

WEYMOUTH TOWNSHIP SCHOOL DISTRICT

PHYSICAL EDUCATION CURRICULUM

Content Area: Comprehensive Health and Physical Education

The mission of the Health and Physical Education Department is to prepare students to lead healthy active lifestyles that promote physical, social, and emotional wellness.

Physical Education classes provide a learning environment where students develop the knowledge, skills, physical fitness, social qualities and attitudes that enhance their quality of life and sense of well-being. Students engage in developmentally appropriate and inclusive games and activities that emphasize cooperation, sportsmanship, skills, and strategies.

Course Title: Physical Education

Grade Level: K-2

I. Disciplinary Concepts and Core Ideas

- Personal Growth and Development
- Pregnancy and Parenting
- Emotional Health
- Social and Sexual Health
- Community Health Services and Support
- Movement Skills and Concepts
- Physical Fitness
- Lifelong Fitness
- Nutrition
- Personal Safety
- Health Conditions, Diseases and Medicines
- Alcohol, Tobacco and other Drugs
- Dependency, Substances Disorder and Treatment

Date Created: August 2020

Revised August 2023

Board Approved on:

August 2023

II. Objectives

Course Outline:

Activities/offerings listed are designed to accomplish New Jersey Student Learning Standards. Activities are based on consideration of class size and facility availability. Unit activities include but are not limited to:

- Aerobics
- Bat and ball games
- Basketball
- Catch and throw
- Climbing activities
- Fencing
- Fitness (Resistance, Weight Training, Circuit)
- Floor Hockey
- Fundamental movements and rhythms / Dance
- Gymnastics
- Obstacle course
- Parachute Play
- Power walking
- Racquet sports
- Rope jumping
- Scooter activities
- Soccer
- Speedball
- Stix ball
- Touch football
- Tumbling
- Ultimate Frisbee
- Volleyball/Newcomb
- Wellness
- Yoga

Student Outcomes:

By the end of Kindergarten, students successfully completing this course student will:

- Demonstrate self-management skills.
- Form positive attitudes toward physical activity.

By the end of grade 1, students successfully completing this course student will:

- Understand the origins, history, and etiquette of the activity.
- Understand the activity in relation to maintaining good health.
- Identify career options associated with the activity.

By the end of grade 2, students successfully completing this course student will:

- Demonstrate and apply knowledge of the rules, regulations, and safety procedures.
- Develop and demonstrate basic skills necessary for active participation.
- Develop and understand strategy for beginner and advanced play.

By the end of grade 3, students successfully completing this course student will:

- Analyze basic biomechanical principles to learn, assess, refine, and combine movement skills used in activities.
- Understand and apply the basic principles of physiology, kinesiology, and psychology to improve personal performance in activities.

New Jersey Student Learning Standards

Student outcomes are based on the National Health Education Standards and the **New Jersey Student Learning Standards** for Comprehensive Health and Physical Education (Adopted 2004, Revised 2009, 2014, and 2020).

2.1 Personal and Mental Health by the End of Grade 2

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.

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.
- 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals

Pregnancy and Parenting

Pregnancy and parenting are stages in life that impact all aspects on one’s wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual’s emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting.

2.1.2.PP.1: Define reproduction.

2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).

Emotional Health

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person’s emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.

2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.

2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

Social and Sexual Health

Social and Sexual Health Social and Sexual Health is a person’s ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual’s race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of

health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.

2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.

2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.

2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.

2.1.2.SSH.5: Identify basic social needs of all people.

2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.

2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.

2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).

2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.

Community Health Services and Support

Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include the provision of Culturally and Linguistically Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care to people in need, or people maintaining regular wellness screenings in the person's home, other residential settings, or a community health care facility.

2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.

2.1.2.CHSS.2: Determine where to access home, school and community health professionals.

2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.

2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.

2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.

2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).

2.2 Physical Wellness by the End of Grade 2

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).

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

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.

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

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.

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.

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.

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 by the End of Grade 2

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.

