

CURRICULUM

FOR

**PHYSICAL
EDUCATION
GRADES K-2**

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Dr. Kevin K. Robinson

Program Supervisor of Health/Physical Education

The Board acknowledges the following who contributed to the preparation of this curriculum.

Thomas Hemsel

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
Physical Education
Grades K-2

Date of Board Adoption:
September 20, 2022

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing.

<ul style="list-style-type: none"> ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<ul style="list-style-type: none"> ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes. ● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments. ● Adapt worksheets/packets. ● Create alternate assignments. ● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted. ● Allow student to resubmit assignments. ● Use small group instruction. ● Simplify language. ● Provide scaffolded vocabulary and vocabulary lists. ● Demonstrate concepts possibly through the use of visuals. ● Use manipulatives. ● Emphasize critical information by highlighting it for the student. ● Use graphic organizers. ● Pre-teach or pre-view vocabulary. ● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment. ● Provide audio versions of the textbooks. ● Highlight textbooks/study guides. ● Use supplementary materials. ● Give assistance in note taking ● Use adapted/modified textbooks. ● Allow use of computer/word processor. ● Allow student to answer orally, give extended time (time-and-a-half). ● Allow tests to be given in a separate location (with the ESL teacher). ● Allow additional time to complete assignments and/or assessments. ● Read question to student to clarify. ● Provide a definition or synonym for words on a test that do not impact the validity of the exam. ● Modify the format of assessments. ● Shorten test length or require only selected test items. ● Create alternative assessments. ● On an exam other than a spelling test, don't take points off for spelling errors.
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RAHWAY PUBLIC SCHOOLS CURRICULUM

Physical Education – Kindergarten

PACING GUIDE

Unit	Title	Pacing
1	Fitness/Wellness	8 weeks
2	Motor Skills Development (Locomotor/Non locomotor skills)	8 weeks
3	Cooperative Activities	8 weeks
4	Manipulative Skills	8 weeks

UNIT 1 OVERVIEW

Content Area: Physical Education

Unit Title: Fitness/ Wellness

Target Course/Grade Level: K-2

Unit Summary: Students will be introduced to games/ activities that will improve their overall level of fitness and well-being. They will be able to perform various exercises and follow fitness routines independently and in other activities. Students will understand the lifetime importance of exercises and physical activity.

Approximate Length of Unit: 8 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.6.2.A. Appropriate types and amounts of physical activity enhance personal health.
- 2.1.2.A. Health-enhancing behaviors contribute to wellness.
- 2.2.2.B. Effective decision-making skills foster healthier lifestyle choices.
- 2.5.2.C. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

21st Century and Career Skills:

- 9.2.4.A.4. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Readiness, Life Literacies, and Key Skills:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively with reason.
- CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards: Science

- K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

Unit Understandings:

Students will understand that...

- Students will be able to perform various exercises and understand the health benefits of exercise and playing.

Unit Essential Questions:

- Why do we exercise?
- What are the benefits of exercise?
- What types of exercise will make you stronger?
- What types of exercise will make you more flexible?
- What types of exercises will improve endurance?
- Why is it important to exercise daily?
- Why do we need to follow rules when exercising?

Knowledge and Skills:

Students will know...

- The benefits of daily exercises and play
- How to properly perform exercise (proper form)
- The different types of exercises

Students will be able to...

- Exercises safely
- Identify the benefits of exercises
- Develop healthy habits related to fitness
- Perform exercise independently and in groups/ games

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Participation
- Skills Assessment
- Grading

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Various Exercises from all three elements of fitness (Strength, Endurance, Flexibility)
- Various games that encourage high level of endurance (tag games, sport games, dancing, etc)
- Activities involving strength (pushups, sit ups, etc.)
- Activities encouraging flexibility (yoga, dancing, stretching, etc)
- Fitness stations/ Fitness assessments

RESOURCES

Teacher Resources:

- Centers for Disease Control and Prevention. (2020). *Physical activity facts*. Retrieved from: <https://www.cdc.gov/healthyschools/physicalactivity/facts.htm>
- National Physical Activity Plan Alliance. (2018). *The 2018 United States report card on physical activity for children and youth*. Retrieved from: <https://paamovewithus.org/for-transfer/reportcard>
- BrianMac - Sports Coach: Sports Coach provides information on the many topics related to developing physical and mental condition to help fitness enthusiasts, athletes and coaches achieve their goals and to assist students studying sport related qualifications.
- Darebee workout Database <https://darebee.com/workouts.html>
- ExRx.net: ExRx.net is a free resource for the exercise professional, coach, or fitness enthusiast featuring comprehensive exercise libraries, fitness assessment calculators, and reference articles.
- Gophersports.com
- Healthy Sport Index: Tool that assesses the relative benefits and risks of participating in the most popular sports for adolescents. Learn about each sport, and customize the index by adjusting the dial below based on your health criteria.
- HealthPoweredKids.org: Free lessons on a variety of health topics.
- KidsHealth: KidsHealth is the most-visited site on the Web for information about health, behavior, and development from before birth through the teen years.
- National Collaborative on Childhood Obesity Research: Provides a list of 196 common activities in which youth participate and the estimated energy cost associated with each activity.
- NJ Dept of Education Core Curriculum Standards in Comprehensive Physical Education
- Openphysed.org
- Partnership for 21st Century skills
- Pecentral.org
- Queensland Exercise Library: Exercise GIFs from the Queensland Government website.
- Shapeamerica.org
- Sworkit Exercises Archive: Short exercise videos from Sworkit.
- TeachPE: Information and resources for anatomy, biomechanics, physiology, and more.
- Tabata Timer: Set up a Tabata timer for free.

Equipment Needed:

- Whistle
- Timer
- Gymnasium

UNIT 2 OVERVIEW

Content Area: Physical Education

Unit Title: Motor Skills Development (Locomotor/Non Locomotor Skills)

Target Course/Grade Level: Kindergarten

Unit Summary: Students will be able to perform locomotor and non-locomotor skills safely and effectively in space. They will be able to demonstrate these skills in games and activities.

Approximate Length of Unit: 8 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.5.P.A.** Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
- 2.5.2.A.** Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
- 2.5.2.C.** Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
- 2.6.2.A.** Appropriate types and amounts of physical activity enhance personal health.

21st Century and Career Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Readiness, Life Literacies, and Key Skills:

- CRP1.** Act as a responsible and contributing citizen and employee
- CRP2.** Apply appropriate academic and technical skills
- CRP3.** Attend to personal health and financial well-being
- CRP4.** Communicate clearly and effectively with reason
- CRP12.** Work productively in teams while using cultural global competence

Interdisciplinary Connections and Standards: Science

- K-PS2-1.** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

Unit Understandings:

Students will understand ...

- Basic activity and safety rules and explain how they contribute to moving in a safe environment
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).

Unit Essential Questions:

- What movement skills do you need to play certain games?
- What new concept did you explore in this activity? And, what did you learn by doing this activity about this concept?
- How can you move your body to increase your fitness/ flexibility?
- How can you move at different levels (speed, force, rhythm) ?

Knowledge and Skills:

Students will know...

- Key terms: Hopping, skipping, galloping
- How to describe motor skills
- How to perform and when to perform various motor skills
- How to play games involving these skills
- How to move at different speeds

Students will be able to...

- Perform various gross and fine motor skills
- Demonstrate balance and coordination while performing these skills
- Demonstrate spatial awareness while in games/activities
- Describe and demonstrate the skills taught in this unit.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Participation
- Grading
- Rubrics

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Various tag games
- Scooter games
- Jump rope
- Relay Races
- Dance

RESOURCES

Teacher Resources:

- Centers for Disease Control and Prevention. (2020). *Physical activity facts*. Retrieved from: <https://www.cdc.gov/healthyschools/physicalactivity/facts.htm>
- National Physical Activity Plan Alliance. (2018). *The 2018 United States report card on physical activity for children and youth*. Retrieved from: <https://paamovewithus.org/for-transfer/reportcard>
- BrianMac - Sports Coach: Sports Coach provides information on the many topics related to developing physical and mental condition to help fitness enthusiasts, athletes and coaches achieve their goals and to assist students studying sport related qualifications.
- Darebee workout Database <https://darebee.com/workouts.html>
- ExRx.net: ExRx.net is a free resource for the exercise professional, coach, or fitness enthusiast featuring comprehensive exercise libraries, fitness assessment calculators, and reference articles.
- Gophersports.com
- Healthy Sport Index: Tool that assesses the relative benefits and risks of participating in the most popular sports for adolescents. Learn about each sport, and customize the index by adjusting the dial below based on your health criteria.
- HealthPoweredKids.org: Free lessons on a variety of health topics.
- KidsHealth: KidsHealth is the most-visited site on the Web for information about health, behavior, and development from before birth through the teen years.

