

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



Elementary Physical Education

Length of Course:	Full Year
Elective/Required:	Required
Schools:	Elementary
Eligibility:	Grades K-5
Credit Value:	N/A
Date Approved:	August 24, 2020

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By the end of 2nd Grade

2.2 Physical Wellness		
Pg. #	Disciplinary Concept	Suggested Pacing (This does not have to be consecutive days)
2	Movement Concepts & Skills	Daily to 50 days out of the year minimum
6	Physical Fitness	Daily to 45 days out of the year minimum
10	Lifelong Fitness	30 to 40 Days out of the year minimum

By the end of 5th Grade

2.2 Physical Wellness		
Pg. #	Disciplinary Concept	Suggested Pacing (This does not have to be consecutive days)
14	Movement Concepts & Skills	Daily to 50 days out of the year minimum
19	Physical Fitness	Daily to 45 days out of the year minimum
23	Lifelong Fitness	30 to 40 days out of the year minimum
27	Experiential Education Supplement	7-14 Days out of the year minimum
33	Resources and additional information	

****Modifications will be made to accommodate IEP mandates for classified students.***

2.2 Physical Wellness

By the end of 2nd Grade

Disciplinary Concept: <i>Movement Skills & Concepts (MSC)</i> Suggested Pacing: Daily / 50 Day Minimum		
Performance Expectations		
<ul style="list-style-type: none"> 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. 		
Essential Questions		
<ul style="list-style-type: none"> What is the difference between locomotor and non-locomotor movements? How can practicing basic skills such as throwing, catching, dribbling, running, kicking make me more prepared for physical activities? Why is it important to be able to self correct after being coached or receiving feedback from others? If you felt safe and cared for in class, do you think you would be more willing to participate during class? What does the words offense and defense mean in relation to sports? 		
Primary Teaching Resources		
Core Ideas	“I-Can Statements”	Instructional Strategies
<ul style="list-style-type: none"> The body moves with confidence in a variety of the age appropriate performances of gross, fine, 	I can perform all of the different locomotor skills.	<ul style="list-style-type: none"> Individual, partner, and group skills and drills. Skills and drills stations. Introduce all of the locomotor skills in a series of

<p>locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.</p> <p>(P.E. 1-4)</p>		<p>relays where students perform the skill to one side of the gym to the other.</p> <ul style="list-style-type: none"> ● Explain how each locomotor skill can be used in different physical activities and sports.
	<p>I can explain the difference between non-locomotor and locomotor movements.</p>	<ul style="list-style-type: none"> ● Visuals that list different locomotor skills and different non-locomotor skills. ● Games where students can only move by performing locomotor or non-locomotor skills based on terms given by the teacher.
	<p>I can show an ability to perform movements such as throwing, catching, dribbling, running, kicking while moving in general space or within personal space.</p>	<ul style="list-style-type: none"> ● Skills/Drills Stations. ● Utilize station drills to allow for differentiated skill levels and mini competitions
	<p>I can display an ability to perform movements such as throwing, catching, dribbling at different levels of difficulty.</p>	<ul style="list-style-type: none"> ● Skills/Drills Stations. ● Modify and adapt activities based on students' skills. Focus on trying to challenge each student. ● Pair or group similarly skilled students together and allow them to progress through the skills at their pace ● Use skilled students as peer coaches for struggling students
<ul style="list-style-type: none"> ● Feedback impacts and improves the learning of movement skills and concepts. <p>(P.E. 5)</p>	<p>I can learn to correct or improve my skills after being coached by my teacher or peers.</p>	<ul style="list-style-type: none"> ● Provide individualized feedback. ● Film and breakdown movements (peer evaluation) ● Evaluation to develop and maintain acceptable levels of fitness done throughout the course of the school year.
<ul style="list-style-type: none"> ● Teamwork consists of effective communication and respect among class and team members. <p>(P.E. 6-8)</p>	<p>I can behave appropriately while participating in activities or watching others playing to help make a safe environment for everyone.</p>	<ul style="list-style-type: none"> ● Model appropriate behavior. ● Promote games and activities that rely on students to work together and communicate to achieve the desired outcome.

	<p>I can be kind to myself and others to help create a caring environment.</p>	<ul style="list-style-type: none"> ● Model appropriate behavior at all times. ● Display visuals around the gym that promote a fostering, safe environment (NJPBSIS - Classroom Management) ● Use of bucket fillers, tickets, etc. as extrinsic rewards to promote being respectful and kind to one another (NJPBSIS). ● Use role playing to display how everyone should be treated to establish clear standards for all.
	<p>I can explain what being on offense or defense means.</p>	<ul style="list-style-type: none"> ● Analyze videos that demonstrate a clear representation of what offense and defense should look like. ● Use lines on the floor to establish where players should be in regards to being on offense and defense during activities. ● Extend learning beyond the classroom and have students watch a sporting event at home and write down what offense and defense looked like when watching. Students can share with the class if possible.

