

Curriculum	
Content Area: Physical Education	
Unit Title: Movement Skills and Concepts	Duration: 12 weeks
Grade Level: K	
Essential Questions <ul style="list-style-type: none">• How do I move safely?• How can you use different movements in the activities you enjoy?• What are the class and or game rules?• What is sportsmanship?• Why do we warm-up?• What is personal space and spatial awareness?	
Enduring Understandings <ul style="list-style-type: none">• Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	
Students will be able to... <ul style="list-style-type: none">• be able to warm-up properly• follow class/game rules/sportsmanship• demonstrate personal space/spatial awareness• demonstrate body control	

Student Learning Targets (Objectives):

- Students will walk, run, leap, jump, hop, skip, slide and gallop.
- Students will bend, twist, pull, push, stretch, swing, sway, turn, and shake.
- Students will demonstrate body shapes: angular, curved, twisted, narrow, and wide.
- Students will move forward, backward, sideways, up and down.
- Students will demonstrate an understanding of the difference between personal and general space.
- Students will demonstrate appropriate control while moving in personal and general space.
- Students will explore movements like: kicking, striking, volleying, batting, throwing, catching, shooting, dribbling and passing.
- Students will use different movements in various games and activities.
- Students demonstrate safety through better awareness of themselves and others.
- Students will change directions while moving to avoid a tag, or to safely tag another student with their hand or with a manipulative like a noodle or ball..

Focus Standards (Major Standards)

- 2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in an isolated setting (ie skill practice) and applied settings (ie games, sports, dance, and recreational activities).
- 2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- 2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.
- 2.5.2.A.4 Correct movement errors in response to feedback.
- 2.5.2.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
- 2.6. P.A.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
- 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

New Jersey Student Learning Standards: Interdisciplinary Connections

K.CC.1 - Count to 100 by ones and by tens.

SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

New Jersey Student Learning Standards: College and Career Readiness

- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

New Jersey Student Learning Standards: Computer Science and Design Thinking

Computers can be used to connect individuals to a variety of fitness and movement ideas.

- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

Resources that support physical activity are all around you, including online.

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

Instructional Plan

- Mirroring/Partner activities
- Dances
- Relays

- Practice throwing, volleying, bouncing, kicking, striking and catching a ball or balloon.
- Stations
- Follow the leader
- Use jump ropes to make the shape of a symmetrical or asymmetrical letter or number.
- Move over, through, and around a hoop
- Use hoops to help students define self-space
- Travel to music using the locomotor movement the teacher calls out.
- Move either fast or slow to a new space within a large marked off area.
- Follow the Leader – Partners take turns being the leader. Walk in different ways and directions
- Animal walks: penguin, crab, gorilla, frog, elephant...
- Tag games
- Locomotor Movement Skills
- Locomotor relay races
- Red Light Green Light
- Chasing, Fleeing, & Dodging
- Everybody's It!

Evidence of Student Learning

Formative Assessments

- Teacher generated activity assessments
- Checklist of elements & skills
- Participation
- Peer/Self-assessment of elements
- Peer observation of performances of skills
- Informal Observations of students

Summative Assessments

- Post Skills Tests
- End of unit presentations

- Questions and Answers
- Exit Questions

Benchmark Assessments

- Teacher observation of students performing skills and concepts in a variety of activities. Use of a rubric and checklist.
- Teacher will provide feedback and watch for students to correct movement errors. Skills: walk, run, leap, jump, hop, skip, slide, gallop, bend, twist, pull, push, stretch, swing, sway, turn, and shake, move forward, backward, sideways, up and down, throw an object overhand and underhand, bounce, catch and volley a ball or balloon
- Students will respond in movement to changes in tempo, beat, rhythm, or musical style using different levels, directions and pathways.
- Teacher will track student achievement on a checklist.

Suggested Options for Differentiation

Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

Special Education

- Modify equipment: increase size of ball, decrease weight of ball
- Decrease distance to target
- Increase size of target
- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments

- Teacher modeling

504

- Small group instruction
- Learning centers
- Tiered level activities
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Help centers/folders
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Teacher modeling

Students at Risk for Failure

- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Initiate and maintain frequent family contact with regular updates about student progress toward goals.
- Skill based assessments
- Teacher modeling

Gifted and Talented:

- Opportunities for open-ended, self-directed activities
- Independent learning opportunities
- Encourage the use of creativity
- Ask higher level questions

- Opportunities to develop depth and breadth of knowledge in a subject area
- Student goal setting

ELL:

- Resources in native language
- Visual aids during instruction
- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Alternate Assessments
- Simplify written and verbal instructions
- Teacher modeling

Suggested Materials

- Floor Lines
- Bean bags
- Cones
- Poly-spots
- Scooters
- Jump Ropes
- Parachute
- Music
- Juggling scarves
- Balls- various sizes and materials
- Balloons
- Paddles

- Net

Suggested Resources

- openphysed.org
- gonoodle.com
- pecentral.com
- pelink4u.com
- pedigest.com

Curriculum

Content Area: Physical Education

Unit Title: Large Group Games

Duration: 12 weeks

Grade Level: K

Essential Questions

How can we maximize safety and enjoyment when playing with others?

How do I move safely?

What is my role and responsibilities as I participate in physical activities?

Enduring Understandings

- Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.

- There is a difference between competition and cooperative types of activities.

Student Learning Targets (Objectives):

Students will be able to...

- Use teamwork characterized by encouraging words, high fives, elbow bumps, and helping others.
- Relate attitude (how much they like an activity) and physical effort (how hard they try).
- Explain what it means to demonstrate good sportsmanship.
- Demonstrate safety through better awareness of themselves and others.

Focus Standards (Major Standards)

Standards:

- 2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movements activities
- 2.5.2.B.2 Explain the difference between offense and defense
- 2.5.2.B.3 Determine how attitude impacts physical performance.
- 2.5.2.B.4 Demonstrate strategies that enable team and group members to achieve goals.
- 2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.
- 2.5.2.C.2 Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities
- • 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
- 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

New Jersey Student Learning Standards: Interdisciplinary Connections

SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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New Jersey Student Learning Standards: Computer Science and Design Thinking

Computers can be used to connect individuals to a variety of fitness and movement ideas.

- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

Resources that support physical activity are all around you, including online.

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

Instructional Plan

Cooperative Games

- Various Team Relays
- Parachute activities and games
- Line Tag
- Hoop fillers
- Peaceful Playground Games

Chasing, Fleeing, and Dodging- Competitive Games

- Obstacle Course
- Outdoor Shadow Tag
- What time is it Mr. Fox?
- Who let the dogs out?
- Be Kind to your Neighbor
- Builders and Bulldozers
- Peaceful Playground Games

Evidence of Student Learning

Formative Assessments

- Teacher generated activity assessments
- Checklist of elements & skills
- Participation
- Peer/Self-assessment of elements
- Peer observation of performances of skills
- Informal Observations of students

Summative Assessments

- Post Skills Tests
- End of unit presentations
- Questions and Answers
- Exit Questions

Benchmark Assessments

- Teacher observation of students performing skills and concepts in a variety of activities. Use of a rubric and checklist.
- Teacher will provide feedback and watch for students to correct movement errors. Skills: walk, run, leap, jump, hop, skip, slide, gallop, bend, twist, pull, push, stretch, swing, sway, turn, and shake, move forward, backward, sideways, up and down, throw an object overhand and underhand, bounce, catch and volley a ball or balloon
- Students will respond in movement to changes in tempo, beat, rhythm, or musical style using different levels, directions and pathways.
- Teacher will track student achievement on a checklist.