- [National Collaborative on Childhood Obesity Research](#): Provides a list of 196 common activities in which youth participate and the estimated energy cost associated with each activity.
- NJ Dept of Education Core Curriculum Standards in Comprehensive Physical Education
- Openphysed.org
- Partnership for 21st Century skills
- Pecentral.org
- [Queensland Exercise Library](#): Exercise GIFs from the Queensland Government website.
- Shapeamerica.org
- [Sworkit Exercises Archive](#): Short exercise videos from Sworkit.
- [TeachPE](#): Information and resources for anatomy, biomechanics, physiology, and more.
- [Tabata Timer](#): Set up a Tabata timer for free.

Equipment Needed:

- Tagging equipment (noodles, balls, etc.)
- Scooters
- Jump ropes/hula hoops
- Cones

UNIT 3 OVERVIEW

Content Area: Physical Education

Unit Title: Cooperative Activities

Target Course/Grade Level: Kindergarten

Unit Summary: To introduce students to organized games where they can apply skills learned in previous units. Students will be able to demonstrate these skills safely as well as develop teamwork and strategy.

Approximate Length of Unit: 8 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.5.2.A.** Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
- 2.5.2.B.** Teamwork consists of effective communication and other interactions between team members.
- 2.5.2.C.** Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
- 2.6.2.A.** Appropriate types and amounts of physical activity enhance personal health.

21st Century and Career Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Readiness, Life Literacies, and Key Skills:

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively with reason.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards: Science

- K-PS2-1.** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- K-PS2-2.** Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

Unit Understandings:

Students will understand that...

- Fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event
- Teamwork consists of effective communication and other interactions between team members

Unit Essential Questions:

- Are strategies necessary for success?
- Does behavior impact performance?
- Does demonstrating good sportsmanship make you a better team player?
- How do team sports allow students to become leaders?
- How can you apply skills into a game (catching, striking, kicking, tagging, throwing, dodging)?

Knowledge and Skills:

Students will know...

- To communicate with teammates to have success.
- Sportsmanship and teamwork are essential to playing a game.
- How to use previously learned skills in a cooperative activity.
- How to play cooperative games safely and efficiently.

Students will be able to...

- Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- Explain the difference between offense and defense.
- Explain what it means to demonstrate good sportsmanship.
- Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Participation
- Grading

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Soccer, basketball, t ball, football, kickball, relay races, tag games, capture games, keep away, Frisbee, scoopers, badminton, volleyball, messy room

RESOURCES

Teacher Resources:

- Centers for Disease Control and Prevention. (2020). *Physical activity facts*. Retrieved from: <https://www.cdc.gov/healthyschools/physicalactivity/facts.htm>
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- Partnership for 21st Century skills
- Pecentral.org
- Queensland Exercise Library: Exercise GIFs from the Queensland Government website.
- Shapeamerica.org
- Sworkit Exercises Archive: Short exercise videos from Sworkit.
- TeachPE: Information and resources for anatomy, biomechanics, physiology, and more.
- Tabata Timer: Set up a Tabata timer for free.

Equipment Needed:

- soccer ball, basketballs, footballs, t balls, bats, tag balls, pinnies, racquets, Frisbees, scoopers, whiffle balls, soft balls, goals, cones for boundaries, beanbags, nets, volleyballs, hoops, bases

UNIT 4 OVERVIEW

Content Area: Physical Education

Unit Title: Manipulative Skills

Target Course/Grade Level: Kindergarten

Unit Summary: Introduction to activities that will improve students fine motor skills and coordination. Students will develop the basic sport skills of throwing, catching, bouncing, rolling, kicking, and striking (with and without an object)

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.5.P.A.** Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
- 2.5.2.A.** Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
- 2.5.2.C.** Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
- 2.6.2.A.** Appropriate types and amounts of physical activity enhance personal health.

21st Century and Career Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Readiness, Life Literacies, and Key Skills:

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively with reason.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards: Science

- K-PS2-1.** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- K-PS2-2.** Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

Unit Understandings:

Students will understand that...

- Various manipulative skills (with or without a ball) with proper form and technique are fundamental to physical activities individually and cooperatively.

Unit Essential Questions:

- How can you kick a ball effectively?
- How do you underhand throw a ball correctly?
- How do you overhand throw a ball correctly?
- How do you strike a ball with an object correctly?
- How do you roll a ball correctly?
- How do you bounce a ball correctly?

Knowledge and Skills:

Students will know...

- How to maintain proper form and technique.
- How to catch throw and balance objects.
- How to dribble pass and shoot a ball.
- How to strike a stationary and moving object.
- How to aim at a partner and target.

Students will be able to...