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.**
- 2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).**
- 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).**

Health Conditions, Diseases and Medicines

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

- 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.**
- 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).**
- 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).**

Alcohol, Tobacco and other Drugs

Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.

- 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.**
- 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.**
- 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.**

Dependency, Substances Disorder and Treatment

Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recover. There are many types of treatment facilities for a person to receive help to recover. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).

2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.

2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

New Jersey Student Learning Standards

Career Readiness Life Literacies, and Key Skills Practices

CRLKSP 1 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.

CRLKSP 2 Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRLKSP 3 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.

CRLKSP 4 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.

CRLLKSP 5 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.

CRLLKSP 6 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' actions, 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.

CRLLKSP 7 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.

CRLLKSP 8 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.

CRLLKSP 9 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.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS

Standard 9.1 Personal Financial Literacy

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.

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Standard 9.2 Career Awareness, Exploration, Preparation, and Training.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.2.5.CAP.2: Identify how you might like to earn an income.

Standard 9.4 Life Literacies and Key Skills

9.4.2.CT.2: Identify possible approaches and resources to execute a plan.

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem).

New Jersey State Learning Standards for English Language Arts.

R.I.K.10: Actively engage in group reading activities with purpose and understanding.

R.I.1.1: Ask and answer questions about key details in a text.

R.I.2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

R.I.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

III. Proficiency Levels

At each grade level (K-3) students will engage in age appropriate s skills and activities that build upon previous knowledge and skills to fulfill requirements for **New Jersey Student Learning Standards**.

IV. Methods of Assessment

Student Assessment

Students will be assessed on their active participation, skills, knowledge, and fitness participation. The teacher will provide a variety of assessments including homework, tests and quizzes, and projects. In addition, the following tools may be used in student assessment:

- Rating scales
- Self-evaluation
- Teacher observation
- Cooperative learning
- Homework assignments
- Journal writing
- Written tests
- Personal logs
- Rubrics
- Research Projects
- Discussion
- Video review/evaluation
- Checklists
- Peer evaluation
- Task cards
- Problem solving
- Group work (large and small)
- Worksheet
- Skills test
- Oral presentation
- Portfolios

V. Grouping

The students are heterogeneously grouped in classes at the kindergarten, first, second, and third grade levels.

VI. Articulation/Scope & Sequence/Time Frame

A full year course is required in the kindergarten, first, second, and third grade elementary health and physical education program. Students shall meet the required 150 minutes per week of health, safety, and Physical Education (**N.J.S.A.18A:35**).

VII. Resources/Material

Resources include but are not limited to:

www.aahperd.org - The Alliance for Health, Physical Education, Recreation and Dance

www.asep.com - The American Sport Education Program

www.americanheart.org - The American Heart Association

www.myplate.gov - The United States Department of Agriculture

www.fitnessgram.net – Fitnessgram

www.thepeshed.com – The PE Shed

www.sparkpe.org – Spark PE

VIII. Suggested Activities

A wide variety of activities address learning styles of all students. These activities include but are not limited to:

- Fitness activities
- Team games and sports
- Movement development and dance
- Cooperative learning
- Individual skill development
- Demonstration
- Individual and group projects

IX. Methodologies

The following methodologies of instruction are suggested:

- Differentiated instruction
- Demonstration
- Discussion
- Individual work
- Lecture
- Group work
- Student pairing
- Individual presentation
- Technology-aided instruction

X. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students with 504 Plans, Students at Risk, English Language Learners, and Gifted & Talented

Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Scaffolding assignments
- Equipment modifications
- Facility accommodations
- Chunking of material
- Allow for errors
- Study Guides
- Pre-teach material
- Rephrase of questions and directions
- Oral and written assignments
- Assessment review
- Focus on essential vocabulary
- Guided questioning and notetaking
- Peer editing and review
- Use of assisted technology
- Visual learning
- Small group jigsaw
- Teacher modeling
- Partner/group work
- Notebook checks
- Current events
- Online videos