Suggested Options for Differentiation

Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

Special Education

- Modify equipment: increase size of ball, decrease weight of ball
- Decrease distance to target
- Increase size of target
- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Teacher modeling

504

- Small group instruction
- Learning centers
- Tiered level activities
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Help centers/folders
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Teacher modeling

Students at Risk for Failure

- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Teacher modeling

Gifted and Talented:

- Opportunities for open-ended, self-directed activities
- Independent learning opportunities
- Encourage the use of creativity
- Ask higher level questions
- Opportunities to develop depth and breadth of knowledge in a subject area
- Student goal setting

ELL:

- Resources in native language
- Visual aids during instruction
- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Alternate Assessments
- Initiate and maintain frequent family contact with regular updates about student progress toward goals.
- Simplify written and verbal instructions
- Teacher modeling

Suggested Materials

- Floor Lines
- Bean bags
- Cones
- Poly-spots
- Scooters
- Jump Ropes
- Parachute
- Music
- Balloons
- Juggling scarves
- Balls- various sizes and materials

Suggested I Resources

<ul style="list-style-type: none"> • openphysed.org • gonoodle.com • pecentral.com • pelink4u.com • pedigest.com 	
Curriculum	
Content Area: Physical Education	
Unit Title: Fitness and Physical Activity	Duration: 6 weeks
Grade Level:	
Essential Questions <ul style="list-style-type: none"> • What are the components of fitness? 	
Enduring Understandings <ul style="list-style-type: none"> • Fitness includes a healthy heart (cardio respiratory endurance), strong muscles that can work for a long time (muscle strength and endurance) and flexibility (stretchy muscles). 	
Student Learning Targets (Objectives):	

Students will be able to...

- Explain that fitness includes a healthy heart (cardio respiratory endurance), strong muscles that can work for a long time (muscle strength and endurance) and flexibility (stretchy muscles).
- Engage in activities that develop the components of fitness.

Focus Standards (Major Standards)

- 2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.
- 2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- 2.6.2.A.3 Develop a fitness goal and monitor progress towards achievement of the goal.
- 2.1.2.PGD.3: Explain what being "well" means and identify self-care practices that support wellness.

New Jersey Student Learning Standards: Interdisciplinary Connections

K.CC.1 - Count to 100 by ones and by tens.

SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

New Jersey Student Learning Standards: College and Career Readiness

- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

New Jersey Student Learning Standards: Computer Science and Design Thinking

Computers can be used to connect individuals to a variety of fitness and movement ideas.

- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

Resources that support physical activity are all around you, including online.

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

Instructional Plan

- Fitness stations
- Fitness-focused warm-up activities (fitness dice, fitness relays)
- Fitness re-entry tasks for tag games (e.g., 5 push-ups when tagged)

Evidence of Student Learning

Formative Assessments

- Teacher generated activity assessments
- Checklist of elements & skills
- Participation
- Peer/Self-assessment of elements
- Peer observation of performances of skills
- Informal Observations of students

Summative Assessments

- Post Skills Tests
- End of unit presentations
- Questions and Answers
- Exit Questions

Benchmark Assessments

- Teacher observation of students performing skills and concepts in a variety of activities. Use of a rubric and checklist.
- Teacher will provide feedback and watch for students to correct movement errors. Skills: walk, run, leap, jump, hop, skip, slide, gallop, bend, twist, pull, push, stretch, swing, sway, turn, and shake, move forward, backward, sideways, up and down, throw an object overhand and underhand, bounce, catch and volley a ball or balloon
- Students will respond in movement to changes in tempo, beat, rhythm, or musical style using different levels, directions and pathways.
- Teacher will track student achievement on a checklist.

Suggested Options for Differentiation**Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)****Special Education**

- Modify equipment: increase size of ball, decrease weight of ball
- Decrease distance to target
- Increase size of target
- Small group instruction
- Learning centers
- Personal goal setting

- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Teacher modeling

504

- Small group instruction
- Learning centers
- Tiered level activities
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Help centers/folders
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Teacher modeling

Students at Risk for Failure

- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Initiate and maintain frequent family contact with regular updates about student progress toward goals.
- Teacher modeling

Gifted and Talented:

- Opportunities for open-ended, self-directed activities
- Independent learning opportunities
- Encourage the use of creativity
- Ask higher level questions
- Opportunities to develop depth and breadth of knowledge in a subject area
- Student goal setting

ELL:

- Resources in native language
- Visual aids during instruction
- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Alternate Assessments
- Simplify written and verbal instructions
- Teacher modeling

Suggested Materials

- Floor Lines
- Bean bags
- Cones
- Poly-spots
- Scooters

- Jump Ropes
- Parachute
- Music
- Playing cards
- Juggling scarves
- Fitness Dice

Suggested Resources

- openphysed.org
- gonoodle.com
- pecentral.com
- pelink4u.com
- pedigest.com

Curriculum

Content Area: Physical Education

Unit Title: Dance , Jumping and Landing , Group Games

Duration: 6 weeks

Grade Level: K

Essential Questions

- How do I move safely?
- What is my role and responsibilities as I participate in physical activities?
- How can I make movement more interesting, fun, and enjoyable?

Enduring Understandings

- Competence and confidence in movement provides a foundation for lifelong participation in physical activities.

Student Learning Targets (Objectives):

Students will be able to...

- Demonstrate appropriate control while moving in personal and general space (Avoiding other students, controlling body during movement).
- Follow dance steps in order.
- Jump and land off of two feet, landing at the same time.
- Hop and land from the same foot.
- Work cooperatively with a team to achieve a goal

Focus Standards (Major Standards)

- 2.5.P.A.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
- 2.5.P.A.2 Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
- 2.5.P.A.3 Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).
- 2.6. P.A.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
- 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

New Jersey Student Learning Standards: Interdisciplinary Connections

K.CC.1 - Count to 100 by ones and by tens.

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New Jersey Student Learning Standards: Computer Science and Design Thinking

Computers can be used to connect individuals to a variety of fitness and movement ideas.

- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

Resources that support physical activity are all around you, including online.

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

Instructional Plan

Dance

- GoNoodle
- Kidz Bop!
- YMCA
- Funky Chicken
- Hokey Pokey
- Bunny Hop
- Jumping and Landing
- Hoop Jump Rock Paper Scissor
- Hopscotch
- Chinese Jump Rope
- Regular Jumping Rope
- Waze

Cooperative Games II

- Relay Races
- Object Movers
- Peaceful Playground Games
- Pyramid Building
- Line Tag

Formative Assessments

- Teacher generated activity assessments
- Checklist of elements & skills
- Participation
- Peer/Self-assessment of elements
- Peer observation of performances of skills
- Informal Observations of students

Summative Assessments

- Post Skills Tests
- End of unit presentations

- Questions and Answers
- Exit Questions

Benchmark Assessments

- Teacher observation of students performing skills and concepts in a variety of activities. Use of a rubric and checklist.
- Teacher will provide feedback and watch for students to correct movement errors. Skills: walk, run, leap, jump, hop, skip, slide, gallop, bend, twist, pull, push, stretch, swing, sway, turn, and shake, move forward, backward, sideways, up and down, throw an object overhand and underhand, bounce, catch and volley a ball or balloon
- Students will respond in movement to changes in tempo, beat, rhythm, or musical style using different levels, directions and pathways.
- Teacher will track student achievement on a checklist.

