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School District School District School District School District

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**Course Name: Physical Education**

**Grade: Kindergarten, 1st, and 2nd**

Board Approved: DATE OF BOARD APPROVAL

\*All curriculum is aligned with the NJSLS in accordance with the Department’s curriculum implementation timeline and includes all required components (NJ.A.C.6A:8).

**New Jersey Student Learning Standards**

**for**

**Comprehensive Health and Physical Education**

**INTRODUCTION**

**Comprehensive Health and Physical Education in the 21st Century**

Health literacy is an integral component of 21st century education. Healthy students are learners who are “knowledgeable, productive, and also

emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond

their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the

contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle

that fosters a lifelong commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

**Mission:** *Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical,*

*social, and emotional wellness.*

**Vision:** A quality comprehensive health and physical education program fosters a population that:

• Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.

• Engages in a physically active lifestyle.

• Is knowledgeable about health and wellness and how to access health resources.

• Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health

products and services.

• Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.

• Is accepting and respectful of individual and cultural differences.

• Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health

and safety issues.

**Intent and Spirit of the Comprehensive Health and Physical Education Standards**

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary

connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and

assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards

is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global

community. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents

published by national content-specific organizations as well as public health and other education organizations and agencies.

**Revised Standards**

The Comprehensive Health and Physical Education Standards provide the foundation for creating local curricula and meaningful assessments.

Revisions to the standards include cumulative progress indicators that reflect:

o Recently enacted legislation outlined in the section below

o An emphasis on health literacy, a 21st century theme

o Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other

countries

o Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention

o Increased awareness of and sensitivity to the challenges related to individuals with disabilities

The 2014 standards continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public

schools, including those enacted from 2009-2014:

• Dating Violence Prevention Bill: N.J.S.A. 18A:35-4.23 a (2010) requires instruction in dating violence prevention.

• CPR/ AED Instruction Bill: N.J.S.A. 18A:35-4.28-4.29 (2014) requires public high schools to provide instruction in cardiopulmonary

resuscitation and the use of an automated external defibrillator to each student prior to graduation.

Health Literacy includes:

• 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.

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| **STANDARD: 2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. | | | |
| **Unit 1: Introduction & Game Review** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.2.A.1,2,3,4:** 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.B.1,2,3,4:** Teamwork consists of effective communication and other interactions between team members. * **2.5.2.C.1,2:** Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. | *Students will be able to independently use their knowledge to…*   * Demonstrate skills in a game * Recognize safety rules * Recall class rules * Demonstrate proper form while running, dodging, and tagging | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * 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). * Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. * Respond in movement to changes in tempo, beat, rhythm, or musical style. * Correct movement errors in response to feedback. * Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities. * Explain the difference between offense and defense * Determine how attitude impacts physical performance. * Demonstrate strategies that enable team and group members to achieve goals. * Explain what it means to demonstrate good sportsmanship. * Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities. | ESSENTIAL QUESTIONS   * “What is the proper form for running?” * “What is the proper form for dodging?” * “What is the proper form for tagging?” * “Why is it important to follow the safety rules?” * “How does attitude impact physical performance?” * “What strategies can help achieve team goals?” | |
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| **Unit 1: Grade K,1,2 - Lessons** | | | |
| **Lesson 1-** 2.5.2.A.1,2,3,4: ‘Getting Ready for School’  **Lesson 2-** 2.5.2.C.1,2: ‘Mirror/Mirror’  **Lesson 3-** 2.5.2.C.1,2: ‘Animal Chase’ | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Active Participation  Teacher Observation/ Feedback  Peer Evaluation  Self Evaluation  Class Discussion | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Participation Grade  Activity Grade | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments: | **Suggestion: Performance Task**  **Performance of Activity**  Remind students that their Activity Grade is worth 15% of their Marking Period Grade.  Students are assessed for each activity using rubric (to left) based on their attitude, effort, skill performance, and knowledge of activity. Assessment is made through instructor observation throughout entire unit. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| Ready-to-Use Secondary P.E. Activities Program for Grades K-6, Ken Lumsden and Sally Jones, Parker Publishing Co.  A Comprehensive Guide to Sports Skills and Tests and Measurement, D. Ray Collins, Ed.D. and Patrick B. Hodges, Ph.D., Charles C. Thomas, Publisher.  Evaluation in Physical Education/Assessing Motor Behavior, Margaret J. Safrit, Prentice Hall | | [www.pecentral.org](http://www.pecentral.org)  <http://www.cooperinstitute.org/fitnessgram> | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.1-12.1-10 | **Math**  MA.2.3.S-ID.B.5 | | **Science**  SCI.1-2.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.2.A.1  TECH 8.1.2.A.2  TECH 8.1.2.A.3  TECH 8.1.2.B.1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **visuals**  **extended time**  **intentional grouping** | | **Students at Risk of School Failure**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *3 Days* | | | |