Content and Academic Vocabulary

- **Balance:** involves keeping the different dimensions of wellness equal or in correct proportions.
- **Movement skills** encompass locomotor, non-locomotor, and manipulative movement:
 - 1. **Locomotor** movement occurs when an individual moves from one place to another or projects the body upward (e.g., walking, jumping, skipping, galloping, hopping, leaping, jumping, sliding, running).
 - 2. **Non-locomotor** movement occurs when an individual moves in self-space without appreciable movement from place to place (e.g., twisting, bending, stretching, curling).
 - 3. **Manipulative** movement occurs when an individual controls a variety of objects with different body parts (e.g., throwing, catching, kicking, striking, dribbling, volleying).
- **Resiliency:** is the ability to overcome the negative effects of risk exposure.
- **Skill-related fitness** refers to components of physical fitness that contribute to the ability to successfully participate in sports:
 - 1. **Agility** is the ability to rapidly and accurately change the direction of the whole body while moving in space.
 - 2. **Balance** is the ability to maintain equilibrium while stationary or moving.
 - 3. **Coordination** is the ability to use the senses and body parts in order to perform motor tasks smoothly and accurately.
 - 4. **Power** is the amount of force a muscle can exert over time.

- 5. **Reaction time** is the ability to respond quickly to stimuli.
- 6. **Speed** is the amount of time it takes the body to perform specific tasks while moving.
- **Wellness** is a positive state of well-being in which a person makes decisions that lead to a healthy and physically active lifestyle. This includes an understanding of the healthy mind, body, and spirit.
- **Additional Vocabulary:**
 1. Dynamic, Static, Isometric (Exercises/Stretches)
 2. Empathy
 3. Sportsmanship
 4. Sprinting vs. Pacing

Assessment Ideas/Options/Suggestions

Formative:

- Skill Performance / Rubrics
- Participation in team games, mini games, activity challenges, station work, etc.
- Teacher observations
- Class discussions
- Check Ins
- [Exit tickets](#)

Summative:

- Students can create their own warm up based off of a shared exercise list.
- Students can complete weekly exercise challenges.
- Students can keep a personal exercise journal where they track how much physical activity they are getting each week.
- Students can create their own physical activities or games including the rules, expectations, and safety considerations.
- Students can be tasked with dividing teams up in a fair and equal manner.
- Students can be paired together in order to film one another in an attempt to provide positive feedback and constructive criticism.
- Teacher developed assessments that will demonstrate student understanding of the essential questions related to this unit.

2.2 Physical Wellness

By the end of 2nd Grade

Disciplinary Concept: <i>Physical Fitness (PF)</i> Suggested Pacing: Daily/45 Day Minimum		
Performance Expectations		
<ul style="list-style-type: none"> 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. 		
Essential Questions		
<ul style="list-style-type: none"> Why is exercise important as it pertains to personal health? How often or frequently should we engage in exercise and physical activity? How do we find our Heart Rate? What does it mean to be a good teammate? What does it mean to display good sportsmanship? 		
Primary Teaching Resources		
Core Ideas	“I-Can Statements”	Instructional Strategies
<ul style="list-style-type: none"> The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health. (P.E. 1-4)	I can move my body in different ways that can increase my strength, flexibility, and cardiovascular endurance	<ul style="list-style-type: none"> Daily warm up activities including dynamic, static, and strength building exercises. Differentiation - Modify exercises and activity as needed. Circuit Training/Fitness Station
	I can find my heart rate and determine if I am benefiting from my movement efforts.	<ul style="list-style-type: none"> Using heart rate monitors and/or pedometers. How to check Pulse on Neck/Wrist

	I can put into words why being physically active is important to my overall health.	<ul style="list-style-type: none"> ● Make connections between specific movements and the benefits they have on the body. (Push-ups build strength in the arms and chest. Sustained running will increase cardiovascular endurance levels, etc.)
	I can participate in different games and activities to the best of my ability to help increase my physical activity levels.	<ul style="list-style-type: none"> ● Allow each student to participate in the physical activity of the days' class at a level they are comfortable and which stretches their individual ability levels. ● Concept of "Challenge by Choice"
	I can display skills and discover additional strategies that will help my team / group members to achieve our goals.	<ul style="list-style-type: none"> ● Team Building unit and challenges ● Group Collaboration projects ● Peer assessments of skills

Content and Academic Vocabulary

- **Balance:** involves keeping the different dimensions of wellness equal or in correct proportions.
- **Health-related fitness** incorporates the five major components of fitness related to improved health:
 - 1. **Cardio-respiratory endurance** is the ability of the blood vessels, heart, and lungs to take in, transport, and utilize oxygen. This is a critically important component of fitness because it impacts other components of fitness and decreases the risk of cardiovascular diseases.
 - 2. **Muscular strength** is the maximum amount of force a muscle or muscle group can exert.
 - 3. **Muscular endurance** is the length of time a muscle or muscle group can exert force prior to fatigue.
 - 4. **Flexibility** refers to the range of motion in the joints.
 - 5. **Body composition** shows the amount of fat versus lean mass (bone, muscle, connective tissue, and fluids). While some fat is essential for insulation and providing energy, too much fat can cause serious health problems
- **Movement skills encompass locomotor, non-locomotor, and manipulative movement:**

1. Locomotor movement occurs when an individual moves from one place to another or projects the body upward (e.g., walking, jumping, skipping, galloping, hopping, leaping, jumping, sliding, running).