- Develop throwing, catching and striking skills individually and in small groups.
- Demonstrate a variety of movements and manipulative skills.
- Utilize objects with different parts of the body.
- Demonstrate changes in movement while using objects.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Grading
- Participation
- Rubrics

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Throwing/catching
- Rolling/ Kicking
- Passing/ Receiving
- Partner and Individual Practice
- Small/ Large group games

RESOURCES

Teacher Resources:

- Centers for Disease Control and Prevention. (2020). *Physical activity facts*. Retrieved from: <https://www.cdc.gov/healthyschools/physicalactivity/facts.htm>
- National Physical Activity Plan Alliance. (2018). *The 2018 United States report card on physical activity for children and youth*. Retrieved from: <https://paamovewithus.org/for-transfer/reportcard>
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- Queensland Exercise Library: Exercise GIFs from the Queensland Government website.
- Shapeamerica.org
- Sworkit Exercises Archive: Short exercise videos from Sworkit.
- TeachPE: Information and resources for anatomy, biomechanics, physiology, and more.
- Tabata Timer: Set up a Tabata timer for free.

Equipment Needed:

- Beanbags, scarves, Frisbees, scoopers, parachutes
- Various balls (Footballs, soccer balls, basketballs, volleyballs/beach balls, small/large balls, soft/hard balls).

RAHWAY PUBLIC SCHOOLS CURRICULUM

Physical Education – Grade 1

PACING GUIDE

Unit	Title	Pacing
1	Fitness/Wellness	8 weeks
2	Motor Skills Development (Locomotor/Non locomotor skills)	8 weeks
3	Cooperative Activities	8 weeks
4	Manipulative Skills	8 weeks

UNIT 1 OVERVIEW

Content Area: Physical Education

Unit Title: Fitness/ Wellness

Target Course/Grade Level: Grade 1

Unit Summary: Students will be introduced to games/ activities that will improve their overall level of fitness and well-being. They will be able to perform various exercises and follow fitness routines independently and in other activities. Students will understand the lifetime importance of exercises, nutrition, and physical activity.

Approximate Length of Unit: 8 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.6.2.A. Appropriate types and amounts of physical activity enhance personal health.
- 2.1.2.A. Health-enhancing behaviors contribute to wellness.
- 2.1.2.B. Choosing a balanced variety of nutritious foods contributes to wellness.
- 2.1.2.C. Knowledge about diseases and disease prevention promotes health-enhancing behaviors.
- 2.2.2.B. Effective decision-making skills foster healthier lifestyle choices.
- 2.5.2.C. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
- 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.A.1. Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.B.1. Explain why some foods are healthier to eat than others.
- 2.2.2.B.2. Relate decision-making by self and others to one’s health.
- 2.2.2.B.3. Determine ways parents, peers, technology, culture, and the media influence health decisions.
- 2.2.2.B.4. Select a personal health goal and explain why setting a goal is important.
- 2.5.2.C.2. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

21st Century and Career Skills:

- 9.2.4.A.4. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Readiness, Life Literacies, and Key Skills:

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

- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
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Interdisciplinary Connections and Standards: Science

- K-PS2-1.** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- K-PS2-2.** Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

Unit Understandings:

Students will understand that...

- Students will be able to perform various exercises and understand the health benefits of exercise and playing.

Unit Essential Questions:

- Why do we exercise?
- What are the benefits of exercise?
- What types of exercise will make you stronger?
- What types of exercise will make you more flexible?
- What types of exercises will improve endurance?
- Why is it important to exercise daily?
- Why do we need to follow rules when exercising?

Knowledge and Skills:

Students will know...

- The benefits of daily exercises and play
- How to properly perform exercise (proper form)
- The different types of exercises

Students will be able to...

- Exercise safely.
- Identify the benefits of exercises.
- Develop healthy habits related to fitness.
- Perform exercise independently and in groups/ games.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Participation
- Skills Assessment
- Grading

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Various Exercises from all three elements of fitness (Strength, Endurance, Flexibility)
- Various games that encourage high level of endurance (tag games, sport games, dancing, etc.)
- Activities involving strength (pushups, sit ups, etc.)
- Activities encouraging flexibility (yoga, dancing, stretching, etc.)
- Fitness stations/ Fitness assessments

RESOURCES

Teacher Resources:

- Centers for Disease Control and Prevention. (2020). *Physical activity facts*. Retrieved from: <https://www.cdc.gov/healthyschools/physicalactivity/facts.htm>
- National Physical Activity Plan Alliance. (2018). *The 2018 United States report card on physical activity for children and youth*. Retrieved from: <https://paamovewithus.org/for-transfer/reportcard>
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- Openphysed.org
- Partnership for 21st Century skills
- Pecentral.org
- [Queensland Exercise Library](#): Exercise GIFs from the Queensland Government website.
- Shapeamerica.org
- [Sworkit Exercises Archive](#): Short exercise videos from Sworkit.
- [TeachPE](#): Information and resources for anatomy, biomechanics, physiology, and more.
- [Tabata Timer](#): Set up a Tabata timer for free.

