Board Approval Date:
Course Title: Physical Education – Grade K-2
Course Description: Students make decisions about a lifetime of physical activity by exploring a variety of recreational games that promote positive emotions, activity outside of physical education and opportunities for social interaction.

Course Sequence & Pacing	
Unit 1: Movement Skills and Concepts	**Unit 2: Physical Fitness**
Locomotor Movements	Cardiovascular Endurance
Manipulative Skills	Flexibility/Mindfulness
Gross Motor Skills	Muscular Strength
Striking Activities	Muscular Endurance
Rhythmic Movements	Agility
Unit 3 Lifelong Fitness	
Cooperative Games	
Recreational Activities	
Dance	

Stage 1 Desired Results

Unit One: Movement Skills and Concepts

Unit Summary: Movement skills and concepts include learning and investigating the fundamentals of movement. Movement skills fall into three categories: locomotor, non-locomotor and manipulative skills.

Unit Learning Targets

NJSLS Standards:

- 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping,
- running).
- 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well as 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 Education Practices:

- Acting as a responsible and contributing member of society
  - A physically active lifestyle leads to a life of physical, emotional and social health that leads to better decision-making, clear thinking and less illness.
- Attending to personal health, emotional, social and physical well-being
  - A focus on one's health allows for higher levels of confidence and self-esteem.
- Engaging in an active lifestyle
  - Regular activity lowers levels of stress, depression, anxiety and lowers the risk for several preventable diseases.
- Making decisions
- Managing-self

- Setting goals
- Using technology tools responsibly

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills:

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.

Computer Science & Design Thinking:

- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections ELA, Math, VPA, etc.:
VPA Dance

● 1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.

● 1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem.

● 1.1.2.Cr2a: Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.

● 1.1.2.Cr3a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.

● 1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.

● 1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.

● 1.1.2.Pr4c: Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).

● 1.1.2.Pr5d: Explore a variety of body positions requiring a range of strength, flexibility and core support.

● 1.1.2.Pr5e: Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).

● 1.1.2.Pr6a: Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.

● 1.1.2.Pr6b: Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.

● 1.1.2.Re7a: Demonstrate movements in a dance that develop patterns.

Climate Change:

Holocaust & Amistad:

Unit Essential Questions:	**Unit Enduring Understandings:**
● How does effective and appropriate movement affect wellness? ● How can we move effectively and efficiently? ● How do we interact with others during physical activity?	● Learning to move effectively and safely will lead to a higher physical activity participation throughout life. ● Moving carefully and correctly is the core foundation for participation in games, dance, sports and recreational activities.
Students will know:	**Students will be able to:**
● The essential elements of movement skills in both isolated and applied settings. ● The fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. ● That applying rules and procedures to an activity will help provide for everyone's safety. ● Proper throwing and catching technique. ● How to catch and throw, at the developmentally appropriate level, during a game or activity. ● How to manipulate objects with different parts of the body during skill practice.	● Demonstrate appropriate control while moving in personal and general space (i.e., games, physical activity, and dance). ● Respond to a change in tempo, beat, rhythm, and musical style while performing in time, and with appropriate force and flow. ● Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. ● Safely demonstrate basic throwing and catching skills that develop coordination. ● Demonstrate various movement and manipulative skills (throw and catch) with developmentally appropriate control during games, dance, and physical activity.

• How to dribble with hands and feet while moving in personal and general space. • The difference between offensive and defensive players and their roles in the game. • The definition and concept of good sportsmanship as it applies to games and activities. • When they should work together or individually to accomplish the desired outcome.	• Manipulate objects (balls, beanbags, hula-hoops) with different parts of the body during skill practice. • Demonstrate changes in movement (time, force flow) while manipulating objects (bouncing, dribbling, catching) in personal and general space. • Explain and demonstrate the roles of offensive and defensive players and the impact they have during game play. • Demonstrate good sportsmanship in games and other activities. • Compare and contrast cooperative versus competitive strategies in games, sports, and movement activities.

