanding

- Learn and apply fitness concepts and skills to support a healthy, active lifestyle.
- Learn to be responsible for one's own health and be responsible for maintaining a healthy lifestyle.
- Engage in activities that develop all components of fitness.

Essential Questions

- **Who's in charge of my body?**
- **What can i do on a daily basis to help maintain a healthy lifestyle?**
- **How can daily exercise affect other aspects of my life?**

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<ul style="list-style-type: none">- I can develop proper attitudes towards physical activity- I can build upon my strength and endurance- I can participate in activities for a longer period of time.- I can realize how vital exercise is to staying healthy.	<ul style="list-style-type: none">- Warm-ups (stationary/static stretching)- 5 minute jogs- Circuit training- Jump Rope activities- Fun Run- Yoga- Warm-up games- Fitness testing- Aerobics- Dance	<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	<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>. Exit Slips</p> <p>Benchmarks</p> <p>Alternative:</p> <p>. Rubric checklist for locomotor movements did they progress/improve?</p> <p>*Presidential Fitness Test</p>	<p>Digital:</p> <p>. Specific YouTube clips/videos</p> <p>. Slide shows</p> <p>Other Materials</p> <ul style="list-style-type: none"> •
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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

- **Fundamental performance of soccer/basketball/baseball/softball skills correctly improves overall performance and increases the participation level.**
- **Knowing and understanding the basic 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

I can:

- **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**

Skills

- **Passing, dribbling and trapping skills**
- **Passing and dribbling**

Assessments

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

Resources

- Mentor Texts:**
- . **Illustrated Books**
 - . **Flash cards**
- Equipment:listed above**

<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"> relays - Small sided games - 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 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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- History of sport

Unit Name: Individual and Group Rhythmic Activities

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	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	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

	activities	<ul style="list-style-type: none"> . Student self assessment . Exit Slips <p>Benchmarks Alternative:</p> <ul style="list-style-type: none"> . Rubric checklist for locomotor movements did they progress/improve? <p>*Presidential Fitness Test</p>	<ul style="list-style-type: none"> . 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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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)
<ul style="list-style-type: none"> -Observation of mastery of specific movements. -Number of repetitions increased on rubric -Demonstration of mastered skill to others 	<ul style="list-style-type: none"> Pair student with translator w/ same language if available Specific language dictionaries Visual aids Use non verbal communication Physical demonstration Developing non-verbal cues (holding hand up to say stop) 	<ul style="list-style-type: none"> Supply Students with Anchor Charts Modify rules of game and equipment Partner assisted Oral Prompts Visual Aids Place Student w/ disability near teacher
<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:

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