

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

Physical Education

Grade: K - 2

ABSTRACT

All students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness by developing the habits necessary to live healthy, productive lives that positively impact their families, schools and communities. The curriculum capitalizes on integration, collaboration and interdisciplinary instruction. The elementary school curriculum has the ability to make connections with other disciplines educating the “whole” child through movement experiences. The curriculum reflects standards directly correlating to the New Jersey Core Curriculum Content Standards as well as authentic assessment techniques, which address what students know and should be able to perform. This curriculum balances health-related fitness, motor skills, content knowledge, and personal and social development activities. As students participate in a quality Physical Education curriculum, they develop the knowledge, skills and attitudes necessary to incorporate physical activity into regular routines and leisure pursuits to live active, healthy lifestyles.

ESSEX FELLS PUBLIC SCHOOL

Grade K - 2 Physical Education

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Building Movement Foundations Sep/Oct <i>(6 Weeks)</i>	Manipulative Skills & Fitness Nov/Dec <i>(6 Weeks)</i>	Balance, Rhythm & Body Control Jan/Feb <i>(6 Weeks)</i>
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLs: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	Comprehensive Health and Physical Education 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	Comprehensive Health and Physical Education 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	Comprehensive Health and Physical Education 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

	events to contribute to a safe environment. 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.LF.1: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.	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 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. 2.2.2.LF.1: Express one's feeling 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.	environment. 2.2.2.MSC.8: Explain the difference between offense and defense 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. 2.2.2.LF.1: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
Interdisciplinary Connections: Write out complete NJSLs: <i>(Must have at</i>	ELA Companion W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey	ELA Companion SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and	ELA Companion SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and

<i>least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical; Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	ideas SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups. SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	adults in small and large groups. SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Mathematics K.CC.A.1. Count to 100 by ones and by tens. 1.NBT.A.1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. 2.OA.C.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	adults in small and large groups. SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Mathematics 1.M.A.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
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Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • 9.1 Personal Financial Literacy; or • 9.2 Career Awareness, Exploration, Preparation & Training; or • 9.4 Life Literacies & Key Skills)	Career Readiness, Life Literacies & Key Skills 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	Career Readiness, Life Literacies & Key Skills 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	Career Readiness, Life Literacies & Key Skills 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • 8.1 Computer Science; or • 8.2 Design Thinking)	Computer Science 8.1.2.AP.4: Break down a task into a sequence of steps. Design Thinking 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.	Computer Science 8.1.2.AP.4: Break down a task into a sequence of steps. Design Thinking 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.	Computer Science 8.1.2.AP.4: Break down a task into a sequence of steps. Design Thinking 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
21st Century Life and Careers: Career	N/A	N/A	N/A

Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> ● 9.3 Career and Technical Education)			
Enduring Understanding s: <i>(Follow UbD: What big ideas will students know?)</i>	● 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. ● Effective communication and other interactions between team members ● Practicing appropriate and safe behaviors ● Personal space ● Locomotor skills (walk, run, hop, skip, gallop, slide, leap) ● Movement concepts (levels, pathways, directions, speed) ● Cooperation and teamwork	● Demonstrate changes in time, force, and flow while moving at different levels, directions, ranges, pathways ● Explain the difference between offense and defense ● Throwing ● Catching ● Rolling ● Underhand toss ● Beginning kicking ● Fitness concepts (warm-up, heart rate, muscular strength, endurance, flexibility)	● Respond in movement to changes in tempo, beat, rhythm, or music style ● Correct movement errors ● Differentiate when to use competitive and cooperative strategies ● Static and dynamic balance ● Body shapes ● Gymnastics basics ● Rhythm ● Dance ● Creative movement
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. Why is it important to move safely? 2. How can I move my body in different ways? 3. How do my choices help keep myself and others safe during PE?	1. How can I improve my throwing, catching, kicking, and rolling skills? 2. Why is it important to practice new skills? 3. How does being active help my body stay healthy?	1. How can I control and express my body through movement? 2. How does balance help me in everyday life? 3. How can movement be creative and expressive?
STAGE 2: Evidence			

Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. <i>Formative,</i> 2. <i>Summative,</i> 3. <i>Alternative - Performance/Project)</i> 4. <i>Benchmark)</i>	Formative Assessments • Teacher observation during activities • Skills checklists/rubrics • Peer and self-assessments (thumbs up/down, smiley faces, reflection cards) • Peer feedback during partner activities • Questioning and discussion during lessons • Exit tickets (verbal or picture-based for K–1) • Anecdotal notes on skill progress and participation Summative Assessments • Skills/Movement test • Tests on Rules of Play • Teacher performance rubric during a culminating activity or skill challenge • Reflection/Achievement of students selected personal health goal • Demonstration of unit-specific motor skills • Participation in modified games or movement routines Alternative Assessments • Student portfolios (photos, teacher notes, certificates, goal sheets) • Student conferences • Performance tasks • Visual demonstrations instead of	Formative Assessments • Teacher observation during activities • Skills checklists/rubrics • Peer and self-assessments (thumbs up/down, smiley faces, reflection cards) • Peer feedback during partner activities • Questioning and discussion during lessons • Exit tickets (verbal or picture-based for K–1) • Anecdotal notes on skill progress and participation Summative Assessments • Skills/Movement test • Tests on Rules of Play • Teacher performance rubric during a culminating activity or skill challenge • Reflection/Achievement of students selected personal health goal • Demonstration of unit-specific motor skills • Participation in modified games or movement routines Alternative Assessments • Student portfolios (photos, teacher notes, certificates, goal sheets) • Student conferences • Performance tasks • Visual demonstrations instead of	Formative Assessments • Teacher observation during activities • Skills checklists/rubrics • Peer and self-assessments (thumbs up/down, smiley faces, reflection cards) • Peer feedback during partner activities • Questioning and discussion during lessons • Exit tickets (verbal or picture-based for K–1) • Anecdotal notes on skill progress and participation Summative Assessments • Skills/Movement test • Tests on Rules of Play • Teacher performance rubric during a culminating activity or skill challenge • Reflection/Achievement of students selected personal health goal • Demonstration of unit-specific motor skills • Participation in modified games or movement routines Alternative Assessments • Student portfolios (photos, teacher notes, certificates, goal sheets) • Student conferences • Performance tasks • Visual demonstrations instead of
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	written responses ● Choice boards or activity stations ● Peer demonstrations and partner assessments ● Skills challenges Benchmark Assessments ● Performance-based physical fitness (locomotor, balance, manipulative skills) assessment ● Health-related fitness assessments (age-appropriate endurance, strength, flexibility, and balance activities) ● Teacher progress monitoring using district or school skill benchmarks	written responses ● Choice boards or activity stations ● Peer demonstrations and partner assessments ● Skills challenges Benchmark Assessments ● Performance-based physical fitness (locomotor, balance, manipulative skills) assessment ● Health-related fitness assessments (age-appropriate endurance, strength, flexibility, and balance activities) ● Teacher progress monitoring using district or school skill benchmarks	written responses ● Choice boards or activity stations ● Peer demonstrations and partner assessments ● Skills challenges Benchmark Assessments ● Performance-based physical fitness (locomotor, balance, manipulative skills) assessment ● Health-related fitness assessments (age-appropriate endurance, strength, flexibility, and balance activities) ● Teacher progress monitoring using district or school skill benchmarks
STAGE 3: Learning Plan			
Learning Activities/Content <i>: (What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> ● <i>Amistad Law</i> ● <i>Holocaust Law</i> ● <i>LGBTQ/Disabilities Law</i>	● Chasing, fleeing, dodging, tagging ● Jumping and landing ● Bounce and catch balls ● Strike a ball of selected sizes off a tee or cone ● Strike objects of varying sizes and weights on the ground with a long handled instrument ● Working in a team to achieve goals ● Cheering on teammates ● Follow safety rules ● PE expectations & safety scavenger hunt ● Personal space ("Bubble" game) ● Red Light, Green Light ● Follow the Leader	● Activities that promote fitness ● Identify sweating, increased heart rate, and heavy breathing as a sign of physical activity ● Perform a volley ● Strike a ball of select sizes off a tee or cone ● Strike objects of varying sizes with a long-handled instrument ● Working in a team to achieve goals ● Bean bag toss challenges ● Partner toss & catch ● Bucket toss ● Bowling with pins ● Basketball ● Rolling accuracy games	● Balance beam challenges (floor lines for K) ● Yoga poses ● Hockey ● Velcro ball ● Soccer passing & dribbling ● Soccer tag ● Soccer: Clean out your backyard ● Animal balance cards ● Statues & Freeze Dance ● Creative movement with scarves ● Ribbon dancing ● Snowball Toss (using soft balls) ● Follow-the-beat movement ● Introductory gymnastics (forward rolls, log rolls, pencil rolls where

	• Animal Walks • Pathway obstacle course • Freeze Dance with locomotor cues • Clean Your Backyard (bean bag game) • Kicking and trapping • Nuke ‘em • Widdle • Ultimate ball/Frisbee • Fitness warm-up routines • Apple Relay • Pumpkin Roll Amistad Law (N.J.S.A. 18A:52-16A-88) • Encourage appreciation for the diverse contributions, cultures, and experiences of individuals while promoting equity, inclusion, teamwork, and mutual respect during physical activities. Holocaust Law (N.J.S.A. 18A:35-28) • Promote respect, empathy, and responsible decision-making by fostering a safe, inclusive environment where students demonstrate kindness, fairness, and respect for the rights and dignity of others. Diversity, Equity, and Inclusion (DEI) (N.J.S.A. 18A:35-4.36a) • Provide equitable opportunities for all students to participate, collaborate, and succeed while	• Soccer dribbling through cones • Kick to targets • Hockey: Clean out your backyard • Strike a ball with a hockey stick to a partner • Paddle balloon volley • Fitness circuit (jump rope, curl-ups, balance, jumping jacks, bear crawl) • Heart rate before and after activity • Leaf Locomotor Hunt • Turkey Tag Amistad Law (N.J.S.A. 18A:52-16A-88) • Encourage appreciation for the diverse contributions, cultures, and experiences of individuals while promoting equity, inclusion, teamwork, and mutual respect during physical activities. Holocaust Law (N.J.S.A. 18A:35-28) • Promote respect, empathy, and responsible decision-making by fostering a safe, inclusive environment where students demonstrate kindness, fairness, and respect for the rights and dignity of others. Diversity, Equity, and Inclusion (DEI) (N.J.S.A. 18A:35-4.36a) • Provide equitable opportunities for all students to participate, collaborate, and succeed while valuing individual strengths,	appropriate) • Balance obstacle course • Snowflake Dance • Penguin Balance Amistad Law (N.J.S.A. 18A:52-16A-88) • Encourage appreciation for the diverse contributions, cultures, and experiences of individuals while promoting equity, inclusion, teamwork, and mutual respect during physical activities. Holocaust Law (N.J.S.A. 18A:35-28) • Promote respect, empathy, and responsible decision-making by fostering a safe, inclusive environment where students demonstrate kindness, fairness, and respect for the rights and dignity of others. Diversity, Equity, and Inclusion (DEI) (N.J.S.A. 18A:35-4.36a) • Provide equitable opportunities for all students to participate, collaborate, and succeed while valuing individual strengths, abilities, backgrounds, and perspectives.
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	valuing individual strengths, abilities, backgrounds, and perspectives.	abilities, backgrounds, and perspectives.	
Resources: <i>(Include names of texts and all online resources)</i>	• CDC Physical Activity Guidelines For Youth • Kids Health https://kidshealth.org/classroom/?WT.ac=ms_tab • EVERFI Health and Wellness Courses https://everfi.com/k-12/health-wellness/ • Open Physical Education modules (K-2) https://open.varsityuniversity.org/k-2-primary-modules/ • Learn. Practice. Play. UNIFIED Guide to Inclusive Physical Education https://www.sonj.org/wp-content/uploads/2017/10/guide-to-inclusive-physical-education-and-sports-activities.pdf • American Heart Association • Phys. Ed. Games http://physedgames.com/ • SPARK PE https://sparkpe.org/physical-education/lesson-plans/elementary/	• CDC Physical Activity Guidelines For Youth • Kids Health https://kidshealth.org/classroom/?WT.ac=ms_tab • EVERFI Health and Wellness Courses https://everfi.com/k-12/health-wellness/ • Open Physical Education modules (K-2) https://open.varsityuniversity.org/k-2-primary-modules/ • Learn. Practice. Play. UNIFIED Guide to Inclusive Physical Education https://www.sonj.org/wp-content/uploads/2017/10/guide-to-inclusive-physical-education-and-sports-activities.pdf • American Heart Association • Phys. Ed. Games http://physedgames.com/ • SPARK PE https://sparkpe.org/physical-education/lesson-plans/elementary/	• CDC Physical Activity Guidelines For Youth • Kids Health https://kidshealth.org/classroom/?WT.ac=ms_tab • EVERFI Health and Wellness Courses https://everfi.com/k-12/health-wellness/ • Open Physical Education modules (K-2) https://open.varsityuniversity.org/k-2-primary-modules/ • Learn. Practice. Play. UNIFIED Guide to Inclusive Physical Education https://www.sonj.org/wp-content/uploads/2017/10/guide-to-inclusive-physical-education-and-sports-activities.pdf • American Heart Association • Phys. Ed. Games http://physedgames.com/ • SPARK PE https://sparkpe.org/physical-education/lesson-plans/elementary/
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i>	Special Education • Individualized Education Plans (IEPs) modifications • Provide visual demonstrations, modeling, and step-by-step	Special Education • Individualized Education Plans (IEPs) modifications • Provide visual demonstrations, modeling, and step-by-step	Special Education • Individualized Education Plans (IEPs) modifications • Provide visual demonstrations, modeling, and step-by-step

1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced</i> 5. 504)	directions before activities • Modify equipment, rules, space, and expectations to meet individual needs • Multi-media presentations • Provide additional practice time and repetition of skills • Break complex skills into smaller, manageable steps • Study guides • Use peer partners/buddies to encourage participation and support success • Provide alternate ways for students to demonstrate skill mastery • Focus assessment on individual growth and progress • Use of alternate assessments English Language Learners (ELLs) • Visuals, gestures, demonstrations, and physical modeling • Pre-teach and reinforce physical education vocabulary (movement words, equipment, rules) • Provide clear, concise directions using simple language • Provide notes to students as needed in native language • Pair students with supportive peers for cooperative activities • Use repetition and consistent routines throughout lessons • Allow students to demonstrate understanding through movement	directions before activities • Modify equipment, rules, space, and expectations to meet individual needs • Multi-media presentations • Provide additional practice time and repetition of skills • Break complex skills into smaller, manageable steps • Study guides • Use peer partners/buddies to encourage participation and support success • Provide alternate ways for students to demonstrate skill mastery • Focus assessment on individual growth and progress • Use of alternate assessments English Language Learners (ELLs) • Visuals, gestures, demonstrations, and physical modeling • Pre-teach and reinforce physical education vocabulary (movement words, equipment, rules) • Provide clear, concise directions using simple language • Provide notes to students as needed in native language • Pair students with supportive peers for cooperative activities • Use repetition and consistent routines throughout lessons • Allow students to demonstrate understanding through movement	directions before activities • Modify equipment, rules, space, and expectations to meet individual needs • Multi-media presentations • Provide additional practice time and repetition of skills • Break complex skills into smaller, manageable steps • Study guides • Use peer partners/buddies to encourage participation and support success • Provide alternate ways for students to demonstrate skill mastery • Focus assessment on individual growth and progress • Use of alternate assessments English Language Learners (ELLs) • Visuals, gestures, demonstrations, and physical modeling • Pre-teach and reinforce physical education vocabulary (movement words, equipment, rules) • Provide clear, concise directions using simple language • Provide notes to students as needed in native language • Pair students with supportive peers for cooperative activities • Use repetition and consistent routines throughout lessons • Allow students to demonstrate understanding through movement
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	rather than verbal explanations ● Incorporate multilingual resources ● Non-verbal assessments Students At-Risk (BSI) ● Provide additional guided practice and opportunities for repetition ● Use small-group instruction and targeted skill practice ● Provide frequent positive feedback and encouragement ● Establish consistent routines and clear expectations ● Break skills and activities into achievable steps ● Graphic organizers ● Provide structured activities with teacher support before independent practice ● Offer opportunities for success to build confidence and motivation Gifted and Talented (Advanced) Students ● Flexible grouping opportunities for leadership roles (demonstrations, peer coaching, team leadership) ● Increase complexity, speed, distance, or strategy within activities ● Encourage students to create games, challenges, or movement sequences ● Open-ended responses ● Provide opportunities for problem-solving and decision-making ● Allow students to set personal	rather than verbal explanations ● Incorporate multilingual resources ● Non-verbal assessments Students At-Risk (BSI) ● Provide additional guided practice and opportunities for repetition ● Use small-group instruction and targeted skill practice ● Provide frequent positive feedback and encouragement ● Establish consistent routines and clear expectations ● Break skills and activities into achievable steps ● Graphic organizers ● Provide structured activities with teacher support before independent practice ● Offer opportunities for success to build confidence and motivation Gifted and Talented (Advanced) Students ● Flexible grouping opportunities for leadership roles (demonstrations, peer coaching, team leadership) ● Increase complexity, speed, distance, or strategy within activities ● Encourage students to create games, challenges, or movement sequences ● Open-ended responses ● Provide opportunities for problem-solving and decision-making ● Allow students to set personal	rather than verbal explanations ● Incorporate multilingual resources ● Non-verbal assessments Students At-Risk (BSI) ● Provide additional guided practice and opportunities for repetition ● Use small-group instruction and targeted skill practice ● Provide frequent positive feedback and encouragement ● Establish consistent routines and clear expectations ● Break skills and activities into achievable steps ● Graphic organizers ● Provide structured activities with teacher support before independent practice ● Offer opportunities for success to build confidence and motivation Gifted and Talented (Advanced) Students ● Flexible grouping opportunities for leadership roles (demonstrations, peer coaching, team leadership) ● Increase complexity, speed, distance, or strategy within activities ● Encourage students to create games, challenges, or movement sequences ● Open-ended responses ● Provide opportunities for problem-solving and decision-making ● Allow students to set personal
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	performance goals and track progress ● Extend activities through advanced skills and higher-level thinking challenges 504 Plans ● Provide accommodations based on individual student needs and plans ● Modify equipment, space, or activity expectations as needed ● Additional time for transitions and skill completion ● Movement breaks, rest opportunities, or alternate participation options when appropriate ● Consider sensory needs by adjusting noise levels, space, or equipment ● Preferential seating for instruction and demonstrations ● Maintain predictable routines and clearly communicate expectations ● Oral assessments	performance goals and track progress ● Extend activities through advanced skills and higher-level thinking challenges 504 Plans ● Provide accommodations based on individual student needs and plans ● Modify equipment, space, or activity expectations as needed ● Additional time for transitions and skill completion ● Movement breaks, rest opportunities, or alternate participation options when appropriate ● Consider sensory needs by adjusting noise levels, space, or equipment ● Preferential seating for instruction and demonstrations ● Maintain predictable routines and clearly communicate expectations ● Oral assessments	performance goals and track progress ● Extend activities through advanced skills and higher-level thinking challenges 504 Plans ● Provide accommodations based on individual student needs and plans ● Modify equipment, space, or activity expectations as needed ● Additional time for transitions and skill completion ● Movement breaks, rest opportunities, or alternate participation options when appropriate ● Consider sensory needs by adjusting noise levels, space, or equipment ● Preferential seating for instruction and demonstrations ● Maintain predictable routines and clearly communicate expectations ● Oral assessments
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Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Game Skills & Cooperation <i>Feb/March</i> <i>(6 Weeks)</i>	Lifetime Fitness & Outdoor Activities <i>March/April</i> <i>(6 Weeks)</i>	Skill Application & Personal Best <i>May/June</i> <i>(6 Weeks)</i>
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLs: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	Comprehensive Health and Physical Education 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 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	Comprehensive Health and Physical Education 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. 2.2.2.LF.1: Express one's feeling 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	Comprehensive Health and Physical Education 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