Suggested Options for Differentiation

Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

Special Education

- Modify equipment: increase size of ball, decrease weight of ball
- Decrease distance to target
- Increase size of target
- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Optional alternate assessments

- Skill based assessments
- Teacher modeling

504

- Small group instruction
- Learning centers
- Tiered level activities
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Help centers/folders
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Teacher modeling

Students at Risk for Failure

- Small group instruction
- Learning centers
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- Optional alternate assessments
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Gifted and Talented:

- Opportunities for open-ended, self-directed activities
- Independent learning opportunities

- Encourage the use of creativity
- Ask higher level questions
- Opportunities to develop depth and breadth of knowledge in a subject area
- Student goal setting

ELL:

- Resources in native language
- Visual aids during instruction
- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Alternate Assessments
- Simplify written and verbal instructions
- Teacher modeling

Suggested Materials

- Floor Lines
- Cones
- Poly-spots
- Scooters
- Jump Rope/Chinese Jump Ropes
- Parachute
- Music
- Playing cards
- Juggling scarves
- Computer/ Projector

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Curriculum	
Content Area: Physical Education	
Unit Title: Movement Skills and Concepts	Duration: 12 weeks
Grade Level: 1	
Essential Questions <ul style="list-style-type: none">● How do I move safely?● How can you use different movements in the activities you enjoy?● Why is moving in many different ways important?● What are the class and or game rules?● What is sportsmanship?● Why do we warm-up?● What is personal space and spatial awareness?	
Enduring Understandings <ul style="list-style-type: none">● Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	

Students will be able to...

- be able to warm-up properly
- follow class/game rules/sportsmanship
- demonstrate personal space/spatial awareness
- demonstrate body control

Student Learning Targets (Objectives):

- Students will walk, run, leap, jump, hop, skip, slide and gallop.
- Students will bend, twist, pull, push, stretch, swing, sway, turn, and shake.
- Students will demonstrate body shapes: angular, curved, twisted, narrow, and wide.
- Students will move forward, backward, sideways, up and down.
- Students will demonstrate an understanding of the difference between personal and general space.
- Students will demonstrate appropriate control while moving in personal and general space.
- Students will explore movements like: kicking, striking, volleying, batting, throwing, catching, shooting, dribbling and passing.
- Students will use different movements in various games and activities.
- Students demonstrate safety through better awareness of themselves and others.
- Students will change directions while moving to avoid a tag, or to safely tag another student with their hand or with a manipulative like a noodle or ball..

Focus Standards (Major Standards)

- 2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in an isolated setting (ie skill practice) and applied settings (ie games, sports, dance, and recreational activities).
- 2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- 2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.
- 2.5.2.A.4 Correct movement errors in response to feedback.
- 2.5.2.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

- 2.6. P.A.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
- 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

New Jersey Student Learning Standards: Interdisciplinary Connections

SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

1.NBT.1 in this unit: 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.

1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

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

Instructional Plan

- Dances
- Relays
- Practice throwing, volleying, bouncing, kicking, striking and catching a ball or balloon.
- Stations
- Follow the leader
- Use jump ropes to improve timing and rhythm
- Use hoops to improve coordination
- Respond to changes in music using the locomotor movement the teacher calls out.
- Move either fast or slow to a new space within a large marked off area.
- Animal walks: penguin, crab, gorilla, frog, elephant...
- Tag games
- Locomotor Movement Skills
- Listen and Move
- Locomotor relay races
- Red Light Green Light
- Sharks vs. Minnows
- Chasing, Fleeing, & Dodging
- Everybody's It!

Evidence of Student Learning**Formative Assessments**

- Teacher generated activity assessments
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Summative Assessments

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- Teacher will provide feedback and watch for students to correct movement errors. Skills: walk, run, leap, jump, hop, skip, slide, gallop, bend, twist, pull, push, stretch, swing, sway, turn, and shake, move forward, backward, sideways, up and down, throw an object overhand and underhand, bounce, catch and volley a ball or balloon

- Students will respond in movement to changes in tempo, beat, rhythm, or musical style using different levels, directions and pathways.
- Teacher will track student achievement on a checklist.

Suggested Options for Differentiation

Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

Special Education

- Modify equipment: increase size of ball, decrease weight of ball
- Decrease distance to target
- Increase size of target
- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Teacher modeling

504

- Small group instruction
- Learning centers
- Tiered level activities
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Help centers/folders
- Reading buddies

- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Teacher modeling

Students at Risk for Failure

- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Initiate and maintain frequent family contact with regular updates about student progress toward goals.
- Skill based assessments
- Teacher modeling

Gifted and Talented:

- Opportunities for open-ended, self-directed activities
- Independent learning opportunities
- Encourage the use of creativity
- Ask higher level questions
- Opportunities to develop depth and breadth of knowledge in a subject area
- Student goal setting

ELL:

- Resources in native language
- Visual aids during instruction
- Small group instruction
- Learning centers
- Personal goal setting

- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Alternate Assessments
- Simplify written and verbal instructions
- Teacher modeling

Suggested Materials

- Floor Lines
- Bean bags
- Cones
- Poly-spots
- Scooters
- Jump Ropes
- Parachute
- Music
- Juggling scarves
- Balls- various sizes and materials
- Balloons
- Paddles
- Net

Suggested Resources

- openphysed.org
- gonoodle.com
- pecentral.com
- pelink4u.com
- pedigest.com

Curriculum	
Content Area: Physical Education	
Unit Title: Large Group Games	Duration: 12 weeks
Grade Level: 1	
<p>Essential Questions</p> <p>What does teamwork look like and sound like?</p> <p>What does teamwork look like and sound like?</p> <p>How can we maximize safety and enjoyment when playing with others?</p> <p>How do I move safely?</p> <p>What is my role and responsibilities as I participate in physical activities?</p> <p>What is the difference between a competitive activity and a cooperative activity?</p>	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities. • There is a difference between competition and cooperative types of activities. 	
<p>Student Learning Targets (Objectives):</p> <p><i>Students will be able to...</i></p> <p>Use teamwork characterized by encouraging words, high fives, elbow bumps, and helping others.</p> <p>Relate attitude (how much they like an activity) and physical effort (how hard they try).</p>	

Explain what it means to demonstrate good sportsmanship.
Demonstrate safety through better awareness of themselves and others.

Focus Standards (Major Standards)

Standards:

- 2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movements activities
- 2.5.2.B.2 Explain the difference between offense and defense
- 2.5.2.B.3 Determine how attitude impacts physical performance.
- 2.5.2.B.4 Demonstrate strategies that enable team and group members to achieve goals.
- 2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.

- 2.5.2.C.2 Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities
- • 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
- 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

New Jersey Student Learning Standards: Interdisciplinary Connections

SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

1.NBT.1 in this unit: 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.

1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

New Jersey Student Learning Standards: College and Career Readiness

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

New Jersey Student Learning Standards: Computer Science and Design Thinking

Computers can be used to connect individuals to a variety of fitness and movement ideas.

- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

Resources that support physical activity are all around you, including online.