Differentiation for Enrichment

- Complex tasks and projects
- Higher level questioning and techniques
- Peer mentoring
- Independent extension of content based on interest
- Supplemental reading
- Independent study
- Equipment modifications

- Facility accommodations
- Real world problems and scenarios
- Student driven projects

Curriculum Map/Pacing Guide K-2

Skills /Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students with 504 Plans, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
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<p>Passing, Shooting, Dribbling Skills - Soccer Skills</p> <p><u>Skill Development</u></p> <p>1) Dribbling – Using the inside, outside, laces and bottom of the foot to move with the ball (King of the Ring, Sharks and Minnows)</p> <p>2) Passing – with the inside and outside of the foot, plant foot next to the ball, point foot at target (Tunnel Soccer, Chicken Run)</p> <p>3) Shooting – Power shot with laces, accuracy shot with the side of the foot, Goalkeeping skills and rules(Power Finesse and Chase!)</p> <p>4) Small Sided game play – 2v2s and 3v3s to goal</p> <p><u>Culminating Activity</u></p> <p>World Cup Tourney – 5v5 game play</p> <p>Equipment: Foam Soccer Balls, Pinnies, Cones, Poly Spots, Pugg Goals</p>	<p>(4 weeks)</p>	<p>For Support:</p> <ul style="list-style-type: none"> -Reteach and review skills daily -Demonstrate skills. -Assign positions on the field that suit students’ needs and ability -Every student has their own ball to work at their own pace -Assign partners with similar abilities <p>For Enhancement:</p> <ul style="list-style-type: none"> -Higher level strategy -Higher level skill performance -Peer tutoring -Touch restrictions 	<p>NJSLS</p> <p>2.2.5.MSC.1 2.2.5.MSC.3 2.2.5.MSC.4 2.2.5.PF.3 2.2.5.LF.4 2.2.5.MSC.5 2.2.5.MSC.7 2.2.5.PF.2 2.2.5.MSC.6</p>	<ul style="list-style-type: none"> -Oral Assessment Student will receive questions verbally and announce answers -Daily Teacher observation -Final Written Assessment
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<p>Throwing, Catching, Running - Football Skills</p> <p><u>Skill Development</u> 1) Throwing – Karate Chop hand motion with appropriate grip to create a spiral. Step with opposite foot and point to target (Carolina Circle, Spot Tossing) 2)Catching – Overhead diamond catch with hands, not the body. Under hand catch with pinkies together and bring the ball into the body (Touchdown, Clean up the Yard) 3)Punting, Kicking and Carrying – Transfer learning from soccer shooting to punting and kicking. Use the laces for maximum distance. Carry the ball by covering the noses with the hand and armpit. (Football Relays) Culminating Activity – Prison Ball</p>	<p>(4 weeks)</p>	<p>For Support: -Reteach and review skills daily -Demonstrate skills. -Assign positions on the field that suit students’ needs and ability -All-inclusive activities -Scale equipment to student’s abilities -Utilize modified (lighter) ball if necessary -Fair and balanced teams so that advanced students can help those who need help</p> <p>For Enhancement: -Higher level strategy -Higher level skill performance -Peer tutoring -Increase throwing and catching distances</p>	<p>NJSLS 2.2.5.MSC.1 2.2.5.MSC.3 2.2.5.MSC.4 2.2.5.PF.3 2.2.5.LF.4 2.2.5.MSC.5 2.2.5.MSC.6 2.2.5.MSC.7 2.2.5.PF.2</p>	<p>Class discussion Teacher observation Questioning and answers Skill Test Assessment of Catching Technique Peer Assessment of Throwing Components Written Assessment</p>
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<p>Equipment: Foam Footballs, poly spots, cones, pinnies, kicking tees, hula hoops</p>				
<p>Cooperative Games Unit Games to promote group discussions and strategy <u>Games</u> A- Battleship B- Ostrich nest C- Cranbury Connection D- Roll and Run E- Scooter Scrabble F- Scooter Booter G – Dynamic Dominoes H- Hoop House / Hoop City Groups I- Group Jump Rope Art</p>	<p>(3 weeks)</p>	<p>Groups of 3 or 4</p> <p>Vary space of game, depending on total number of students.</p> <p>Vary distance of skill level, depending on level of students.</p> <p>Use larger or smaller size of equipment depending on skill level of certain groups.</p> <p>Delegation of jobs to aid group dynamics</p>	<p>NJSLS 2.2.5.MSC.1 2.2.5.MSC.3 2.2.5.MSC.4 2.2.5.PF.3 2.2.5.LF.4 2.2.5.MSC.5 2.2.5.MSC.6 2.2.5.MSC.7 2.2.5.PF.2 R.I.3.1</p>	<p>Teacher observation</p> <p>Student assessment</p> <p>Question and answer section.</p> <p>Written Exit Cards</p>

