

Summit Public Schools
Summit, NJ

Grades K - 5 Physical Education Curriculum Authored by:
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Length of Course: Entire School Year

Course of Study

Course Description: The Physical Education program at the elementary level is interrelated with the complete educational process and makes significant and specific contributions toward providing opportunities and stimulus for psychomotor, cognitive and affective growth, as well as preparing the students to participate in, and contribute positively to a changing society.

Major Goals: The Summit Physical Education program is designed to teach a variety of activities that will provide an overview of basic skill themes that will guide students to achieve success and live a healthy, active lifestyle. Our goal is to assist each student in the pursuit of his/her full potential.

To this effort the Physical Education Department Goals and Objectives for each student are:

- To learn and apply movement concepts and a combination of locomotor skills that foster participation in physical activities throughout life.
- To be able to demonstrate appropriate rules, regulation and strategies as a participant and observer of traditional team sports and individual sports.
- To experience healthy spirited competition and develop the ideals of fair play, teamwork and sportsmanship.
- To learn and apply health-related fitness using current technology.
- To be able to demonstrate appropriate techniques during fitness activities and explain the long-term health benefits of consistent exercise.
- To develop and attain personal fitness goals in order to obtain optimal wellness.
- To develop positive social behaviors and strategies for dealing with various social interactions.
- To strive for their personal best, in all aspects of physical education.
- To be able to provide a variety of resources that will support participation in a variety of physical activities, sports and wellness.

By End of Grade 2

Big Ideas: *Course Objectives / Content Statement(s)*

- All students will develop an understanding of the five basic locomotor skills, pathways and levels.
- All students will be able to travel through general space while maintaining personal space.
- All students will be exposed to manipulative movements and the teaching cues that break the movements into manageable learning pieces.
- All students will understand that teamwork consists of effective communication and respect among classmates.
- All students will demonstrate the ability to perform different types and amounts of physical activity to enhance personal health.
- All students will explore the effects of physical activity on positive behavior and lifelong fitness.
- All students will understand the relationship between nutritious food choices and wellness are the basis for a healthy life.

Standard 2.2 (Physical Wellness) by the end of 2nd grade	
Essential Questions <i>What critical questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
1) How can you make a positive impact on classmates? 2) Why is it important to develop a lifestyle inclusive of physical activity? 3) How will nutrition impact your everyday life? 4) What is the best way to achieve long-term goals? 5) Where/How can you apply various movement skills learned in the PE setting within your daily life?	1) Students will understand how effective communication, support, and leadership can make a positive difference. 2) Students will understand how consistent physical activity affects key aspects of their life including social & emotional well being. 3) Students will develop an understanding of how nutritious food choices impact wellness. 4) Students will understand how to create realistic goals that are attainable, using self assessment in order to reach his/her full potential during physical activity. 5) Students can apply skills learned in the PE setting during community athletic programs, practicing at home with siblings and/or parents.

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).

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.

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).

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.

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.

Examples, Outcomes, Assessments

Instructional Focus:

Fair Play, Sportsmanship, Turn Taking, Problem Solving, Conflict Resolution, Leadership, Respect, Effort, Cooperation, Locomotor and Manipulative Skills, General and Personal Space, Health, Wellness, and Fitness.

Assessments:

Teacher observations – observe and assess class objectives for students using the following rubric: above standard, meets standard, partially meets standard, below standard.

Student observations – After activity time students will pair share. How were you able to actively participate while demonstrating leadership, respect, skills and sportsmanship?

Self-assessments by students can be made for levels of participation through Hellison's model.

Data Collection - Use diagnostic, formative, and summative assessments to collect and track improvements while making adjustments to instruction as needed.

Instructional Strategies:

Teachers will create small groups to allow students opportunities to develop techniques.

Teachers will use classroom management and individualized behavior plans to meet the needs of all students. (Example: PE student of the Month, Golden Sneaker Award, Nurtured Heart Methods "Reset", Voice Control and Proximity, Behavior Plan with reward that is personalized)

Provide self assessment opportunities for students based on skill and behavior.

Teachers will use technology to enhance learning by breaking down skills and providing students with specific feedback.

Foster positive leadership and teach students to communicate in a positive way in competitive and team building situations.

Interdisciplinary Connections:

Mindfulness learned in physical education can translate to a positive experience while traditional testing takes place in a classroom setting.

Mental toughness (grit) and the ability to focus and overcome adversity can help a student athlete during a competitive game situation and/or a difficult test/project.

PE teachers can connect various sports and their origin cultures to the classroom lessons (social studies).

PE teachers can connect elementary math concepts like counting by 2s, measuring, adding and subtraction to various games taught throughout the year.