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

Instructional Plan

Cooperative Games

- Various Team Relays
- Parachute activities and games
- Peaceful Playground Games
- Line Tag
- Group Hoop fillers
- Clean-up your Yard

Chasing, Fleeing, and Dodging- Competitive Games

- Obstacle Course
- Blob Tag
- Elbow Tag
- Outdoor Shadow Tag
- Peaceful Playground Games

- What time is it Mr. Fox?
- Noodle Jump Tag
- Who let the dogs out?
- Be Kind to your Neighbor
- Builders and Bulldozers

Evidence of Student Learning

Formative Assessments

- Teacher generated activity assessments
- Checklist of elements & skills
- Participation
- Peer/Self-assessment of elements
- Peer observation of performances of skills
- Informal Observations of students

Summative Assessments

- Post Skills Tests
- End of unit presentations
- Questions and Answers
- Exit Questions

Benchmark Assessments

- Teacher observation of students performing skills and concepts in a variety of activities. Use of a rubric and checklist.
- Teacher will provide feedback and watch for students to correct movement errors. Skills: walk, run, leap, jump, hop, skip, slide, gallop, bend, twist, pull, push, stretch, swing, sway, turn, and shake, move forward, backward, sideways, up and down, throw an object overhand and underhand, bounce, catch and volley a ball or balloon

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Suggested Options for Differentiation

Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

Special Education

- Modify equipment: increase size of ball, decrease weight of ball
- Decrease distance to target
- Increase size of target
- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Teacher modeling

504

- Small group instruction
- Learning centers
- Tiered level activities
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Help centers/folders

- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Teacher modeling

Students at Risk for Failure

- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Teacher modeling

Gifted and Talented:

- Opportunities for open-ended, self-directed activities
- Independent learning opportunities
- Encourage the use of creativity
- Ask higher level questions
- Opportunities to develop depth and breadth of knowledge in a subject area
- Student goal setting

ELL:

- Resources in native language
- Visual aids during instruction
- Small group instruction
- Learning centers

- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Alternate Assessments
- Initiate and maintain frequent family contact with regular updates about student progress toward goals.
- Simplify written and verbal instructions
- Teacher modeling

Suggested Materials

- Floor Lines
- Bean bags
- Cones
- Poly-spots
- Scooters
- Jump Ropes
- Parachute
- Music
- Balloons
- Juggling scarves
- Balls- various sizes and materials

Suggested Resources

- openphysed.org
- gonoodle.com
- pecentral.com
- pelink4u.com
- pedigest.com

Curriculum	
Content Area: Physical Education	
Unit Title: Fitness and Physical Activity	Duration: 6 weeks
Grade Level: 1	
Essential Questions <ul style="list-style-type: none"> • What are the components of fitness? • Why is setting a goal important? 	
Enduring Understandings <ul style="list-style-type: none"> • Fitness includes a healthy heart (cardio respiratory endurance), strong muscles that can work for a long time (muscle strength and endurance) and flexibility (stretchy muscles). 	
Student Learning Targets (Objectives): <i>Students will be able to...</i> <ul style="list-style-type: none"> • Explain that fitness includes a healthy heart (cardio respiratory endurance), strong muscles that can work for a long time (muscle strength and endurance) and flexibility (stretchy muscles). • Engage in activities that develop the components of fitness. 	
Focus Standards (Major Standards)	

- 2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.
- 2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- 2.6.2.A.3 Develop a fitness goal and monitor progress towards achievement of the goal.
- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.

New Jersey Student Learning Standards: Interdisciplinary Connections

SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

1.NBT.1 in this unit: 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.

1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

New Jersey Student Learning Standards: College and Career Readiness

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

New Jersey Student Learning Standards: Computer Science and Design Thinking

Computers can be used to connect individuals to a variety of fitness and movement ideas.

- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

Resources that support physical activity are all around you, including online.

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

Instructional Plan

- Fitness stations
- Fitness-focused warm-up activities (fitness dice, fitness relays)
- Fitness re-entry tasks for tag games (e.g., 5 push-ups when tagged)
- Setting goals with number of jumps in a rope, number of laps in a given time.

Evidence of Student Learning

Formative Assessments

- Teacher generated activity assessments
- Checklist of elements & skills
- Participation
- Peer/Self-assessment of elements
- Peer observation of performances of skills

- Informal Observations of students

Summative Assessments

- Post Skills Tests
- End of unit presentations
- Questions and Answers
- Exit Questions

Benchmark Assessments

- Teacher observation of students performing skills and concepts in a variety of activities. Use of a rubric and checklist.
- Teacher will provide feedback and watch for students to correct movement errors. Skills: walk, run, leap, jump, hop, skip, slide, gallop, bend, twist, pull, push, stretch, swing, sway, turn, and shake, move forward, backward, sideways, up and down, throw an object overhand and underhand, bounce, catch and volley a ball or balloon
- Students will respond in movement to changes in tempo, beat, rhythm, or musical style using different levels, directions and pathways.
- Teacher will track student achievement on a checklist.

Suggested Options for Differentiation

Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

Special Education

- Modify equipment: increase size of ball, decrease weight of ball
- Decrease distance to target
- Increase size of target
- Small group instruction
- Learning centers

- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Teacher modeling

504

- Small group instruction
- Learning centers
- Tiered level activities
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Help centers/folders
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Teacher modeling

Students at Risk for Failure

- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Initiate and maintain frequent family contact with regular updates about student progress toward goals.

- Teacher modeling

Gifted and Talented:

- Opportunities for open-ended, self-directed activities
- Independent learning opportunities
- Encourage the use of creativity
- Ask higher level questions
- Opportunities to develop depth and breadth of knowledge in a subject area
- Student goal setting

ELL:

- Resources in native language
- Visual aids during instruction
- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Alternate Assessments
- Simplify written and verbal instructions
- Teacher modeling

Suggested Materials

- Floor Lines
- Bean bags
- Cones
- Poly-spots

- Scooters
- Jump Ropes
- Parachute
- Music
- Playing cards
- Juggling scarves
- Fitness Dice

Suggested Resources

- openphysed.org
- gonoodle.com
- pecentral.com
- pelink4u.com
- pedigest.com

Curriculum

Content Area: Physical Education

Unit Title: Dance , Jumping and Landing , Group Games

Duration: 6 weeks

Grade Level: 1

Essential Questions

- How do I move safely?
- What is my role and responsibilities as I participate in physical activities?

- How can I make movement more interesting, fun, and enjoyable?
- Why do we participate in dance?

Enduring Understandings

- Competence and confidence in movement provides a foundation for lifelong participation in physical activities.

Student Learning Targets (Objectives):

Students will be able to...

- Demonstrate appropriate control while moving in personal and general space (Avoiding other students, controlling body during movement).
- Follow dance steps in order.
- Self correct when a step is or steps are missed.
- Jump and land off of two feet, landing at the same time.
- Hop and land from the same foot.
- Hop and land on the opposite foot.
- Work cooperatively with a team to achieve a goal

Focus Standards (Major Standards)

- 2.5.P.A.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
- 2.5.P.A.2 Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
- 2.5.P.A.3 Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).
- 2.6. P.A.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
- 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

New Jersey Student Learning Standards: Interdisciplinary Connections

SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

1.NBT.1 in this unit: 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.

1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

New Jersey Student Learning Standards: College and Career Readiness

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CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

New Jersey Student Learning Standards: Computer Science and Design Thinking

Computers can be used to connect individuals to a variety of fitness and movement ideas.

- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

Resources that support physical activity are all around you, including online.

