



Stafford Township School District

Physical Education Curriculum

Grade K-2

2020 New Jersey Student Learning Standards - Comprehensive Health and Physical Education

https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE.pdf

Original Adoption: August 8, 2022
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Philosophy

All Stafford Township 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

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Recommended Pacing Guide	
Personal & Mental Health	60 Days
Physical Wellness	60 Days
Safety	60 Days

Unit 1: Movement Educational/ Rhythm	Duration: 31 Days/Ongoing
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Suggested Accommodations
<p>English Language Learners:</p> <ul style="list-style-type: none"> ● Pair ELL student with student who speaks English and understands/ able to communicate with student's native language ● Simplify content ● Google Translator ● Multi - language word wall ● Total Physical Response (TPR) : kinesthetic learning <p>Special Education/Students with Disabilities:</p> <ul style="list-style-type: none"> ● Provide differentiated instruction as needed ● Follow all IEP modifications/504 Plan ● Provide manipulatives or the opportunity to draw solution strategies ● Provide students with a cool off location. ● Provide a variety of size manipulatives to accommodate student needs. <p>Students with 504 Plans:</p> <ul style="list-style-type: none"> ● Provide differentiated instruction as needed ● Follow all IEP modifications/504 Plan ● Provide manipulatives or the opportunity to draw solution strategies ● Provide students with a cool off location. ● Provide a variety of size manipulatives to accommodate student needs. <p>Gifted and Talented:</p> <ul style="list-style-type: none"> ● Challenge with additional movements ● Challenge with increased tempo <p>Students at Risk of Failure:</p> <ul style="list-style-type: none"> ● Students Motivation ● Interest ● Build confidence ● Independence ● Enjoyment <p>Economically Disadvantaged:</p> <ul style="list-style-type: none"> ● Modify speed ● Simplify or Modify Movements ● Provide Students with Visuals (through pictures or videos) as Examples

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- Allow Students Additional Time to Complete Activity

Culturally Diverse:

- Involve families in student learning
- Provide immediate praise and feedback
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Provide visuals

Disciplinary Concepts and Core Ideas

Movement Skills and Concepts	Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).
Physical Fitness	Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.
Personal Safety	Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.

Comprehensive Health & Physical Education Practices

Acting as responsible and contributing member of society	Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
Building and maintaining healthy relationships	Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.

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Communicating clearly and effectively (verbal and nonverbal)	Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
Resolving conflict	Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
Attending to personal, health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy

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	behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

New Jersey Student Learning Standards

2.2 Physical Wellness

- **Movement Skills Concept**

- 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
- 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
- 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
- 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).
- 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.
- 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
- 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
- 2.2.2.MSC.8: Explain the difference between offense and defense.

- **Physical Fitness**

- 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
- 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.
- 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
- 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.

2.3 Safety

- **Personal Safety**

- 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
- 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).

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- 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
- 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
- 2.3.2.PS.5: Define bodily autonomy and personal boundaries.
- 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.

Interdisciplinary Connections

Reading

- RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

Speaking and Listening

- **SL.K1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **SL.K3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Writing

- **W.K.5.** With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
- **W.2.5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

Mathematics

- **Geometry 2G -**
 - A. Reason with shapes and their attributes

Science

- **K-2-ETS1-1** Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

Social Studies

- **6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

Computer Science and Design Thinking

- **8.2.2.ED.3:** Select and use appropriate tools and materials to build a product using the design process.

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Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Work productively in teams while using	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive

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cultural/global competence.	interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
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Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> • Teacher Observation • Teacher Checklist • Verbal question and answer • Student participation 	<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
<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Rubric score • FitnessGram 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • FitnessGram

Knowledge & Skills

<p>Enduring Understandings:</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. • 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>Essential Questions:</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? • 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?
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Core Instructional & Supplemental Materials

Suggested Activities/Resources:	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • Kidz Bop Various Music CD's
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<ul style="list-style-type: none"> ● Warming Up Movement Song- Students will follow along with the movements described on the CD. Teacher will model movements in front of the class. ● RPS- The Students will perform various locomotor movements while playing “Rock, Paper, Scissor” Activity. ● 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. ● www.Pecentral.org ● www.Peuniverse.com ● www.youtube.com ● www.SuperSimpleSongs.com 	<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
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Unit 2: Wellness	Duration: 31 Days/Ongoing
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Suggested Accommodations

