

**Belvidere Cluster Wide  
Physical Education Curriculum  
Grade 1  
Updated Spring 2023\***

**All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.**

**Interdisciplinary Connections**

- English Language Arts
- Science and Scientific Inquiry (Next Generation)
- Social Studies
- Technology
- Visual and Performing Arts

Technology Standards and Integration

iPads

Chromebooks/Laptops

Projector/YouTube/Internet

Interactive SmartBoard activities

NJSLA Technology

8.1.2.A.2

Create a document using a word processing application.

8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

**CAREER EDUCATION  
(NJDOE CTE Clusters)**

- Education & Training
- Finance
- Information Technology
- Science, Technology, Engineering & Mathematics (STEM)

**21st Century Skills/ Themes**

- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### **Integrated Accommodations and Modifications**

#### **Special Education**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

#### **ELL**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

### **At Risk**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

### **Gifted and Talented**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

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### **504**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation

- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

# Unit #1, Physical Education, Movement Education/Motor Skills/Rhythmic Activities and Dance Grade 1

Content Area: **Physical Education**  
Course(s): **Physical Education**  
Time Period: **September-October**  
Status: **Published**

## Core Ideas

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The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.

Feedback impacts and improves the learning of movement skills and concepts.

Resources that support physical activity are all around you.

## Essential Questions

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What are the locomotor skills?  
Why is safety important?  
How can individuals use personal and general space?  
Where could you use these skills in everyday life?  
Why is it important to move in control?  
What is the proper way to hold and implement an object?  
How does music change the way I move?  
What skills do we use to dance?  
How can one illustrate rhythm?  
How do we hear/feel a beat?

## New Jersey Student Learning Standards

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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.LF.4	Identify physical activities available outside of school that are in the community.

## Student Learning Objectives

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Demonstrate appropriate body movements with confidence in an age appropriate performance of gross, fine, locomotor, non-locomotor, and manipulatives skills. These demonstrations will relate to movement, concepts, games, dance, sports, recreational skills etc.

Demonstrate appropriate control while moving in personal and general space (i.e. game, physical activity, dance)

Explain and demonstrate how basic movement and safety play a role in movement activity.

Respond to a change in tempo, beat, rhythm, and musical style while performing in time, and with appropriate force and flow.

Correct movement errors in response to feedback.

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Demonstrate understanding of how fundamental concepts related to the effective execution of actions provide the foundation for participation in games, sport, dance and recreational activities.

Apply and adapt isolated and coordinated body part articulations, body alignment, balance and body patterning at an emerging level.

Utilize various improvisational skills and techniques in a performance.

Explain and apply the relationship between the dynamic alignment of the body while standing and moving and the coordination and isolation of different body parts.

Demonstrate basic dance steps by listening to music and observing various rhythmic movements.

Identify differences between pedestrian movements and formal dance movements.

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### **Instructional Activities\***

- Travel to music using the locomotor movement the teacher calls out. They find self-space when music stops.
- Follow the Leader – Partners take turns being the leader. Walk in different ways and directions
- Animal walks: penguin, crab, gorilla, frog, elephant, and etc.
- Tag Games- Focus on rules and boundaries
- Examination of Simple Line Dance- Macarena, Cotton Eye Joe, and etc.
- "Simon Says"- pantomime, pedestrian movement, abstract gesture, and dance movement.
- Participate in simple dances and add improvisation
- Dance Routine Creation- create a simple sequence using isolated and coordinated body movements (1 of each- body articulations, body alignment, balance, and body patterning)

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### **Interdisciplinary Connections\***

Visual and Performing Arts - Dance construction

English Language Arts - Participates in collaborative conversation with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Speak audibly and express thoughts, feelings and ideas clearly.

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### **Assessment\***

Exit slip

Checklist of elements of dance in simple performance

Peer/Self-assessment of elements of dance

Peer observation of dance performances

Rubric for presentation of simple dance

Teacher observation

### **Formative assessments**

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no (skills-based question cards)

### **Summative assessments**

Post Skills Tests

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

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Skill Labs  
Fitness Logs

**Benchmark assessments**

Teacher created standards-based assessment

**Alternative assessments**

Demonstration  
Presentation  
Project  
Portfolio  
Skills exhibit

**Texts and Resources**

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132910#.V3Ek3PkrLIV>

[http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132762#.V3EII\\_krLIU](http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132762#.V3EII_krLIU)

[http://www.sparkpe.org/wp-content/uploads/2009/11/K2\\_Maniline-Boogie.pdf](http://www.sparkpe.org/wp-content/uploads/2009/11/K2_Maniline-Boogie.pdf)

[http://www.sparkpe.org/wp-content/uploads/2009/11/K2\\_BST\\_Body-Positions.pdf](http://www.sparkpe.org/wp-content/uploads/2009/11/K2_BST_Body-Positions.pdf)

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.V3EmBfkrLIU>

<http://www.sparkpe.org/physical-education/k-2/curriculum/table-of-contents> (create a dance)

# Unit #2, Physical Education, Physical Fitness Grade 1

Content Area: **Physical Education**  
Course(s): **Physical Education**  
Time Period: **November-December**  
Status: **Published**

## Core Idea

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The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health

## Essential Questions

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Why is it important to be active?

How can thinking positively help me reach my fitness goal?

## New Jersey Student Learning Standards

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

## Student Learning Objectives\*

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Develop decision making skills that promote participation in moderate to vigorous age-appropriate physical activities.

Explain what it means to be physically fit and how moderate to vigorous physical activity aids in the achievement of obtaining wellness goals.

Explain how a safe environment encourages continued participation in physical activity.

Participate in moderate to vigorous age-appropriate activities that promote fitness.

Develop a fitness goal and monitor progress toward achievement of that goal.

## Instructional Activities\*

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Fitness stations/challenges

### Clean Your Room

The class is divided into two teams.

The center line of the basketball court is used as the dividing line.

25-30 fleece balls are scattered throughout the center area of the floor.

Students must step and throw balls to the other side of the room.

Students may only throw one ball at a time.

When time runs out, the team with fewer balls on their side gets a point, and the game starts over.

### Midnight

The class is divided into two teams which line up at opposite baselines of the basketball court facing each other.

Teacher stands behind one of the teams; they will be the taggers.

Students at the other end ask the teacher together, "What time is it?"

When the teacher responds with a time, those students take the corresponding number of steps toward the tagger while counting the steps out loud.

This process repeats until the teacher responds "midnight" at which point the taggers chase the other team back to the baseline where they came from

Students who are tagged join the other team.

After each round the teacher switches ends of the gym.



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### Hula Hoop Tag

Players are arranged in random formation on the gym floor.

Five or six hula hoops are scattered throughout the gym floor.

Students kick the hoops along the ground and try to hit other students in the foot.

Students who are hit with a hoop must go to the sidelines.

Players on the sidelines may continue to kick the hoops from the sidelines.

Players in the middle try to eliminate each other by kicking the hoops at other players.

Continue playing until one or two players are left.

### The Blob

Students stand scattered around the gym.

Two students hold hands and are designated “the blob.”

The blob tries to tag other students.

When tagged, students join on the end of the blob by holding hands.

The game continues until the entire class is connected to the blob.

Obstacle course

Challenge course

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### **Interdisciplinary Connections\***

ELA - Research project to design games

Math - Adding laps, calculating progress toward a goal

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### **Assessment**

Exit slip

Checklist of safety rules

Informal Assessment

Peer/Self-Assessment of progress towards fitness goal

Teacher observation

Rubric for fitness goal

### **Formative assessments**

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no (skills-based question cards)

### **Summative assessments**

Post Skills Tests

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Skill Labs

Fitness Logs

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Demonstration

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Presentation  
Project  
Portfolio  
Skills exhibit

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### **Texts and Resources**

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<http://www.pecentral.com/lessonideas/searchresults.asp?category=51>

[Sparkepe.org](http://Sparkepe.org)

[Pe4life.org](http://Pe4life.org)

[Thephysicaleducator.com](http://Thephysicaleducator.com)