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

Instructional Plan

Dance

- GoNoodle
- Kidz Bop!
- YMCA
- Funky Chicken
- Hokey Pokey
- Bunny Hop •
- Jumping and Landing
- Hoop Jump Rock Paper Scissor
- Hopscotch
- Chinese Jump Rope
- Regular Jumping Rope
- Long Jump/Broad Jump
- Waze

Cooperative Games II

- Relay Races
- Object Movers
- Peaceful Playground Games
- Pyramid Building
- Line Tag

Formative Assessments

- Teacher generated activity assessments
- Checklist of elements & skills
- Participation
- Peer/Self-assessment of elements
- Peer observation of performances of skills
- Informal Observations of students

Summative Assessments

- Post Skills Tests
- End of unit presentations
- Questions and Answers
- Exit Questions

Benchmark Assessments

- Teacher observation of students performing skills and concepts in a variety of activities. Use of a rubric and checklist.
- Teacher will provide feedback and watch for students to correct movement errors. Skills: walk, run, leap, jump, hop, skip, slide, gallop, bend, twist, pull, push, stretch, swing, sway, turn, and shake, move forward, backward, sideways, up and down, throw an object overhand and underhand, bounce, catch and volley a ball or balloon
- Students will respond in movement to changes in tempo, beat, rhythm, or musical style using different levels, directions and pathways.
- Teacher will track student achievement on a checklist.

Suggested Options for Differentiation

Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

Special Education

- Modify equipment: increase size of ball, decrease weight of ball
- Decrease distance to target
- Increase size of target
- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Teacher modeling

504

- Small group instruction
- Learning centers
- Tiered level activities
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Help centers/folders
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Teacher modeling

Students at Risk for Failure

- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level

- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Initiate and maintain frequent family contact with regular updates about student progress toward goals.
- Teacher modeling

Gifted and Talented:

- Opportunities for open-ended, self-directed activities
- Independent learning opportunities
- Encourage the use of creativity
- Ask higher level questions
- Opportunities to develop depth and breadth of knowledge in a subject area
- Student goal setting

ELL:

- Resources in native language
- Visual aids during instruction
- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Alternate Assessments
- Simplify written and verbal instructions
- Teacher modeling

Suggested Materials

- Floor Lines
- Cones
- Poly-spots
- Scooters
- Jump Rope/Chinese Jump Ropes
- Parachute
- Music
- Playing cards

- Juggling scarves
- Computer/ Projector

Suggested Resources

- openphysed.org
- gonoodle.com
- pecentral.com
- pelink4u.com
- pedigest.com

Curriculum	
Content Area: Physical Education	
Unit Title: Movement Skills and Concepts	Duration: 12 weeks
Grade Level: 2	
Essential Questions <ul style="list-style-type: none">• How do I move safely?• How can you use different movements in the activities you enjoy?• Why is moving in many different ways important?• What are the class and or game rules?• What is sportsmanship?• Why do we warm-up?• What is personal space and spatial awareness?• How can movement enhance personal health?• How can movement be used as a tool to help handle stress?	
Enduring Understandings <ul style="list-style-type: none">• Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	

Students will be able to...

- be able to warm-up properly
- follow class/game rules/sportsmanship
- demonstrate personal space/spatial awareness
- demonstrate body control

Student Learning Targets (Objectives):

- Students will walk, run, leap, jump, hop, skip, slide and gallop.
- Students will bend, twist, pull, push, stretch, swing, sway, turn, and shake.
- Students will demonstrate body shapes: angular, curved, twisted, narrow, and wide.
- Students will move forward, backward, sideways, up and down.
- Students will demonstrate an understanding of the difference between personal and general space.
- Students will demonstrate appropriate control while moving in personal and general space.
- Students will explore movements like: kicking, striking, volleying, batting, throwing, catching, shooting, dribbling, passing.
- Students will use different movements in various games and activities.
- Students demonstrate safety through better awareness of themselves and others.
- Students will change directions while moving to avoid a tag, or to safely tag another student with their hand or manipulative like a noodle or ball..

Focus Standards (Major Standards)

- 2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in an isolated setting (skill practice) and applied settings (ie games, sports, dance, and recreational activities).
- 2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- 2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.
- 2.5.2.A.4 Correct movement errors in response to feedback.
- 2.5.2.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

- 2.6. P.A.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
- 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

New Jersey Student Learning Standards: Interdisciplinary Connections

2.OA.1 Use addition and subtraction within 100 to solve one- and two- step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions; e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.

SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

New Jersey Student Learning Standards: College and Career Readiness

- CRP4. Communicate clearly and effectively and with reason.
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Computers can be used to connect individuals to a variety of fitness and movement ideas.

- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

Resources that support physical activity are all around you, including online.

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

Instructional Plan

- Mirroring/Partner activities
- Dances
- Relays
- Practice throwing, volleying, bouncing, kicking, striking and catching a ball or balloon.
- Stations
- Follow the leader
- Use jump ropes to make the shape of a symmetrical or asymmetrical letter or number.
- Move over, through, and around a hoop
- Use hoops to improve coordination
- Build a hut using hoops
- Respond to tempo changes in music and with the correct locomotor movement the teacher calls out.
- Cooperative Team run
- Tag games
- Locomotor relay races
- Red Light Green Light

- Sharks vs. Minnows
- Follow the Leader
- Chasing, Fleeing, & Dodging
- Scarf Wars
- Everybody's It!

Evidence of Student Learning

Formative Assessments

- Teacher generated activity assessments
- Checklist of elements & skills
- Participation
- Peer/Self-assessment of elements
- Peer observation of performances of skills
- Informal Observations of students

Summative Assessments

- Post Skills Tests
- End of unit presentations
- Questions and Answers
- Exit Questions

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Suggested Options for Differentiation

Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

Special Education

- Modify equipment: increase size of ball, decrease weight of ball
- Decrease distance to target
- Increase size of target
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- Learning centers
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- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Teacher modeling

504

- Small group instruction
- Learning centers
- Tiered level activities
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Help centers/folders
- Reading buddies

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- Optional alternate assessments
- Skill based assessments
- Teacher modeling

Students at Risk for Failure

- Small group instruction
- Learning centers
- Personal goal setting
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- Skill based assessments
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- Opportunities for open-ended, self-directed activities
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- Ask higher level questions
- Opportunities to develop depth and breadth of knowledge in a subject area
- Student goal setting

ELL:

- Resources in native language
- Visual aids during instruction
- Small group instruction
- Learning centers
- Personal goal setting

- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Alternate Assessments
- Simplify written and verbal instructions
- Teacher modeling

Suggested Materials

- Floor Lines
- Bean bags
- Cones
- Poly-spots
- Scooters
- Jump Ropes
- Parachute
- Music
- Juggling scarves
- Balls- various sizes and materials
- Balloons
- Paddles
- Net

Suggested Resources

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- pecentral.com
- pelink4u.com
- pedigest.com

Curriculum	
Content Area: Physical Education	
Unit Title: Large Group Games	Duration: 12 weeks
Grade Level: 2	
<p>Essential Questions</p> <p>What does teamwork look like and sound like?</p> <p>How can we maximize safety and enjoyment when playing with others?</p> <p>How do I move safely?</p> <p>What is my role and responsibilities as I participate in physical activities?</p> <p>What is the difference between a competitive activity and a cooperative activity?</p> <p>What is appropriate sports-like behavior and what does this look and sound like?</p>	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities. • There is a difference between competition and cooperative types of activities. 	
<p>Student Learning Targets (Objectives):</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Use teamwork characterized by encouraging words, high fives, elbow bumps, and helping others. Relate attitude (how much they like an activity) and physical effort (how hard they try). Explain what it means to demonstrate good sportsmanship. Demonstrate safety through better awareness of themselves and others. 	

Focus Standards (Major Standards)**Standards:**

- 2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movements activities
- 2.5.2.B.2 Explain the difference between offense and defense

- 2.5.2.B.3 Determine how attitude impacts physical performance.
- 2.5.2.B.4 Demonstrate strategies that enable team and group members to achieve goals.
- 2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.
- 2.5.2.C.2 Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities
- • 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
- 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

New Jersey Student Learning Standards: Interdisciplinary Connections

2.OA.1 Use addition and subtraction within 100 to solve one- and two- step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions; e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.

SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

New Jersey Student Learning Standards: College and Career Readiness

- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

New Jersey Student Learning Standards: Computer Science and Design Thinking

Computers can be used to connect individuals to a variety of fitness and movement ideas.

- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

Resources that support physical activity are all around you, including online.

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

Instructional Plan

Cooperative Games

- Various Team Relays
- Parachute activities and games
- Line Tag
- Group Hoop fillers
- Clean-up your Yard
- Pass the Hoop around the chain
- Peaceful Playground Games

Chasing, Fleeing, and Dodging- Competitive Games

- Obstacle Course
- Blob Tag
- Elbow Tag
- Outdoor Shadow Tag
- Peaceful Playground Games
- What time is it Mr. Fox?
- Noodle Jump Tag
- Who let the dogs out?
- Be Kind to your Neighbor
- Builders and Bulldozers
- IT
- WAZE

Evidence of Student Learning

Formative Assessments

- Teacher generated activity assessments
- Checklist of elements & skills
- Participation
- Peer/Self-assessment of elements
- Peer observation of performances of skills
- Informal Observations of students

Summative Assessments

- Post Skills Tests
- End of unit presentations
- Questions and Answers
- Exit Questions

Benchmark Assessments

- Teacher observation of students performing skills and concepts in a variety of activities. Use of a rubric and checklist.
- Teacher will provide feedback and watch for students to correct movement errors. Skills: walk, run, leap, jump, hop, skip, slide, gallop, bend, twist, pull, push, stretch, swing, sway, turn, and shake, move forward, backward, sideways, up and down, throw an object overhand and underhand, bounce, catch and volley a ball or balloon
- Students will respond in movement to changes in tempo, beat, rhythm, or musical style using different levels, directions and pathways.
- Teacher will track student achievement on a checklist.

Suggested Options for Differentiation

Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

Special Education

- Modify equipment: increase size of ball, decrease weight of ball
- Decrease distance to target
- Increase size of target
- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Teacher modeling

504

- Small group instruction
- Learning centers
- Tiered level activities
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Help centers/folders
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Teacher modeling

Students at Risk for Failure

- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Teacher modeling

Gifted and Talented:

- Opportunities for open-ended, self-directed activities
- Independent learning opportunities
- Encourage the use of creativity
- Ask higher level questions
- Opportunities to develop depth and breadth of knowledge in a subject area
- Student goal setting

ELL:

- Resources in native language
- Visual aids during instruction
- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Alternate Assessments
- Initiate and maintain frequent family contact with regular updates about student progress toward goals.
- Simplify written and verbal instructions
- Teacher modeling

Suggested Materials

- Floor Lines
- Bean bags
- Cones
- Poly-spots
- Scooters
- Jump Ropes
- Parachute
- Music
- Balloons
- Juggling scarves
- Balls- various sizes and materials

Suggested Resources

- openphysed.org
- gonoodle.com
- pecentral.com
- pelink4u.com
- pedigest.com

Curriculum

Content Area: Physical Education

Unit Title: Fitness and Physical Activity

Duration: 6 weeks

Grade Level: 2

Essential Questions

- What are the components of fitness?
- Why is setting a goal important?
- Why is fitness important?
- What does wellness mean?

Enduring Understandings

- Fitness includes a healthy heart (cardio respiratory endurance), strong muscles that can work for a long time (muscle strength and endurance) and flexibility (stretchy muscles).

Student Learning Targets (Objectives):

Students will be able to...

- Explain that fitness includes a healthy heart (cardio respiratory endurance), strong muscles that can work for a long time (muscle strength and endurance) and flexibility (stretchy muscles).
- Engage in activities that develop the components of fitness.

Focus Standards (Major Standards)

- 2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.
- 2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- 2.6.2.A.3 Develop a fitness goal and monitor progress towards achievement of the goal.
- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.

New Jersey Student Learning Standards: Interdisciplinary Connections

2.OA.1 Use addition and subtraction within 100 to solve one- and two- step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions; e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

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SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

New Jersey Student Learning Standards: College and Career Readiness

- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

New Jersey Student Learning Standards: Computer Science and Design Thinking

Computers can be used to connect individuals to a variety of fitness and movement ideas.

- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

Resources that support physical activity are all around you, including online.

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

Instructional Plan

- Fitness stations
- Fitness-focused warm-up activities (fitness dice, fitness relays)
- Fitness re-entry tasks for tag games (e.g., 5 push-ups when tagged)
- Setting goals with number of jumps in a rope, number of laps in a given time.
- Fitness Math

Evidence of Student Learning

Formative Assessments

- Teacher generated activity assessments
- Checklist of elements & skills
- Participation
- Peer/Self-assessment of elements
- Peer observation of performances of skills
- Informal Observations of students

Summative Assessments

- Post Skills Tests
- End of unit presentations
- Questions and Answers
- Exit Questions

Benchmark Assessments

- Teacher observation of students performing skills and concepts in a variety of activities. Use of a rubric and checklist.
- Teacher will provide feedback and watch for students to correct movement errors. Skills: walk, run, leap, jump, hop, skip, slide, gallop, bend, twist, pull, push, stretch, swing, sway, turn, and shake, move forward, backward, sideways, up and down, throw an object overhand and underhand, bounce, catch and volley a ball or balloon
- Students will respond in movement to changes in tempo, beat, rhythm, or musical style using different levels, directions and pathways.
- Teacher will track student achievement on a checklist.

Suggested Options for Differentiation

Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

Special Education

- Modify equipment: increase size of ball, decrease weight of ball
- Decrease distance to target
- Increase size of target
- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Teacher modeling

504

- Small group instruction
- Learning centers
- Tiered level activities
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Help centers/folders
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Teacher modeling

Students at Risk for Failure

- Small group instruction

- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Initiate and maintain frequent family contact with regular updates about student progress toward goals.
- Teacher modeling

Gifted and Talented:

- Opportunities for open-ended, self-directed activities
- Independent learning opportunities
- Encourage the use of creativity
- Ask higher level questions
- Opportunities to develop depth and breadth of knowledge in a subject area
- Student goal setting

ELL:

- Resources in native language
- Visual aids during instruction
- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Alternate Assessments
- Simplify written and verbal instructions
- Teacher modeling

Suggested Materials

- Floor Lines
- Bean bags
- Cones
- Poly-spots
- Scooters
- Jump Ropes
- Parachute
- Music
- Playing cards
- Juggling scarves
- Fitness Dice

Suggested Resources

- openphysed.org
- gonoodle.com
- pecentral.com
- pelink4u.com
- pedigest.com

Curriculum	
Content Area: Physical Education	
Unit Title: Dance , Jumping and Landing , Group Games	Duration: 6 weeks
Grade Level: 2	
<p>Essential Questions</p> <ul style="list-style-type: none"> • How do I move safely? • What is my role and responsibilities as I participate in physical activities? • How can I make movement more interesting, fun, and enjoyable? • Why do we participate in dance? • How does tempo influence type of dance moves 	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Competence and confidence in movement provides a foundation for lifelong participation in physical activities. 	
<p>Student Learning Targets (Objectives):</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Demonstrate appropriate control while moving in personal and general space (Avoiding other students, controlling body during movement). • Identify appropriate dance space • Follow dance steps in order. 	