<p>Fitness Skills</p> <p><u>Components</u></p> <p>Flexibility Heart Rate Pulse rate conversions.</p> <p><u>Activities</u></p> <p>1- Minute to win it. 2- Roll and Run 3- Fitness monopoly 4- Fitness tic tac toe 5-Heart Wars 6-Eye of the Tiger Workout 7-Fortune Cookie Fitness</p> <p>Equipment: Noodles, Tennis balls, dice, exercise balls, tic tac toe cards, cones, pinnies, bean bags, jump ropes</p>	<p>(4 weeks)</p>	<p>Modify Exercises appropriate to different age groups and abilities.</p> <p>Peer workout groups.</p> <p>Increase / decrease rest time for each exercise depending on ability or age</p> <p>No set goal for each exercise.</p>	<p>NJSLS</p> <p>2.2.5.PF.1-5 2.2.5.LF.1-5 2.2.5.N.1-3 2.2.5.MSC.1-7 R.I.3.1</p>	<p>Questioning/ Discussion about 5 principles of fitness</p> <p>Daily recording of exercising heart rate and resting heart rate.</p> <p>Teacher observation.</p> <p>-Student assessment/self-reflection on increase of muscular strength, endurance and flexibility</p>
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<p>Throwing, Catching, Agility skills / Speedball</p> <p><u>Skill Development</u> 1)Review of Soccer and Football skills 2)Teach Conversion through Guided Discovery 3) Game walkthrough to learn rules and procedures 4)Coach Spatial Awareness through drills resembling lay-up lines.</p> <p><u>Culminating Activity</u> Full class speedball game play (the numbers game)</p> <p>Equipment: Soccer balls, Hula Hoops, pinnies, poly spots</p>	<p>(2 weeks)</p>	<p>For Support:</p> <ul style="list-style-type: none"> -Review and reteach skills daily -Demonstrate skills -Help children find a conversion that suits their ability level -Provide a closed environment during gameplay for students to perform a conversion or other skills -Allow additional opportunities to convert as needed <p>For Enhancement:</p> <ul style="list-style-type: none"> -Limit time and space to play -Limit number of conversion retries -Challenge students with conversions that have a higher degree of difficulty 	<p>NJSLS 2.2.5.MSC.1 2.2.5.MSC.3 2.2.5.MSC.4 2.2.5.PF.3 2.2.5.LF.4 2.2.5.MSC.5 2.2.5.MSC.7 2.2.5.PF.2 2.2.5.MSC.6</p>	<p>Peer Checking</p> <p>Peer Teaching</p> <p>Teacher observation</p> <p>Oral Questioning</p> <p>Written Assessment on Game play and rules</p> <p>Skill Test on Conversions</p>
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<p>Stick Handling Skills / Noodle Hockey</p> <p><u>Skill Development</u></p> <p>1) Stick Handling – Familiarization with the stick and ball, coach appropriate grip (Follow the leader, Traffic)</p> <p>2) Shooting and Passing – Teach the wrist shot and slap shot (Nexo Knights)</p> <p>3) Goaltending – Goalie stance and technique (Nexo Knights, Invasion Lines, 2v2 to goal)</p> <p>4) Small sided game play and spatial awareness (2v2 and 3v2 half court games)</p> <p><u>Culminating activity:</u> NHL Stanley Cup Tournament</p> <p>Equipment: Swim Noodles, hockey goals, poly spots, yarn balls, gym mats</p>	<p>(5 weeks)</p>	<p>For Support:</p> <ul style="list-style-type: none"> -Review Skills and Reteach Daily -Demonstrate Skills -Provide safety zone for goalies or other players as needed -Modify stick as needed -Teacher led team meetings to help manage playing time and positions <p>For Enhancement:</p> <ul style="list-style-type: none"> -Challenge students to manage and lead their teams appropriately -Teach advanced tactics and team play -Every player has their own stick and ball so they can work at their own pace 	<p>NJSLS</p> <p>2.2.5.MSC.1</p> <p>2.2.5.MSC.3</p> <p>2.2.5.MSC.4</p> <p>2.2.5.PF.3</p> <p>2.2.5.LF.4</p> <p>2.2.5.MSC.5</p> <p>2.2.5.MSC.7</p> <p>2.2.5.PF.2</p> <p>2.2.5.MSC.6</p>	<p>Peer Checking</p> <p>Peer Managing</p> <p>Daily teacher observation</p> <p>Oral Questioning</p> <p>Written Examination</p> <p>Exit cards related to sportsmanship</p> <p>Exit cards to check on team dynamics</p>
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<p>Dribbling, Passing, Shooting skills – Basketball skill development Skill</p> <p><u>Development</u> 1) Ball handling - Dribbling with either the right or left hand. Head up, use fingers to dribble. (Red Light Green Light, 4 corners 2) Passing - both chest and bounce pass (Passing Relays, Numbers Game) 3) Shooting – Peer teaching (BEEF Cards) 4) Defending – Hands up, step up to close down time and space, be aggressive (Kings and Castles)</p> <p><u>Culminating Activity</u> Sideline Hoops (3v3 game play)</p>	<p>(4 weeks)</p>	<p>Use of mini-basketballs</p> <p>Progress to junior size basketball.</p> <p>Lower height of rims Raise height of rims.</p> <p>Hang hula hoops on rims to add a scoring option</p> <p>Use music to dribble to beat</p> <p>Every player has their own ball during skill development so that they can work at their own pace</p>	<p>NJSLS 2.2.5.MSC.1 2.2.5.MSC.3 2.2.5.MSC.4 2.2.5.PF.3 2.2.5.LF.4 2.2.5.MSC.5 2.2.5.MSC.7 2.2.5.PF.2 2.2.5.MSC.6</p>	<p>Class discussion</p> <p>Teacher observation</p> <p>Questioning and answers</p> <p>Skill assessment of dribbling, and passing.</p>