	(e.g., games, challenges, team building). 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals. 2.2.2.LF.1: Express one's feeling 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.	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.	environment. 2.2.2.MSC.8: Explain the difference between offense and defense 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. 2.2.2.LF.1: Express one's feeling 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.
Interdisciplinary	ELA Companion	ELA Companion	ELA Companion

Connections: Write out complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups. SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Mathematics K.CC.A.1. Count to 100 by ones and by tens. 1.NBT.A.1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. 2.OA.C.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to	SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups. SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups. SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Mathematics 2.OA.C.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
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	express an even number as a sum of two equal addends.		
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • 9.1 Personal Financial Literacy; or • 9.2 Career Awareness, Exploration, Preparation & Training; or • 9.4 Life Literacies & Key Skills)	Career Readiness, Life Literacies & Key Skills 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	Career Readiness, Life Literacies & Key Skills 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	Career Readiness, Life Literacies & Key Skills 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • 8.1 Computer Science; or • 8.2 Design Thinking)	Computer Science 8.1.2.AP.4: Break down a task into a sequence of steps. Design Thinking 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.	Computer Science 8.1.2.AP.4: Break down a task into a sequence of steps. Design Thinking 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.	Computer Science 8.1.2.AP.4: Break down a task into a sequence of steps. Design Thinking 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
21st Century	N/A	N/A	N/A

Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> • 9.3 Career and Technical Education)			
Enduring Understanding s: <i>(Follow UbD: What big ideas will students know?)</i>	• Kicking • Striking • Dribbling • Cooperative challenges • Modified lead-up games • Sportsmanship	• Fitness stations • Obstacle courses • Walking/jogging • Parachute • Scooter safety • Outdoor recreation	• Field Day skills • Relays • Small-sided games • Fitness challenges • Skill review • Assessments
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. How can I work together with others during games? 2. What does good sportsmanship look and sound like? 3. How do teamwork and sportsmanship make games more enjoyable? 4. How do practicing skills help me become a better teammate?	1. Why is it important to stay active every day? 2. What activities can I enjoy throughout my life? 3. How can I challenge myself to become stronger and healthier?	1. How have my movement skills improved this year? 2. How can I set goals and celebrate my progress? 3. How can I use what I've learned in PE outside of school?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be</i>	Formative Assessments • Teacher observation during activities • Skills checklists/rubrics • Peer and self-assessments (thumbs	Formative Assessments • Teacher observation during activities • Skills checklists/rubrics • Peer and self-assessments (thumbs	Formative Assessments • Teacher observation during activities • Skills checklists/rubrics • Peer and self-assessments (thumbs