- Begin dance on cue
- Self correct when a step is or steps are missed.
- Jump and land off of two feet, landing at the same time.
- Jump, Spin and land on one or two feet
- Hop and land from the same foot.
- Hop and land on the opposite foot.
- Work cooperatively with a team to achieve a goal

Focus Standards (Major Standards)

- 2.5.P.A.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
- 2.5.P.A.2 Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
- 2.5.P.A.3 Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).
- 2.6. P.A.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
- 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

New Jersey Student Learning Standards: Interdisciplinary Connections

2.OA.1 Use addition and subtraction within 100 to solve one- and two- step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions; e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

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New Jersey Student Learning Standards: College and Career Readiness

- CRP4. Communicate clearly and effectively and with reason.
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New Jersey Student Learning Standards: Computer Science and Design Thinking

Computers can be used to connect individuals to a variety of fitness and movement ideas.

- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

Resources that support physical activity are all around you, including online.

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

Instructional Plan

Dance

- GoNoodle
- Kidz Bop!
- YMCA
- Funky Chicken
- Hokey Pokey
- Bunny Hop
- Jumping and Landing
- Hoop Jump Rock Paper Scissor
- Hopscotch
- Chinese Jump Rope
- Regular Jumping Rope
- Long Jump/Broad Jump
- Waze

Cooperative Games II

- Relay Races
- Peaceful Playground Games
- Object Movers
- Hula Hoop Hutco Building
- Line Tag

Formative Assessments

- Teacher generated activity assessments
- Checklist of elements & skills
- Participation
- Peer/Self-assessment of elements
- Peer observation of performances of skills
- Informal Observations of students

Summative Assessments

- Post Skills Tests
- End of unit presentations
- Questions and Answers
- Exit Questions

Benchmark Assessments

- Teacher observation of students performing skills and concepts in a variety of activities. Use of a rubric and checklist.
- Teacher will provide feedback and watch for students to correct movement errors. Skills: walk, run, leap, jump, hop, skip, slide, gallop, bend, twist, pull, push, stretch, swing, sway, turn, and shake, move forward, backward, sideways, up and down, throw an object overhand and underhand, bounce, catch and volley a ball or balloon
- Students will respond in movement to changes in tempo, beat, rhythm, or musical style using different levels, directions and pathways.
- Teacher will track student achievement on a checklist.

Suggested Options for Differentiation

Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

Special Education

- Modify equipment: increase size of ball, decrease weight of ball
- Decrease distance to target
- Increase size of target
- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies

- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Teacher modeling

504

- Small group instruction
- Learning centers
- Tiered level activities
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Help centers/folders
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Teacher modeling

Students at Risk for Failure

- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Initiate and maintain frequent family contact with regular updates about student progress toward goals.
- Teacher modeling

Gifted and Talented:

- Opportunities for open-ended, self-directed activities
- Independent learning opportunities
- Encourage the use of creativity
- Ask higher level questions
- Opportunities to develop depth and breadth of knowledge in a subject area
- Student goal setting

ELL:

- Resources in native language
- Visual aids during instruction
- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Alternate Assessments
- Simplify written and verbal instructions
- Teacher modeling

Suggested Materials

- Floor Lines
- Cones
- Poly-spots
- Scooters
- Jump Rope/Chinese Jump Ropes
- Parachute
- Music

- Playing cards
- Juggling scarves
- Computer/ Projector

Suggested Resources

- openphysed.org
- gonoodle.com
- pecentral.com
- pelink4u.com
- pedigest.com

Curriculum	
Content Area: Physical Education	
Unit Title: Movement Skills and Sport/Game Concepts	Duration: 20 weeks
Grade Level: 3	
Essential Questions <ul style="list-style-type: none">• How can individual differences enhance and contribute to group productivity?• What can I do to help my team be successful?• Movement concepts, principles, strategies, and tactics are essential in organized games.• How can you use cooperation and communication during play?• Why are rules important?• What are characteristics of appropriate sports-like behaviors?	
Enduring Understandings <ul style="list-style-type: none">• Movement concepts, principles, strategies, and tactics are essential in organized games.• Participation in group physical activities can provide an opportunity for developing an understanding and respect of others.• Cooperation, communication, and responsible behavior lead to an enjoyable and rewarding game playing experience.	
Students will be able to... <ul style="list-style-type: none">• Explain and perform essential elements of movement skills in isolated practice, game play and dances.• Move safely in games and dances using body management skills and control.• Explain and demonstrate appropriate sports-like behaviors characterized by encouraging teammates and following game rules.• Demonstrate basic offensive and defensive strategies during gameplay.• Work cooperatively with other members of their class as a group to develop strategies to improve their performance.• Follow rules and safety precautions.	

Student Learning Targets (Objectives):

- Demonstrate appropriate control while moving in personal and general space.
- Use a variety of movement skills in games and activities.
- Demonstrate safety while participating in practice and while playing in games.
- Identify movement skills unique to each game.
- Control body when moving with others in personal and general space within boundaries.
- Apply appropriate skills and strategies to games.
- Understand and practice the rules of the game in a safe environment.
- Demonstrate fair and honest gameplay through participation in games during class.

Focus Standards (Major Standards)

- 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
- 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
- 2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.
- 2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
- 2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
- 2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.
- 2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
- 2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate

accomplishments.

- 2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
- 2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
- 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
- 2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- 2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.
- 2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

New Jersey Student Learning Standards: Interdisciplinary Connections

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SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

New Jersey Student Learning Standards: College and Career Readiness

You can give back in areas that matter to you.

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

Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.

- 9.1.5.RMI.1: Identify risks that individuals and households face.

New Jersey Student Learning Standards: Computer Science and Design Thinking

Computing devices may be connected to other devices to form a system as a way to extend their capabilities.

- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.

The development and modification of computing technology is driven by an individual's needs and wants and can affect individuals differently.

- 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Data can be organized, displayed, and presented to highlight relationships.

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim

Instructional Plan

- Partner activities
- Relays
- Practice Stations throwing, volleying, bouncing, kicking, striking and catching a ball or balloon.
- Skill checklists for practice
- Lead-up games
- Modified games
- Peaceful Playground Games
- Volleyball Skills
- Football Skills
- Hockey Skills

- Basketball Skills

Evidence of Student Learning

Formative Assessments

- Teacher generated activity assessments
- Checklist of elements & skills
- Participation
- Peer/Self-assessment of elements
- Peer observation of performances of skills
- Informal Observations of students

Summative Assessments

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- Exit Questions

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- Teacher will track student achievement on a checklist.