English Language Learners:

- Pair ELL student with student who speaks English and understands/ able to communicate with student’s native language
- Simplify content
- Google Translator
- Multi - language word wall
- Total Physical Response (TPR) : kinesthetic learning

Special Education/Students with Disabilities:

- Modify speed
- Simplify movements
- Provide differentiated instruction as needed
- Total Physical Response (TPR) : kinesthetic learning
- Provide Students with Verbal and Visual Directions
- Provide a variety of size manipulatives to accommodate student needs.
- Preview Vocabulary and Skills Before Lesson to Build Background Knowledge
- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan

504 Plans:

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Provide students with a cool off location.

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- Provide a variety of size manipulatives to accommodate student needs.

Gifted and Talented:

- Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.
- Assign student to be a peer tutor/partner instructor.

Students at Risk of Failure:

- **Students Motivation**
 - Interest
 - Build confidence
 - Independence
 - Enjoyment

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

Culturally Diverse:

- Involve families in student learning
- Provide immediate praise and feedback
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Provide visuals

Disciplinary Concepts and Core Ideas	
Personal Growth and Development	Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one’s lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.
Physical Fitness	Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.
Nutrition	Nutrition is the intake of food, considered in relation to the body’s dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.

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Personal Safety	Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.
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Comprehensive Health & Physical Education Practices

Acting as responsible and contributing member of society	Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
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Resolving conflict	Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
Attending to personal, health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others.

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	They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one’s health or present a risk. They analyze if a decision can be made individually or collaboratively.
Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one’s own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.

New Jersey Student Learning Standards	
<p>2.1 Personal and Mental Health</p> <ul style="list-style-type: none"> ● Personal Growth and Development <ul style="list-style-type: none"> ○ 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy. ○ 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). ○ 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. ○ 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. <p>2.2 Physical Wellness</p> <ul style="list-style-type: none"> ● Physical Fitness 	

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- **2.2.2.PF.1:** Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
- **2.2.2.PF.2:** Explore how to move different body parts in a controlled manner.
- **2.2.2.PF.3:** Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
- **2.2.2.PF.4:** Demonstrate strategies and skills that enable team and group members to achieve goals.

- **Nutrition**

- **2.2.2.N.1:** Explore different types of foods and food groups.
- **2.2.2.N.2:** Explain why some foods are healthier to eat than others.
- **2.2.2.N.3:** Differentiate between healthy and unhealthy eating habits.

2.3 Safety

- **Personal Safety**

- **2.3.2.PS.1:** Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
- **2.3.2.PS.2:** Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
- **2.3.2. PS.3:** Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
- **2.3.2. PS.4:** Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
- **2.3.2.PS.5:** Define bodily autonomy and personal boundaries.
- **2.3.2.PS.6:** Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.

Interdisciplinary Connections

Reading

- **RI.2.10.** Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Speaking and Listening

- **SL.K1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **SL.K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Writing

- **W.K.5.** With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
- **W.2.2.** Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

Mathematics

- **Counting and Cardinality K.CC. A. Know number names and the count sequence.**
 1. Count to 100 by ones and by tens.
 2. Count forward beginning from a given number within the known sequence (instead of having to

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<p>begin at 1).</p> <p>3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <ul style="list-style-type: none"> ● Operations and Algebraic Thinking 1.O.A Represent and solve problems involving addition and subtraction. <ol style="list-style-type: none"> 1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. <p>Science</p> <ul style="list-style-type: none"> ● 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-PS2-2: 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. <p>Social Studies</p> <ul style="list-style-type: none"> ● 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. ● 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. 	
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[Computer Science and Design Thinking](#)

<ul style="list-style-type: none"> ● 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world. 	
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[Career Readiness, Life Literacies, and Key Skills](#)

<ul style="list-style-type: none"> ● 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 	
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[Career Readiness, Life Literacies, and Key Skills Practices](#)

<p>Act as a responsible and contributing community member and employee.</p>	<p>Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p>
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Stafford Township School District Curriculum Guide

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Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive

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cultural/global competence.	interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
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Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Teacher Checklist ● Verbal question and answer ● Self-evaluation of performance and progress ● Peer Assessment ● Conference between student and teacher ● Student participation 	<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
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubric score ● FitnessGram 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● FitnessGram

Knowledge & Skills

<p>Enduring Understandings:</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. ● Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. ● Self-help skills and good hygiene promote wellness. ● Symptoms of common diseases and health conditions are signs of illness. ● Personal feelings can affect wellness. 	<p>Essential Questions:</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? ● 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? ● What are some self-care practices that support wellness? ● What are some symptoms of common diseases and health conditions?
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	<ul style="list-style-type: none"> • What effect can feelings have on one's Wellness?
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> • 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 • 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 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • FitnessGram & ActivityGram Marilu D. Meredith & Gregory J. Welk • www.PECentral.org • www.PEUniverse.com • www.supportrealteachers.org • Greater Activities Newspaper • www.youtube.com • www.cooperinstitute.org/fitnessgram
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Unit 3: Manipulative Skills	Duration: 31 Days/Ongoing
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Suggested Accommodations

<p>English Language Learners:</p> <ul style="list-style-type: none"> • Pair ELL student with student who speaks English and understands/ able to communicate with student's native language • Simplify content • Google Translator • Multi - language word wall • Total Physical Response (TPR) : kinesthetic learning <p>Special Education/Students with Disabilities:</p> <ul style="list-style-type: none"> • Modify speed • Simplify movements • Total Physical Response (TPR) : kinesthetic learning

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- 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
- Follow all IEP modifications/504 plan

504 Plans:

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

Gifted and Talented:

- Provide more challenging opportunities with use of manipulative skills that will challenge the skill being taught to other students.
- Assign students to be a peer tutor/partner instructor.

Students at Risk of Failure:

- **Students Motivation**
 - Interest
 - Build confidence
 - Independence
 - Enjoyment

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

Culturally Diverse:

- Involve families in student learning
- Provide immediate praise and feedback
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Provide visuals

Disciplinary Concepts and Core Ideas	
Movement Skills and Concepts	Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).
Physical Fitness	Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed

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	at many levels (low, moderate, and high), which will impact how efficiently the body functions.
Personal Safety	Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.

Comprehensive Health & Physical Education Practices

Acting as responsible and contributing member of society	Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
Building and maintaining healthy relationships	Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
Communicating clearly and effectively (verbal and nonverbal)	Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
Resolving conflict	Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
Attending to personal, health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and

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	engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

New Jersey Student Learning Standards

2.2 Physical Wellness

- **Movement Skills and Concepts**

- **2.2.2.MSC.1:** Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).

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- • **2.2.2.MSC.2:** Differentiate non-locomotor and locomotor movements as well transferring bodyweight (e.g., stretching, bending, twisting, curling).
- **2.2.2.MSC.3:** Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
- **2.2.2.MSC.4:** Differentiate manipulative movements (e.g., throwing, catching, dribbling).
- **2.2.2.MSC.5:** Adjust and correct movements and skill in response to feedback.
- **2.2.2.MSC.6:** Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
- **2.2.2.MSC.7:** Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
- **2.2.2.MSC.8:** Explain the difference between offense and defense.
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- **Physical Fitness**
 - **2.2.2.PF.1:** Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
 - **2.2.2.PF.2:** Explore how to move different body parts in a controlled manner.
 - **2.2.2.PF.3:** Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
 - **2.2.2.PF.4:** Demonstrate strategies and skills that enable team and group members to achieve goals.

2.3 Safety

- **Personal Safety**

- **2.3.2.PS.1:** Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
- **2.3.2.PS.2:** Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
- **2.3.2. PS.3:** Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
- **2.3.2. PS.4:** Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
- **2.3.2.PS.5:** Define bodily autonomy and personal boundaries.
- **2.3.2.PS.6:** Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.

Interdisciplinary Connections

Reading

- **RF.K.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - A. Recognize and produce rhyming words.
 - B. Count, pronounce, blend, and segment syllables in spoken words.
 - C. Blend and segment onsets and rimes of single-syllable spoken words.
 - D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
 - E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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- **RI.2.6.** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Speaking and Listening

- **NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Writing

- **W.2.8.** Recall information from experiences or gather information from provided sources to answer a question.

Mathematics

Counting and Cardinality K.CC

- A. Know number names and the count sequence.
 - 1. Count to 100 by ones and by tens.
 - 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
 - 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

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.

Social Studies

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

Computer Science and Design Thinking

- **8.2.2.ED.2:** Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- **8.2.2.ED.3:** Select and use appropriate tools and materials to build a product using the design process.

Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

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Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

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<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>
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Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Teacher Checklist ● Verbal question and answer ● Self-evaluation of performance and progress ● Peer Assessment ● Conference between student and teacher ● Student participation 	<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
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubric score ● FitnessGram 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Fitnessgram

Knowledge & Skills

<p>Enduring Understandings:</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. ● 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>Essential Questions:</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? ● 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
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	<p>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?
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> • 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 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • www.PECentral.org • www.PEUniverse.com • www.supportrealteachers.org • Greater Activities Newspaper • www.youtube.com
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Unit 4: Movement Education Locomotor/Non-locomotor Skills	Duration: 31 Days/Ongoing
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Suggested Accommodations

<p>English Language Learners:</p> <ul style="list-style-type: none"> • Pair ELL student with student who speaks English and understands/ able to communicate with student’s native language • Simplify content

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- Google Translator
- Multi - language word wall
- Total Physical Response (TPR) : kinesthetic learning

Special Education/Students with Disabilities:

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

504 Plans:

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

Gifted and Talented:

- Provide more challenging opportunities with use of manipulative skills that will challenge the skill being taught to other students.
- Assign students to be a peer tutor/partner instructor.

Students at Risk of Failure:

- **Students Motivation**
 - Interest
 - Build Confidence
 - Independence
 - Enjoyment

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

Culturally Diverse:

- Involve families in student learning
- Provide immediate praise and feedback
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Provide visuals

Disciplinary Concepts and Core Ideas	
Movement Skills and Concepts	Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement

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	skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).
Physical Fitness	Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.
Lifelong Fitness	Lifelong Fitness requires making fitness a part of a person’s daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn’t focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.
Personal Safety	Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.

Comprehensive Health & Physical Education Practices

Acting as responsible and contributing member of society	Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
Building and maintaining healthy relationships	Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others’ feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
Communicating clearly and effectively (verbal and nonverbal)	Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.

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Resolving conflict	Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
Attending to personal, health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.

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Using technology tools responsibly

Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

New Jersey Student Learning Standards

2.2 Physical Wellness

- Movement Skills and Concept
 - **2.2.2.MSC.1:** Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
 - **2.2.2.MSC.2:** Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
 - **2.2.2.MSC.3:** Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
 - **2.2.2.MSC.4:** Differentiate manipulative movements (e.g., throwing, catching, dribbling).
 - **2.2.2.MSC.5:** Adjust and correct movements and skill in response to feedback.
 - **2.2.2.MSC.6:** Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
 - **2.2.2.MSC.7:** Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
- Physical Fitness
 - **2.2.5.PF.1:** Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
 - **2.2.2.PF.2:** Explore how to move different body parts in a controlled manner.
 - **2.2.2.PF.3:** Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
- Lifelong Fitness
 - **2.2.2.LF.1:** Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
 - **2.2.2.LF.2:** Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
 - **2.2.2.LF.3:** Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
 - **2.2.2.LF.4:** Identify physical activities available outside of school that are in the community.

2.3 Safety

- Personal Safety
 - 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
 - 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
 - 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
 - 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
 - 2.3.2.PS.5: Define bodily autonomy and personal boundaries.

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- 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.

Interdisciplinary Connections

Reading

- RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Speaking and Listening

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.

Writing

- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Mathematics

- Counting and Cardinality K.CC
 - A. Know number names and the count sequence.
 - 1. Count to 100 by ones and by tens.
 - 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
 - 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

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-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

Social Studies

- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

Computer Science and Design Thinking

- **8.2.2.ED.2:** Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

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Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that

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	management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Teacher Checklist ● Verbal question and answer ● Self-evaluation of performance and progress ● Peer Assessment ● Conference between student and teacher ● Student participation 	<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
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubric score ● FitnessGram 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● FitnessGram

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Knowledge & Skills

<p>Enduring Understandings:</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. ● 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>Essential Questions:</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? ● 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?
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Locomotor Relay Races- Students will be split into six teams and will practice performing locomotor skills through relay races. <ul style="list-style-type: none"> ○ www.pecentral.org ○ www.peuniverse.com ● Follow the Leader: Students will demonstrate changes in time, force, and flow while safely moving in self-space. 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>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● www.nj.gov/education/aps/cccs/chpe/standards.htm ● www.pecentral.org ● www.shapeamerica.org ● www.sportime.org ● www.njahperd.org
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- <http://www.state.nj.us/education/mode/curriculum/assessment/pw/peh/pe1u4.pdf>
- **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 non-locomotor movements in self-space. Teachers may use a checklist to record their observations.
- <http://www.state.nj.us/education/mode/curriculum/assessment/pw/peh/peku4.pdf>

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Unit 5: Cooperative Games

Duration: 31 Days/Ongoing

Suggested Accommodations

English Language Learners:

- Pair ELL student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator
- Multi - language word wall
- Total Physical Response (TPR) : kinesthetic learning

Special Education/Students with Disabilities:

- 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
- Follow all IEP modifications/504 plan

504 Plans:

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

Gifted and Talented:

- Provide more challenging opportunities with use of manipulative skills that will challenge the skill being taught to other students.
- Assign students to be a peer tutor/partner instructor.

Students at Risk of Failure:

- **Students Motivation**
 - Interest
 - Build Confidence
 - Independence
 - Enjoyment

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

Culturally Diverse:

- Involve families in student learning
- Provide immediate praise and feedback
- Respect cultural traditions

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- Provided students with necessary academic resources and materials

Disciplinary Concepts and Core Ideas

Movement Skills and Concepts	Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).
Physical Fitness	Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.
Lifelong Fitness	Lifelong Fitness requires making fitness a part of a person’s daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn’t focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.
Personal Safety	Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.

Comprehensive Health & Physical Education Practices

Acting as responsible and contributing member of society	Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
Building and maintaining healthy relationships	Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others’ feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to

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	prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
Communicating clearly and effectively (verbal and nonverbal)	Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
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	such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
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 - 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).
 - 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.
 - 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
 - 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
- Physical Fitness
 - 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.
 - 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
 - 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.
- LifeLong Fitness
 - 2.2.2.LF.1: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
 - 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
 - 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
 - 2.2.2.LF.4: Identify physical activities available outside of school that are in the community.

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2.3 Safety

- Personal Safety
 - 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
 - 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
 - 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
 - 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
 - 2.3.2.PS.5: Define bodily autonomy and personal boundaries.
 - 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.

Interdisciplinary Connections**Reading**

- RI.K.10. Actively engage in group reading activities with purpose and understanding.
 - RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
 B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening

- **SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.**
- **SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.**
 - Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.

Writing

- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Mathematics

Number and Operations in Base Ten 2.NBT

- A. Understand place value.
 - 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
 - a. 100 can be thought of as a bundle of ten tens — called a “hundred.”
 - b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

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- 2. Count within 1000; skip-count by 5s, 10s, and 100s.
- 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- 4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

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-2-ETS1-1** Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

Social Studies

- **6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good.

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[Computer Science and Design Thinking](#)

- **8.2.2.ED.2:** Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

[Career Readiness, Life Literacies, and Key Skills](#)

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).

[Career Readiness, Life Literacies, and Key Skills Practices](#)

<p>Act as a responsible and contributing community member and employee.</p>	<p>Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p>
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Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Evidence of Student Learning	
Formative Tasks:	Alternative Assessments:
<ul style="list-style-type: none"> Teacher Observation 	

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<ul style="list-style-type: none"> • Teacher Checklist • Verbal question and answer • Self-evaluation of performance and progress • Peer Assessment • Conference between student and teacher • Student participation 	<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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<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Rubric score • FitnessGram 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • FitnessGram
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Knowledge & Skills

<p>Enduring Understandings:</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>Essential Questions:</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?
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> • 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 • 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. 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 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • www.pecentral.org • www.njahperd.org • www.shapeamerica.org • www.sportime.com
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tagger as long as possible. The teacher will stop the activity after 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.

- <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe1u5.pdf>