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| **STANDARD: 2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. | | | |
| **Unit 2:Parachute** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.2.A.1,2,3,4:** 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.B.1,2,3,4:** Teamwork consists of effective communication and other interactions between team members. * **2.5.2.C.1,2:** Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. | *Students will be able to independently use their knowledge to…*   * Demonstrate skills in practice and game settings * Demonstrate parachute safety * Recall safety rules * Work cooperatively with classmates | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * 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). * Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. * Respond in movement to changes in tempo, beat, rhythm, or musical style. * Correct movement errors in response to feedback. * Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities. * Explain the difference between offense and defense * Determine how attitude impacts physical performance. * Demonstrate strategies that enable team and group members to achieve goals. * Explain what it means to demonstrate good sportsmanship. * Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities. | ESSENTIAL QUESTIONS   * “Why is it important to follow the safety rules?” * “How does attitude impact physical performance?” * “What strategies can help achieve team goals?” * “What are some ways to use parachutes in Physical Education?” * “What are ways to work cooperatively with classmates?” | |
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| **Unit 2: Grade K,1,2 - Lessons** | | | |
| **Lesson 1-** 2.5.2.B.1,2: ‘Waves’  **Lesson 2-** 2.5.2.B.3,4: ‘La Raspa’  **Lesson 3-** 2.5.2.C.1,2: ‘Shark’  **Lesson 4-** 2.5.2.C.1,2: ‘Mushroom’ | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Active Participation  Teacher Observation/ Feedback  Peer Evaluation  Self Evaluation  Class Discussion | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Participation Grade  Activity Grade | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments: | **Suggestion: Performance Task**  **Performance of Activity**  Remind students that their Activity Grade is worth 15% of their Marking Period Grade.  Students are assessed for each activity using rubric (to left) based on their attitude, effort, skill performance, and knowledge of activity. Assessment is made through instructor observation throughout entire unit. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| Ready-to-Use Secondary P.E. Activities Program for Grades K-6, Ken Lumsden and Sally Jones, Parker Publishing Co.  A Comprehensive Guide to Sports Skills and Tests and Measurement, D. Ray Collins, Ed.D. and Patrick B. Hodges, Ph.D., Charles C. Thomas, Publisher.  Evaluation in Physical Education/Assessing Motor Behavior, Margaret J. Safrit, Prentice Hall | | [www.pecentral.org](http://www.pecentral.org)  <http://www.cooperinstitute.org/fitnessgram> | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.1-12.1-10 | **Math**  MA.2.3.S-ID.B.5 | | **Science**  SCI.1-2.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.2.A.1  TECH 8.1.2.A.2  TECH 8.1.2.A.3  TECH 8.1.2.B.1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **visuals**  **extended time**  **intentional grouping** | | **Students at Risk of School Failure**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *4 Days* | | | |

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| **STANDARD: 2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. | | | |
| **Unit 3: Volleying** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.2.A.1,2,3,4:** 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.B.1,2,3,4:** Teamwork consists of effective communication and other interactions between team members. * **2.5.2.C.1,2:** Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. | *Students will be able to independently use their knowledge to…*   * Demonstrate skills of volleying in practice and game settings * Demonstrate proper volleying form during modified volleyball games and drills | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * 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). * Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. * Respond in movement to changes in tempo, beat, rhythm, or musical style. * Correct movement errors in response to feedback. * Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities. * Explain the difference between offense and defense * Determine how attitude impacts physical performance. * Demonstrate strategies that enable team and group members to achieve goals. * Explain what it means to demonstrate good sportsmanship. * Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities. | ESSENTIAL QUESTIONS   * “Why is it important to follow the safety rules?” * “How does attitude impact physical performance?” * “What strategies can help achieve team goals?” * “What is the proper form of volleying?” * “How is volleying used?” | |
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| **Unit 3: Grade K,1,2 - Lessons** | | | |
| **Lesson 1-** 2.5.2.A.2,3: ‘Group Drills’  **Lesson 2-** 2.5.2.B.1,2,3: ‘Beach Ball Bonanza’  **Lesson 3-** 2.5.2.C.1,2: ‘Beach Ball Bonanza’ | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Active Participation  Teacher Observation/ Feedback  Peer Evaluation  Self Evaluation  Class Discussion | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Participation Grade  Activity Grade | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments: | **Suggestion: Performance Task**  **Performance of Activity**  Remind students that their Activity Grade is worth 15% of their Marking Period Grade.  Students are assessed for each activity using rubric (to left) based on their attitude, effort, skill performance, and knowledge of activity. Assessment is made through instructor observation throughout entire unit. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
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| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.1-12.1-10 | **Math**  MA.2.3.S-ID.B.5 | | **Science**  SCI.1-2.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.2.A.1  TECH 8.1.2.A.2  TECH 8.1.2.A.3  TECH 8.1.2.B.1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **visuals**  **extended time**  **intentional grouping** | | **Students at Risk of School Failure**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *3 Days* | | | |

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| **STANDARD: 2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.  **STANDARD 2.6 Fitness:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. | | | |
| **Unit 4: Manipulatives/Fitness/Cooperative** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.2.A.1,2,3,4:** 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.B.1,2,3,4:** Teamwork consists of effective communication and other interactions between team members. * **2.5.2.C.1,2:** Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. * **2.6.2.A.1,2,3:** Appropriate types and amounts of physical activity enhance personal health. | *Students will be able to independently use their knowledge to…*   * Demonstrate their skills in practice and game settings * Manipulate hula hoops * Demonstrate the following skills: throw,slide, stack, roll, strike, kick, run, dodge, tag, leap | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * 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). * Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. * Respond in movement to changes in tempo, beat, rhythm, or musical style. * Correct movement errors in response to feedback. * Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities. * Explain the difference between offense and defense * Determine how attitude impacts physical performance. * Demonstrate strategies that enable team and group members to achieve goals. * Explain what it means to demonstrate good sportsmanship. * Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities. * Explain the role of regular physical activity in relation to personal health. * Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness. * Develop a fitness goal and monitor progress towards achievement of the goal. | ESSENTIAL QUESTIONS   * “Why is it important to follow the safety rules?” * “How does attitude impact physical performance?” * “What strategies can help achieve team goals?” * “What are different ways to use hula hoops?” * “What are the proper forms for throwing, sliding, stacking, rolling, striking, kicking, running, dodging, tagging, and leaping?” | |
|
| **Unit 4: Grade K,1,2 - Lessons** | | | |
| **Lesson 1-** 2.5.2.B.1: ‘Clean Up Your Room’  **Lesson 2-** 2.5.2.A.1: ‘Soccer Bowling’  **Lesson 3-** 2.5.2.A.2,3: ‘Group Drills’  **Lesson 4-**2.5.2.B.1,2: ‘Pumpkins and Witches Tag’  **Lesson 5-**2.5.2.C.1,2: ‘Little Ghost’  **Lesson 6-** 2.5.2.C.1,2: ‘Ghost Bowling’  **Lesson 7**-2.5.2.B.4: ‘Frosty the Snowman- Hula Hoop Relay’  **Lesson 8-** 2.5.2.A.4: ‘Reindeer Training- Variety of Stations which implement manipulatives and fitness’  **Lesson 9-** 2.5.2.C.1,2: ‘Pac Man Tag’  **Lesson 10**-2.5.2.B.3: ‘Coffee Grinder Tag’  **Lesson 11-**2.5.2.C.1,2: ‘Mike, Ike, & Spike’  **Lesson 12-** 2.5.2.C.1,2: ‘Spaghetti & Meatballs’ | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Active Participation  Teacher Observation/ Feedback  Peer Evaluation  Self Evaluation  Class Discussion | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Participation Grade  Activity Grade | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments: | **Suggestion: Performance Task**  **Performance of Activity**  Remind students that their Activity Grade is worth 15% of their Marking Period Grade.  Students are assessed for each activity using rubric (to left) based on their attitude, effort, skill performance, and knowledge of activity. Assessment is made through instructor observation throughout entire unit. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| Ready-to-Use Secondary P.E. Activities Program for Grades K-6, Ken Lumsden and Sally Jones, Parker Publishing Co.  A Comprehensive Guide to Sports Skills and Tests and Measurement, D. Ray Collins, Ed.D. and Patrick B. Hodges, Ph.D., Charles C. Thomas, Publisher.  Evaluation in Physical Education/Assessing Motor Behavior, Margaret J. Safrit, Prentice Hall | | [www.pecentral.org](http://www.pecentral.org)  <http://www.cooperinstitute.org/fitnessgram> | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.1-12.1-10 | **Math**  MA.2.3.S-ID.B.5 | | **Science**  SCI.1-2.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.2.A.1  TECH 8.1.2.A.2  TECH 8.1.2.A.3  TECH 8.1.2.B.1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **visuals**  **extended time**  **intentional grouping** | | **Students at Risk of School Failure**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *12 Days* | | | |