Suggested Options for Differentiation

Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

Special Education

- Modify equipment: increase size of ball, decrease weight of ball
- Decrease distance to target
- Increase size of target
- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Teacher modeling

504

- Small group instruction
- Learning centers
- Tiered level activities
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Help centers/folders
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Teacher modeling

Students at Risk for Failure

- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Initiate and maintain frequent family contact with regular updates about student progress toward goals.
- Skill based assessments
- Teacher modeling

Gifted and Talented:

- Opportunities for open-ended, self-directed activities
- Independent learning opportunities
- Encourage the use of creativity
- Ask higher level questions
- Opportunities to develop depth and breadth of knowledge in a subject area
- Student goal setting

ELL:

- Resources in native language
- Visual aids during instruction
- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Alternate Assessments
- Simplify written and verbal instructions
- Teacher modeling

Suggested Materials	
<ul style="list-style-type: none"> • Cones • Poly-spots • Lines • Jump Ropes • Scooters • Music • Balls- variety of type • Hoops • Sports equipment- paddles, bat, hockey stick, net, goals, bases, etc... 	
Suggested I Resources	
<ul style="list-style-type: none"> • openphysed.org • gonoodle.com • pecentral.com • pelink4u.com • pedigest.com 	
Curriculum	
Content Area: Physical Education	
Unit Title: Large Group Games	Duration: 12 weeks
Grade Level: 3	
Essential Questions	

<p>How do you measure an individual's physical fitness?</p> <p>How does physical fitness improve quality of life?</p> <p>How does exercise affect the heart?</p> <p>How can you develop personal fitness goals?</p> <p>How can technology help monitor fitness?</p>
<p>Enduring Understandings</p> <p>Group games and cooperative activities with friends can keep you physically fit.</p> <p>Movement concepts, principles, strategies, and tactics are essential in organized games.</p>
<p>Student Learning Targets (Objectives):</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Work cooperatively with members of their class as a team during warm-up practices and game play to develop strategies to improve performance. Follow rules, safety precautions, and display appropriate sports-like behaviors. Apply rules and procedures specific to the game
<p>Focus Standards (Major Standards)</p> <ul style="list-style-type: none"> • 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). • 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. • 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). • 2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations. • 2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others. • 2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). • 2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in

personal and general space.

- 2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.
- 2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
- 2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
- 2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
- 2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
- 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy active lifestyle.
- 2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- 2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.
- 2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

New Jersey Student Learning Standards: Interdisciplinary Connections

SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

New Jersey Student Learning Standards: College and Career Readiness

You can give back in areas that matter to you.

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

Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.

- 9.1.5.RMI.1: Identify risks that individuals and households face.

New Jersey Student Learning Standards: Computer Science and Design Thinking

Computing devices may be connected to other devices to form a system as a way to extend their capabilities.

- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.

The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently.

- 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Data can be organized, displayed, and presented to highlight relationships.

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim

Instructional Plan

- Partner activities
- Dances
- Relays
- Practice Stations throwing, volleying, bouncing, kicking, striking and catching a ball or balloon.
- Respond to tempo changes in music and with the correct locomotor movement the teacher calls out.
- Skill checklists for practice

- Lead-up games
- Modified games
- Peaceful Playground Games

Evidence of Student Learning

Formative Assessments

- Teacher generated activity assessments
- Checklist of elements & skills
- Participation
- Peer/Self-assessment of elements
- Peer observation of performances of skills
- Informal Observations of students

Summative Assessments

- Post Skills Tests
- End of unit presentations
- Questions and Answers
- Exit Questions

Benchmark Assessments

- Teacher observation of students performing skills and concepts in a variety of activities. Use of a rubric and checklist.
- Teacher will provide feedback and watch for students to correct movement errors. Skills: walk, run, leap, jump, hop, skip, slide, gallop, bend, twist, pull, push, stretch, swing, sway, turn, and shake, move forward, backward, sideways, up and down, throw an object overhand and underhand, bounce, catch and volley a ball or balloon
- Students will respond in movement to changes in tempo, beat, rhythm, or musical style using different levels, directions and pathways.

- Teacher will track student achievement on a checklist.

Suggested Options for Differentiation

Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

Special Education

- Modify equipment: increase size of ball, decrease weight of ball
- Decrease distance to target
- Increase size of target
- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Teacher modeling

504

- Small group instruction
- Learning centers
- Tiered level activities
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Help centers/folders
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments

- Teacher modeling

Students at Risk for Failure

- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Teacher modeling

Gifted and Talented:

- Opportunities for open-ended, self-directed activities
- Independent learning opportunities
- Encourage the use of creativity
- Ask higher level questions
- Opportunities to develop depth and breadth of knowledge in a subject area
- Student goal setting

ELL:

- Resources in native language
- Visual aids during instruction
- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Alternate Assessments

- Initiate and maintain frequent family contact with regular updates about student progress toward goals.
- Simplify written and verbal instructions
- Teacher modeling

Suggested Materials

- Floor Lines
- Bean bags
- Cones
- Poly-spots
- Scooters
- Jump Ropes
- Parachute
- Music
- Balloons
- Juggling scarves
- Balls- various sizes and materials

Suggested Resources

- openphysed.org
- gonoodle.com
- pecentral.com
- pelink4u.com
- pedigest.com

Curriculum	
Content Area: Physical Education	
Unit Title: Fitness and Physical Activity	Duration: 8 weeks
Grade Level: 3	
Essential Questions <ul style="list-style-type: none"> • How does exercise affect the heart? • How can dance improve your fitness level? • How do you measure an individual's physical fitness? • How does physical fitness improve quality of life? • How can you develop personal fitness goals? • How can technology help monitor fitness? 	
Enduring Understandings <ul style="list-style-type: none"> • Fitness includes a healthy heart (cardio respiratory endurance), strong muscles that can work for a long time (muscle strength and endurance) and flexibility (stretchy muscles). • Recognizing your fitness strengths and challenges can help you plan a healthy lifestyle. 	
Student Learning Targets (Objectives): <i>Students will be able to...</i> <ul style="list-style-type: none"> • Explain that fitness includes a healthy heart (cardio respiratory endurance), strong muscles that can work for a long time (muscle strength and endurance) and flexibility (stretchy muscles). • Engage in activities that develop all components of fitness. 	
Focus Standards (Major Standards)	

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- 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.
- 2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
- 2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
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Instructional Plan

- Fitness stations
- Fitness-focused activities (tabata workouts, crossfit type WOD's)
- Fitness games
- Fitness cooperative activities as a team (Fitness Math)
- Fitness relays
- Tag games with fitness-related re-entry tasks
- Fitness Bingo
- Jump rope challenges
- Fitness 4 Corners
- Race Track
- Minute-to-Win It Fitness

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- Reading buddies
- Work alone/partner option
- Optional alternate assessments
- Skill based assessments
- Teacher modeling

504

- Small group instruction

- Learning centers
- Tiered level activities
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- Help centers/folders
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- Skill based assessments
- Teacher modeling

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- Learning centers
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- Independent learning opportunities
- Encourage the use of creativity
- Ask higher level questions
- Opportunities to develop depth and breadth of knowledge in a subject area
- Student goal setting

ELL:

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- Visual aids during instruction
- Small group instruction
- Learning centers
- Personal goal setting
- Website/Apps for practicing skills at student's level
- Reading buddies
- Work alone/partner option
- Alternate Assessments
- Simplify written and verbal instructions
- Teacher modeling

Suggested Materials

- Floor Lines
- Bean bags
- Cones
- Poly-spots
- Scooters
- Jump Ropes
- Parachute
- Music
- Playing cards
- Juggling scarves
- Fitness Dice
- Video to follow along with

Suggested I Resources

- openphysed.org
- gonoodle.com
- pecentral.com
- pelink4u.com
- pedigest.com