2. Non-locomotor movement occurs when an individual moves in self-space without appreciable movement from place to place (e.g., twisting, bending, stretching, curling).

3. Manipulative movement occurs when an individual controls a variety of objects with different body parts (e.g., throwing, catching, kicking, striking, dribbling, volleying).

- **Resiliency:** is the ability to overcome the negative effects of risk exposure.

- **Additional Vocabulary:**
 1. Coordination
 2. Heart Rate / Target Heart Rate
 3. Sportsmanship

Assessment Ideas/Options/Suggestions

Formative:

- Skill performance / rubrics
- Participation in team games, mini games, activity challenges, station work, etc.
- Teacher observations
- Class discussions
- Check Ins
- [Exit tickets](#)

Summative:

- Students can create their own warm up based off of a shared exercise list
- Students can track their heart rates to determine if they are performing within their target heart rate zone. [Target Heart Rate Chart](#)
- Students can complete weekly exercise challenges.
- Teacher developed assessments that will demonstrate student understanding of the essential questions related to this unit.

2.2 Physical Wellness

By the end of 2nd Grade

Disciplinary Concept: <i>Lifelong Fitness (LF)</i> Suggested Pacing: 30 to 40 Days Minimum		
Performance Expectations		
<ul style="list-style-type: none"> 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. 		
Essential Questions		
<ul style="list-style-type: none"> How can developing healthy habits attribute to me living a healthy lifestyle? How can I express my emotions through exercise and physical activities? What can I do outside of school to make sure I am staying active and physically fit? How can balance and proper posture affect my performance in different physical activities? 		
Primary Teaching Resources		
Core Ideas	"I-Can Statements"	Instructional Strategies
<ul style="list-style-type: none"> Exploring wellness components provide a foundational experience of physical movement activities. (P.E. 1-3)	I can identify the components of wellness.	<ul style="list-style-type: none"> Word Walls posted in the gym and posted digitally that define what the components of wellness are (Personal health, physical, emotional, social, spiritual, and intellectual).
	I can explain what foods are healthy for me to eat and drink	<ul style="list-style-type: none"> Utilize ChooseMyPlate.gov as a resource to explain to students the different food groups and what foods

	and what foods may be bad for my health.	<p>are best to choose.</p> <ul style="list-style-type: none"> • Make connections with the students with different foods that they may eat throughout their day (What do they eat for breakfast, at lunch, at dinner?). Discuss which foods are healthiest.
	I can demonstrate how balance affects my performance in physical activity.	<ul style="list-style-type: none"> • Emphasize how balance can play a role in each skill when teaching that skill (example: for shooting a basketball, use the acronym B.E.E.F where the B is for balance, E for eyes looking at the rim, E for shooting elbow in, and F for follow through). • Incorporate a balance unit if possible with balance beams, balance boards, etc.
<ul style="list-style-type: none"> • Resources that support physical activity are all around you. <p>(P.E. 4)</p>	I can find different things that I like to do outside of school that will help me stay healthy.	<ul style="list-style-type: none"> • Post and/or discuss the different school sports clubs that take place that students may be able to sign up for. • Discuss different leagues/teams/classes that are in the area that students may be able to join if possible. • Edison Recreation Department • Create a resources page on Google Classroom with a list of resources and activities students can do outside of school.
	I can identify what bullying is and why it can be very harmful.	<ul style="list-style-type: none"> • Having the Guidance Counselor come in as a resource to speak about how bullying may take place in a P.E. course. • PBSIS Bucket Fillers/Tickets, etc. as extrinsic reward for positive behavior in class. • Role play a scenario and discuss and analyze the bullying that may have taken place and how it can be prevented.
	I can be safe while participating in physical activity.	<ul style="list-style-type: none"> • Safety rules and precautions posted around the gymnasium. • Develop clear, concise expectations for how you expect students to be safe at all times. • Always focus on the safety of the student when setting up activities around the gym.

Content and Academic Vocabulary

- **Character:** refers to the mental and moral qualities distinctive to an individual.
- **Wellness:** is a positive state of well-being in which a person makes decisions that lead to a healthy and physically active lifestyle. This includes an understanding of the healthy mind, body, and spirit.
- **Skill-related fitness:** refers to components of physical fitness that contribute to the ability to successfully participate in sports:
 - 1. **Agility** is the ability to rapidly and accurately change the direction of the whole body while moving in space.
 - 2. **Balance** is the ability to maintain equilibrium while stationary or moving.
 - 3. **Coordination** is the ability to use the senses and body parts in order to perform motor tasks smoothly and accurately.
 - 4. **Power** is the amount of force a muscle can exert over time.
 - 5. **Reaction time** is the ability to respond quickly to stimuli.
 - 6. **Speed** is the amount of time it takes the body to perform specific tasks while moving.
- **Health-related fitness:** incorporates the five major components of fitness related to improved health:
 - 1. **Cardio-respiratory endurance** is the ability of the blood vessels, heart, and lungs to take in, transport, and utilize oxygen. This is a critically important component of fitness because it impacts other components of fitness and decreases the risk of cardiovascular diseases.
 - 2. **Muscular strength** is the maximum amount of force a muscle or muscle group can exert.
 - 3. **Muscular endurance** is the length of time a muscle or muscle group can exert force prior to fatigue.
 - 4. **Flexibility** refers to the range of motion in the joints.
 - 5. **Body composition** shows the amount of fat versus lean mass (bone, muscle, connective tissue, and fluids). While some fat is essential for insulation and providing energy, too much fat can cause serious health problems.
- **FITT:** stands for the basic philosophy of what is necessary to gain a training effect from an exercise program. The FITT acronym represents:
 - **Frequency** – How often a person exercises
 - **Intensity** – How hard a person exercises
 - **Time** – How long a person exercises
 - **Type** – What type of activity a person does when exercising