<i>judged? Include:</i> 1. <i>Formative,</i> 2. <i>Summative,</i> 3. <i>Alternative - Performance/Project)</i> 4. <i>Benchmark)</i>	up/down, smiley faces, reflection cards) ● Peer feedback during partner activities ● Questioning and discussion during lessons ● Exit tickets (verbal or picture-based for K–1) ● Anecdotal notes on skill progress and participation Summative Assessments ● Skills/Movement test ● Tests on Rules of Play ● Teacher performance rubric during a culminating activity or skill challenge ● Reflection/Achievement of students selected personal health goal ● Demonstration of unit-specific motor skills ● Participation in modified games or movement routines Alternative Assessments ● Student portfolios (photos, teacher notes, certificates, goal sheets) ● Student conferences ● Performance tasks ● Visual demonstrations instead of written responses ● Choice boards or activity stations ● Peer demonstrations and partner assessments ● Skills challenges	up/down, smiley faces, reflection cards) ● Peer feedback during partner activities ● Questioning and discussion during lessons ● Exit tickets (verbal or picture-based for K–1) ● Anecdotal notes on skill progress and participation Summative Assessments ● Skills/Movement test ● Tests on Rules of Play ● Teacher performance rubric during a culminating activity or skill challenge ● Reflection/Achievement of students selected personal health goal ● Demonstration of unit-specific motor skills ● Participation in modified games or movement routines Alternative Assessments ● Student portfolios (photos, teacher notes, certificates, goal sheets) ● Student conferences ● Performance tasks ● Visual demonstrations instead of written responses ● Choice boards or activity stations ● Peer demonstrations and partner assessments ● Skills challenges	up/down, smiley faces, reflection cards) ● Peer feedback during partner activities ● Questioning and discussion during lessons ● Exit tickets (verbal or picture-based for K–1) ● Anecdotal notes on skill progress and participation Summative Assessments ● Skills/Movement test ● Tests on Rules of Play ● Teacher performance rubric during a culminating activity or skill challenge ● Reflection/Achievement of students selected personal health goal ● Demonstration of unit-specific motor skills ● Participation in modified games or movement routines Alternative Assessments ● Student portfolios (photos, teacher notes, certificates, goal sheets) ● Student conferences ● Performance tasks ● Visual demonstrations instead of written responses ● Choice boards or activity stations ● Peer demonstrations and partner assessments ● Skills challenges
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	Benchmark Assessments ● Performance-based physical fitness (locomotor, balance, manipulative skills) assessment ● Health-related fitness assessments (age-appropriate endurance, strength, flexibility, and balance activities) ● Teacher progress monitoring using district or school skill benchmarks	Benchmark Assessments ● Performance-based physical fitness (locomotor, balance, manipulative skills) assessment ● Health-related fitness assessments (age-appropriate endurance, strength, flexibility, and balance activities) ● Teacher progress monitoring using district or school skill benchmarks	Benchmark Assessments ● Performance-based physical fitness (locomotor, balance, manipulative skills) assessment ● Health-related fitness assessments (age-appropriate endurance, strength, flexibility, and balance activities) ● Teacher progress monitoring using district or school skill benchmarks
STAGE 3: Learning Plan			
Learning Activities/Content <i>: (What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> ● Amistad Law ● Holocaust Law ● LGBTQ/Disabilities Law)	● Pickleball ● Badminton ● Change direction and speed while foot and hand dribbling ● Bounce pass and chest pass ● Partner challenges ● Cooperative parachute games ● Castle Ball ● Dribble tag (basketballs for Grades 1–2) ● Sharks & Minnows ● Strike with paddles or short bats ● Scooter relays ● Treasure Island ● Modified soccer games ● Modified basketball games ● Cooperative problem-solving stations ● Heart Health Fitness Challenge (American Heart Month)	● Participate in activities that are maintainable for a life-time (i.e. running/cycling/tennis) ● Fitness stations ● Nature walk scavenger hunt ● Walking/jogging laps with goals ● Pickleball ● Badminton ● T-ball/Baseball/Softball ● Kickball ● Widdle ● Modified soccer/kicking games ● Scooter safety course ● Hula hoop challenges ● Jump rope practice ● Obstacle courses ● Frisbee exploration ● Parachute fitness games ● Relay races ● Bean bag fitness challenges ● Bunny Hop Relay	● T-ball/Baseball/Softball ● Kickball ● Engage in physical activities that are both enjoyable and challenging ● Use technology to track fitness ● Relay races ● Obstacle course challenge ● Personal Best fitness challenge ● Choice PE day ● Cooperative team games ● Skill challenge stations (throwing, catching, kicking, balance, jumping) ● Minute-to-Win-It movement games ● PE Olympics stations practice ● Flower Yoga ● End-of-year skill assessment Amistad Law (N.J.S.A. 18A:52-16A-88) ● Encourage appreciation for the diverse contributions, cultures, and experiences of individuals while