Stage 2 Assessment Evidence

Summative Assessments:

- Project based assessment activities
- Participation and teacher observation

Formative Assessments:

- Teacher observation
- Student participation
- Verbal question and answer
- Self evaluation of performance and progress
- Classroom discussion
- Anecdotal Notes

Alternative Assessments:

- Bench Marks

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders,*	***Periods***

		LGBTQ and Diversity, Equity & Inclusion [DEI]	
• 2.2.2.MSC.1 • 2.2.2.MSC.2 • 2.2.2.MSC.3 • 2.2.2.MSC.4 • 2.2.2.MSC.5 • 2.2.2.MSC.6 • 2.2.2.MSC.7 • 2.2.2.MSC.8	• Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., games,sports, dance, and recreational activities). • Correct movement in response to feedback. • Effectively communicate and respect classmates by working as a team.	• Introducing personal and general space. • Introduce Spatial Awareness and Body Positioning (Location, Directions, and Pathways). • Throwing, Catching, Bouncing, Rolling, and Kicking Objects. • Moving and Traveling (Walking, Jogging, Running, Chasing and Fleeing). • Locomotor Movements (Hopping, Skipping, Galloping, Jumping, Leaping, Marching, Sliding). • The teacher will provide clear, concise, and specific audio, visual and verbal cues. • Teachers will address rules, expectations, and appropriate conduct in the physical education setting.	*40 Minutes*

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials and Texts	*Notes*
• Various resources aligned to movement skills including locomotor, non-locomotor and manipulative skills.	Necessary resources to support understanding of games and concepts.
• Various fitness equipment • Various sports equipment • Safety materials • Music	Necessary equipment for each lead up activity and game play.

• Sound System and Microphone	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

- Modify games and activities by switching out different objects and equipment.
- Use of visual and multisensory formats when explaining activities.
- Use of assistive technology
  - *Microphone*
  - *Google Slides*
  - *Videos*
- Testing accommodations

Specific Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension

- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Two: Physical Fitness

Unit Summary: 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.

Unit Learning Targets

NJSLS Standards:

- 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.

Physical Education Practices:

- <u>Acting as a responsible and contributing member of society</u>
  - A physically active lifestyle leads to a life of physical, emotional and social health that leads to better decision-making, clear thinking and less illness.

- Attending to personal health, emotional, social and physical well-being
    - A focus on one's health allows for higher levels of confidence and self-esteem
- Engaging in an active lifestyle
    - Regular activity lowers levels of stress, depression, anxiety and lowers the risk for several preventable diseases.
- Making decisions
- Managing-self
- Setting goals
- Using technology tools responsibly

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills:

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.

Computer Science & Design Thinking:

- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections ELA, Math, VPA, etc.:

Climate Change:

Holocaust & Amistad:

Unit Essential Questions:	**Unit Enduring Understandings:**
● What is the minimum amount of exercise I can do to stay physically fit? ● What can we do to be physically active and why is this important?	● Regular physical activity will help improve and develop motor skills. ● Proper technique and repetition performing a specific skill will lead to growth and progress in that general area. ● Participation in physical activity develops and maintains a healthy, active lifestyle.
Students will know:	**Students will be able to:**
● Vocabulary related to activity. ● Each component of fitness, how it contributes to	● Utilize refined gross motor skills in an applied setting. ● Understanding basic gross motor skills lead to the foundation for regular

personal health, as well as motor skill performance. ● The physical, social, emotional, and intellectual benefits of regular physical activity. ● How to develop and monitor their own personal fitness goal. ● That safe behavior is important for participation in games and activities. ● That healthy food choices will influence long term wellness goals. ● That participation in regular exercise can help prevent common health conditions. ● That non locomotor skills play an important role in physical activity and health.	physical activity. ● Explain the role that non locomotor skills (e.g. twisting, bending, stretching, curling) play in regular physical activity in relation to personal health. ● Describe how outside factors influence decision making in regards to setting a fitness goal. ● Develop a fitness goal and monitor how it might affect one's overall wellness. ● Demonstrate basic activity and safety rules while engaging in moderate to vigorous age appropriate physical activity. ● Determine why making healthier food choices influences long term wellness goals. ● Determine how participation in regular physical activity may help to prevent common health conditions (diabetes, high blood pressure, depression, etc.).

Stage 2 Assessment Evidence

Summative Assessments:

- Project based assessment activities
- Participation and teacher observation

Formative Assessments:

- Teacher observation
- Student participation
- Verbal question and answer
- Self evaluation of performance and progress
- Classroom discussion
- Anecdotal Notes

Alternative Assessments:

- Bench Marks

Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and Diversity, Equity & Inclusion [DEI]*	***Periods***
• 2.2.2.PF.1 • 2.2.2.PF.2 • 2.2.2.PF.3 • 2.2.2.PF.4	• Develop and refine motor skills • Develop and refine gross motor skills (hopping, galloping, jumping, running and marching) • Explain the role of regular physical activity in relation to personal health • Explain what is means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness	• Discuss the importance and impact of regular physical activity and exercise • Have students view the video "Exercise" on BrainPop JR, which analyzes why exercise is important to our health • Seek feedback and suggestions from students on how they can be moderate to vigorously physically active outside of school • Fitness centered games and activities (blob tag, freeze tag, 10 second tag, fitness stations, relay races, etc.) • Fitness exercises (Mile Run, Half Mile Run, Sit-ups. Push-ups, Pull-ups, Sit & Reach, and Shuttle Run)	40 Minutes