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Equipment: mini basketballs, jr. balls, hula hoops, pinnies, poly spots				
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<p>Striking, Throwing, Catching skills - Bat and Ball Unit</p> <p><u>Skill Development</u></p> <p>1) Batting Stance – Feet Shoulder Width apart, Hands together, Tee belt high, straight swing, no chop swing, apply the barrel to the ball (Washington BP)</p> <p>2)Fielding – Athletic Stance, hands ready and paying attention. Be ready to apply the force out or tag the runner (Race to the base)</p> <p>3) Base Running – Run bases in number order, touch every base, eyes up so as to not run into anyone</p> <p><u>Culminating activities</u> Wiffle Ball</p>	<p>(4 weeks)</p>	<p>For Support:</p> <ul style="list-style-type: none"> -Larger sized bats and balls -Utilization of batting tees as needed -Review Skills Daily -Demo Skills Daily -Place students in positions that are appropriate for their ability and attention span -Help from peer mentors <p>For Enhancement</p> <ul style="list-style-type: none"> -Smaller Bat / Ball -Overhand pitch if needed -Allow students to mentor others when base running or playing catcher 	<p>NJSLS</p> <p>2.2.5.MSC.1 2.2.5.MSC.3 2.2.5.MSC.4 2.2.5.PF.3 2.2.5.LF.4 2.2.5.MSC.5 2.2.5.MSC.7 2.2.5.PF.2 2.2.5.MSC.6</p>	<p>Oral questioning</p> <p>Peer checking and teaching during BP</p> <p>Teacher Observation</p>
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game play Home Run Derby Lightning Equipment: various sized bats, Wiffleballs, numbered bases, tees, poly spots				
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Mindfulness skill development 1) Deep breathing 2) Seated position 3) Being present 4) Seated poses 5) Standing poses 6) Flow	(4 weeks)	-Students are given visual aids ahead of class -Students are encouraged to only participate in what feels comfortable to them -Progression of poses will be utilized (easy - more difficult)	NJSLS 2.2.5.MSC.1 2.2.5.MSC.2 2.2.5.MSC.3 2.2.5.MSC.4 2.2.5.PF.1 2.2.5.LF.2 2.2.5.LF.4	-Teacher observation -Class discussion based upon yoga pose videos -Student self-assessment/reflection on benefits of yoga & mindfulness
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<p>Cooperative Skills / School-wide</p> <p>Field Day</p> <p>Jump Rope for Heart</p> <p>Walk-a-thon</p> <p>Parent-Child Dance</p>	<p>(3 weeks)</p>	<p>-Students will be placed in groups for some events.</p> <p>-Students will get to choose a group for some activities.</p> <p>-Modifications to equipment, space and activities will be made according to events and time allotted.</p> <p>-3rd grade students given added time, responsibility and activities (line dancing) than the younger grades in the school</p>	<p>NJSLS</p> <p>2.2.5.MSC.1</p> <p>2.2.5.MSC.4</p> <p>2.2.5.PF.3</p> <p>2.2.5.LF.4</p> <p>2.2.5.MSC.5</p> <p>2.2.5.MSC.7</p> <p>2.2.5.PF.2</p> <p>2.2.5.MSC.6</p> <p>CRLKSP4</p> <p>CRLKSP5</p> <p>CRLKSP9</p> <p>9.1.5.CR.1</p> <p>9.2.5.CAP.2</p> <p>9.4.5.CT.2</p>	<p>-Teacher observation</p> <p>-Peer feedback throughout activity</p> <p>-Class discussion on cooperation and conflict resolution techniques</p> <p>-Student self-assessment/ reflection on ability to work well with others</p>
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<p>Throwing, Catching, Running Skills - Frisbee</p> <p><u>Skill Development:</u> Passing – Pizza toss vs the Wheel toss, technique and cues. (Tossing Targets, Catch 5, Divided Attention Circle) Game Rules and Spatial Awareness - Teach the pivot and support without the disc (2v1 and 3v2 to end zone)</p> <p><u>Culminating activity:</u> 3v3 Tournaments</p> <p>Equipment: Foam Frisbees, Bean bag Frisbees, Giant Frisbees, poly spots, pinnies, cones</p>	<p>(3 weeks)</p>	<p>For Support:</p> <ul style="list-style-type: none"> -Review Skills and Reteach Daily -Demonstrate Skills -Provide safety zone for physically disabled students -Utilize Frisbees that are easy to throw -Partner students with peer mentors <p>For Enhancement:</p> <ul style="list-style-type: none"> -Change equipment, modify end zone -Teach advanced tactics and team play -Every pair has a Frisbee so they can progress at a rate that’s appropriate to their ability -Allow Advanced students to work together 	<p>NJSLS</p> <p>2.2.5.MSC.1 2.2.5.MSC.2 2.2.5.MSC.4 2.2.5.MSC.3 2.2.5.MSC.5 2.2.5.MSC.6 2.2.5.LF.1 2.2.5.MSC.5 2.2.5.MSC.7 2.2.5.PF.2</p>	<ul style="list-style-type: none"> - Partner Teaching -Self Check throwing cues -Skill test throwing components -Daily teacher observation -Class discussion related to team tactics
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Curriculum Map/Pacing Guide - Grade K - 2 Physical Education

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students with 504 Plans, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
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<p>Eye-Hand Skill Development / Throwing catching Skills</p> <p>Components of the unit.</p> <ul style="list-style-type: none"> · Toss · Catch · Right hand · Left hand · Movement · Sliding · Clapping · Music · Rolling · Jumping <p>Equipment</p> <p>Bean Bags Nerf Balls Tennis balls Foam Frisbees Jump ropes Yarn Balls Gator balls Noodle chips Hoola Hoops</p>	<p>6 weeks</p>	<p>For Support:</p> <p>Reteach and review skills daily Demonstrate skills. Change equipment weekly. Use different colors. Use different size pieces of equipment</p> <p>For Enhancement:</p> <ul style="list-style-type: none"> · Higher level strategy · Higher level skill performance · Peer tutoring · Change distance and height of events. 	<p>NJSLS 2.2.2.MSC.1 -8 2.2.2.PF.1-4 2.2.2.LF.1-4</p>	<p>Formative Assessments</p> <p>What it is and describe it.</p> <ul style="list-style-type: none"> · Skill practice · Oral assessment · Student will receive questions verbally and announce answers · Target and Peer assessment · Teacher observation
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<p>Next topic</p> <p>Basketball</p> <p>1- Ball handling Dribbling with either the right or left hand. Head up, use fingers to dribble.</p> <p>2-Catching with both hands.</p> <p>3- Passing, both chest and bounce pass</p> <p>4-Shooting at baskets.</p>	4 weeks	<p>Use of mini-basketballs</p> <p>Progress to junior size basketball.</p> <p>Lower height of rims Raise height of rims.</p> <p>Use music to dribble to beat</p>	<p>NJSLS</p> <p>2.2.2.MSC.1 -8 2.2.2.PF.1-4 2.2.2.LF.1-4</p>	<p>Class discussion</p> <p>Teacher observation</p> <p>Questioning and answers</p> <p>Skill assessment of dribbling, and passing.</p>
<p>Small group-oriented games</p> <p>1- Games to promote group discussions and strategy</p> <p>2- Games</p> <p>A- Battleship B- Ostrich nest C- Cranbury Connection</p> <p>D- Roll and Run E- Scooter Scrabble F- Scooter Booter</p>	5 weeks	<p>Groups of 3 or 4</p> <p>Vary space of game, depending on total number of students.</p> <p>Vary distance of skill level, depending on level of students.</p> <p>Use larger or smaller size of equipment, depending on skill level of certain groups.</p>	<p>NJSLS</p> <p>2.2.2.MSC.1 -8 2.2.2.PF.1-4 2.2.2.LF.1-4 R.I.K.10 R.I.1.1 R.I.2.7</p>	<p>Teacher observation</p> <p>Student assessment</p> <p>Question and answer section.</p>

<p>Fitness unit Flexibility Heart Rate Pulse rate conversions. Activities 1- Minute to win it. 2- Roll and Run 3- Fitness monopoly 4- Fitness tic tac toe</p>	<p>5 weeks</p>	<p>Exercises appropriate to different age groups. Peer groups. Different time spans for different age groups. No set goal for each exercise.</p>	<p>NJSLS 2.2.2.MSC.1-8 2.2.2.PF.1-4 2.2.2.LF.1-4</p>	<p>Questioning/ Discussion about 5 principles of fitness Daily recording of exercising heart rate and resting heart rate. Teacher observation.</p>
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<p>Large group problem solving. Conflict resolution skills.</p> <p>Activities to foster group decision making.</p> <p>Activities: Star Wars</p> <p>Hoop house mania.</p> <p>Battleship</p> <p>22 skid-doo</p> <p>Swiss cheese</p> <p>Scooter booter</p>	<p>4 weeks</p> <p>Grades 1-3 (15-20 Min daily)</p> <p>K (20-25 min daily)</p>	<p>Arrange equipment to fit the needs of each student.</p> <p>Use scooters for movement.</p> <p>Vary distance for students with below average or above average skills.</p> <p>Use different color pieces of equipment to meet needs of students that may be challenged.</p> <p>Vary balls and objects used.</p>	<p>NJSLS 2.2.2.MSC.1-8 2.2.2.PF.1-4 2.2.2.LF.1-4 9.1.2.RM.1 9.1.2.CR.1 9.1.2.CAP.1 9.1.2.CAP.2 R.I.K.10 R.I.1.1 R.I.2.7</p>	<p>Teacher observation.</p> <p>Student peer assessment.</p> <p>Student/teacher question and answer segment.</p> <p>Review of skills necessary for improvement. Teacher observation.</p> <p>Peer assessment.</p> <p>Class discussion</p> <p>Written assessment. Teacher observation</p> <p>-Peer feedback throughout activity</p>
<p>Throwing and Catching unit.</p> <p>Catching with both hands.</p> <p>Catching with one hand.</p> <p>Catching with eyes following the ball.</p> <p>Catching with hands below waist.</p> <p>Catching with hands above head.</p> <p>Catching and cradling the ball to the body.</p> <p>Throwing with dominant hand.</p> <p>Throwing overhand.</p> <p>Throwing to target</p>	<p>(4 weeks)</p>	<p>Vary distance, depending on skill level.</p> <p>Vary target that is aimed for.</p> <p>Vary size of object thrown, depending on skill level. Students will be placed in groups for some events.</p> <p>Students will get to choose a group for some activities.</p> <p>Modifications will</p>	<p>NJSLS 2.2.2.MSC.1-8 2.2.2.PF.1-4 2.2.2.LF.1-4 NJSLS 2.3.2.PS.1-8</p>	<p>-Class discussion on cooperation and conflict resolution techniques</p> <p>-Student self-assessment/reflection on ability to work well with others</p> <p>Teacher observation</p> <p>-Class discussion based upon yoga pose videos</p> <p>-Student self-assessment/reflection on benefits of yoga & mindfulness</p>

<p>Throwing with correct pattern. Balance, Step and Throw. Throwing with eyes on target.</p> <p>All-School events.</p> <p>Field Day Walk- a-thon Large and small group instruction</p> <p>Yoga & Mindfulness</p> <ol style="list-style-type: none"> 1. Deep breathing 2. Seated position 3. Being present 4. Seated poses 5. Standing poses 6. Flow <p>Fitness Warm-Ups</p> <ol style="list-style-type: none"> 1. Static Stretching 2. Dynamic Stretching 3. Muscular strength & endurance <p>Locomotor skills.</p> <p>Hopping, Skipping, Jumping Galloping.</p> <p>Supplemental Fitness</p> <ol style="list-style-type: none"> 1. Power Walking 2. Walk/Jog 3. Tag Games 4. Relay Races 	<p>(4 weeks)</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>be made according to events and time allotted. Students are given visual aids ahead of class</p> <p>-Students are encouraged to only participate in what feels comfortable to them</p> <p>-Progression of poses will be utilized (easy - more difficult)</p> <p>-Students can perform activities to the best of their ability</p> <p>-Students can perform skills in different levels (ex: push-ups for knee position)</p> <p>-Students can modify the activity to be easier - more difficult</p> <p>-Students perform activities to their pace and skill.</p> <p>- Pace of activity can be matched to student ability</p>	<p>NJSLS-ELA R.I.K.10 R.I.1.1 R.I.2.7</p> <p>NJSLS 2.2.2.PF.1-3 2.2.2.LF.1-4</p> <p>NJSLS 2.2.2.PF.1-4 2.2.2.LF.1-4</p> <p>NJSLS 2.2.2.PF.1-4 2.2.2.LF.1-4</p>	<p>Teacher observation</p> <p>-Student assessment/self-reflection on increase of muscular strength, endurance & flexibility</p> <p>- Teacher observation</p> <p>- Self- assessment and reflection on fitness level increase.</p>
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