

Beach Haven School District
Physical Education Curriculum Grade K-2

Introduction

All students will develop overall physical fitness, game skills, and strategies in various activities. Emphasis is placed on lifelong skills. The goal is to improve the strength, endurance, and flexibility of the student; to improve the social and emotional development of the student; to improve the students' knowledge of rules, techniques, and strategies as it pertains to specific sports; and to expose students to a variety of activities that keep them healthy and help them have fun!

The Physical Education Units for grades K-6 are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next.

All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units will progress from basic movement education to developing and applying manipulative skills in various isolated and applied situations such as physical fitness and activity, individual skill development, and cooperative activities.

Primary Interdisciplinary Connections: Math, Language Arts, Science

Revised on:	December 4, 2019
Revised by:	Katie Micek, Stephanie Konsig, Robert Barrett
Proposed Revision Date	Summer 2022

Physical Education Pacing Guide

Unit 1: Movement Education/Rhythm	31 days- ongoing
Unit 2: Wellness	31 days- ongoing
Unit 3: Manipulative Skills	31 days- ongoing
Unit 4: Movement Education – Locomotor/Non-locomotor Skills	31 days- ongoing
Unit 5: Cooperative Games	31 days- ongoing

Unit 1: Movement Education/ Rhythm**Duration:** 31 Days- ongoing**Accommodations & Modifications****Gifted and Talented**

- Challenge with additional movements
- Challenge with increased tempo

Basic Skills

- Modify speed
- Simplify movements
- Total Physical Response (TPR) : kinesthetic learning
- Provide Students with Verbal and Visual Directions
- Preview Vocabulary and Skills Before Lesson to Build Background Knowledge
- Assign Student a Peer Tutor, Buddy, or Partner Learner to Help Teach and Support Student Needs

Economically Disadvantaged

- Modify speed
- Simplify or Modify Movements
- Provide Students with Visuals (through pictures or videos) as Examples
- Allow Students Additional Time to Complete Activity

504 Plans

- Provide differentiated instruction as needed
- Follow 504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Provide student with cool off location.
- Provide variety of size manipulatives to accommodate student needs.

IEP/Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide student with cool off location.
- Provide variety of size manipulatives to accommodate student needs.

Standards	
<p>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> <p>Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science</p> <p>21st century themes: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>	
A. Movement Skills and Concepts	P Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
	<p>2.5. P.A.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</p> <p>2.5.P.A.2 Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</p> <p>2.5.P.A.3 Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).</p>
	2 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
C. Sportsmanship Rules, and Safety	2 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.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
2.6 Fitness	2 Appropriate types and amounts of physical activity enhance personal health.

2.6.2. A.1 Explain the role of regular physical activity in relation to personal health.
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Interdisciplinary Connections

Science:

- K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

ELA

- SL.K.1.A-Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

Visual and Performing Arts Standards

- 1.3.2.A.1- Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
- 1.3.2.A.3- Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <p>2.5</p> <ul style="list-style-type: none"> Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. 	<p>2.5</p> <ul style="list-style-type: none"> How can you be a good sport? Why do we have rules in Physical Education? Can you name the effects of when a rule is broken?
<p>2.6</p> <ul style="list-style-type: none"> Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities. Appropriate types and amounts of physical activity enhance personal health. 	<p>2.6</p> <ul style="list-style-type: none"> Can you demonstrate gross and fine motor skills (e.g., hopping, galloping, jumping, running, and marching)? Can you use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons)?

	<ul style="list-style-type: none"> How does regular physical activity promote wellness? Do you think that your personal physical fitness testing should improve from year to year due to your participation in physical activity?
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Knowledge and Skills

Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> • Demonstrate changes in time, force, and flow while moving in personal and general space. • Respond in movement to changes in tempo, beat, rhythm, or musical style 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Develop and refine basic gross motor skills (i.e. walking, jogging, jumping). (K) • Demonstrate levels, direction, ranges and pathways in a controlled and applied setting. (K) • Demonstrate appropriate control while moving in personal and general space.(i.e. game, physical activity, dance) (1) • Explain and demonstrate how basic movement and safety play a role in movement activity. (1) • Respond to a change in tempo, beat, rhythm, and musical style while performing in time, and with appropriate force and flow. (1) • Utilize refined gross motor skills in an applied setting. (2) • Understand basic gross motor skills leads to the foundation for regular physical activity. (2) • Corrects movement in response to feedback provided by both teachers and peers. (2) • Identify and demonstrate that movement skills can be modified according to the change in music (i.e. tempo, beat, rhythm, and musical style). (2) • Respond in movement to changes in tempo, beat, rhythm, or musical style.

Instructional Plan	
Suggested Activities	Resources
Warming Up Movement Song- Students will follow along with the movements described on the CD. Teacher will model movements in front of the class.	Music & Movement in the Classroom CD
RPS- The Students will perform various locomotor movements while playing “Rock, Paper, Scissor” Activity.	<u>The First Six Minutes</u> -Hal Cramer
Move Slow/Move Fast: Students will respond to varied tempos of music being played. Teacher will prompt and suggest movements for students in need of support.	Music www.SuperSimpleSongs.com Kidz Bop Various Music CD's
Literature	
<ul style="list-style-type: none"> • <i>Ready-to-Use PE Activities K-6</i> Landy & Landy • <i>The First Six Minutes</i> by Hal Cramer 	
Websites	
Lesson Plan ideas	<ul style="list-style-type: none"> • www.Pecentral.org • www.Peuniverse.com
Skill Introduction	<ul style="list-style-type: none"> • www.youtube.com
Evidence of Student Learning	
Formative Assessments	Summative Assessments

<ul style="list-style-type: none"> • Teacher Observation • Teacher Checklist • Verbal question and answer • Student participation 	<ul style="list-style-type: none"> • Rubric score • FitnessGram <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • FitnessGram <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Teacher Observation Checklist of Student Skills and/or Understanding of Concepts Taught • Student Self-Reflection, Verbal or Physical Representation, or Discussion of Skill and Quality Representation or Understanding • Rubric Scoring Student Participation
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Unit 2: Wellness	Duration: 31 Days- ongoing
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Accommodations & Modifications
<p>Gifted and Talented</p> <ul style="list-style-type: none"> • Challenge with additional movements • Challenge with increased tempo <p>Basic Skills</p> <ul style="list-style-type: none"> • Modify speed • Simplify movements • Total Physical Response (TPR) : kinesthetic learning • Provide Students with Verbal and Visual Directions • Preview Vocabulary and Skills Before Lesson to Build Background Knowledge • Assign Student a Peer Tutor, Buddy, or Partner Learner to Help Teach and Support Student Needs

Economically Disadvantaged

- Modify speed
- Simplify or Modify Movements
- Provide Students with Visuals (through pictures or videos) as Examples
- Allow Students Additional Time to Complete Activity

504 Plans

- Provide differentiated instruction as needed
- Follow 504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Provide student with cool off location.
- Provide variety of size manipulatives to accommodate student needs.

IEP/Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide student with cool off location.
- Provide variety of size manipulatives to accommodate student needs.

Standards	
<p>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> <p>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science</p> <p>21st century themes: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>	
2.6- Fitness	
A. Fitness and Physical Activity	2 Appropriate types and amounts of physical activity enhance personal health.
	<p>2.6.2. A.1 Explain the role of regular physical activity in relation to personal health.</p> <p>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.</p> <p>2.6.2. A.3 Develop a fitness goal and monitor progress towards achievement of the goal.</p>
2.5- Motor Skill Development	
C. Sportsmanship, Rules, and Safety	2 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.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
2.1 Wellness	

A. Personal Growth and Development	2 Health-enhancing behaviors contribute to wellness.
	2.1.2. A.1 Explain what being “well” means and identify self-care practices that support wellness.
B. Nutrition	2 Choosing a balanced variety of nutritious foods contributes to wellness.
	2.1.2. B.1 Explain why some foods are healthier to eat than others.

Interdisciplinary Connections

Science:

- K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

ELA

- SL.K.1.A-Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

Visual and Performing Arts Standards

- 1.3.2.A.1- Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
- 1.3.2.A.3- Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <p>2.6</p> <ul style="list-style-type: none"> • Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities. • Appropriate types and amounts of physical activity enhance personal health. 	<p>2.6</p> <ul style="list-style-type: none"> • Can you demonstrate gross and fine motor skills (e.g., hopping, galloping, jumping, running, and marching)? • Can you use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons)? • How does regular physical activity promote wellness? • Do you think that your personal physical fitness testing should improve from year to year due to your participation in physical activity?

<p>2.5</p> <ul style="list-style-type: none"> ● Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. 	<p>2.5</p> <ul style="list-style-type: none"> ● How can you be a good sport? ● Why do we have rules in Physical Education? ● Can you name the effects of when a rule is broken?
<p>2.1</p> <ul style="list-style-type: none"> ● Self-help skills and good hygiene promote wellness. ● Symptoms of common diseases and health conditions are signs illness. ● Personal feelings can affect wellness. 	<p>2.1</p> <ul style="list-style-type: none"> ● What are some self-care practices that support wellness? ● What are some symptoms of common diseases and health conditions? ● What affect can feelings have on one's • Wellness?

Knowledge and Skills	
Content	Skills:
	<ul style="list-style-type: none"> • Explain how healthy food choices relate to personal wellness. (1) • Recognize how one's feelings can impact the progress toward the achievement of a wellness goal. (1) • Describe how outside factors influence decision making in regards to setting a fitness goal. (2) • Develop a fitness goal and monitor how it might affect one's overall wellness. (2) • Demonstrate basic activity and safety rules while engaging in moderate to vigorous age appropriate physical activity. (2) • Determine why making healthier food choices influences long term wellness goals. (2) • Determine how participation in regular physical activity may help to prevent common health
Instructional Plan	
Suggested Activities	Resources
Introduction of Fitnessgram Tests- Students will be assessed on Curl ups, Pushups, Sit and Reach, Pacer, Shoulder Stretch	www.cooperinstitute.org/fitnessgram

Four Corner Fitness- Students will be performing a locomotor movement around the perimeter of the gym until signaled to stop. Upon stopping the students will go to the closest cone. Teacher rolls a die to see which group of students will get to perform an exercise activity.	www.pecentral.org
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Healthy Heart- Students will find/ take their pulse. And, explain the difference between moderate and vigorous activity.	<i>The First Six Minutes</i> Hal Cramer
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Literature	
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<ul style="list-style-type: none"> FitnessGram & ActivityGram Marilu D. Meredith & Gregory J. Welk 	
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Websites	
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Lesson Plan Ideas	<ul style="list-style-type: none"> www.PECentral.org www.PEUniverse.com www.supportrealteachers.org Greater Activities Newspaper
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Skill Introductions	<ul style="list-style-type: none"> www.youtube.com www.cooperinstitute.org/fitnessgram
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Evidence of Student Learning	
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Formative Assessments	Summative Assessments
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<ul style="list-style-type: none"> • Teacher Observation • Teacher Checklist • Verbal question and answer • Student participation 	<ul style="list-style-type: none"> • Rubric score • FitnessGram <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • FitnessGram <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Teacher Observation Checklist of Student Skills and/or Understanding of Concepts Taught • Student Self-Reflection, Verbal or Physical Representation, or Discussion of Skill and Quality Representation or Understanding • Rubric Scoring Student Participation
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Unit 3: Manipulative Skills	Duration: 31 Days- ongoing
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Accommodations & Modifications
Gifted and Talented <ul style="list-style-type: none"> ● Challenge with additional movements ● Challenge with increased tempo Basic Skills <ul style="list-style-type: none"> ● Modify speed ● Simplify movements ● Total Physical Response (TPR) : kinesthetic learning ● Provide Students with Verbal and Visual Directions ● Preview Vocabulary and Skills Before Lesson to Build Background Knowledge ● Assign Student a Peer Tutor, Buddy, or Partner Learner to Help Teach and Support Student Needs
Economically Disadvantaged <ul style="list-style-type: none"> ● Modify speed ● Simplify or Modify Movements ● Provide Students with Visuals (through pictures or videos) as Examples ● Allow Students Additional Time to Complete Activity
504 Plans <ul style="list-style-type: none"> ● Provide differentiated instruction as needed ● Follow 504 plan ● Provide manipulatives or the opportunity to draw solution strategies ● Provide student with cool off location. ● Provide variety of size manipulatives to accommodate student needs.
IEP/Special Education <ul style="list-style-type: none"> ● Provide differentiated instruction as needed ● Follow all IEP modifications ● Provide manipulatives or the opportunity to draw solution strategies ● Provide student with cool off location. ● Provide variety of size manipulatives to accommodate student needs.

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.5- Motor Skill Development	
A. Movement Skills and Concepts	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
	2.5.P.A.3 Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).
	2 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
	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.
C. Sportsmanship	2 Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

, Rules, and Safety	2.5.2. C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
2.6 Fitness	
A. Fitness and Physical Activity.	2 Appropriate types and amounts of physical activity enhance 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.

Interdisciplinary Connections

Science:

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Essential Understandings	Essential Questions
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<p>2.6</p> <ul style="list-style-type: none"> Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities. Appropriate types and amounts of physical activity enhance personal health. 	<p>2.6</p> <ul style="list-style-type: none"> Can you demonstrate gross and fine motor skills (e.g., hopping, galloping, jumping, running, and marching)? Can you use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the
	<p>hips, walks a balance beam, laces different sized beads, and buttons and unbuttons)?</p> <ul style="list-style-type: none"> How does regular physical activity promote wellness? Do you think that your personal physical fitness testing should improve from year to year due to your participation in physical activity?

Knowledge and Skills	
Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> • Explain the role of regular physical activity in relation to personal health • Determine the physical, social, emotional, and intellectual benefits of regular physical activity 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Develop spatial and coordination skills through movement and manipulative activities such as walking on a balance beam, twirling a hula-hoop, or buttoning and unbuttoning. (K) • Perform various movement and manipulative skills (kicking, striking) with developmentally appropriate control during skill practice. (K) • Identify body parts (hands, feet, knees, head) that may be used to control different objects during various manipulative activities. (K) • Safely demonstrate basic throwing and catching skills that develop coordination. (1) • Demonstrate various movement and manipulative skills (throw, catch) with developmentally appropriate control during games, dance, and physical activity. (1) • Manipulate objects (ball, bean bags, hula- hoops) with different parts of the body during skill practice. (1) • Demonstrate changes in movement (time, force flow) while manipulating objects [bouncing, dribbling (soccer), catching] in personal and general space. (1)

	<ul style="list-style-type: none"> • Demonstrate manipulative skills (kicking, striking, bouncing) with increased mastery during skill practice, games, and other physical activities. (2) • Explain and demonstrate how objects (ball, bean bags, hula- hoops) should be used in practice, games, and other physical activity in a safe manner. (2) • Demonstrate the appropriate modifications of movement to experience a higher level of success during throwing, catching, bouncing, striking. (2)
Instructional Plan	
Suggested Activities	Resources
Throwing and catching- “Clean out your backyard game” - students will be continuously throwing one yarn ball at a time across to the other team.	P.E central
Card Sharks- Students will dribble a ball to a card. Black card displayed- dribble the amount of times numbered on the card. Red card, toss and catch the amount of times numbered on the card.	Greater Activities Newspaper
Soccer- “Driving with Style” students will continuously be working on the skills of dribbling, trapping and passing.	Greater Activities Newspaper
Home Run Derby- Students will be working on striking a ball off of a cone	Ready-to-Use PE Activities K-6 Landy & Landy
Websites	

Lesson Plan Ideas	<ul style="list-style-type: none"> • www.PECentral.org • www.PEUniverse.com • www.supportrealteachers.org
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	<ul style="list-style-type: none"> • Greater Activities Newspaper
Skill Introductions	<ul style="list-style-type: none"> • www.youtube.com

Evidence of Student Learning	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> • Teacher Observation • Teacher Checklist • Verbal question and answer • Student participation 	<ul style="list-style-type: none"> • Rubric score • FitnessGram <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • FitnessGram <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Teacher Observation Checklist of Student Skills and/or Understanding of Concepts Taught • Student Self-Reflection, Verbal or Physical Representation, or Discussion of Skill and Quality Representation or Understanding • Rubric Scoring Student Participation

Unit 4: Movement Education Locomotor/Non-locomotor Skills	Duration: 31 Days- ongoing
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Accommodations & Modifications
Gifted and Talented <ul style="list-style-type: none"> ● Challenge with additional movements ● Challenge with increased tempo Basic Skills <ul style="list-style-type: none"> ● Modify speed ● Simplify movements ● Total Physical Response (TPR) : kinesthetic learning ● Provide Students with Verbal and Visual Directions ● Preview Vocabulary and Skills Before Lesson to Build Background Knowledge ● Assign Student a Peer Tutor, Buddy, or Partner Learner to Help Teach and Support Student Needs
Economically Disadvantaged <ul style="list-style-type: none"> ● Modify speed ● Simplify or Modify Movements ● Provide Students with Visuals (through pictures or videos) as Examples ● Allow Students Additional Time to Complete Activity
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IEP/Special Education <ul style="list-style-type: none"> ● Provide differentiated instruction as needed ● Follow all IEP modifications ● Provide manipulatives or the opportunity to draw solution strategies ● Provide student with cool off location. ● Provide variety of size manipulatives to accommodate student needs.

Standards	
<p>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</p> <p>Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science</p> <p>21st century themes: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>	
2.5- Motor Skill Development	
A. Movement Skills and Concepts	P Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
	2.5. P.A.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching). 2.5.P.A.2 Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
	2 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in 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.4 Correct movement errors in response to feedback.
C. Sportsmanship,	2 Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

Rules, and Safety	2.5.2. C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
2.6- Fitness	
A. Fitness and Physical Activity	2 Appropriate types and amounts of physical activity enhance personal health.
	2.6.2. A.1 Explain the role of regular physical activity in relation to personal health.

Interdisciplinary Connections

Science:

- K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

ELA

- SL.K.1.A-Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

Visual and Performing Arts Standards

- 1.3.2.A.1- Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
- 1.3.2.A.3- Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <p>2.5</p> <ul style="list-style-type: none"> Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. 	<p>2.5</p> <ul style="list-style-type: none"> How can you be a good sport? Why do we have rules in Physical Education? Can you name the effects of when a rule is broken?
<p>2.6</p> <ul style="list-style-type: none"> Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities. Appropriate types and amounts of physical activity enhance personal health. 	<p>2.6</p> <ul style="list-style-type: none"> Can you demonstrate gross and fine motor skills (e.g., hopping, galloping, jumping, running, and marching)? Can you use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons)? How does regular physical activity promote wellness? Do you think that your personal physical fitness testing should improve from year to year due to your participation in physical activity?

Knowledge and Skills

Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none">● Explain the role of regular physical activity in relation to personal health● Determine the physical, social, emotional, and intellectual benefits of regular physical activity	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none">● Develop and refine fine and stationary gross motor skills while in self- space. (e.g. twisting, bending e.g., work towards using smaller sized manipulative during activity). (K)● Demonstrate basic activity and safety rules when refining non-locomotor skills (e.g. twisting, bending, stretching, curling). (K)● Demonstrate changes in time, force, and flow while moving in self- space. (e.g. stretching, curling) (1)● Demonstrate basic activity and safety rules and explain how they contribute to stationary movement (e.g. twisting, curling) in a safe environment. (1)● Demonstrate movement in self- space (stationary) at different levels, directions, and ranges while correcting movement errors in response to teacher feedback. (2)● Explain the role that non-locomotor skills (e.g. twisting, bending, stretching, curling) play in regular physical activity in relation to personal health. (2)

Instructional Plan	
Suggested Activities	Resources
<p>Locomotor Relay Races- Students will be split into six teams and will practice performing locomotor skills through relay races.</p>	<p>www.pecentral.org</p> <p>www.peuniverse.com</p>
<p>Follow the Leader: Students will demonstrate changes in time, force, and flow while safely moving in self-space.</p> <p>Teacher will lead the class in “Follow the Leader”. Students will mirror their teacher as they are led through a series of stationary movements in self-space. Teachers may use movements like static stretching, jumping jacks, high jumps, low jumps, marching in place, running in place, etc. to assess the students’ abilities to demonstrate the changes in time, force, and flow. Teacher will also assess for the students ability to demonstrate or explain how safety should play a role in these types of movements and activities.</p>	<p>http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe1u4.pdf</p>

<p>Teacher Says: Students will develop and refine fine and gross motor skills while stationary. “Simon Says”. The teacher will align students so they are all facing forward and have appropriate room to perform in self-space. The teacher will ask the students to first mirror the movements that the teachers is performing while also describing them orally. Movements like bending, twisting, jogging or marching in self-space will be performed. The teacher will then ask the students to only perform the movements that describe if they are prefaced by the term “Simon Says”. As the activity progresses the teacher may use different types of equipment (yarn balls, scarves, etc.) to integrate fine motor skills. Teachers will observe students for the ability to perform the different fine and gross motor skills. Teachers will also observe the students’ ability to demonstrate appropriate activity and safety rules while performing the</p>	<p>http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/peku4.pdf</p>
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non-locomotor movements in self-space. Teachers may use a checklist to record their observations.	
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Websites	
Health and Physical Education	www.nj.gov/education/aps/cccs/chpe/standards.htm
www.pecentral.org	www.sportime.org
www.shapeamerica.org	www.njahperd.org

Evidence of Student Learning	
Formative Assessments	Summative Assessments

<ul style="list-style-type: none"> • Teacher Observation • Teacher Checklist • Verbal question and answer • Student participation 	<ul style="list-style-type: none"> • Rubric score • FitnessGram <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • FitnessGram <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Teacher Observation Checklist of Student Skills and/or Understanding of Concepts Taught • Student Self-Reflection, Verbal or Physical Representation, or Discussion of Skill and Quality Representation or Understanding • Rubric Scoring Student Participation
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Unit 5: Cooperative Games**Duration:** 31 Days**Accommodations & Modifications****Gifted and Talented**

- Challenge with additional movements
- Challenge with increased tempo

Basic Skills

- Modify speed
- Simplify movements
- Total Physical Response (TPR) : kinesthetic learning
- Provide Students with Verbal and Visual Directions
- Preview Vocabulary and Skills Before Lesson to Build Background Knowledge
- Assign Student a Peer Tutor, Buddy, or Partner Learner to Help Teach and Support Student Needs

Economically Disadvantaged

- Modify speed
- Simplify or Modify Movements
- Provide Students with Visuals (through pictures or videos) as Examples
- Allow Students Additional Time to Complete Activity

504 Plans

- Provide differentiated instruction as needed
- Follow 504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Provide student with cool off location.
- Provide variety of size manipulatives to accommodate student needs.

IEP/Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide student with cool off location.
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Interdisciplinary Connections

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- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <p>2.5</p> <ul style="list-style-type: none"> Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. 	<p>2.5</p> <ul style="list-style-type: none"> How can you be a good sport? Why do we have rules in Physical Education? Can you name the effects of when a rule is broken?

Knowledge and Skills	
Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> Explain the role of regular physical activity in relation to personal health Determine the physical, social, emotional, and intellectual benefits of regular physical activity 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> Distinguish between an offensive player and a defensive player during game play. (K) Explain what it means to display good sportsmanship. (K) Demonstrate cooperative and competitive strategies in movement activities and modified games. (K) Explain and demonstrate the roles of offensive and defensive players and the impact they have during game play. (1) Demonstrate good sportsmanship in games or other activities. (1) Compare and contrast cooperative versus competitive strategies in games, sports, and movement activities. (1)

	<ul style="list-style-type: none"> • Independently transition from offensive to defensive effectively during games or recreational activities. (2) • Determine how basic safety, good sportsmanship and attitudes impact physical performance in games or recreational activities. (2) • Explain and demonstrate how student attitudes affect cooperative strategies when trying to attain a common goal. (2)
Instructional Plan	
Suggested Activities	Resources
Marble Maze- Students will be holding onto a tarp trying to get a ball to travel around the tarp without falling into one of the holes in the tarp.	Marble Maze
<p>Partner Tag: Students will demonstrate the roles of offensive and defensive players, display good sportsmanship, and compare and contrast cooperative versus competitive strategies in games, sports, and movement activities.</p> <p>Students will be grouped in pairs and given the parameters of space of play. One student will be designated the tagger (offensive) and the other student in the pair will be the fleeing student (defensive). The tagger (offensive) will chase their partner trying to tag them. The student who is fleeing (defensive) will need to stay away from the tagger as long as possible. The teacher will stop the activity after</p>	http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe1u5.pdf

<p>the stipulated time and the partners will switch roles so both students will be able to demonstrate the offensive or defensive roles. After all students have played both roles the teacher will put two pairs of students together as one four- student group. Two of the students will be the designated taggers and two will be the fleers. Students will need to display both cooperative (teamwork, communication, etc.) and competitive (dodging, fleeing, chasing) strategies to tag or evade the other pair. If one of the students is tagged they will join the taggers and work together to tag the remaining student from their group. Students should be able to demonstrate the ability to compare and contrast if they should use cooperative or competitive strategies to complete the activity. Students will also be observed for their ability to demonstrate proper sportsmanship (follows rules, stays in parameters, etc.) during all phases of the activity. Teachers may use a checklist to assess their students during the activity.</p>	
<p style="text-align: center;">Websites</p>	
www.pecentral.org	www.shapeamerica.org
www.njahperd.org	www.sportime.com

<p style="text-align: center;">Evidence of Student Learning</p>	
<p>Formative Assessments</p>	<p>Summative Assessments</p>

<ul style="list-style-type: none"> • Teacher Observation • Teacher Checklist • Verbal question and answer • Student participation 	<ul style="list-style-type: none"> • Rubric score • FitnessGram <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • FitnessGram <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Teacher Observation Checklist of Student Skills and/or Understanding of Concepts Taught • Student Self-Reflection, Verbal or Physical Representation, or Discussion of Skill and Quality Representation or Understanding • Rubric Scoring Student Participation
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