[Mrgym.com](http://Mrgym.com)

[Shapeamerica.org](http://Shapeamerica.org)

[Teachpe.com](http://Teachpe.com)

[Peuniverse.com](http://Peuniverse.com)

[Pegames.org](http://Pegames.org)

[www.topendsports.com/testing/tests/pacer-test.htm](http://www.topendsports.com/testing/tests/pacer-test.htm)

# Unit #3, Physical Education, Wellness Grade 1

Content Area: **Physical Education**  
Course(s): **Physical Education**  
Time Period: **January- February**  
Status: **Published**

## Core Ideas

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Exploring wellness components provide a foundational experience of physical movement activities.

Resources that support physical activity are all around you.

The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health

## Essential Questions

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What body parts can be used to manipulate an object?

Why does manipulating objects make me good at sports and games?

How can manipulative skills be improved?

## New Jersey Student Learning Standards

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2.2.2.LF.1	Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.2:	Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
2.2.2.LF.4	Identify physical activities available outside of school that are in the community.
2.2.2.PF.2	Explore how to move different body parts in a controlled manner.

## Student Learning Objectives

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Express how movement and physical activities can increase positive behavior, emotions and feelings

Identify physical activities available outside of school that are in the community.

Explore the body's range of motion through participating in flexibility and breathing exercise.

Engage in the following activities: stretching, mindfulness, and yoga.

## Instructional Activities\*

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Balance Beam - Travel in different directions, step over objects, carry object

Hula hoops - Spin around body parts, Jump in and out of, Jump rope style

Balloons - strike with varying amounts of force using the hand and an implement

Balls - dribble with hand and foot, toss and catch, strike with hand, foot, and implement

Frisbees, horseshoes - throw

Beach balls - explore tossing and catching to self and to partner with and without a net

## Interdisciplinary Connections

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Science - Body parts Identification

ELA- Participates in collaborative conversation with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

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## Assessment

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Checklists

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Rubrics

Teacher observation

Anecdotal notes

**Formative assessments**

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no (skills-based question cards)

**Summative assessments**

Post Skills Tests

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Skill Labs

Fitness Logs

**Benchmark assessments**

Teacher created standards-based assessment

**Alternative assessments**

Demonstration

Presentation

Project

Portfolio

Skills exhibit

**Texts and Resources**

<http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=10385#.V3FoFvkrLIU>

[http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=6108#.V3FqY\\_krLIU](http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=6108#.V3FqY_krLIU)

[http://www.sparkpe.org/wp-content/uploads/2009/11/K2\\_Catch\\_Throw\\_Circuit.pdf](http://www.sparkpe.org/wp-content/uploads/2009/11/K2_Catch_Throw_Circuit.pdf)

<http://www.sparkpe.org/wp-content/uploads/2009/10/K-2-Straddleball.pdf>

# Unit #4, Physical Education, Movement Education - Locomotor/Nonlocomotor Skills Grade 1

Content Area: **Physical Education**  
Course(s): **Physical Education**  
Time Period: **March-April**  
Status: **Published**

## Core Ideas

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Exploring movement skills provide a foundational experience of physical movement activities.

Differentiate locomotor and non-locomotor skills.

## Essential Questions

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Why is it important to follow safety rules?

What are the different locomotor movements?

What are non-locomotor movements?

## New Jersey Student Learning Standards

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2.2.2.LF.1	Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.2:	Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
2.2.2.LF.4	Identify physical activities available outside of school that are in the community.
2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
2.2.2.MSC.3	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
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

## Student Learning Objectives

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Demonstrate changes in time, force and flow while moving in self-space (e.g. stretching, curling) and in general space.

Demonstrate basic activity and safety rules and explain how they contribute to stationary movement (e.g. twisting, curling) in a safe environment.

Explain the role of regular physical activity in relation to personal health.

Apply feedback to practice.

Safely demonstrate basic throwing and catching skills that develop coordination.

Demonstrate various movement and manipulative skills (throw, catch) with developmentally appropriate control during skill games.

Manipulate objects (ball, bean bag, hula hoop) with different parts of the body during skill practice.

