

[Grade K-2 Physical Education Curriculum](#)

Grade K-2 Physical Education Curriculum	
Course Title: Physical Education	
Philosophy	Quick Link
Unit 1: Motor Skill Development <ul style="list-style-type: none"> ➤ Lesson: Tag, Circle games, line games ➤ Lesson: Movement activities ➤ Lesson: Organized Sports 	Quick Link
Unit 2: Fitness <ul style="list-style-type: none"> ➤ Lesson: Listen to your heart, and be active! ➤ Lesson 2: Training/Exercise ➤ Lesson 3: Achieving and Assessing Fitness 	Quick Link
Comprehensive Health and Physical Education Practices	Quick Link

Grade K-2 Physical Education Curriculum		
(Note: Curriculum Matrix based on 180 instructional days; instructional days include assessments.)		
	Units	Instructional Days
3 Marking Periods	Unit 1: Motor Skill Development	35 Instructional Days
1 Marking Period	Unit 2: Fitness	15 Instructional Days

Philosophy

The philosophy of the Florham Park Physical Education program is to create a learning atmosphere that emphasizes wellness, physical fitness, social and emotional growth, and to encourage students to lead physically active lifestyles. Our focus is to help students become lifelong learners about wellness and have comprehensive movement experiences that focus on fun, involvement, character, self-esteem, fitness, and total well being for our students. The physical education program involves the “total child” and includes physical, mental, social, and emotional growth experiences.

Regular involvement in physical activity has been proven to increase test performance, raise self-esteem, reduce the incidence of life threatening disease and produce a positive impact on the social and emotional well being of an individual. The Physical Education program provides an opportunity for the optimal physical and emotional development of an individual. It is an integral part of the educational program and provides another discipline in which a person can become fully educated. This discipline augments other disciplines in attempting to develop young people with integrated personalities capable of functioning at a high level of efficiency in work, recreation, and everyday activities.

The lesson structures are based on the best available scientific knowledge covering a broad range of relevant physical education concepts and are designed, selected, and conducted in accordance with the needs, interests, and maturity levels of the individual students and with the needs of the community at large. The Florham Park Physical Education program is a well-organized, sequential program that will allow the students to develop the skills necessary to build upon in subsequent years. Students will progress through a variety of units such as Fitness, Individual Sports, Team Sports, Project Adventure, Large Group Activities, and Dance. Emphasis is on the skills necessary to participate in team sports-including kinesthetic and traditional sports skills as well as learning the rules and regulations of the various sports' activities. These skills are presented through cooperative activities, which fosters all students' ability to be a positive member of a team or group.

Becoming physically educated is a developmental process that begins in early childhood and continues throughout life. A quality physical education program is needed for students to be physically active throughout their lifetime and reap the benefits of doing so. The Florham Park Physical Education program provides students with a multitude of important learning experiences that cannot be duplicated in other environments. We believe that a quality Physical Education program is fundamental for our students.

Unit: Motor Skill Development		Grade: K-2
Unit Summary: This unit enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life.		
Unit Rationale: In this unit students must participate in a wide range of developmentally appropriate games, sports, dance, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.		
Content Statements Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. Teamwork consists of effective communication and other interactions between team members. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.		
NJ Student Learning Standards		
2.2 Physical Wellness		
Career Ready Practices		
Act as a responsible and contributing community member and employee.		
Demonstrate creativity and innovation.		
Utilize critical thinking to make sense of problems and persevere in solving them		
Model integrity, ethical leadership and effective management.		

Use technology to enhance productivity, increase collaboration and communicate effectively.
Work productively in teams while using cultural/global competence.

Standard 8 Computer Science

8.1.2.DA.3: Identify and describe patterns in data visualizations.

Standard 9 Career Readiness, Life Literacy, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

ELA

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Primary interdisciplinary connections: math, music, health, science

21st century themes: Civic Literacy and Health Literacy

Performance Expectations

2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.

2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).

2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling)

2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.

2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.

2.2.2.MSC.8: Explain the difference between offense and defense.

2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.

2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.

2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.

Enduring Understandings/Goals

Students will understand that...

- Good sportsmanship is important to have a successful and fun game.
- Rules are important so no one gets hurt.
- If you are healthy you will do better in your sports activities.
- If you have a positive attitude you will accomplish your goals, if you have a negative attitude it will be harder to accomplish your goals.

Unit Learning Targets

Students will...

Essential Questions

- Why is good sportsmanship important?
- Why are basic activity and safety rules important?
- How does being healthy contribute to safe and improved performance?
- How does mental attitude influence physical performance?

<ul style="list-style-type: none"> • Understand why sportsmanship is important • Learn basic safety rules • Explain why being healthy contributes to safe and improved performance • Explain how mental attitude influences physical performance • Participate in developmentally appropriate games. 					
Lesson	Teaching Points				
Lesson 1: Tag, circle games, continuous games, line games (4-6 classes)	<table border="1"> <thead> <tr> <th data-bbox="499 472 1194 532">Goals/ Objectives</th><th data-bbox="1194 472 1892 532">Learning Activities/ Instructional Strategies</th></tr> </thead> <tbody> <tr> <td data-bbox="499 532 1194 927"> Students: <ul style="list-style-type: none"> • Explain why good sportsmanship is important • Explain why basic activity and safety rules are important • Explain why being healthy contributes to safe and improved performance. • Explain how mental attitude influences physical performance. • Participate in games that require organization of the entire class </td><td data-bbox="1194 532 1892 927"> <i>Lesson Sequence:</i> <ol style="list-style-type: none"> 1. Review rules for games 2. Choose any of the following: <ol style="list-style-type: none"> a. Tag games – chasing base, flag and popcorn tag b. Continuous games – pinball, and parachute c. Circle games – pinball d. Line games – pinball, roller dodgeball, and cut the cake Relay activities involving running, hopping, galloping, skipping and sliding 3. Discuss outcomes of the games </td></tr> </tbody> </table>	Goals/ Objectives	Learning Activities/ Instructional Strategies	Students: <ul style="list-style-type: none"> • Explain why good sportsmanship is important • Explain why basic activity and safety rules are important • Explain why being healthy contributes to safe and improved performance. • Explain how mental attitude influences physical performance. • Participate in games that require organization of the entire class 	<i>Lesson Sequence:</i> <ol style="list-style-type: none"> 1. Review rules for games 2. Choose any of the following: <ol style="list-style-type: none"> a. Tag games – chasing base, flag and popcorn tag b. Continuous games – pinball, and parachute c. Circle games – pinball d. Line games – pinball, roller dodgeball, and cut the cake Relay activities involving running, hopping, galloping, skipping and sliding 3. Discuss outcomes of the games
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<p>Lesson 2: Movement activities (4-6 classes)</p>	<table border="1"> <thead> <tr> <th data-bbox="487 266 1194 329">Goals/ Objectives</th><th data-bbox="1194 266 1906 329">Learning Activities/ Instructional Strategies</th></tr> </thead> <tbody> <tr> <td data-bbox="487 329 1194 1049"> <p>Students:</p> <ul style="list-style-type: none"> • Develop problem solving skills • Become aware of what their bodies are capable of • Develop a better self image • Explain how changes in direction, pathways and levels can alter movement. • Show how changes in rhythm, tempo, beat, and musical style can alter movement. </td><td data-bbox="1194 329 1906 1049"> <p><i>Lesson Sequence:</i></p> <ol style="list-style-type: none"> 1. Explain activity and rules <ol style="list-style-type: none"> a. Use any of the following: <ol style="list-style-type: none"> i. Ground tumbling and apparatus – basic individual stunts. b. Rhythms: <ol style="list-style-type: none"> i. Exercise warm-ups to music ii. Free movement to music <table border="1"> <tr> <td data-bbox="1197 643 1541 810"> <p>Dances:</p> <ol style="list-style-type: none"> a. Twist b. Hokey Pokey c. Bunny Hop </td><td data-bbox="1541 643 1875 810"> <p>Marching Games to music</p> <ol style="list-style-type: none"> a. Freeze b. Clam Free c. Hot Potato </td></tr> </table> <ul style="list-style-type: none"> • Exploration of bodies in relationship to: balance, space, speed, force, and change of direction. • Exploration with and sharing uses of different play objects – hula hoops, balls, streamers, plastic tubes • Exploration lesson directly related to classroom activities – forming alphabet letters with bodies, 9 in groups to form words with bodies, forming numbers with bodies, working in groups to form simple math problems. </td></tr> </tbody> </table>	Goals/ Objectives	Learning Activities/ Instructional Strategies	<p>Students:</p> <ul style="list-style-type: none"> • Develop problem solving skills • Become aware of what their bodies are capable of • Develop a better self image • Explain how changes in direction, pathways and levels can alter movement. • Show how changes in rhythm, tempo, beat, and musical style can alter movement. 	<p><i>Lesson Sequence:</i></p> <ol style="list-style-type: none"> 1. Explain activity and rules <ol style="list-style-type: none"> a. Use any of the following: <ol style="list-style-type: none"> i. Ground tumbling and apparatus – basic individual stunts. b. Rhythms: <ol style="list-style-type: none"> i. Exercise warm-ups to music ii. Free movement to music <table border="1"> <tr> <td data-bbox="1197 643 1541 810"> <p>Dances:</p> <ol style="list-style-type: none"> a. Twist b. Hokey Pokey c. Bunny Hop </td><td data-bbox="1541 643 1875 810"> <p>Marching Games to music</p> <ol style="list-style-type: none"> a. Freeze b. Clam Free c. Hot Potato </td></tr> </table> <ul style="list-style-type: none"> • Exploration of bodies in relationship to: balance, space, speed, force, and change of direction. • Exploration with and sharing uses of different play objects – hula hoops, balls, streamers, plastic tubes • Exploration lesson directly related to classroom activities – forming alphabet letters with bodies, 9 in groups to form words with bodies, forming numbers with bodies, working in groups to form simple math problems. 	<p>Dances:</p> <ol style="list-style-type: none"> a. Twist b. Hokey Pokey c. Bunny Hop 	<p>Marching Games to music</p> <ol style="list-style-type: none"> a. Freeze b. Clam Free c. Hot Potato
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Lesson 3: Organized sports
(throughout the year)

Goals/ Objectives	Learning Activities/ Instructional Strategies																					
<p>Students:</p> <ul style="list-style-type: none">● Explain why good sportsmanship is important.● Explain why basic activity and safety rules are important.● Explain why being healthy contributes to safe and improved performance.● Explain how mental attitude influences physical performance.● Perform developmentally controlled movement skills	<p><i>Lesson Sequence:</i></p> <p>Soccer</p> <ol style="list-style-type: none">1. Safety2. Basic skills: <table><tr><td>a. Trap</td><td>b. Pass</td><td>c. Dribble</td></tr><tr><td>d. Volley</td><td colspan="2">e. Goalie skills</td></tr></table> <ol style="list-style-type: none">3. Skill drills on items listed above4. Lead-up games involving skills: <table><tr><td>a. Circle dribble</td><td>b. Goalie person</td><td>c. Line soccer</td></tr></table> <p>Football</p> <ol style="list-style-type: none">1. Safety2. Basic skills presented: <table><tr><td>a. Throwing</td><td>b. Catching</td><td>c. Running</td></tr><tr><td>d. Punting</td><td colspan="2">e. Centering</td></tr></table> <ol style="list-style-type: none">3. Skill drills on items listed above4. Lead-up games involving skills:<ol style="list-style-type: none">a. Flag tagb. Three-man plays (quarterback, passers and receiver) <p>Basketball</p> <ol style="list-style-type: none">1. Safety2. Basic skills presented: <table><tr><td>a. Dribbling</td><td>b. Passing (baseball, chest & bounce)</td></tr><tr><td>c. Shooting (underhand and overhand)</td><td>d. Use of backboard in shooting lay-ups</td></tr></table> <ol style="list-style-type: none">3. Skill drills on items listed above4. Lead-up games involving skills <table><tr><td>a. Line basketball</td><td>b. Shoot-off</td></tr></table>	a. Trap	b. Pass	c. Dribble	d. Volley	e. Goalie skills		a. Circle dribble	b. Goalie person	c. Line soccer	a. Throwing	b. Catching	c. Running	d. Punting	e. Centering		a. Dribbling	b. Passing (baseball, chest & bounce)	c. Shooting (underhand and overhand)	d. Use of backboard in shooting lay-ups	a. Line basketball	b. Shoot-off
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Skills (Students will be able to...)												
<ul style="list-style-type: none">Critical Thinking and Problem SolvingCommunication and CollaborationLife and Career Skill												

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Teacher observation Student participation Skill checks Preparedness Participation Sportsmanship 	<p>Special Education:</p> <ul style="list-style-type: none"> Curricular Modifications and Guidance for Students Educated in Special Class Settings Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p><i>Differentiation:</i> All games can be modified according to individual needs</p>

<ul style="list-style-type: none"> Cooperation <p>Summative Assessments:</p> <ul style="list-style-type: none"> At the end of each lesson or unit as needed Equipment needed: District provided physical education equipment (yarn balls, hoops, playground balls, etc.) <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> Timed jogging muscle strength (sit ups) muscle strength (push ups) shoe tying <p>Alternative Assessments:</p> <ul style="list-style-type: none"> Physical Therapy Occupational Therapy Assessments Individual goal based formative assessments <p>Reflection Questions:</p> <p>How can physical activity affect our emotional health?</p>	<ul style="list-style-type: none"> Preview content and concepts Behavior management plan Highlight text Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> Alternative formative and summative assessments Personal agendas Project-based learning Problem-based learning Stations/centers Tiered activities/assignments Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> Clubbing activities Exploration by interest Flexible groupings <p>English Language Learners:</p> <ul style="list-style-type: none"> Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students at Risk for Failure:</p> <ul style="list-style-type: none"> Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Gifted and Talented:</p> <ul style="list-style-type: none"> Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students with 504 Plans:</p> <ul style="list-style-type: none"> Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
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Core Instructional and Supplemental Materials Professional Resources:	Core Instructional, Supplemental, Instructional, and Intervention Resources:
<div data-bbox="205 350 1031 415">Core Professional Resources:</div> <ul data-bbox="262 435 930 565" style="list-style-type: none"> • <i>Lesson Plans for Dynamic Physical Education for Elementary School Children</i> • <i>Standards-Based Physical Education Curriculum Development</i> • <i>No Standing Around in My Gym</i> • Education World • PE Central <div data-bbox="205 581 1031 646">Supplemental Professional Resources:</div> <ul data-bbox="262 662 535 743" style="list-style-type: none"> • Shape • Consult with OT and PT • Meet with child study team 	<div data-bbox="1064 350 1890 415">Core Instructional Resources:</div> <ul data-bbox="1121 435 1858 487" style="list-style-type: none"> • All necessary physical education equipment: coated foam balls, cones, parachute, yarn balls, knobby balls, scarves and all other equipment provided by the district. <div data-bbox="1064 503 1890 568">Supplemental Resources:</div> <ul data-bbox="1121 584 1879 636" style="list-style-type: none"> • modified equipment- tacky ball with knobs to make catching easier, large size balls easier for tracking for both catching and kicking. <div data-bbox="1064 652 1890 717">Intervention Resources:</div> <ul data-bbox="1121 734 1453 792" style="list-style-type: none"> • Occupational Therapy Equipment • Physical Therapy Equipment
Interdisciplinary Connections	Integration of Technology through NJSLS
<ul data-bbox="252 945 625 1068" style="list-style-type: none"> • Heart rate • History and the olympics • Geography and the state superbowl map • Wellness • Health and nutrition 	<ul data-bbox="1106 945 1344 1019" style="list-style-type: none"> • Music on CDs • Videos of physical skills • Sportsmanship videos
Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul data-bbox="252 1172 615 1377" style="list-style-type: none"> • Health Literacy • Critical Thinking and Problem Solving • Creativity and Innovation • Communication and Collaboration • Initiative and Self Direction • Manage Goals and Time • Work Independently • Be Self-directed Learners 	<ul data-bbox="1106 1172 1642 1247" style="list-style-type: none"> • Watch instructional video • Jump rope for Heart Web page • Listen to books on CDs, tapes, videos or podcasts if available

Career Education	Global Perspective
<ul style="list-style-type: none"> • Jump Rope for Heart Representative • Field Trip to NY Jet Stadium • Video clips of professional athletes • New Jersey Educational Field Trip 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)

Unit: Fitness	Grade: K-2
<p>Unit Summary: This unit enables students to understand the components of health-related fitness (Cardiorespiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill related fitness (speed, agility, reaction time, coordination, and power).</p> <p>Unit Rationale: In this unit students learn how each component of fitness is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.</p> <p>Content Statement: Appropriate types and amounts of physical activity enhance personal health.</p>	
NJ Student Learning Standards	
<p>Career Ready Practices Act as a responsible and contributing community member and employee. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them Model integrity, ethical leadership and effective management. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.</p> <p>Standard 8 Computer Science 8.1.2.DA.3: Identify and describe patterns in data visualizations.</p> <p>Standard 9 Career Readiness, Life Literacy, and Key Skills 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>ELA</p>	

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

2.2 Physical Wellness

Career Ready Practices

Act as a responsible and contributing community member and employee.

Demonstrate creativity and innovation.

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

Model integrity, ethical leadership and effective management.

Use technology to enhance productivity, increase collaboration and communicate effectively.

Work productively in teams while using cultural/global competence.

Standard 8 Computer Science

8.1.2.DA.3: Identify and describe patterns in data visualizations.

Standard 9 Career Readiness, Life Literacy, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

Primary interdisciplinary connections: math, music, health, science

21st century themes: Civic Literacy and Health Literacy

Performance Expectations

2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).

2.2.2.PF.2: Explore how to move different body parts in a controlled manner.

2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).

2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).

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

Enduring Understandings/Goals

- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with the least amount of effort.
- Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.
- Achieving and maintaining fitness requires age-appropriate intensity, duration and frequency of exercise.

Essential Questions

- Why do I have to understand concepts of movement when I can already perform the movement?
- What is the minimum amount of exercise I can do to stay physically fit?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
- How do you realize age-appropriate fitness?

<ul style="list-style-type: none">● Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program. <p>Unit Learning Targets: <i>Students will...</i></p> <ul style="list-style-type: none">● Understand concepts of movement● Recognize the amount of exercise they need to help them stay fit● Develop a personal fitness program		
Lessons	Teaching Points	
Lesson 1: Listen and Be Active (4-6 classes)	Goals/ Objectives	Learning Activities/ Instructional Strategies
	<p><i>Students:</i></p> <ul style="list-style-type: none">● Identify active and resting heart rate● The student will identify body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing	<p><i>Lesson Sequence</i></p> <ul style="list-style-type: none">● For this activity, you need one stethoscope for every two students and alcohol wipes to clean the earpieces. Explain that the heart is about the size of a fist. As students open and close their fists to simulate the pumping motion of the heart, have them describe the location and function of the heart. Explain that the heart is really a very strong muscle and that it needs exercise to stay strong and healthy. Play an audiotape of heart sounds (available from the American Heart Association), and discuss the different sounds. Students chant the “lub-dub” sounds. Demonstrate the use of a stethoscope, and then pair students to hear each other’s resting heartbeat. Next, students jog in place for one minute and then try to listen to their partner’s heartbeat again. Discuss the differences (e.g., heart beating faster, moving more blood to the muscles, pumping harder).● For this activity, create a number of movement skill stations. Ask students what it means to be in shape. Write the students’ responses on the board. Write the words Active and Inactive on the board and ask students to define them. Divide the class into small groups to list and/or illustrate three things they do to keep active and three inactive things they do.

		<p>Reconvene the class and create a master list. Send each small group to a movement station to become active. Activities at each station are performed to a variety of musical selections. After each group has completed all the stations, reconvene the entire class. Show the class posters or pictures that illustrate activity and inactivity. Students classify the pictures and justify their answers (e.g., it makes your heart beat faster, you use your whole body). Students draw a picture of themselves being active. Post the pictures in the gym or on a bulletin board.</p> <ul style="list-style-type: none">For this activity, create a series of posters that illustrate each component of health-related fitness. Each component is represented by a character, such as “Flexible Bill” (flexibility) or “ B. C. Body” (body composition). Each character should clearly illustrate the fitness concept. Use the posters to teach the concepts, and then place the posters on the wall. Each week, students bring in pictures showing people participating in fitness activities. Students place the pictures under the appropriate poster. Use the posters to continuously reinforce the fitness components throughout the school year.				
Lesson 2: Training/Exercise (4-6 classes)	<table><tr><th>Goals/ Objectives</th><th>Learning Activities/ Instructional Strategies</th></tr><tr><td><p><i>Students:</i></p><ul style="list-style-type: none">Explain that too much or not enough exercise can be harmful</td><td><p><i>Lesson Sequence</i></p><ul style="list-style-type: none">Brainstorm ways students can keep active. Ask students how many minutes they should be active every day in order to keep healthy. Write 30 minutes a day on the board, and explain that this recommendation comes from national experts. Explain that those experts also recommend safe and healthy ways to exercise and keep</td></tr></table>	Goals/ Objectives	Learning Activities/ Instructional Strategies	<p><i>Students:</i></p> <ul style="list-style-type: none">Explain that too much or not enough exercise can be harmful	<p><i>Lesson Sequence</i></p> <ul style="list-style-type: none">Brainstorm ways students can keep active. Ask students how many minutes they should be active every day in order to keep healthy. Write 30 minutes a day on the board, and explain that this recommendation comes from national experts. Explain that those experts also recommend safe and healthy ways to exercise and keep	
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		<p>active. Write 5-20-5 on the board. Explain that each 30-minute workout session should have a beginning, middle, and end—just like a good story. Under the appropriate number, write the words warm-up, workout, and cool-down. Lead students through each segment of a workout, emphasizing the transition to the next segment and reinforcing why each part is important. Divide the class into three smaller groups. Each group designs an example of one aspect of the workout and shares it with the class.</p> <ul style="list-style-type: none"> ● Variation: Students calculate the number of minutes spent warming up, working out, and cooling down over a one-week or one-month period and graph each segment. ● Explain that students need to learn how to pace themselves, that is, to exercise at the right speed, so they can last the entire 30 minutes without quitting. To experience this concept, design a simple circular running area, about 200 yards in length. Students run continuously for a specific time around the course (four to five minutes). Students may run with friends. Every time a student passes the starting point, hand him/her a popsicle stick or poker chip. At the end of the designated time, each student counts the number of sticks or chips. Allow a rest period and then repeat the exercise. The goal is to receive the same amount of sticks or chips on the second run as on the first. After all students have completed the second run, discuss the results and emphasize pacing. ● Variation: Students predict their own performance (the number of times completing the course) and compare results. ● Create illustrations of various stretching exercises, laminate the pictures, and hang them around the gym. Each student needs a small mat or carpet square to create self-space. Demonstrate a simple stretch, and then have students imitate your actions. As you
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		<p>demonstrate each stretch, explain the importance of performing each stretch slowly. (Have the students count to 10 to establish a rhythm.) Students move to a stretch station (one of the posters on the wall) and try to copy the stretch illustrated on the poster. Circulate to ensure students are performing the movements correctly and counting to 10. Reconvene the class, outline the important points on the board, and lead the class in one final stretch.</p> <ul style="list-style-type: none"> • Variation: As you show each illustration, the entire class stretches together. Repeat this activity on a regular basis to emphasize appropriate stretching techniques. • Variation: Students list the times and places when stretching might be performed (e.g., when they get out of bed in the morning, after sitting at their desk for a long time) and demonstrate those kinds of stretches. • Explain the concept of aerobic endurance—the heart, lungs, and muscles can perform exercise over a long period of time. Students participate in regularly scheduled activities designed to increase their endurance, performing a specified locomotor movement (e.g., run, walk, skip) over a measured pathway. Gradually increase the duration of the activity over time. As part of the activity, students choose to “travel” to a popular resort area or city, compute the mileage necessary to reach the destination, and log the number of miles of locomotor movement attained. Students display their journey on a large classroom map.
Lesson 3: Assessing and Achieving Fitness (2-4 classes)		
	Goals/ Objectives	Learning Activities/ Instructional Strategies
	<i>Students:</i> <ul style="list-style-type: none"> • Engage in moderate to vigorous physical activity that develops all components of fitness. 	<i>Lesson Sequence</i> <ul style="list-style-type: none"> • Begin this activity by asking: “Who’s got muscle?” (Students will name super heroes, TV or movie stars or

		<p>athletes.) Point out muscles in the arms, legs, etc. Next, have students participate in a variety of muscular strength and endurance tasks. If you have permanent playground equipment, such as a horizontal ladder or monkey bars, use them as stations. Establish several stations and review the activity to be performed at each station. Divide the class into small groups and begin one group at each station. Rotate stations every two to three minutes. After all students have completed the fitness tasks, reconvene the group and discuss how they used their muscles.</p> <ul style="list-style-type: none">• The purpose of this activity is to have everyone walk one mile. Use a specific walking course, give each student a popsicle stick or chip to keep track of each lap. At the end of the mile, discuss the benefits of walking (e.g., better health, breathing fresh air, looking at nature).• Complete Track and Field Activities: <p>Basic skills</p> <table><tr><td>a. Running</td><td>b. Jumping</td><td>c. Throwing</td></tr></table> <p>Skill drills using the above skills</p> <table><tr><td>a. Dash</td><td>e. Whiffle Ball Throw</td></tr><tr><td>b. Distance Running</td><td>f. Run and Jump</td></tr><tr><td>c. Relay Running</td><td>g. Hurdles</td></tr><tr><td>d. Frisbee Throw</td><td></td></tr></table> <p>Field day event preparations</p> <p>Jump Rope For Heart</p> <table><tr><td>Short ropes a. Warm ups b. Jumping over rope on ground c. Turning and jumping d. Shaping ropes into alphabet letters and shapes on the ground</td><td>Long ropes a. Warm ups b. High water-low water c. Turning d. Jumping e. Jumping in and out of moving rope f. Rhymes g. Snakes</td></tr></table>	a. Running	b. Jumping	c. Throwing	a. Dash	e. Whiffle Ball Throw	b. Distance Running	f. Run and Jump	c. Relay Running	g. Hurdles	d. Frisbee Throw		Short ropes a. Warm ups b. Jumping over rope on ground c. Turning and jumping d. Shaping ropes into alphabet letters and shapes on the ground	Long ropes a. Warm ups b. High water-low water c. Turning d. Jumping e. Jumping in and out of moving rope f. Rhymes g. Snakes	
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Skills (Students will be able to...)		
<ul style="list-style-type: none"> Understand concepts of movement 		

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Teacher observation Student participation Skill checks Preparedness Participation Sportsmanship Cooperation <p>Summative Assessments:</p> <ul style="list-style-type: none"> At the end of each lesson or unit as needed Equipment needed: District provided physical education equipment (yarn balls, hoops, playground balls, etc.) Poster Timed Logs Shoe tying test Jump Rope Frequency <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> Timed jogging muscle strength (sit ups) muscle strength (push ups) shoe tying 	<p>Special Education:</p> <ul style="list-style-type: none"> Curricular Modifications and Guidance for Students Educated in Special Class Settings Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Differentiation: All games can be modified according to individual needs</p> <ul style="list-style-type: none"> Preview content and concepts Behavior management plan Highlight text Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> Alternative formative and summative assessments Personal agendas Project-based learning Problem-based learning Stations/centers Tiered activities/assignments Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> Clapping activities Exploration by interest Flexible groupings <p>English Language Learners:</p> <ul style="list-style-type: none"> Subgroup Accommodations and Modifications

<div> Alternative Assessments: <ul style="list-style-type: none"> Physical Therapy Occupational Therapy Assessments Individual goal based formative assessments </div> <div> Reflection Questions: <p>Where in your community can you go for physical activity?</p> </div>	<ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <div> Students at Risk for Failure: <ul style="list-style-type: none"> Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) </div> <div> Gifted and Talented: <ul style="list-style-type: none"> Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) </div> <div> Students with 504 Plans: <ul style="list-style-type: none"> Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) </div>
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources:</p>
<div> Core Professional Resources: <ul style="list-style-type: none"> <i>Lesson Plans for Dynamic Physical Education for Elementary School Children</i> <i>Standards-Based Physical Education Curriculum Development</i> <i>No Standing Around in My Gym</i> Education World PE Central </div> <div> Supplemental Professional Resources: </div>	<div> Core Instructional Resources: <ul style="list-style-type: none"> All necessary physical education equipment: coated foam balls, cones, parachute, yarn balls, knobby balls, scarves and all other equipment provided by the district. </div> <div> Supplemental Resources: <ul style="list-style-type: none"> modified equipment- tacky ball with knobs to make catching easier, large size balls easier for tracking for both catching and kicking. </div> <div> Intervention Resources: </div>

<ul style="list-style-type: none"> • Shape • Consult with OT and PT • Meet with child study team 	<ul style="list-style-type: none"> • Occupational Therapy Equipment • Physical Therapy Equipment
Interdisciplinary Connections	Integration of Technology through NJSLS
<ul style="list-style-type: none"> • Heart rate • History and the olympics • Geography and the state superbowl map • Wellness • Health and nutrition 	<ul style="list-style-type: none"> • Music on CDs • Videos of physical skills • Sportsmanship videos • Listen to books on CDs, tapes, videos, or podcasts if available • Create a word study word sort in Inspiration
Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> • Health Literacy • Critical Thinking and Problem Solving • Creativity and Innovation • Communication and Collaboration • Initiative and Self Direction • Manage Goals and Time • Work Independently • Be Self-directed Learners 	<ul style="list-style-type: none"> • Watch instructional video • Jump rope for Heart Web page • Listen to books on CDs, tapes, videos or podcasts if available • Sportsmanship videos •
Career Education	Global Perspective
<ul style="list-style-type: none"> • Jump Rope for Heart Representative • Field Trip to NY Jet Stadium • Video clips of professional athletes • New Jersey Educational Field Trip 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)

Comprehensive Health and Physical Education Practices

The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

Practice	Description	
Acting as responsible and contributing member of society	Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.	
Building and maintaining healthy relationships	Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.	

Communicating clearly and effectively (verbal and nonverbal)	Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.	
Resolving conflict	Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.	
Practice Description		
Attending to personal health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.	
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.	

Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision- making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.	
Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.	
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.	
Practice Description		
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks . They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.	