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| **STANDARD: 2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. | | | |
| **Unit 5: Manipulative (Throwing)** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.2.A.1,2,3,4:** 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.B.1,2,3,4:** Teamwork consists of effective communication and other interactions between team members. * **2.5.2.C.1,2:** Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. | *Students will be able to independently use their knowledge to…*   * Demonstrate skills in practice or game settings * Demonstrate the proper form for throwing | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * 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). * Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. * Respond in movement to changes in tempo, beat, rhythm, or musical style. * Correct movement errors in response to feedback. * Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities. * Explain the difference between offense and defense * Determine how attitude impacts physical performance. * Demonstrate strategies that enable team and group members to achieve goals. * Explain what it means to demonstrate good sportsmanship. * Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities. | ESSENTIAL QUESTIONS   * “Why is it important to follow the safety rules?” * “How does attitude impact physical performance?” * “What strategies can help achieve team goals?” * “What is the proper form for throwing?” * “How can you be certain you are throwing accurately?” | |
|
| **Unit 5: Grade K,1,2 - Lessons** | | | |
| **Lesson 1-** 2.5.2.A.1,2,3: ‘Throwing at a Variety of Targets’  **Lesson 2-** 2.5.2.B.1,2,3: ‘Oscar’s Garbage Can’  **Lesson 3-** 2.5.2.C.1: ‘Open for Business’ | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Active Participation  Teacher Observation/ Feedback  Peer Evaluation  Self Evaluation  Class Discussion | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Participation Grade  Activity Grade | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments: | **Suggestion: Performance Task**  **Performance of Activity**  Remind students that their Activity Grade is worth 15% of their Marking Period Grade.  Students are assessed for each activity using rubric (to left) based on their attitude, effort, skill performance, and knowledge of activity. Assessment is made through instructor observation throughout entire unit. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| Ready-to-Use Secondary P.E. Activities Program for Grades K-6, Ken Lumsden and Sally Jones, Parker Publishing Co.  A Comprehensive Guide to Sports Skills and Tests and Measurement, D. Ray Collins, Ed.D. and Patrick B. Hodges, Ph.D., Charles C. Thomas, Publisher.  Evaluation in Physical Education/Assessing Motor Behavior, Margaret J. Safrit, Prentice Hall | | [www.pecentral.org](http://www.pecentral.org)  <http://www.cooperinstitute.org/fitnessgram> | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.1-12.1-10 | **Math**  MA.2.3.S-ID.B.5 | | **Science**  SCI.1-2.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.2.A.1  TECH 8.1.2.A.2  TECH 8.1.2.A.3  TECH 8.1.2.B.1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **visuals**  **extended time**  **intentional grouping** | | **Students at Risk of School Failure**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *3 Days* | | | |

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| --- | --- | --- | --- |
| **STANDARD: 2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. | | | |
| **Unit 6: Dance/Movement Concepts** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| * **2.5.2.A.1,2,3,4:** 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.B.1,2,3,4:** Teamwork consists of effective communication and other interactions between team members. * **2.5.2.C.1,2:** Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. | *Students will be able to independently use their knowledge to…*   * Demonstrate safety, rhythm, and basic skills utilized in participation of the activity * Move throughout the general space using a variety of pathways and levels * Display an understanding of rhythm * Be actively engaged in rhythm and movement patterns | | |
| **MEANING** | | |
| UNDERSTANDINGS  *Students will …*   * 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). * Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. * Respond in movement to changes in tempo, beat, rhythm, or musical style. * Correct movement errors in response to feedback. * Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities. * Explain the difference between offense and defense. * Determine how attitude impacts physical performance. * Demonstrate strategies that enable team and group members to achieve goals. * Explain what it means to demonstrate good sportsmanship. * Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities. | ESSENTIAL QUESTIONS   * “Why is it important to follow the safety rules?” * “How does attitude impact physical performance?” * “What strategies can help achieve team goals?” * “How can you respond in movement to changes in tempo, beat, rhythm, or musical style” | |
|
| **Unit 6: Grade K,1,2- Lessons** | | | |
| **Lesson 1-** 2.5.2.A.1,2: ‘Singing in the Rain’  **Lesson 2-** 2.5.2.A.3: ‘Bunny Hop’  **Lesson 3-** 2.5.2.B.1,2: ‘Limbo’  **Lesson 4-** 2.5.2.B.1,2: ‘La Raspa’ | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Active Participation  Teacher Observation/ Feedback  Peer Evaluation  Self Evaluation  Class Discussion | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Participation Grade  Activity Grade | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments: | **Suggestion: Performance Task**  **Performance of Activity**  Remind students that their Activity Grade is worth 15% of their Marking Period Grade.  Students are assessed for each activity using rubric (to left) based on their attitude, effort, skill performance, and knowledge of activity. Assessment is made through instructor observation throughout entire unit. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
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| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.W.1-12.1-10 | **Math**  MA.2.3.S-ID.B.5 | | **Science**  SCI.1-2.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP3  CRP9  CRP12 | **Technology**  TECH 8.1.2.A.1  TECH 8.1.2.A.2  TECH 8.1.2.A.3  TECH 8.1.2.B.1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **visuals**  **extended time**  **intentional grouping** | | **Students at Risk of School Failure**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *4 Days* | | | |