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials and Texts	*Notes*

• Various resources aligned to fitness activities that can be performed at many levels (low, moderate, and high).	
• Various fitness equipment • Various sports equipment • Safety materials • Music	Necessary equipment for each lead up activity and game play.
• Sound System and Microphone	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

- Modify games and activities by switching out different objects and equipment.
- Use of visual and multisensory formats when explaining activities.
- Use of assistive technology
  - *Microphone*
  - *Google Slides*
  - *Videos*
- Testing accommodations

Specific Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content

- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Three: Lifelong Fitness

Unit Summary: 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.

Unit Learning Targets

NJSLS Standards:

- 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.

Physical Education Practices:

- Acting as a responsible and contributing member of society
  - A physically active lifestyle leads to a life of physical, emotional and social health that leads to better decision-making, clear thinking and less illness.
- Attending to personal health, emotional, social and physical well-being
  - A focus on one's health allows for higher levels of confidence and self-esteem.
- Engaging in an active lifestyle
  - Regular activity lowers levels of stress, depression, anxiety and lowers the risk for several preventable diseases.
- Making decisions
- Managing-self
- Setting goals
- Using technology tools responsibly

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills:

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.

Computer Science & Design Thinking:

- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections ELA, Math, VPA, etc.:
VPA Dance

- 1.1.2.Pr5d: Explore a variety of body positions requiring a range of strength, flexibility and core support.

- 1.1.2.Pr5e: Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).

Climate Change:	
Holocaust & Amistad:	
Unit Essential Questions: ● Why is physical fitness important to lead a healthy lifestyle? ● What different ways can the body move given a specific purpose? ● How will physical activity help us now and in the future?	**Unit Enduring Understandings:** ● A combination of flexibility and proper physical activity are needed for optimal health. ● Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity
Students will know: ● Vocabulary related to activity. ● To respond to music in terms of movement when there is a change in tempo, beat, rhythm, or musical style ● Basic rules of each cooperative game ● Basic formation and strategies employed in each cooperative game. ● That participation in cooperative and recreational games will improve the basic components of physical fitness. ● What barriers exist to a life of physical activity and how to overcome them.	**Students will be able to:** ● Demonstrate and show leadership, cooperation, respect, and responsibility skills with peers during field activities while contributing within a team environment. ● Apply offensive and defensive strategies with their team. ● Demonstrate personal/social responsibly as well as safety throughout gameplay. ● Explore activities they most enjoy and motivate them to internalize the joy of physical activity. ● Demonstrate change in movement when there is a change in either tempo, beat, rhythm, or musical style.

Stage 2 Assessment Evidence

Summative Assessments:

- Project based assessment activities
- Participation and teacher observation

Formative Assessments:

- Teacher observation
- Student participation
- Verbal question and answer
- Self evaluation of performance and progress
- Classroom discussion
- Anecdotal Notes

Alternative Assessments:.

- Bench Marks

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and Diversity, Equity & Inclusion [DEI]*	***Periods***
● 2.2.2.LF.1 ● 2.2.2.LF.2 ● 2.2.2.LF.3 ● 2.2.2.LF.4	● Perform movement skills in a correct manner ● Demonstrate and understand basic movements relating to balance, agility and control ● Identify physical activities that are available outside of school and in the community	● Discuss the importance of feelings and emotions involved in movement and physical activities ● How to appropriately express feeling and emotions during physical activity and movement ● Complete activities on different surfaces such as gym floor, turf, exercise mats, grass fields ● Introduce balance, skills on each leg, crab walk, bear crawl, hopping on one foot ● Introduce stretching, breathing, mindfulness and basic yoga movements ● Determine a health/ fitness goal and complete steps to achieve it ● Give examples of activities outside of the school community (YMCA, recreational programs, etc.) ● Allow students time at the end of class to have a choice equipment to figure out likes and dislikes ● Backyard Games	40 minutes

Core Instructional & Supplemental Materials (including various levels of texts)	
Materials and Texts	*Notes*
• Various resources related to lifelong fitness including self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.	
• Various fitness equipment • Various sports equipment • Safety materials • Music	Necessary equipment for each lead up activity and game play.
• Sound System and Microphone	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: • Modify games and activities by switching out different objects and equipment. • Use of visual and multisensory formats when explaining activities. • Use of assistive technology - *Microphone* - *Google Slides* - *Videos*

- Testing accommodations

Specific Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups