

Bi-Borough Physical Education Grade K - 6 Curriculum

2015



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Rationale

The River Edge, Oradell, and River Dell Tri-District Physical Education department offers opportunities for students to participate in motor activities, to learn personal fitness skills, to interact within their social work and to develop lifetime habits and interests. As stated in Guidelines for Secondary School Physical Education, a position paper of the American Alliance for Health, Physical Education, Recreation and Dance:

“Physical Education is that integral part of total education which contributes to the development of the individual through the natural medium of physical activity – human movement. It is a carefully planned sequence of learning experiences designed to fulfill the growth, development and behavior needs of each student. It encourages and assists each student to:

DEVELOP the skills of movement, the knowledge of how and why one moves and the ways in which movement may be organized.

LEARN to move skillfully and effectively through exercise, games, sports and dance

ENRICH the understanding of the concepts of space, time and force related to movement.

EXPRESS culturally approved patterns of personal behavior and interpersonal relationships in and through games, sports and dance.

CONDITION the heart, lungs, muscles, and other organic system of the body to meet daily and emergency demands.

ACQUIRE an appreciation and of a respect for good physical condition (fitness), a functional posture and a sense of well-being.

DEVELOP an interest and a desire to participate in lifetime recreational sports.

Therefore, our program contains the following elements:

1. Structured play through team sports and lifetime activities.
2. Physical fitness development to achieve neuromuscular skills, strength, agility, and comparable growth.
3. Experiences to enhance social growth and developmental skills such as loyalty, decision-making, camaraderie, cooperation, and a sense of sportsmanship through team building activities.

**PHYSICAL EDUCATION
BY THE END OF GRADE 2
UNIT ONE: MOVEMENT SKILLS AND CONCEPTS**

STANDARDS

- 2.5.2.A.1** Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.2.A.2** Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- 2.5.2.A.3** Respond in movement to changes in tempo, beat, rhythm, or musical style.
- 2.5.2.A.4** Correct movement errors in response to feedback.

BIG IDEAS/COMMON THREAD

Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.

ENDURING UNDERSTANDINGS

- Physical movement can be creative, enjoyable and individually rewarding.
- Movement skills are necessary to successfully participate in a variety of physical activities.

ASSESSMENTS

- Rubrics
- Peer Assessment
- Self- Assessment
- Teacher Observation
- Physical Fitness Testing
- Anecdotal notes
- Checking for understanding by questions and answers
- Checklists

ESSENTIAL QUESTIONS

- Where do you see/use these skills in everyday life?
- What are the locomotor skills?
- Why are these skills important?
- How do locomotor skills affect me?
- How do movement skills impact your games?
- Why is safety important?
- How do movement skills and concepts help you become a better mover?
- How can I move more effectively and efficiently?

OBJECTIVES

Students will be able to understand...

- That movement skills are seen in play, team/individual sports, television
- That loco-motor skills are walking, jumping, skipping, galloping, hopping, leaping, running, sliding
- That movement skills are the foundation of human movement
- That loco-motor skills are the basic movements that create the ability to move in more complex ways
- As you master the different loco-motor skills you will see them gain more confidence
- That safety prevents injuries to self and others
- That movement skills and concepts engage you in various physical activities
- That by applying components of locomotor skills and spatial awareness you move more effectively and efficiently

LEARNING ACTIVITIES

The activities listed below develop and refine gross motor skills, fine motor skills, and use objects and props to develop spatial and coordination skills.

- Locomotor/non-locomotor skills
- Parachute
- Scooter Work/Games
- Small Group Games
- Tag Games-Partner Tag
- Relay races
- Obstacle course
- Station activities

RESOURCES

Text, web, manuals, PE equipment, teacher collaboration

PHYSICAL EDUCATION BY THE END OF GRADE 2 UNIT TWO: TEAM SPORTS

STANDARDS

- 2.5.2.B.1** Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- 2.5.2.B.2** Explain the difference between offense and defense.
- 2.5.2.B.3** Determine how attitude impacts physical performance.
- 2.5.2.B.4** Demonstrate strategies that enable team members to achieve goals.
*Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
- 2.5.2.C.1** Explain what it means to demonstrate good sportsmanship.
- 2.5.2.C.2** Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

BIG IDEAS/COMMON THREADS

Teamwork consists of effective communication and other interactions between team members.

ENDURING UNDERSTANDINGS

- Participation in team sports can provide an opportunity for developing an understanding and respect for differences among people.
- Rules, strategies and etiquette in team sports can make the experience both enjoyable and successful.

ESSENTIAL QUESTIONS

- Why is attitude important in team sports?
- Why is it important to practice fundamental skills?
- Why do we have rules?
- Where do you see these skills in everyday life?
- What skills are common to most sports?
- How do I interact with others during physical activity?
- How do rules of play make games safer and more fun for everyone?

OBJECTIVES

Students will be able to understand....

- Attitude is important to be a successful member of your team
- That fundamental skills are basic foundation of the skill progression
- That rules promote fair play
- That movement skills can be seen on the playground, classroom and home
- That teamwork, fair play, various gross motor skills, and spatial awareness are common to most sports.
- That interaction with others should be demonstrated by good sportsmanship
- By setting boundaries and showing respect to others make games safer and more fun

LEARNING ACTIVITIES

The activities listed below reinforce concepts of using strategies in sports, understanding concepts of offense and defense, and showing how individual and team effectiveness impacts outcomes.

- Soccer
- Basketball
- Tennis
- Volleyball
- Football
- T-ball/Whiffle Ball
- Hockey

RESOURCES

- Text, web, teacher manuals, PE equipment, teacher collaboration

**PHYSICAL EDUCATION
BY THE END OF GRADE 2
UNIT THREE: LIFETIME SKILL AND FITNESS ACTIVITIES**

STANDARDS

- 2.6.2.A.1** Explain the role of regular physical activity in relation to personal health.
- 2.6.2.A.2** Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- 2.6.2.A.3** Develop a fitness goal and monitor progress towards achievement of the goal.

BIG IDEAS/COMMON THREAD

Appropriate types and amounts of physical activity enhance personal health.

ENDURING UNDERSTANDINGS

- Fitness provides the opportunities to set and strive for personal, achievable goals.
- Positive decision making about fitness contributes to a healthy lifestyle

ESSENTIAL QUESTIONS

- Why is it important to be physically fit?
- How can I stay fit?
- What does it mean to be fit?
- Where do you see these skills in everyday life?
- How can you maintain a healthy lifestyle?
- How does physical activity make you feel?
- What role does exercise play in physical fitness?

OBJECTIVES

Students will be able to understand...

- Exercise leads to a healthy lifestyle
- By exercising one will stay fit
- To be fit, one must maintain a healthy weight with diet and exercise

- Lifetime fitness skills can be seen on the playground, organized sports, and on television
- That eating healthy and exercising maintains a healthy lifestyle
- Being fit makes one happy, healthy and gives a sense of accomplishment

LEARNING ACTIVITIES

The activities below help students develop a fitness goal and monitor progress towards achievement of the goal.

- Jump rope
- Warm up exercise
- Timed running
- Yoga
- Dance
- Heart Rate Monitoring
- Fitness Testing
- Gymnastics

RESOURCES

- Text, web, teacher manuals, PE equipment, teacher collaboration

**PHYSICAL EDUCATION
BY THE END OF GRADE 2
UNIT FOUR: COOPERATIVE LEARNING/TEAM BUILDING**

STANDARDS

- 2.5.2.B.1** Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- 2.5.2.B.3** Determine how attitude impacts physical performance.
- 2.5.2.B.4** Demonstrate strategies that enable team members to achieve goals.

BIG IDEAS/COMMON THREAD

Teamwork consists of effective communication and other interactions between team members.

ENDURING UNDERSTANDINGS

- Physical and cognitive skills are necessary to successfully participate in a variety of cooperative activities and team building.
- Assuming leadership, cooperating with others, and accepting responsibility for their own behaviors and actions are part of team building.

ESSENTIAL QUESTIONS

- How do I interact with others during physical activity?
- What does it mean to be part of a team?
- When should I talk?
- When should I listen?
- How can our group overcome problems?

OBJECTIVES

Students will be able to understand...

- That positive interaction with others displays good sportsmanship
- That to be part of a team one must work together with others
- That when we need to solve a problem individuals share their opinions
- That when others are speaking they should engage listening skills
- By working together the group can overcome problems

LEARNING ACTIVITIES

These activities reinforce the roles and responsibilities of players and observers to enhance sportsmanship-like behaviors and appreciate the social, emotional, and health benefits of selected physical experiences.

- Parachute
- Dance
- Group games
- Stations
- Partner/Small and Large group cooperative activities
- Scooters

RESOURCES

- Text, web, teacher manuals, PE equipment, teacher collaboration

**PHYSICAL EDUCATION
BY THE END OF GRADE 4
UNIT ONE: MOVEMENT SKILLS AND CONCEPTS**

STANDARDS

- 2.5.4.A.1** Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.4.A.2** Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
- 2.5.4.A.3** Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. Ongoing feedback impacts improvement and effectiveness of movement actions.
- 2.5.4.A.4** Correct movement errors in response to feedback and explain how the change improves performance.

BIG IDEAS/COMMON THREAD

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

ENDURING UNDERSTANDINGS

- Physical movement can be creative, enjoyable and individually rewarding.
- Movement skills are necessary to successfully participate in a variety of physical activities.

ASSESSMENTS

- Rubrics
- Peer Assessment
- Self- Assessment
- Teacher Observation
- Physical Fitness Testing
- Anecdotal notes

- Checking for understanding by questions and answers
- Checklists

ESSENTIAL QUESTIONS

- How can I move more effectively and efficiently?
- How do movement skills impact your games?
- Why is safety important?
- How can movement skills and concepts make you a better mover?
- How do you move safely in a variety of ways in relation to your surroundings?

OBJECTIVES

Students will be able to understand...

- That by applying components of locomotor skills and spatial awareness one can move more effectively and efficiently
- That mastery of locomotor skills increases confidence
- That safety is important to prevent injuries to self and others
- Movement skills and concepts make you a better mover by engaging you in various physical activities
- By demonstrating awareness of other people and objects one can move safely in a variety of ways

LEARNING ACTIVITIES

The activities listed below develop and refine gross motor skills, fine motor skills, and use objects and props to develop spatial and coordination skills.

- Locomotor/non-locomotor skills
- Parachute
- Scooter Work/Games
- Small Group Games
- Tag Games-Partner Tag
- Relay races
- Obstacle course
- Station activities

RESOURCES

- Text, web, teacher manuals, PE equipment, teacher collaboration

PHYSICAL EDUCATION BY THE END OF GRADE 4 UNIT TWO: TEAM SPORTS

STANDARDS

- 2.5.4.B.1** Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
- 2.5.4.B.2** Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
*Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
- 2.5.4.C.1** Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
- 2.5.4.C.2** Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

BIG IDEAS/COMMON THREAD

Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.

ENDURING UNDERSTANDINGS

- Participation in team sports can provide an opportunity for developing an understanding and respect for differences among people.
- Rules, strategies and etiquette in team sports can make the experience both enjoyable and successful.

ASSESSMENTS

- Rubrics
- Peer Assessment
- Self- Assessment
- Teacher Observation

- Physical Fitness Testing
- Anecdotal notes
- Checking for understanding by questions and answers
- Checklists

ESSENTIAL QUESTIONS

- Why is attitude important in team sports?
- Why is it important to practice fundamental skills?
- Why do we have rules?
- Where do you see these skills in everyday life?
- What key skills are common to most sports?
- How do I interact with others during physical activity?
- How do rules of play make games safer and more fun for everyone?
- What can I learn from team sports?
- How are team and individual sports different?

OBJECTIVES

Students will be able to understand...

- That positive attitude can help you to be an effective member of a team
- That fundamental skills are essential to build a strong foundation
- Rules are necessary to promote fair play
- That team sport skills can be seen on the playground, in professional, organized and recreational sports
- Gross motor skills and spatial awareness, are pathways common in most sports
- Positive interaction with others during physical activity promotes good sportsmanship
- That by having rules prevents injury
- Working with others makes you a valuable member of a team
- Team and individual sports differ by sharing ideas and strategies vs using your own

LEARNING ACTIVITIES

The activities listed below reinforce concepts of using strategies in sports, understanding concepts of offense and defense, and showing how individual and team effectiveness impacts outcomes.

- Soccer
- Basketball
- Tennis

- Volleyball
- Football
- T-ball/Whiffle Ball
- Hockey

RESOURCES

- Text, web, teacher manuals, PE equipment, teacher collaboration

**PHYSICAL EDUCATION
BY THE END OF GRADE 4
UNIT THREE: LIFETIME SKILLS AND FITNESS ACTIVITIES**

STANDARDS

- 2.6.4.A.1** Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- 2.6.4.A.2** Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- 2.6.4.A.3** Develop a health-related fitness goal and track progress using health/fitness indicators.
- 2.6.4.A.4** Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

BIG IDEAS/COMMON THREAD

Each component of fitness contributes to personal health as well as motor skill performance.

ENDURING UNDERSTANDINGS

- Fitness provides the opportunities to set and strive for personal, achievable goals.
- Positive decision making about fitness contributes to a healthy lifestyle.

ASSESSMENTS

- Rubrics
- Peer Assessment
- Self- Assessment
- Teacher Observation
- Physical Fitness Testing

- Anecdotal notes
- Checking for understanding by questions and answers
- Checklists

ESSENTIAL QUESTIONS

- Why is it important to be physically fit?
- How do you stay fit?
- What other factors contribute to being fit?
- What are the ways to stay fit?
- What are the components of a healthy lifestyle?
- What are some other benefits of physical activities?
- What are the benefits of regular exercise?

OBJECTIVES

Students will be able to understand....

- It is important to be physically fit to live a healthy lifestyle
- To stay fit one must engage in exercise
- To be fit means maintaining a healthy weight with diet and exercise
- Lifetime fitness can be seen on the playground, organized sports, and television
- That eating healthy and exercising helps to main a healthy lifestyle
- Physical activity makes you feel happy and healthy, with a sense of accomplishment.
- That regular exercise will give you more energy, strength and a healthier life.

LEARNING ACTIVITIES

The activities below help students develop a fitness goal and monitor progress towards achievement of the goal.

- Calisthenics
- Timed power-walking, jogging, running
- Fitness testing
- Cardiovascular activities
- Jump Rope
- Measuring heart rate
- Station activities
- Gymnastics

RESOURCES

- Text, web, teacher manuals, PE equipment, teacher collaboration

**PHYSICAL EDUCATION
BY THE END OF GRADE 4
UNIT FOUR: COOPERATIVE LEARNING/TEAM BUILDING**

STANDARDS

- 2.5.4.A.2** Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
- 2.5.4.B.2** Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
- 2.5.4.C.1** Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
- 2.5.4.C.2** Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

BIG IDEAS/COMMON THREAD

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

ENDURING UNDERSTANDINGS

- Physical and cognitive skills are necessary to successfully participate in a variety of cooperative activities and team building.
- Assuming leadership, cooperating with others, and accepting responsibility for their own behaviors and actions are part of team building.

ESSENTIAL QUESTIONS

- What are the characteristics of a good team player?
- How can our group overcome problems?
- What does it mean to be part of a team?

- What key relationships are there within a group?
- What role does respect play in a group activity?
- What activities can we engage in to accomplish our goal?
- How do we work together as a team or with a partner?

OBJECTIVES

Students will be able to understand....

- That a good team player listens actively, participates, and is reliable
- That by sharing ideas and working together a group can overcome problems
- That working together means to be part of a team
- Respect for others, communication, sharing ideas, and good sportsmanship are key relationships within a group
- Respecting others causes a feeling of respect by your teammates
- Team building encourages engages us to listen, learn then speak to accomplish our goal
- That a successful team or partnership works together well with determination and good sportsmanship

LEARNING ACTIVITIES

These activities reinforce the roles and responsibilities of players and observers to enhance sportsmanship-like behaviors and appreciate the social, emotional, and health benefits of selected physical experiences.

- Parachute
- Dance
- Group games
- Stations
- Partners/Small and large group cooperative activities
- Scooters

RESOURCES

- Text, web, teacher manuals, PE equipment, teacher collaboration

**PHYSICAL EDUCATION
BY THE END OF GRADE 6
UNIT ONE: MOVEMENT SKILLS AND CONCEPTS**

STANDARDS

- 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).
*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.A.4** Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

BIG IDEAS/COMMON THREAD

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

ENDURING UNDERSTANDINGS

- Physical movement can be creative, enjoyable and individually rewarding.
- Movement skills are necessary to successfully participate in a variety of physical activities.

ASSESSMENTS

- Rubrics
- Peer Assessment
- Self- Assessment
- Teacher Observation
- Physical Fitness Testing
- Anecdotal notes
- Checking for understanding by questions and answers
- Checklists

ESSENTIAL QUESTIONS

- Where do you see/use these skills in everyday life?
- What are the locomotor skills?
- Why are these skills important?
- How do locomotor skills affect me?
- How do movement skills impact your games?
- Why is safety important?
- How do movement skills and concepts help you become a better mover?
- How can I move more effectively and efficiently?

OBJECTIVES

Students will be able to understand....

- That effective locomotor skills are necessary to develop an appreciation for life-long activities
- Taking the appropriate time and steps to self-evaluate helps refine and increase control when performing movement skills
- Building on prior knowledge and practice determines which skills are applicable to various physical activities
- That demonstrating mature form in locomotor movements is critical to performing a variety of skills with proficiency
- That effective movement skills can be used in everyday living
- That practice and effort is critical to building a successful movement skills foundation
- That locomotor skill development impacts the quality of performance

- That applying essential elements to improves personal performance and movement skills

LEARNING ACTIVITIES

The activities listed below develop and refine gross motor skills, fine motor skills, and use objects and props to develop spatial and coordination skills.

- Locomotor/non-locomotor skills
- Parachute
- Scooter Work/Games
- Small Group Games
- Tag Games-Partner Tag
- Relay races
- Obstacle course
- Station activities

RESOURCES

- Text, web, teacher manuals, PE equipment, teacher collaboration

**PHYSICAL EDUCATION
BY THE END OF GRADE 6
UNIT TWO: TEAM SPORTS**

STANDARDS

- 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.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.

BIG IDEAS/COMMON THREAD

Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

ENDURING UNDERSTANDINGS

- Participation in team sports can provide an opportunity for developing an understanding and respect for differences among people.
- Rules, strategies and etiquette in team sports can make the experience both enjoyable and successful.

ASSESSMENTS

- Rubrics
- Peer Assessment
- Self- Assessment
- Teacher Observation
- Physical Fitness Testing
- Anecdotal notes
- Checking for understanding by questions and answers
- Checklists

ESSENTIAL QUESTIONS

- Why is attitude important in team sports?
- Why is it important to practice fundamental skills?
- Why do we have rules?
- Where do you see these skills in everyday life?
- What skills are common to most sports?
- How do I interact with others during physical activity?
- How do rules of play make games safer and more fun for everyone?

OBJECTIVES

Students will be able to understand....

- Strategy helps develop critical thinking skills and to be successful
- That the essential components of teamwork are listening, reliability, being an active participant, cooperation, and commitment
- That the value of playing team sports is learning to work with others and the feeling of accomplishment shared with teammates
- The value of team sports is to learn offense/defense and communication
- That being aware of the rules of the game leads to successful play
- That if one does not succeed, re-evaluate, try a different strategy, and practice
- That safety is important to prevent injury to yourself and others

LEARNING ACTIVITIES

The activities listed below reinforce concepts of using strategies in sports, understanding concepts of offense and defense, and showing how individual and team effectiveness impacts outcomes.

- Soccer
- Basketball
- Tennis
- Volleyball
- Football
- T-ball/Whiffle Ball
- Hockey

RESOURCES

- Text, web, teacher manuals, PE equipment, teacher collaboration

**PHYSICAL EDUCATION
BY THE END OF GRADE 6
UNIT THREE: LIFETIME SKILLS AND FITNESS ACTIVITIES**

STANDARDS

- 2.6.6.A.1** Analyze the social, emotional, and health benefits of selected physical experiences.
- 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.2** Determine to what extent various activities improve skill-related fitness versus health-related fitness.

BIG IDEAS/COMMON THREAD

Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.

ENDURING UNDERSTANDINGS

- Fitness provides the opportunities to set and strive for personal, achievable goals.
- Positive decision making about fitness contributes to a healthy lifestyle.

ASSESSMENTS

- Rubrics
- Peer Assessment
- Self- Assessment
- Teacher Observation
- Physical Fitness Testing
- Anecdotal notes
- Checking for understanding by questions and answers
- Checklists

ESSENTIAL QUESTIONS

- Why is it important to be physically fit?
- How can I stay fit?
- What does it mean to be fit?
- Where do you see these skills in everyday life?
- How can you maintain a healthy lifestyle?
- How does physical activity make you feel?

OBJECTIVES

Students will be able to understand....

- That the amount of exercise required to remain fit varies from one individual to the next, due to such factors as age, health, and fitness goal.
- Lifetime fitness improves your chances of living a long healthy lifestyle.
- Goal setting helps keep consistency and motivation
- That the ability to perform physical activities measures physical fitness
- By being consistently physically active maintains one's health
- That fitness improves mobility, strength and flexibility
- Fitness helps to control weight, increase energy, and promote better sleep

LEARNING ACTIVITIES

The activities below help students develop a fitness goal and monitor progress towards achievement of the goal.

- Calisthenics
- Timed power-walking, jogging, running
- Fitness testing
- Cardiovascular activities
- Jump Rope
- Measuring heart rate
- Station activities
- Gymnastics

RESOURCES

- Text, web, teacher manuals, PE equipment, teacher collaboration

**PHYSICAL EDUCATION
BY THE END OF GRADE 6
UNIT FOUR: COOPERATIVE LEARNING/TEAM BUILDING**

STANDARDS

- 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.
*Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
- 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.

BIG IDEAS/COMMON THREAD

There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.

ENDURING UNDERSTANDINGS

- Physical and cognitive skills are necessary to successfully participate in a variety of cooperative activities and team building.
- Assuming leadership, cooperating with others, and accepting responsibility for their own behaviors and actions are part of team building

ASSESSMENTS

- Rubrics
- Peer Assessment
- Self- Assessment
- Teacher Observation

- Physical Fitness Testing
- Anecdotal notes
- Checking for understanding by questions and answers
- Checklists

ESSENTIAL QUESTIONS

- How do I interact with others during physical activity?
- What does it mean to be part of a team?
- When should I talk?
- When should I listen?
- How can our group overcome problems?
-

LESSON OBJECTIVES

Students will be able to understand....

- That effective strategies are needed for problem solving
- Building collaborative relationships enhances cooperative activities
- Collaborating and being successful promotes an effective cooperative team
- Learning team building activities helps students to work together as a group and value the ideas and opinions of others
- Successful strategies are communication, motivation to achieve goals, and problem solving skills
- That by being a good listener and respecting the ideas of others helps one to reach a common goal
- Relationships are built with trust and respect
- That respect promotes a feeling of encouragement by your teammates

LEARNING ACTIVITIES

These activities reinforce the roles and responsibilities of players and observers to enhance sportsmanship-like behaviors and appreciate the social, emotional, and health benefits of selected physical experiences.

- Dance
- Group games
- Stations
- Partners/Small and large group activities
- Scooters
- Team Building/cooperative activities

RESOURCES

- Text, web, teacher manuals, PE equipment, teacher collaboration

<p>8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p>	<p>As teaching, learning, and curriculum across New Jersey evolves to better meet student needs, when addressing Physical Education & Health topics, teachers are expected to integrate the adopted 8.1 Educational Technology, 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming, and 21st Century Skills into their classroom practice. To that end, teachers will be expected to apply the following anchor standards into their classroom practice as part of regular instruction:</p> <p>8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>8.1.8.D.5: Understand appropriate uses for social media and the negative consequences of misuse.</p> <p>8.2.2.B.1: Identify how technology impacts or improves life.</p>
<p>Pacing Guide</p>	<p>The Comprehensive Health and Physical Education curriculum is taught over the school year, covering the content areas of Wellness, Integrated Skills, Drugs and Medicine, Human Relationships, Motor Skills and Fitness. The scope and sequence of the content covered is determined locally based upon the way the curriculum is delivered.</p> <p>The following are suggested units that may be implemented, depending on district resources:</p> <ol style="list-style-type: none"> 1. Basic Movement Skills/Concepts/Fine and Gross Motor Skills 2. Team Sports & Officiating

	<ol style="list-style-type: none"> 3. Individual Sports 4. Fitness and Physical Activity/Core Strength and Fitness Training 5. Project Adventure/Team Building/Problem Solving 6. Guided Discovery
<p>Assessments</p>	<p>According to the Comprehensive Health & Physical Education standards, the objectives of <i>health literacy</i> include the following:</p> <ul style="list-style-type: none"> ● Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are health enhancing. ● Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction. ● Using available information to make appropriate health-related decisions. ● Establishing and monitoring personal and family health goals. ● Understanding national and international public health and safety issues. <p>Assessments should be developed to monitor student progress related to these objectives throughout unit.</p>

Differentiation/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Teachers differentiate learning for high achieving students by providing a <i>specialized setting</i> in each district for students identified as eligible for Gifted and Talented <i>services</i> through a Screening/Identification Process.</p> <p>During the development process, <i>appropriate standards</i> are referenced from the Common Core, and the National Association for Gifted Children's Gifted Program Standards Pre-K - Grade 12.</p> <p>Based upon a student's ability, the teacher can adjust instruction, content, and environment based upon a student's interest, ability,</p>	<p>In general, ELL students have the following accommodations:</p> <ul style="list-style-type: none"> ● Use of a bilingual dictionary during class and during assessments ● Extended time (time-and-a-half) for all assessments ● Word banks for tests and quizzes ● Access to teacher-created notes ● Simplification of requirements (for example, accepting a 2-page paper rather than 5 that focuses on key concepts, or accepting a PowerPoint vs. paper) ● Use of TPR (Total Physical Response) linked to physical actions which are designed to reinforce comprehension of particular 	<p><i>(Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Special needs students receive a high quality specialized education to meet their individual social, emotional and educational needs. Within each individual school district there are programs designed to meet the needs of students in the "least restrictive environment". These programs, from least restrictive to most restrictive, include; In-Class-Support, whereby a special education teacher or instructional aide is assigned to assist special education students in the general education classroom and Resource Room replacement, whereby students are pulled from</p>	<p>At risk students will be identified via the Intervention and Referral Services process. The purpose of the Intervention and Referral Team (I&RS) is to provide in-house professional assistance to an administrator or teacher for a pupil who demonstrates social, emotional or educational problems. The I&RS provides assistance in understanding the pupil's problem(s) in developing strategies, which will, hopefully, help the pupil overcome the problem.</p> <p>When a child encounters a problem, the teacher, after in-class interventions and ongoing parental contact/conferences, identify</p>

<p>and learning profile. Needs assessments should be used to modify and differentiate instruction and assessment for these students.</p>	<p>basic skills.</p> <p>Students are expected to perform for the five ELL proficiency levels - Entering, Beginning, Developing, Expanding, and Bridging - with appropriate graphic, auditory and visual support set forth by WIDA.</p>	<p>their general education class for Math or Language Arts to a separate room for small group instruction with a special education teacher. The students who require this level of support, in some cases, receive modified curriculum and differentiated instruction, study guides, extended time on assessments, assistive technology in the form of an internet-ready device or computer programs such as co-writer/word predictor to assist with written assignments. All modifications are stated specifically in a student's Individual Education Plan or IEP to ensure that each student consistently receives the appropriate level of support.</p> <p>In addition to the programs within the mainstream and/or resource room setting, districts may utilize Regional Programs and Services to meet the needs of special education students with a variety of disabilities. Each school district must ensure that all students receive a high quality, consistent level of education and</p>	<p>the student to the I&RS Committee. The I&RS Committee will convene to review the form and determine if follow-up is warranted. If necessary, an action plan will be created with instructional adjustments.</p> <p>After the plan has been in effect for a reasonable amount of time, the I&RS Committee may recommend continuation of the recommended strategies or consider additional/alternative strategies. The student may be referred to the Child Study Team after all building resources have been exhausted and the student continues to demonstrate significant social, emotional, and/or educational difficulties.</p>
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