PE teachers can use STEM during team building and cooperative games to deepen a student's love and appreciation for the arts and sciences as well as math and technology.

Technology Integration:

Video clips of athletes during activities can show positive and negative examples of leadership and how positive leadership and communication can resolve issues.

Utilize music to set the tone in a classroom and energize the students to perform a task to the best of their ability.

Utilize a sound system to project voice throughout the classroom for clear instruction.

Utilize projector to incorporate yoga, brain breaks, dance, fitness, and visual instruction.

By the end of Grade 5

Big Ideas: *Course Objectives / Content Statement(s)*

- All students will have a foundation of gross and fine motor skills which will be the building blocks for participation in physical activities.
- All students will have the ability to execute movement skills and concepts as an individual and in a group setting.
- All students will be able to receive constructive feedback to enhance their learning and movement skills.
- All students will be able to demonstrate sportsmanship in a competitive environment and participate in activities safely.
- All students will be able to apply offensive, defensive and cooperative strategies in most games, sports and physical activities.
- All students will understand the components of fitness (speed, agility, endurance, strength and balance) and how they contribute to personal health and motor skill performance.
- All students will learn how to make short-term and long-term goals, which will guide them as they work towards achieving realistic goals to attain health and fitness.

Standard 2.2 (Physical Wellness) by the end of 5th grade	
Essential Questions <i>What critical questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
1) What specific movement skills are used during each sport? 2) How are movements important to the success of different games, sports and/or dance? 3) Why is flexibility so important for our muscles? 4) What are some simple exercise methods to increase your aerobic capacity? 5) What is the purpose of each body system and how do they function with each other? 6) Why is it important to warm up our bodies and stretch before and after physical activities? 7) How does the application of rules and strategies impact the	1) Students will understand the importance of both fine and gross motor skills and how they transfer to everyday physical activities. 2) Students will understand the importance of following rules and implementing strategy to be successful at a sport or activity. 3) Students will understand the importance and role that physical fitness plays in living a healthy and active lifestyle 4) Students will understand the effects of good muscular strength, muscular endurance, cardiovascular endurance and flexibility. 5) Students will understand the importance of goal setting and how

outcome of a game? 8) How can physical fitness benefit your physical and mental health?	it can help you strive to make better choices. 6) Students will understand the social and emotional benefits of sportsmanship in an individual and team sport setting.
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Movement Skills and Concepts

2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).

2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).

2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.

2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.

2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.

2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment

Physical Fitness

2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.

2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.

2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).

2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.

2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).

Lifelong Fitness

2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.

2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.

2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.

2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).

2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Nutrition

2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.

2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.

2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

Examples, Outcomes and Assessments

Instructional Focus:

Fitness Assessments (Pacer Test, Distance Run Test, Push Up and Curl Up Test), Calisthenics, Movement Experiences during Recess and Large Group Play, Large Motor Skill Development, Project Adventure/Cooperative Games, Dance, Team Sports and Individual Sports, Scooters, Parachute, Yard Games,

Assessments:

Teacher Observations – observe and assess class objectives for students using the following rubric: above standard, meets standard, partially meets standard, below standard.

Peer and Self Assessment – observe and assess one another during physical education activities to check for understanding and correct skills and technique.

Exit slips or Quizzes - show student understanding of a lesson/unit objective.

Fitness Assessments: Aerobic Capacity can be measured through a distance run/walk or through the pacer test. Muscular strength and endurance can be measured through curls-ups and push-ups.

Instructional Strategies:

Teachers will use different methods of teaching in order to reach the different types of learners. (Example: visual; auditory)

Teachers will use different types of class management skills in order to meet the needs of all the students. (Example: voice control; proximity)

Teachers will offer a variety of group scenarios to accommodate all students' needs. (Example: individual, partners, small group and large group)

Teachers will use different methods of motivation and rewards. (Example: certificates, stickers, toe-tokens)

Students will maintain a journal during the school year to record their fitness data and to track personal goals.

Teachers will use technology to help students improve their body awareness when performing various fitness exercises such as form and technique

Interdisciplinary Connections:

Students can integrate Math into the fitness curriculum by counting and creating averages, mode and median of distance run times, to show personal growth.

Students can relate different laws of science during fitness, the body systems and their functions to help students better understand how their body uses oxygen and nutrients to perform to their best.

Students integrate history into the Physical Education curriculum as they learn the origins and cultures of each sport.

Technology Integration:

Students will use technology (apps), heart rate monitors and pedometers to monitor fitness levels.

Texts and Resources:

[NJ Comprehensive Health and Physical Education Standards](#)

New Jersey Department of Education/Core Curriculum Content Standards