Assessment Ideas/Options/Suggestions**Formative:**

- Skill performance / rubrics
- Participation in team games, mini games, activity challenges, station work, etc.
- Teacher observations
- Class discussions
- Check Ins
- [Exit tickets](#)

Summative:

- Students can create their own warm up based off of a shared exercise list
- Students can track their heart rates to determine if they are performing within their target heart rate zone. [Target Heart Rate Chart](#)
- Students can complete weekly exercise challenges.
- Teacher developed assessments that will demonstrate student understanding of the essential questions related to this unit.

2.2 Physical Wellness

By the end of 5th Grade

Disciplinary Concept: *Movement Skills & Concepts (MSC)* Suggested Pacing: Daily / 50 Day Minimum

Performance Expectations

- 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.

Essential Questions

- How can balance and proper posture affect my performance in different physical activities?
- Why is having control over my body and the way it moves important during physical activities?
- Can being open minded and accepting to external feedback or evaluation help improve my overall performance?
- What are appropriate behaviors and proper etiquette while participating as a player or viewing as an observer during physical activities?
- Why is being able to move my body in a controlled, sequential, rhythmic manner important in physical activities such as dance and sports?
- Will understanding the rules and strategies of specific physical activities or sports increase my willingness to watch or play those games?

Primary Teaching Resources		
Core Ideas	“I-Can Statements”	Instructional Strategies
<ul style="list-style-type: none"> Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities. <p>(P.E. 1-4)</p>	<p>I can gain better coordination, balance, flexibility, and agility by being in control of my body both while in personal space as well as within the boundaries of activities or games.</p>	<ul style="list-style-type: none"> Create a warm-up routine that challenges the students to manipulate their bodies in a way that can enhance their coordination, balance, flexibility, and agility. Have the students create their own warm-up routine focusing on the drills and skills they would like to improve. Create activities and games that have varied boundary lines and movement skills within the different rounds.
	<p>I can explain and demonstrate movement sequences set to various tempos, rhythms, and musical styles.</p>	<ul style="list-style-type: none"> Create a dance unit that teaches how to follow the tempo and rhythm of the music. Create a dance project where the students create their own dances. (individually or small groups) Utilize Fitness Drumming (Fit Drumming resources) Baby Shark Cardio Drumming Lesson
	<p>I can perform movement skills with developmentally appropriate control while practicing alone or within game situations.</p>	<ul style="list-style-type: none"> Utilize station drills to allow for differentiated skill levels and mini competitions Pair or group similarly skilled students together and allow them to progress through the skills at their pace Use skilled students as peer coaches for struggling students
	<p>I can improve my stability and balance during movement and physical activity by working on my body control.</p>	<ul style="list-style-type: none"> Create a warm-up routine that challenges the students to manipulate their bodies in a way that can enhance their coordination, balance, flexibility, and agility. Have the students create their own warm-up routine focusing on the drills and skills they would like to

		<p>improve.</p> <ul style="list-style-type: none"> ● Introduce Yoga, Pilates or Tai Chi into body control activities
<ul style="list-style-type: none"> ● Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety. <p>(P.E. 5)</p>	<p>I can have a better understanding of what I may be able to improve by receiving and listening to feedback from my peers.</p>	<ul style="list-style-type: none"> ● Utilize chromebooks or I pads to record students performing skills. Then analyze the video to find areas of needed improvements ● Use peer coaches to demonstrate and help teach skills ● Allow time for students to self-reflect and determine the areas they want to improve on.
<ul style="list-style-type: none"> ● Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities. <p>(P.E. 6-7)</p>	<p>I can act appropriate and be in control of what I say and do while participating as a player or viewing as an observer during physical activities</p>	<ul style="list-style-type: none"> ● Create a Full Value Contract for your class so every student understands expectations. (FVC Example) ● At the conclusion of the activities/games show a sign of sportsmanship by having the students shake hands and say positive remarks to one another.
	<p>I can differentiate between offense and defense and identify how each plays a pivotal role in team success.</p>	<ul style="list-style-type: none"> ● Have the students write a paragraph that explains what offense and defense mean in relation to sports. Then have them explain which they believe is the more important part of a team and why?

Content and Academic Vocabulary

- **Balance:** involves keeping the different dimensions of wellness equal or in correct proportions.
- **FITT:** stands for the basic philosophy of what is necessary to gain a training effect from an exercise program.
 - a. **The FITT acronym represents:**
 - Frequency – How often a person exercises
 - Intensity – How hard a person exercises
 - Time – How long a person exercises
 - Type – What type of activity a person does when exercising
- **Health-related fitness** incorporates the five major components of fitness related to improved health:
 - **Cardio-respiratory endurance** is the ability of the blood vessels, heart, and lungs to take in, transport, and utilize oxygen. This is a critically important component of fitness because it impacts other components of fitness and decreases the risk of cardiovascular diseases.

- **Muscular strength** is the maximum amount of force a muscle or muscle group can exert.
- **Muscular endurance** is the length of time a muscle or muscle group can exert force prior to fatigue.
- **Flexibility** refers to the range of motion in the joints.
- **Body composition** shows the amount of fat versus lean mass (bone, muscle, connective tissue, and fluids). While some fat is essential for insulation and providing energy, too much fat can cause serious health problems,

- **Movement skills encompass locomotor, non-locomotor, and manipulative movement:**
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 - **Power** is the amount of force a muscle can exert over time.
 - **Reaction time** is the ability to respond quickly to stimuli.
 - **Speed** is the amount of time it takes the body to perform specific tasks while moving.
- **Wellness:** is a positive state of well-being in which a person makes decisions that lead to a healthy and physically active lifestyle. This includes an understanding of the healthy mind, body, and spirit
- **Additional Vocabulary:**
 1. Aerobic, Anaerobic
 2. Dynamic, Static, Isometric (Exercises/Stretches)
 3. Empathy
 4. Heart Rate / Target Heart Rate
 5. Sportsmanship
 6. Sprinting vs. Pacing
 7. Weight Training, Interval Training, Circuit Training (Sets / Repetitions)

Assessment Ideas/Options/Suggestions**Formative:**

- Skill Performance / Rubrics
- Participation in team games, mini games, activity challenges, station work, etc.
- Teacher observations
- Class discussions
- Check Ins
- [Exit tickets](#)

Summative:

- Students can create their own warm up based off of a shared exercise list.
- Students can complete weekly exercise challenges.
- Students can keep a personal exercise journal where they track how much physical activity they are getting each week.
- Students can create their own physical activities or games including the rules, expectations, and safety considerations.
- Students can be tasked with dividing teams up in a fair and equal manner.
- Students can be paired together in order to film one another in an attempt to provide positive feedback and constructive criticism.
- Teacher developed assessments that will demonstrate student understanding of the essential questions related to this unit.

2.2 Physical Wellness By the end of 5th Grade

Disciplinary Concept: <i>Physical Fitness (PF)</i> Suggested Pacing: Daily / 45 Day Minimum		
Performance Expectations		
<ul style="list-style-type: none"> ● 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). 		
Essential Questions		
<ul style="list-style-type: none"> ● What role does fitness play in maintaining good overall health? ● How does exercising help me to become more athletic? ● What types of movement can increase each of the components of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance)? ● Why is it so important to accept and respect others of all skill levels and abilities during participation in any type of activity? 		
Primary Teaching Resources		
Core Ideas	“I-Can Statements”	Instructional Strategies
<ul style="list-style-type: none"> ● The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance). 	<p>I can explain how the physical, social, emotional, and intellectual benefits of regular physical fitness can benefit my overall health.</p>	<ul style="list-style-type: none"> ● Daily warm up activities including dynamic, static, and strength building exercises. ● Differentiation - Modify exercises and activity as needed. ● Circuit Training/Fitness Stations

		<ul style="list-style-type: none"> ● Using heart rate monitors and/or pedometers.
(P.E. 1-5)		<ul style="list-style-type: none"> ● How to check Pulse on Neck/Wrist ● Visuals that demonstrate different muscle groups and how they are used in fitness activities.
	I can display empathy by accepting and respecting others of all skill levels and abilities during participation.	<ul style="list-style-type: none"> ● Team Building unit and challenges ● Project Adventure Concepts and Games ● Group Collaboration projects ● Peer assessments of skills
	I can participate in different games and activities to the best of my ability to help increase my physical activity levels, and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).	<ul style="list-style-type: none"> ● Allow each student to participate in the physical activity of the day's class at a level they are comfortable and which stretches their individual ability levels. ● Concept of "Challenge by Choice" ● Peer skill assessment and feedback ● Modify skill activities based on individual student levels and comfort.
	I can develop a short term and/or a long-term health-related fitness goal for myself to focus on throughout the year.	<ul style="list-style-type: none"> ● Allow students time to develop a year fitness plan ● Pre / Post Physical Fitness Assessments <ul style="list-style-type: none"> ○ Fitnessgram ○ Presidential Youth Fitness Program (PYFP):
	I can learn and understand better how different factors such as hours of sleep, nutrition, or amount of daily physical activity can influence personal fitness and other healthy lifestyle choices.	<ul style="list-style-type: none"> ● Link lessons to the importance of getting enough sleep to overall health <ul style="list-style-type: none"> ○ Kids Health on Sleep ● Choose My Plate food guide <ul style="list-style-type: none"> ○ Food Guide Resource ● My Plate activity requirements <ul style="list-style-type: none"> ○ Physical Activity Recommendation

Content and Academic Vocabulary

- **Balance:** involves keeping the different dimensions of wellness equal or in correct proportions.
- **FITT:** stands for the basic philosophy of what is necessary to gain a training effect from an exercise program.
 - a. **The FITT acronym represents:**
 - i. • Frequency – How often a person exercises
 - ii. • Intensity – How hard a person exercises
 - iii. • Time – How long a person exercises
 - iv. • Type – What type of activity a person does when exercising
- **Health-related fitness** incorporates the five major components of fitness related to improved health:
 - 1. **Cardio-respiratory endurance** is the ability of the blood vessels, heart, and lungs to take in, transport, and utilize oxygen. This is a critically important component of fitness because it impacts other components of fitness and decreases the risk of cardiovascular diseases.
 - 2. **Muscular strength** is the maximum amount of force a muscle or muscle group can exert.
 - 3. **Muscular endurance** is the length of time a muscle or muscle group can exert force prior to fatigue.
 - 4. **Flexibility** refers to the range of motion in the joints.
 - 5. **Body composition** shows the amount of fat versus lean mass (bone, muscle, connective tissue, and fluids). While some fat is essential for insulation and providing energy, too much fat can cause serious health problems
- **Movement skills encompass locomotor, non-locomotor, and manipulative movement:**
 - **Locomotor movement** occurs when an individual moves from one place to another or projects the body upward (e.g., walking, jumping, skipping, galloping, hopping, leaping, jumping, sliding, running).
 - **Non-locomotor movement** occurs when an individual moves in self-space without appreciable movement from place to place (e.g., twisting, bending, stretching, curling).
 - **Manipulative movement** occurs when an individual controls a variety of objects with different body parts (e.g., throwing, catching, kicking, striking, dribbling, volleying).
- **Resiliency:** is the ability to overcome the negative effects of risk exposure.
- **Wellness:** is a positive state of well-being in which a person makes decisions that lead to a healthy and physically active lifestyle. This includes an understanding of the healthy mind, body, and spirit
- **Additional Vocabulary:**
 - 1. Speed, Agility
 - 2. Sprinting vs. Pacing
 - 3. Dynamic, Static, Isometric (Exercises/Stretches)
 - 4. Aerobic, Anaerobic
 - 5. Weight Training, Interval Training, Circuit Training (Sets / Repetitions)
 - 6. Coordination

7. Heart Rate / Target Heart Rate

Assessment Ideas/Options/Suggestions**Formative:**

- Skill performance / rubrics
- Participation in team games, mini games, activity challenges, station work, etc.
- Teacher observations
- Class discussion
- Check Ins
- [Exit tickets](#)

Summative:

- Students can create their own warm up based off of a shared exercise list.
- Students can track their heart rates to determine if they are performing within their target heart rate zone. [Target Heart Rate Chart](#)
- Students can complete weekly exercise challenges.
- Students can develop and track progress towards their personal Health and Fitness Goal Plan.
- Teacher developed assessments that will demonstrate student understanding of the essential questions related to this unit.

2.2 Physical Wellness

By the end of 5th Grade

Disciplinary Concept: <i>Lifelong Fitness (LF)</i> Suggested Pacing: 30 to 40 Days Minimum		
Performance Expectations		
<ul style="list-style-type: none"> 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. 		
Essential Questions		
<ul style="list-style-type: none"> Why is it important for me to engage in physical activity outside of school as well as during school? What activities do I enjoy doing by myself as well as with others? How can I become more flexible? Are there any activities or teams that I can join to continue engaging in physical activity outside of school? 		
Primary Teaching Resources		
Core Ideas	“I-Can Statements”	Instructional Strategies
<ul style="list-style-type: none"> Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities. <p>(P.E. 1-4)</p>	I can understand that to live a healthy lifestyle I need to exercise routinely and not just once in a while.	<ul style="list-style-type: none"> Emphasize the role that consistency plays when living a healthy lifestyle. Visuals/Graphs that display the disparity between healthy habits and unhealthy habits. Have students create goals in the beginning of the school year and at the end of the school year and see how they change, and if they were able to meet those goals. My Plate - How Much Physical Activity

	<p>I can identify which sports or activities I enjoy taking part in and can find ways to continue to do these activities outside of school.</p>	<ul style="list-style-type: none"> • Teacher discussion or use of pamphlets/online resources that give students access to community resources outside of school. • Edison Recreation Department
	<p>I can understand that to become more flexible and increase my range of motion, I need to perform dynamic and static exercises daily.</p>	<ul style="list-style-type: none"> • Daily warm up activities including dynamic, static, and strength building exercises. • Incorporate a yoga unit that gives students a chance to see the role breathing and flexibility play and how it can apply to other physical activities. • Make connections between specific movements and the benefits they have on the body. (How stretching and yoga can increase flexibility, how dynamic warm ups can increase heart rate, how plyometric training can increase athletic ability, etc.)
<ul style="list-style-type: none"> • Personal and community resources can support physical activity. <p>(P.E. 5)</p>	<p>I can find ways to continue to engage in physical activity outside of school by joining a team, taking a fitness class, etc.</p>	<ul style="list-style-type: none"> • Post and/or discuss the different school sports clubs that take place that students may be able to sign up for. • Teacher discussion or use of pamphlets/online resources that give students access to community resources outside of school. • Creating a resource doc that students can have access to that lists apps, websites, etc. that students can use at home to stay fit and healthy. • Edison Recreation Department
	<p>I can identify abuse, violence, and drug abuse and can understand what I should do if I see any of these happening.</p>	<ul style="list-style-type: none"> • Use student groups to role play scenarios and then discuss what is happening and how it can be stopped (Tell a teacher, principal, parent, etc.) • Use the guidance counselor as a resource to come in and talk to your class about the dangers of abuse, violence, and drug abuse. • Have resources listed on the wall that the students can always refer to if they think one of these may be going on.