	Amistad Law (N.J.S.A. 18A:52-16A-88) - Encourage appreciation for the diverse contributions, cultures, and experiences of individuals while promoting equity, inclusion, teamwork, and mutual respect during physical activities. Holocaust Law (N.J.S.A. 18A:35-28) - Promote respect, empathy, and responsible decision-making by fostering a safe, inclusive environment where students demonstrate kindness, fairness, and respect for the rights and dignity of others. Diversity, Equity, and Inclusion (DEI) (N.J.S.A. 18A:35-4.36a) - Provide equitable opportunities for all students to participate, collaborate, and succeed while valuing individual strengths, abilities, backgrounds, and perspectives.	- Rainbow Movement Course Amistad Law (N.J.S.A. 18A:52-16A-88) - Encourage appreciation for the diverse contributions, cultures, and experiences of individuals while promoting equity, inclusion, teamwork, and mutual respect during physical activities. Holocaust Law (N.J.S.A. 18A:35-28) - Promote respect, empathy, and responsible decision-making by fostering a safe, inclusive environment where students demonstrate kindness, fairness, and respect for the rights and dignity of others. Diversity, Equity, and Inclusion (DEI) (N.J.S.A. 18A:35-4.36a) - Provide equitable opportunities for all students to participate, collaborate, and succeed while valuing individual strengths, abilities, backgrounds, and perspectives.	promoting equity, inclusion, teamwork, and mutual respect during physical activities. Holocaust Law (N.J.S.A. 18A:35-28) - Promote respect, empathy, and responsible decision-making by fostering a safe, inclusive environment where students demonstrate kindness, fairness, and respect for the rights and dignity of others. Diversity, Equity, and Inclusion (DEI) (N.J.S.A. 18A:35-4.36a) - Provide equitable opportunities for all students to participate, collaborate, and succeed while valuing individual strengths, abilities, backgrounds, and perspectives.
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Resources: <i>(Include names of texts and all online resources)</i>	• CDC Physical Activity Guidelines For Youth • Kids Health https://kidshealth.org/classroom/?WT.ac=ms_tab • EVERFI Health and Wellness Courses https://everfi.com/k-12/health-wellness/ • Open Physical Education modules (K-2) https://open.varsityuniversity.org/k-2-primary-modules/ • Learn. Practice. Play. UNIFIED Guide to Inclusive Physical Education https://www.sonj.org/wp-content/uploads/2017/10/guide-to-inclusive-physical-education-and-sports-activities.pdf • American Heart Association • Phys. Ed. Games http://physedgames.com/ • SPARK PE https://sparkpe.org/physical-education/lesson-plans/elementary/	• CDC Physical Activity Guidelines For Youth • Kids Health https://kidshealth.org/classroom/?WT.ac=ms_tab • EVERFI Health and Wellness Courses https://everfi.com/k-12/health-wellness/ • Open Physical Education modules (K-2) https://open.varsityuniversity.org/k-2-primary-modules/ • Learn. Practice. Play. UNIFIED Guide to Inclusive Physical Education https://www.sonj.org/wp-content/uploads/2017/10/guide-to-inclusive-physical-education-and-sports-activities.pdf • American Heart Association • Phys. Ed. Games http://physedgames.com/ • SPARK PE https://sparkpe.org/physical-education/lesson-plans/elementary/	• CDC Physical Activity Guidelines For Youth • Kids Health https://kidshealth.org/classroom/?WT.ac=ms_tab • EVERFI Health and Wellness Courses https://everfi.com/k-12/health-wellness/ • Open Physical Education modules (K-2) https://open.varsityuniversity.org/k-2-primary-modules/ • Learn. Practice. Play. UNIFIED Guide to Inclusive Physical Education https://www.sonj.org/wp-content/uploads/2017/10/guide-to-inclusive-physical-education-and-sports-activities.pdf • American Heart Association • Phys. Ed. Games http://physedgames.com/ • SPARK PE https://sparkpe.org/physical-education/lesson-plans/elementary/
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. Special Education 2. English Language	Special Education • Individualized Education Plans (IEPs) modifications • Provide visual demonstrations, modeling, and step-by-step directions before activities • Modify equipment, rules, space, and expectations to meet individual	Special Education • Individualized Education Plans (IEPs) modifications • Provide visual demonstrations, modeling, and step-by-step directions before activities • Modify equipment, rules, space, and expectations to meet individual	Special Education • Individualized Education Plans (IEPs) modifications • Provide visual demonstrations, modeling, and step-by-step directions before activities • Modify equipment, rules, space, and expectations to meet individual

