PHYSICAL EDUCATION

Curriculum Guide
Grade(s): K-5

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Under the Supervision of:
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The following standards will be addressed throughout the course of the year within each unit:

New Jersey Student Learning Standards for Comprehensive Health and Physical Education

- 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle
  - A. Movement Skills and Concepts
  - B. Strategy
  - C. Sportsmanship, Rules, and Safety

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

When students maintain adequate levels of physical fitness and make healthy choices, the conditions and opportunities for learning increase. Regular participation in physical activity is paramount for children, in order to avoid the health-related diseases that are associated with inactive and sedentary lives. It is the goal of the Rockaway Township Physical Education department that children develop the skills and knowledge to become, and then remain, healthy members of society.

For these reasons, Physical Education plays an important role in a complete elementary education program. To facilitate these optimal levels of wellness, the Rockaway Township elementary school Physical Education teachers are committed to delivering a comprehensive, sequential curriculum for grades kindergarten through five. The goals of this curriculum are to engage and help inspire students to pursue a lifetime of fitness-related activities and healthy decisions, and to provide students with the knowledge and skills to value and apply physical activity and its benefits for their lifetime. Through active participation in movement and sport, students will foster an appreciation for personal fitness and other social skills vital to becoming healthy, productive members of the community.

The K-5 sequence of curriculum and instruction will allow students to apply their learning in developmentally appropriate settings. Skills learned in previous classes and grades will be used to scaffold into newer, higher level thinking and development of sport-specific skills and health related fitness. Assessment will be constant, and will come in many forms. Teachers will create assessments to best be able to serve their distinct school communities. Formative, summative, and criterion based assessments will enable Physical Education teachers to address areas for learning and enhance development in all their classes. With the emphasis on teacher led assessment and leading distinct communities, this curriculum is a living document. Games, activities, and skills will be stressed at the schools individually based on the expertise of the teachers knowing their classes.

Integral in the creation of this document were the New Jersey Student Learning Standards for Comprehensive Health and Physical Education which can be found at https://www.state.nj.us/education/cccs/2014/chpe/.
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## Unit Title: 4th Grade - 5th Grade PE MP 1
- Reintroduction to Physical Education
- Movement Concepts
- Chasing, Fleeing, & Dodging
- Kicking

## Time Frame:
First Marking Period - 9 weeks

### 21st Century Theme
- Constant Formative and Ongoing Summative Assessment
- Physical Literacy
- Collaboration between students to work towards a common goal

### Enduring Understandings:
- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
- Ongoing feedback impacts improvement and effectiveness of movement actions.
- Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.
- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
- Each component of fitness contributes to personal health as well as motor skill performance.

### Essential Questions/Hook Questions:
- Why is it important to follow the rules of the activities and games?
- How can your choices impact others in a game situation?
- Why do most injuries in sports occur?
- How can I avoid injuries?

### Cluster and Standard:
- 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.
- 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.
- 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.
- 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.
- 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.

<table>
<thead>
<tr>
<th>Unit Learning Targets:</th>
<th>Vocabulary:</th>
</tr>
</thead>
</table>
| **The student will be able to...** | • Flexibility  
• Agility  
• Endurance  
• Strength  
• Muscular |
| • Display and shift between basic gross motor skills (i.e. walking, jogging, running, jumping, hopping, skipping, galloping).  
• Develop more complex strategies for team and personal success.  
• Demonstrate safe and appropriate body control while moving in personal and general space.  
• Develop understanding of pace and how to enhance ability by moderating energy output.  
• Change directions while moving, under control.  
• Enhance teamwork to achieve a goal.  
• Kick a moving ball accurately, timing the step kick correctly so the ball is propelled forward. | • Strategic  
• Core  
• Pace |

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<th>Suggested Activities:</th>
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<td><strong>Including Differentiated Strategies (DI)</strong></td>
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The following suggested activities can be adapted and/or modified to accommodate students with special needs, including those with IEPs, 504 plans, and other exceptionalities, including those with individualized learning action plans, English language learners, students at risk of school failure and students with giftedness.

- Reintroduction to Physical Education
- Movement Concepts
  - Active Rock, Paper, Scissor
  - Shrinking Box Scarf Grabbers
  - Flexibility, Agility, Muscular strength and endurance testing.
- Chasing, Fleeing, & Dodging
  - Scarf Wars
  - Everybody’s It!
  - Partner Tag
  - Pac Man Tag
  - Jedi Academy
  - Line Tag
  - Object Chasers (8 items, bonus item)
  - Steal the Cheese
- Kicking
  - Dribbling, trapping, and stopping a soccer ball in personal space and in general space, avoiding others and obstacles.
  - Soccer Pinball
  - Wall Soccer
  - Big Ball Wall Soccer
  - Small Sided games
  - Matball

Each class will begin with an instant activity to prepare the students for physical activity. For example, 20 jumping jacks, 10 push ups, and 10 sit ups, followed by 3-5 minutes of jogging around the gym. This ensures there is work towards muscular strength and cardiovascular fitness and endurance during every class. Stretching should be utilized to develop flexibility in major muscle groups.
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<th>Resource Materials:</th>
<th>Assessments:</th>
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<td>● Posted Class Rules</td>
<td>● Informal Observations of students (formative)</td>
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<td>● Poly Spots</td>
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<td>● Pool Noodles</td>
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<td>● Soccer balls</td>
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<td>● 8 objects and bonus object</td>
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<td>● Goals</td>
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<td>● Mats</td>
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<tr>
<th>Technology Integration:</th>
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<td>● Microphone</td>
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</table>
### Unit Title: 4th Grade - 5th Grade MP 2
- Throwing, Tossing, and Catching
- Striking
- Jumping and Landing

### Time Frame:
Second Marking Period - 9 weeks

### 21st Century Theme
- Constant Formative and Ongoing Summative Assessment.
- Physical Literacy.
- Collaboration between students to work towards a common goal.

### Enduring Understandings:
- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
- Ongoing feedback impacts improvement and effectiveness of movement actions.
- Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.
- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
- Each component of fitness contributes to personal health as well as motor skill performance.

### Essential Questions/Hook Questions:
- Why is it important to follow the rules of the activities and games?
- How can your choices impact others in a game situation?
- Why do most injuries in sports occur?
- How can I avoid injuries?

### Cluster and Standard:
- 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.
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- 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.
- 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.
- 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.
- 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.

Unit Learning Targets:
The student will be able to....

| Develop strategies for personal success. |
| Demonstrate safe and appropriate body control while moving in personal and general space. |
| Use teamwork to achieve a goal. |
| React to the defense to choose a toss or a throw, stepping with the opposite foot. |
| Accurately throw to a moving target. |
| Catch a ball thrown from a partner |
| Safely hold and manipulate a hockey stick. |
| Strike a ball with the correct form, towards a target. |
| Receive a pass from another student. |
| Accurately pass to a moving target. |
| Jump and land using a variety of two foot and one foot landings. |

Vocabulary:

| Throw |
| Toss |
| Accuracy |
| Anticipation |
| Gauntlet |
| Underhand |
| Overhand |
| Step-Throw |
| Stationary |
| Wrist-Shot |
Suggested Activities: Including Differentiated Strategies (DI)

The following suggested activities can be adapted and/or modified to accommodate students with special needs, including those with IEPs, 504 plans, and other exceptionalities, including those with individualized learning action plans, English language learners, students at risk of school failure and students with giftedness.

- Throwing, Tossing, and Catching
  - Washers
  - Ring Toss
  - Battleship
  - Throwing Pinball
  - Run for it
  - Frisbee toss

- Striking
  - Dribbling hockey ball in personal space, general space, and around obstacles
  - Hockey Pinball
  - Scooter Hockey
  - Wall Hockey
  - Small Sided Games

- Jumping and Landing
  - Jump Rope
  - Jump Rope Ladder
  - Active RPS
  - Hoop Jump Gauntlet
  - Jumping/Hopping obstacle course

Reinforcing Activities:

- Each class will begin with an instant activity to prepare the students for physical activity. For example, 20 jumping jacks, 10 push ups, and 10 sit ups, followed by 3-5 minutes of jogging around the gym. This ensures there is work towards muscular strength and cardiovascular fitness and endurance during every class. Stretching should be utilized to develop flexibility in major muscle groups.
### Resource Materials:
- Posted Class Rules
- Poly Spots
- Pool Noodles
- Pinneys
- Mats
- Scooters
- Cones/domes
- Hockey Sticks
- Balls for Hockey and Throwing
- Hermans
- Frisbees
- Hoola Hoops
- Jump Ropes
- Floor Tape

### Assessments:
- Informal Observations of students (formative)
- Questions and Answers (summative)
- Participation (formative)
- Cooperation (formative)
- Exit Questions (summative)
- Skills Rubric (criterion referenced)

### Technology Integration:
- Stereo
- Video played on computer if available
- Microphone

### Executive Functioning:
- Self Awareness
- Self Evaluation
- Adjusting
- Organizing
# Unit Title: 4th Grade - 5th Grade PE MP 3

- Volleying
- Cooperative Games
- Dribbling and Shooting

## Time Frame:
Third Marking Period - 9 weeks

## 21st Century Theme
- Constant Formative and Ongoing Summative Assessment.
- Physical Literacy.
- Collaboration between students to work towards a common goal.

## Enduring Understandings:
- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
- Ongoing feedback impacts improvement and effectiveness of movement actions.
- Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.
- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
- Each component of fitness contributes to personal health as well as motor skill performance.

## Essential Questions/Hook Questions:
- Why is it important to follow the rules of the activities and games?
- How can your choices impact others in a game situation?
- Why do most injuries in sports occur?
- How can I avoid injuries?

## Cluster and Standard:
- 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.
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**Physical Education**
**Grades 4-5 Marking Period 3**

- 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.
- 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.
- 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.
- 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.

### Unit Learning Targets:
*The student will be able to...*
- Develop strategies for personal success.
- Demonstrate safe and appropriate body control while moving in personal and general space.
- Use teamwork to achieve a goal.
- Volley a ball into the air three to five times without it dropping.
- Bump when receiving a pass from a partner.
- Demonstrate and utilize “off ball movement” during games.
- Dribble a basketball with one hand at a time.
- Change direction to avoid a moving defender.
- Switch from offense to defense.

### Vocabulary:
- Chase
- Flee
- Dodge
- Volley
- Bump
- Set
- Cooperate
- Sturdy Base
- Locked Arms
- Patience
- Offense
- Defense

### Suggested Activities:
*Including Differentiated Strategies (DI)*

### Reinforcing Activities:
## Physical Education
### Grades 4-5 Marking Period 3

The following suggested activities can be adapted and/or modified to accommodate students with special needs, including those with IEPs, 504 plans, and other exceptionalities, including those with individualized learning action plans, English language learners, students at risk of school failure and students with giftedness.

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<td>• Keep it up (balloon bop)</td>
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<td>• Hit and Switch</td>
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<tr>
<td>• No Rules Volleyball</td>
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<tr>
<td>• Newcomb</td>
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<tr>
<td><strong>Cooperative Games</strong></td>
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<td>• Back to Back “get up”</td>
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<td>• Infinity Ball</td>
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<td>• Blind item retrieval</td>
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<td>• Treasure Island</td>
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<td>• Human Knots</td>
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<td>• Doctor Ball</td>
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<td>• People Pyramid</td>
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<tr>
<td><strong>Dribbling and Shooting</strong></td>
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<tr>
<td>• Dribbling basketball in personal space, general space, and around obstacles</td>
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<tr>
<td>• Dribbling Hoops</td>
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<tr>
<td>• Dribbling Pac Man Tag</td>
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<tr>
<td>• Dribbling line tag</td>
</tr>
<tr>
<td>• Around the World</td>
</tr>
<tr>
<td>• Small Sided Games</td>
</tr>
</tbody>
</table>

- Each class will begin with an instant activity to prepare the students for physical activity. For example, 20 jumping jacks, 10 push ups, and 10 sit ups, followed by 3-5 minutes of jogging around the gym. This ensures there is work towards muscular strength and cardiovascular fitness and endurance during every class. Stretching should be utilized to develop flexibility in major muscle groups.
## Resource Materials:
- Posted Class Rules
- Poly Spots
- Pool Noodles
- Pinneys
- Beach Balls and Balloons
- Volleyballs
- Volleyball Net
- Mats
- Scooters
- Cones/domes
- Hermans
- Hoola Hoops
- Floor Tape

## Assessments:
- Informal Observations of students (formative)
- Questions and Answers (summative)
- Participation (formative)
- Cooperation (formative)
- Exit Questions (summative)
- Skills Rubric (criterion referenced)

## Technology Integration:
- Stereo
- Video played on computer if available
- Microphone

## Executive Functioning:
- Self Awareness
- Self Evaluation
- Adjusting
- Organizing
**Unit Title:** 4th Grade - 5th Grade PE MP 4
- Dance
- Invasion Games
- Cooperative Games II

**Time Frame:** Fourth Marking Period - 9 weeks

**21st Century Theme**
- Constant Formative and Ongoing Summative Assessment.
- Physical Literacy.
- Collaboration between students to work towards a common goal.

**Enduring Understandings:**
- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
- Ongoing feedback impacts improvement and effectiveness of movement actions.
- Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.
- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
- Each component of fitness contributes to personal health as well as motor skill performance.

**Essential Questions/Hook Questions:**
- Why is it important to follow the rules of the activities and games?
- How can your choices impact others in a game situation?
- Why do most injuries in sports occur?
- How can I avoid injuries?

**Cluster and Standard:**
- 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).
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- 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.
- 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.

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<th>Unit Learning Targets:</th>
<th>Vocabulary:</th>
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</table>
| *The student will be able to....* | ● Rhythm  
● Beat  
● Invade  
● Strategy  
● Evade |
| ● Enhance team strategies for personal success. | ● Cooperate  
● Communication |
<p>| ● Correct others unsafe and inappropriate body control while moving in personal and general space. | |
| ● Scaffold on previous dances learned to complete all presented. | |
| ● Follow dance steps and rhythm to complete popular dances. | |
| ● Volley a ball into the air 8 times without it dropping. | |
| ● Bump to a teammate when receiving a pass from a partner. | |
| ● Invade opposing team’s section without being caught. | |
| ● Help teammates evade capture. | |
| ● Change personal strategy to help contribute to team success | |
| ● Change directions while running, under control. | |</p>
<table>
<thead>
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<th>Suggested Activities: Including Differentiated Strategies (DI)</th>
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<td><em>Each class will begin with an instant activity to prepare the students for physical activity. For example, 20 jumping jacks, 10 push ups, and 10 sit ups, followed by 3-5 minutes of jogging around the gym. This ensures there is work towards muscular strength and cardiovascular fitness and endurance during every class. Stretching should be utilized to develop flexibility in major muscle groups.</em></td>
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<tr>
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<tr>
<td>o Macarena</td>
<td>o Each class will begin with an instant activity to prepare the students for physical activity. For example, 20 jumping jacks, 10 push ups, and 10 sit ups, followed by 3-5 minutes of jogging around the gym. This ensures there is work towards muscular strength and cardiovascular fitness and endurance during every class. Stretching should be utilized to develop flexibility in major muscle groups.</td>
</tr>
<tr>
<td>o YMCA</td>
<td>o Dance</td>
</tr>
<tr>
<td>o Cupid Shuffle</td>
<td>o Macarena</td>
</tr>
<tr>
<td>o Create a Dance</td>
<td>o YMCA</td>
</tr>
<tr>
<td><strong>● Invasion Games</strong></td>
<td>o Cupid Shuffle</td>
</tr>
<tr>
<td>o Yoshi</td>
<td>o Create a Dance</td>
</tr>
<tr>
<td>o Capture the Flag</td>
<td>o Create a Dance</td>
</tr>
<tr>
<td>o Steal the Bacon</td>
<td>o Create a Dance</td>
</tr>
<tr>
<td>o Steal the Cheese</td>
<td>o Create a Dance</td>
</tr>
<tr>
<td>o Prairie Dog Pickoff</td>
<td>o Create a Dance</td>
</tr>
<tr>
<td><strong>● Cooperative Games II</strong></td>
<td>o Create a Dance</td>
</tr>
<tr>
<td>o Cross the River</td>
<td>o Create a Dance</td>
</tr>
<tr>
<td>o The Human Square</td>
<td>o Create a Dance</td>
</tr>
<tr>
<td>o Treasure Island</td>
<td>o Create a Dance</td>
</tr>
<tr>
<td>o Ditto</td>
<td>o Create a Dance</td>
</tr>
<tr>
<td>o Blindfold Map Walk</td>
<td>o Create a Dance</td>
</tr>
<tr>
<td>o Half Tube Relay</td>
<td>o Create a Dance</td>
</tr>
<tr>
<td>o Hungry Hungry Hippos</td>
<td>o Create a Dance</td>
</tr>
</tbody>
</table>
## Resource Materials:
- Posted Class Rules
- Poly Spots
- Pool Noodles
- Pinneys
- Beach Balls and Balloons
- Volleyballs
- Volleyball Net
- Mats
- Scooters
- Cones/domes
- Hermans
- Hoola Hoops
- Floor Tape

## Assessments:
- Informal Observations of students (formative)
- Questions and Answers (summative)
- Participation (formative)
- Cooperation (formative)
- Exit Questions (summative)
- Skills Rubric (criterion referenced)

## Technology Integration:
- Stereo
- Video played on computer if available
- Microphone

## Executive Functioning:
- Self Awareness
- Self Evaluation
- Adjusting
- Organizing
This Appendix is designed as an additional resource for all Rockaway Township School District curricula for the implementation of accommodations and modification for the following sub-groups of students in grade K-8:

- Special Education Students
- English Language Learners
- At-Risk Students
- Gifted and Talented Students
- Students with 504 Plans

Special Education Students (Students with an IEP):
1. Implement a “reader response” notebook with notes for family reading once a week.
2. Teach annotation strategies on how to mark-up and highlight text.
3. Provide abundance of praise and positive reinforcement.
4. Provide small group instruction.
5. Provide opportunities for student to verbally express their ideas.
6. Provide study guides
7. Utilize running record assessments to determine independent and instructional reading levels.
8. Provide peer tutoring
9. Provide index cards with procedures on them.
10. Provide structure time for student to organized classroom materials and storage areas.
11. Encourage student to write with a computer.
12. Implement regular conference with student.
13. Talk with student privately to provide encourage and/or hear concerns.
14. Encourage peer-to-peer tutoring.

English Language Learners:
1. Visual Supports: Post highlights of the lesson prior to teaching. e.g. key vocabulary, main idea, or picture prompts. For example: The students are learning about the planets orbiting the sun. Print Google images of these facts.
2. Consider alternate responses instead of written responses. e.g. draw a picture of the sun and the planets orbiting. Or, put the story/details in chronological order using sentence strips.
3. Additional time on tests. This gives processing time, and reduces anxiety.
4. Model. Model. Model. Show, don't tell! "This is how I get my laptop" "This is how I log-in." "This is how we line up for dismissal." Assign a buddy to help when class time is too hectic. Change the buddy frequently so the exposure to English is varied.
5. Reduce level of verbal and written instructions. Keep the directions simple, and if possible post what you want to convey on the Starboard. (Repeat. Repeat. Repeat)
6. TPR (Total Physical Response) Move around the room. This encourages a new perspective and gives students a mental break.
7. Technology makes so many things better and makes translation almost effortless. It is very appealing to student to work on laptops and many programs are multi-lingual. So, the concepts can be understood yet the directions are in a student's native language.

At-Risk Students:
1. Initiate and maintain frequent family contact with regular updates about student progress toward goals.
2. Implement a “reader response” notebook with notes for family reading once a week.
3. Teach annotation strategies on how to mark-up and highlight text.
4. Provide abundance of praise and positive reinforcement.
5. Provide small group instruction.
6. Provide opportunities for student to verbally express their ideas.
7. Provide study guides.
8. Utilize running record assessments to determine independent and instructional reading levels.
10. Provide index cards with procedures on them.
11. Provide structure time for student to organized classroom materials and storage areas.
12. Encourage student to write with a computer.
13. Implement regular conference with student.
14. Talk with student privately to provide encourage and/or hear concerns.
15. Encourage peer-to-peer tutoring.

Students with 504 Plans:
1. Provide small group instruction.
2. Provide opportunities for student to verbally express their ideas.
3. Provide study guides.
4. Utilize running record assessments to determine independent and instructional reading levels.
5. Provide peer tutoring.
6. Provide index cards with procedures on them.
7. Also refer to above.

Gifted and Talented Students:
1. Implement Independent Studies, Passion Projects and/or a Genius Hour where student directs their exploration of curriculum topic.
2. Create "menus" where students can choose activities from a list based off of Bloom's Taxonomy.
3. Design project ideas to extend the topic being taught.
4. Use WebQuest’s, websites, Google Classroom for extensions of curriculum.
5. Implement learning centers that allow for higher-level thinking and reflecting about material.
6. On occasion, compact learning which allows for students to move through a specific content area faster.