Demonstrate changes in movement (time, force, flow) while manipulating objects (bouncing, soccer dribble, catching) in personal and general space.

Explain what it means to demonstrate good sportsmanship.

Apply sportsmanship principals to games and activities.

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## **Instructional Activities**

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Use stacking cups to improve hand-eye coordination.

Strike balloons with your hand and with a paddle.

Strike beach balls with your hand.

Leap for height, for distance

Throw and catch balls of various sizes to self, to partner.

Poly spot pathways for hopping and jumping skills.

Leap the Brook - leap two nonparallel jump ropes on floor which widen slightly after each turn.

Long and individual jump rope skills.

Games which incorporate locomotor skills: i.e. Magician Tag - each magician carries a pool noodle wand while performing a locomotor skill. Anyone tagged by magician (4) performs that magician's skill.

## **Interdisciplinary Connections**

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Theater - Role play safety situations

## **Assessment**

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In-Class Check of long rope jumping

Informal Assessment

Quiz on how regular physical activity enhances personal health.

Peer Observation

Performance Assessment

Teacher Observation

### **Formative assessments**

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no (skills-based question cards)

### **Summative assessments**

Post Skills Tests

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Skill Labs

Fitness Logs

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Demonstration

Presentation

Project

Portfolio

Skills exhibit

## **Texts and Resources**

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[http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=132912#.V3F2M\\_krLIU](http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=132912#.V3F2M_krLIU)

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<http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=9471#.V3F2WvkrLIU>

[http://www.pecentral.com/lessonideas/ViewLesson.asp?](http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=12267#.V3F2ufkrLIU)

[ID=12267#.V3F2ufkrLIUhttp://www.pecentral.com/lessonideas/ViewLesson.asp?ID=132746#.V3F24PkrLIU](http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=132746#.V3F24PkrLIU)

# Unit #5, Physical Education, Cooperative Games Grade 1

Content Area: **Physical Education**  
Course(s): **Physical Education**  
Time Period: **May-June**  
Status: **Published**

## Core Ideas

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Exploring wellness components provide a foundational experience of physical movement activities.

Resources that support physical activity are all around you.

Cooperative games and team games require different strategies, but both require sportsmanship.

## Essential Questions

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What is Sportsmanship and why is it important?

What is a team?

Why is Teamwork important?

How should I adjust my strategies when playing a game as a group versus playing against another team?

What qualities should a play possess in order to play offense or defense positions?

Why is attitude important?

## New Jersey Student Learning Standards

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2.2.2.LF.1	Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.2:	Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
2.2.2.LF.4	Identify physical activities available outside of school that are in the community.
2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
2.2.2.MSC.3	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
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

## Student Learning Objectives

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Explain and demonstrate the roles of offensive and defensive players and the impact they have during game play.

Demonstrate good sportsmanship in games or other activities.

Demonstrate teamwork during a game

Compare and contrast cooperative versus competitive strategies in games, sports, and movement activities.

Perform movement skills in isolation.

Identify strategies that enable team and group members to achieve goals.

## Instructional Activities

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Group Games: Builders and Bulldozers, Cat and Mice, Geese Come Out, Magician Tag, Midnight, Octopus Tag, Fruit and Vegetable Tag, Relay Races

Sports Related Games: Soccer, King of the Hill, Clean Your Room

## Interdisciplinary Connections

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Social Studies - Explore games from various cultures



## **Assessment**

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Checklist

Performance assessment

Test/Quiz

Written homework

Peer and self-assessment for team work

Wall or chalkboard splash

Exit tickets

### **Formative assessments**

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no (skills-based question cards)

### **Summative assessments**

Post Skills Tests

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Skill Labs

Fitness Logs

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Demonstration

Presentation

Project

Portfolio

Skills exhibit

## **Texts and Resources**

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Pecentral.org

Sparkepe.org

Pe4life.org

Education.com

Aapherd.org

Cdc.gov

Pelinks4u.org

Pesoftware.com

Thephysicaleducator.com

Mrgym.com

Shapeamerica.org

Teachpe.com

Peuniverse.com

Pegames.org