<i>Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced</i> 5. 504)	needs ● Multi-media presentations ● Provide additional practice time and repetition of skills ● Break complex skills into smaller, manageable steps ● Study guides ● Use peer partners/buddies to encourage participation and support success ● Provide alternate ways for students to demonstrate skill mastery ● Focus assessment on individual growth and progress ● Use of alternate assessments English Language Learners (ELLs) ● Visuals, gestures, demonstrations, and physical modeling ● Pre-teach and reinforce physical education vocabulary (movement words, equipment, rules) ● Provide clear, concise directions using simple language ● Provide notes to students as needed in native language ● Pair students with supportive peers for cooperative activities ● Use repetition and consistent routines throughout lessons ● Allow students to demonstrate understanding through movement rather than verbal explanations ● Incorporate multilingual resources ● Non-verbal assessments	needs ● Multi-media presentations ● Provide additional practice time and repetition of skills ● Break complex skills into smaller, manageable steps ● Study guides ● Use peer partners/buddies to encourage participation and support success ● Provide alternate ways for students to demonstrate skill mastery ● Focus assessment on individual growth and progress ● Use of alternate assessments English Language Learners (ELLs) ● Visuals, gestures, demonstrations, and physical modeling ● Pre-teach and reinforce physical education vocabulary (movement words, equipment, rules) ● Provide clear, concise directions using simple language ● Provide notes to students as needed in native language ● Pair students with supportive peers for cooperative activities ● Use repetition and consistent routines throughout lessons ● Allow students to demonstrate understanding through movement rather than verbal explanations ● Incorporate multilingual resources ● Non-verbal assessments	needs ● Multi-media presentations ● Provide additional practice time and repetition of skills ● Break complex skills into smaller, manageable steps ● Study guides ● Use peer partners/buddies to encourage participation and support success ● Provide alternate ways for students to demonstrate skill mastery ● Focus assessment on individual growth and progress ● Use of alternate assessments English Language Learners (ELLs) ● Visuals, gestures, demonstrations, and physical modeling ● Pre-teach and reinforce physical education vocabulary (movement words, equipment, rules) ● Provide clear, concise directions using simple language ● Provide notes to students as needed in native language ● Pair students with supportive peers for cooperative activities ● Use repetition and consistent routines throughout lessons ● Allow students to demonstrate understanding through movement rather than verbal explanations ● Incorporate multilingual resources ● Non-verbal assessments
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	Students At-Risk (BSI) ● Provide additional guided practice and opportunities for repetition ● Use small-group instruction and targeted skill practice ● Provide frequent positive feedback and encouragement ● Establish consistent routines and clear expectations ● Break skills and activities into achievable steps ● Graphic organizers ● Provide structured activities with teacher support before independent practice ● Offer opportunities for success to build confidence and motivation Gifted and Talented (Advanced) Students ● Flexible grouping opportunities for leadership roles (demonstrations, peer coaching, team leadership) ● Increase complexity, speed, distance, or strategy within activities ● Encourage students to create games, challenges, or movement sequences ● Open-ended responses ● Provide opportunities for problem-solving and decision-making ● Allow students to set personal performance goals and track progress ● Extend activities through advanced	Students At-Risk (BSI) ● Provide additional guided practice and opportunities for repetition ● Use small-group instruction and targeted skill practice ● Provide frequent positive feedback and encouragement ● Establish consistent routines and clear expectations ● Break skills and activities into achievable steps ● Graphic organizers ● Provide structured activities with teacher support before independent practice ● Offer opportunities for success to build confidence and motivation Gifted and Talented (Advanced) Students ● Flexible grouping opportunities for leadership roles (demonstrations, peer coaching, team leadership) ● Increase complexity, speed, distance, or strategy within activities ● Encourage students to create games, challenges, or movement sequences ● Open-ended responses ● Provide opportunities for problem-solving and decision-making ● Allow students to set personal performance goals and track progress ● Extend activities through advanced	Students At-Risk (BSI) ● Provide additional guided practice and opportunities for repetition ● Use small-group instruction and targeted skill practice ● Provide frequent positive feedback and encouragement ● Establish consistent routines and clear expectations ● Break skills and activities into achievable steps ● Graphic organizers ● Provide structured activities with teacher support before independent practice ● Offer opportunities for success to build confidence and motivation Gifted and Talented (Advanced) Students ● Flexible grouping opportunities for leadership roles (demonstrations, peer coaching, team leadership) ● Increase complexity, speed, distance, or strategy within activities ● Encourage students to create games, challenges, or movement sequences ● Open-ended responses ● Provide opportunities for problem-solving and decision-making ● Allow students to set personal performance goals and track progress ● Extend activities through advanced
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	skills and higher-level thinking challenges 504 Plans ● Provide accommodations based on individual student needs and plans ● Modify equipment, space, or activity expectations as needed ● Additional time for transitions and skill completion ● Movement breaks, rest opportunities, or alternate participation options when appropriate ● Consider sensory needs by adjusting noise levels, space, or equipment ● Preferential seating for instruction and demonstrations ● Maintain predictable routines and clearly communicate expectations ● Oral assessments	skills and higher-level thinking challenges 504 Plans ● Provide accommodations based on individual student needs and plans ● Modify equipment, space, or activity expectations as needed ● Additional time for transitions and skill completion ● Movement breaks, rest opportunities, or alternate participation options when appropriate ● Consider sensory needs by adjusting noise levels, space, or equipment ● Preferential seating for instruction and demonstrations ● Maintain predictable routines and clearly communicate expectations ● Oral assessments	skills and higher-level thinking challenges 504 Plans ● Provide accommodations based on individual student needs and plans ● Modify equipment, space, or activity expectations as needed ● Additional time for transitions and skill completion ● Movement breaks, rest opportunities, or alternate participation options when appropriate ● Consider sensory needs by adjusting noise levels, space, or equipment ● Preferential seating for instruction and demonstrations ● Maintain predictable routines and clearly communicate expectations ● Oral assessments
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