Content and Academic Vocabulary

- **Wellness:** is a positive state of well-being in which a person makes decisions that lead to a healthy and physically active lifestyle. This includes an understanding of the healthy mind, body, and spirit.
- **Skill-related fitness:** refers to components of physical fitness that contribute to the ability to successfully participate in sports:
 - 1. **Agility** is the ability to rapidly and accurately change the direction of the whole body while moving in space.
 - 2. **Balance** is the ability to maintain equilibrium while stationary or moving.
 - 3. **Coordination** is the ability to use the senses and body parts in order to perform motor tasks smoothly and accurately.
 - 4. **Power** is the amount of force a muscle can exert over time.
 - 5. **Reaction time** is the ability to respond quickly to stimuli.
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 - 5. **Body composition** shows the amount of fat versus lean mass (bone, muscle, connective tissue, and fluids). While some fat is essential for insulation and providing energy, too much fat can cause serious health problems.
- **FITT:** stands for the basic philosophy of what is necessary to gain a training effect from an exercise program. The FITT acronym represents:
 - **Frequency** – How often a person exercises
 - **Intensity** – How hard a person exercises
 - **Time** – How long a person exercises
 - **Type** – What type of activity a person does when exercising
- **Additional training principles:**
 - **Overload principle:** Is a training method designed of greater intensity (weight, time) than the participant is accustomed to.
 - **Progressive principle:** Is a training method that uses an optimal level of overload for an optimal amount of time. A gradual increase in overload over time will lead to increased wellness benefits.
 - **Specificity principle:** Is a training method used to produce a desired adaptation or training outcome for a specific body part or component of the body.

Assessment Ideas/Options/Suggestions**Formative:**

- Skill Performance / Rubrics
- Participation in team games, mini games, activity challenges, station work, etc.
- Teacher observations
- Class discussions
- Check Ins
- [Exit tickets](#)

Summative:

- Students create their own Warm Up routine and choose a new student each day to lead the class through “their routine.”
- Students can keep a personal exercise journal where they track how much physical activity they are getting each week.
- Have students set goals for themselves each month and perform monthly check ins to see student progressions.
- Teacher developed assessments that will demonstrate student understanding of the essential questions related to this unit.

2.2 Physical Wellness

By the end of 5th Grade

Disciplinary Concept: *Movement Skills & Concepts (MSC)*
Experiential Education Add On
Suggested Pacing: Daily / 7 - 14 Day Minimum Unit

Performance Expectations

- 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.

Essential Questions

- How can balance and proper posture affect my performance in different physical activities?
- Why is having control over my body and the way it moves important during physical activities?
- Can being open minded and accepting to external feedback or evaluation help improve my overall performance?
- What does the Challenge by Choice idea mean to you?

<ul style="list-style-type: none"> • Who are the stakeholders in the creation of a Full Value Contract? • Why is Trust so important when working with other people? 		
<p>Primary Teaching Resources</p>		
Core Ideas	“I-Can Statements”	Instructional Strategies
<ul style="list-style-type: none"> • Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities. 	<p>I can gain better coordination, balance, flexibility, and agility by being in control of my body both while in personal space as well as within the boundaries of activities or games.</p>	<ul style="list-style-type: none"> • Create a warm-up routine that challenges the students to manipulate their bodies in a way that can enhance their coordination, balance, flexibility, and agility. • Have the students create their own warm-up routine focusing on the drills and skills they would like to improve. • Create activities and games that have varied boundary lines and movement skills within the different rounds. • Have the students demonstrate creative thinking by being able to manipulate everyday equipment in a way that will help them successfully complete different challenges
	<p>I can perform movement skills with developmentally appropriate control while practicing alone or within game situations.</p>	<ul style="list-style-type: none"> • Utilize station drills to allow for differentiated skill levels and mini competitions • Pair or group similarly skilled students together and allow them to progress through the skills at their pace • Use skilled students as peer coaches for struggling students • Have the students determine the difference between inherent risk and unnecessary risk, by following all safety regulations and utilizing any and all equipment in a safe manner. • The students will display an ability to work as a team by successfully completing a variety of challenges through the use of communication skills and collaboration.

