



BOE Approved 8/18

Cliffside Park Public Schools

Physical Education: Grade K-2

Unit Name: Basic Locomotor Movements

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

Duration: 4 weeks

Enduring Understanding

- Understanding of movement concepts such as traveling in space, spatial awareness helps improve performance and supports wellness.

Essential Questions

- . How can moving around help me be healthy?
- . How can I make movement more fun?
- . How can my movements affect someone else?

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<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 run, walk, jump, hop, skip, leap and gallop 	<ul style="list-style-type: none"> • Movement skills such as breathing techniques, walking meditation, yoga animal stretches and dance movements. 	Formative: <ul style="list-style-type: none"> . Teacher observation . Student demonstration . Teacher feedback . Peer to peer feedback 	Mentor Texts: <ul style="list-style-type: none"> . Illustrated Books . Flash cards Equipment: listed above

<ul style="list-style-type: none"> • I can use these locomotor skills in general space in an active environment. • I can learn the importance of being active daily 	<ul style="list-style-type: none"> . Spatial Awareness skills using hoops ropes balls poly spots and cones and/or play special awareness games. . 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 	<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"> •
<p>NJ Student Learning Standards (2016)</p> <p>2.5.2.A.1 2.5.2.A.2 2.5.2.A.3 2.5.2.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 			

<p>Unit Name: Breakdown of Movement Skills</p> <p>Equipment: Cones, markers, poly spots, hula hoops, music</p> <p>Duration: 4 weeks</p>			
<p>Enduring Understanding</p> <ul style="list-style-type: none"> Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. 			
<p>Essential Questions</p> <ul style="list-style-type: none"> . 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? 			
<p>Focus of Standards</p>			
<p>Student Outcomes</p> <p>I can 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).</p> <p>I can Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways</p> <p>I can correct movement errors in response to feedback.</p>	<p>Skills</p>	<p>Assessments</p>	<p>Resources</p>
	<ul style="list-style-type: none"> . 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 	<p>Formative:</p> <ul style="list-style-type: none"> . Teacher observation . Student demonstration . Teacher feedback . Peer to peer feedback <p>Summative:</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

<p>I can Respond in movement to changes in tempo, beat, rhythm, or musical style.</p>	<p>for assessment.</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? 	<ul style="list-style-type: none"> . 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) 2.5.2.A.1 2.5.2.A.2 2.5.2.A.3 2.5.2.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: Basic Non-Locomotor Movements

Equipment:

Duration: 4 weeks

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**

Essential Questions

- **What is the difference between locomotor movement and non locomotor movement, and how do we use these movements daily?**
- **How can understanding non locomotor movement concepts improve performance?**
- **How can i make non locomotor movement more interesting, fun and enjoyable?**

Focus of Standards

Student Outcomes

I can explain and perform non locomotor movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

I can demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways

I can correct non locomotor movement errors in response to feedback.

I can respond in non locomotor movement to changes

Skills

- Develop and refine basic gross non-locomotor skills.
- Explain how basic non-locomotor movement and safety play a role in movement activity.
- Utilize refined non-locomotor skills into an applied setting.

Assessments

Formative:
• **Teacher observation**
• **Student demonstration**
• **Teacher feedback**
• **Peer to peer feedback**

Summative:
• **Class discussion of essential questions**
• **Student self assessment**

Resources

Mentor Texts:
• **Illustrated Books**
• **Flash cards**

Equipment:listed above

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

<p>in tempo, beat, rhythm, or musical style.</p>		<p>. Exit Slips</p> <p>Benchmarks</p> <p>Alternative:</p> <p>. Rubric checklist for locomotor movements did they progress/improve?</p>	<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>2.5.2.A.1</p> <p>2.5.2.A.2</p> <p>2.5.2.A.3</p> <p>2.5.2.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: 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

- **What is the difference between locomotor movement and non locomotor movement, and how do we use these movements daily?**
- **How can understanding non locomotor movement concepts improve performance?**
- **How can i make non locomotor movement more interesting, fun and enjoyable?**

Focus of Standards

Student Outcomes

I can explain and perform non locomotor movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

I can demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways

I can correct non locomotor movement errors in response to feedback.

I can respond in non locomotor movement to changes

Skills

- Develop and refine basic gross non-locomotor skills.
- Explain how basic non-locomotor movement and safety play a role in movement activity.
- Utilize refined non-locomotor skills into an applied setting.

Assessments

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

Resources

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

<p>in tempo, beat, rhythm, or musical style.</p>		<p>. Exit Slips</p> <p>Benchmarks</p> <p>Alternative:</p> <p>. Rubric checklist for locomotor movements did they progress/improve?</p>	<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>2.5.2.A.1</p> <p>2.5.2.A.2</p> <p>2.5.2.A.3</p> <p>2.5.2.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: 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?**

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**
 - . **Flash cards**
- Equipment:listed above**
- Student Forms:**
- . **Rubrics**
 - . **Self assessment poster**
 - . **Self evaluation poster**
 - . **Exit Slips**

		<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? 	<ul style="list-style-type: none"> . 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)</p> <p>2.5.2.B.1 2.5.2.B.2 2.5.2.B.3 2.5.2.B.4 2.5.2.C.1 2.5.2.C.2</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: 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 do our bodies respond to physical activity?
- What are the benefits of physical fitness?
- How can we make physical fitness more interesting, enjoyable and fun?

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.		
		Formative: <ul style="list-style-type: none">. Teacher observation. Student demonstration	Mentor Texts: <ul style="list-style-type: none">. Illustrated Books. Flash cards

		<ul style="list-style-type: none"> . 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 Alternative:</p> <ul style="list-style-type: none"> . Rubric checklist for locomotor movements did they progress/improve? 	<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 . Slide shows <p>Other Materials</p>
<p>NJ Student Learning Standards (2016) 2.6.2.a.1 2.6.2.a.2 2.6.2.a.3</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: 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 use 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).**

Skills

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

Assessments

Formative:

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

Resources

<ul style="list-style-type: none"> - Pass the ball with correct form for all 3 sports. - 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"> - 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>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 Alternative:</p> <ul style="list-style-type: none"> . Rubric checklist for locomotor movements did they 	<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 . Slide shows

		progress/improve?	Other Materials •
NJ Student Learning Standards (2016) 2.5.2.B.1 2.5.2.B.2 2.5.2.B.3 2.5.2.C.1 2.5.2.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: 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

I can:

- 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.

Skills

- Rhythmic movements
- Role play
- Singing games
- Line dances
- Aerobics
- Folk and square dances
- Parachute activities

Assessments

Resources

		<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 Alternative:</p> <ul style="list-style-type: none"> . Rubric checklist for locomotor movements did they progress/improve? 	<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 . Slide shows <p>Other Materials</p> <ul style="list-style-type: none"> •
<p>NJ Student Learning Standards (2016)</p> <p>2.5.2.A.1</p> <p>2.5.2.A.2</p> <p>2.5.2.A.3</p> <p>2.5.2.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 			

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

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>

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