	<p>I can improve my stability and balance during movement and physical activity by working on my body control.</p>	<ul style="list-style-type: none"> ● Create a warm-up routine that challenges the students to manipulate their bodies in a way that can enhance their coordination, balance, flexibility, and agility. ● Have the students create their own warm-up routine focusing on the drills and skills they would like to improve. ● Introduce Yoga, Pilates or Tai Chi into body control activities
<ul style="list-style-type: none"> ● Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety. 	<p>I can have a better understanding of what I may be able to improve by receiving and listening to feedback from my peers.</p>	<ul style="list-style-type: none"> ● The students need to sit and strategize before attempting the team challenge. They need to have time to discuss ideas, try them out, reassess, and then either try again or come up with a new plan. ● Every student in the group must have a voice and have the chance to be heard. ● Learn how to lead and also learn a healthy way to follow. ● Use peer coaches to demonstrate and help teach skills ● Allow time for students to self-reflect and determine the areas they want to improve on.
<ul style="list-style-type: none"> ● Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities. 	<p>I can act appropriate and be in control of what I say and do while participating as a player or viewing as an observer during physical activities</p>	<ul style="list-style-type: none"> ● Create a Full Value Contract for your class so every student understands expectations. (FVC Example) ● At the conclusion of the activities/games show a sign of sportsmanship by having the students shake hands and say positive remarks to one another. ● The Challenge by Choice concept will provide elevated comfort levels within the individual by providing a platform for each student to decide for themselves their level of comfort and involvement during each challenge.

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 - **Speed** is the amount of time it takes the body to perform specific tasks while moving.
- **Wellness: is a positive state of well-being in which a person makes decisions that lead to a healthy and physically active lifestyle. This includes an understanding of the healthy mind, body, and spirit**
- **Additional Vocabulary:**
 1. Challenge By Choice
 2. Full Value Contract

3. Trustworthiness
4. Teamwork
5. Listening vs. Hearing Skills
6. Body and Spatial Awareness
7. Inherent risk and Unwanted risk
8. Critical Thinking
9. Debriefing
10. Aerobic, Anaerobic
11. Dynamic, Static, Isometric (Exercises/Stretches)
12. Empathy
13. Heart Rate / Target Heart Rate
14. Sportsmanship
15. Sprinting vs. Pacing
16. Weight Training, Interval Training, Circuit Training (Sets / Repetitions)

Assessment Ideas/Options/Suggestions

Formative:

- Skill Performance / Rubrics
- Participation in team games, mini games, activity challenges, station work, etc.
- Teacher observations
- Debriefing Periods
- Team Report Cards
- Individual Assessment Cards
- Class discussions
- Check Ins
- [Exit tickets](#)

Summative:

- Students can help encourage their classmates to participate in all of the class activities and challenges. Respecting the challenge by choice concept, each student will choose to what extent they are comfortable participating.
- Students can act as the officials of the games or activities. They must enforce all game rules in a safe and considerate manner.
- Students can lead a group discussion or debriefing periods
- Students can create their own warm up based off of a shared exercise list.
- Students can complete weekly exercise challenges.
- Students can keep a personal exercise journal where they track how much physical activity they are getting each week.
- Students can create their own physical activities or games including the rules, expectations, and safety considerations.
- Students can be tasked with dividing teams up in a fair and equal manner.

- Students can be paired together in order to film one another in an attempt to provide positive feedback and constructive criticism.
- Teacher developed assessments that will demonstrate student understanding of the essential questions related to this unit.

<p>Resources: Comprehensive Health & Physical Education NJSLs (2020) Essential Materials- teacher created google slides, notes and curated resources Internet/Chromebooks Supplemental materials; DVDs/Videoclips Links to best practices Articles (Newsela) G-Suite for Education YouTube Study Guides/Practice Tests OpenPE, SHAPE, NJAPERD, Darebee</p> <p>Other technology tools: Learning Management- Google Classroom Formative assessment/recall practice: Quizlet, Kahoot, Quizizz, Google Forms Engagement sites: Polleverywhere, Socrative, Mentimeter, Padlet Online Practice Assessments</p>	<p>Instructional Adjustments:</p> <ul style="list-style-type: none"> ● Differentiated Instruction ● Modify Curriculum to Suit Individual Needs ● Consult IEPs and 504 Plans for modifications ● Provide Study Guides ● Utilize Peer Tutors ● Assign Roles or Specific Tasks for Group Projects ● Adapt lessons to accommodate learner engagement ● Lesson, Unit, and Quarterly reflections to refine practice ● Modifications, student difficulties, possible misunderstandings ● Adjust rules to fit the needs of the learner. ● Remediation of fundamental skills where needed ● Modify skills per individual's needs ● Adjust size of, or modify, equipment ● Modify movements; break down movement into simpler steps
<p>Comprehensive Health & Physical Education Lifetime Practices:</p> <ul style="list-style-type: none"> ● Acting as responsible and contributing member of society ● Building and maintaining healthy relationships ● Communicating clearly and effectively (verbal and nonverbal) ● Resolving conflict ● Attending to personal health, emotional, social and physical well-being ● Engaging in an active lifestyle ● Making decisions ● Managing-self ● Setting goals ● Using technology tools responsibly 	<p>Social Emotional Learning (SEL) Competencies</p> <ul style="list-style-type: none"> ● Acquire and apply the knowledge, attitudes, and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. ● Case I