Equipment Needed:

- Whistle
- Timer
- Gymnasium

UNIT 2 OVERVIEW

Content Area: Physical Education

Unit Title: Motor Skills Development (Locomotor/Non Locomotor Skills)

Target Course/Grade Level: Grade 1

Unit Summary: Students will be able to perform locomotor and non-locomotor skills safely and effectively in space. They will be able to demonstrate these skills in games and activities.

Approximate Length of Unit: 8 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.5.P.A.** Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
- 2.5.2.A.** Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
- 2.5.2.C.** Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
- 2.6.2.A.** Appropriate types and amounts of physical activity enhance personal health.
- 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).
- 2.5.2.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.4.** Correct movement errors in response to feedback.
- 2.5.2.C.2.** Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
- 2.6.2.A.1.** Explain the role of regular physical activity in relation to personal health.

21st Century and Career Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Readiness, Life Literacies, and Key Skills:

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.

- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively with reason.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards: Science

- K-PS2-1.** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- K-PS2-2.** Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

Unit Understandings:

Students will understand ...

- Basic activity and safety rules and explain how they contribute to moving in a safe environment
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).

Unit Essential Questions:

- What movement skills do you need to play certain games?
- What new concept did you explore in this activity? And, what did you learn by doing this activity about this concept?
- How can you move your body to increase your fitness/ flexibility?
- How can you move at different levels (speed, force, rhythm) ?

Knowledge and Skills:

Students will know...

- Key terms: Hopping, skipping, galloping
- How to describe motor skills
- How to perform and when to perform various motor skills
- How to play games involving these skills
- How to move at different speeds

Students will be able to...

- Perform various gross and fine motor skills
- Demonstrate balance and coordination while performing these skills
- Demonstrate spatial awareness while in games/activities
- Describe and demonstrate the skills taught in this unit.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Participation
- Grading
- Rubrics

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Various tag games
- Scooter Games
- Jump rope
- Relay Races
- Dance

RESOURCES

Teacher Resources:

- Centers for Disease Control and Prevention. (2020). *Physical activity facts*. Retrieved from: <https://www.cdc.gov/healthyschools/physicalactivity/facts.htm>
- National Physical Activity Plan Alliance. (2018). *The 2018 United States report card on physical activity for children and youth*. Retrieved from: <https://paamovewithus.org/for-transfer/reportcard>
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- Shapeamerica.org
- [Sworkit Exercises Archive](#): Short exercise videos from Sworkit.
- [TeachPE](#): Information and resources for anatomy, biomechanics, physiology, and more.
- [Tabata Timer](#): Set up a Tabata timer for free.

Equipment Needed:

- Tagging equipment (noodles, balls, etc.)
- Scooters
- Jump ropes/hula hoops
- Cones

UNIT 3 OVERVIEW

Content Area: Physical Education

Unit Title: Cooperative Activities

Target Course/Grade Level: Grade 1

Unit Summary: To introduce students to organized games where they can apply skills learned in previous units. Students will be able to demonstrate these skills safely as well as develop teamwork and strategy.

Approximate Length of Unit: 8 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.5.2.A.** Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
- 2.5.2.B.** Teamwork consists of effective communication and other interactions between team members.
- 2.5.2.C.** Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
- 2.6.2.A.** Appropriate types and amounts of physical activity enhance personal health.
- 2.5.2.A.1.** Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.2.B.1.** Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- 2.5.2.B.2.** Explain the difference between offense and defense.
- 2.5.2.B.4.** Demonstrate strategies that enable team members to achieve goals.
- 2.5.2.C.1.** Explain what it means to demonstrate good sportsmanship.
- 2.5.2.C.2.** Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
- 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.

21st Century and Career Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Readiness, Life Literacies, and Key Skills:

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively with reason.

CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards: Science

K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

Unit Understandings:

Students will understand that...

- Fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
- Teamwork consists of effective communication and other interactions between team members.

Unit Essential Questions:

- Are strategies necessary for success?
- Does behavior impact performance?
- Does demonstrating good sportsmanship make you a better team player?
- How do team sports allow students to become leaders?
- How can you apply skills into a game (catching, striking, kicking, tagging, throwing, dodging)?

Knowledge and Skills:

Students will know...

- To communicate with teammates to have success.
- Sportsmanship and teamwork are essential to playing a game.
- How to use previously learned skills in a cooperative activity.
- How to play cooperative games safely and efficiently.

Students will be able to...

- Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)
- Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- Explain the difference between offense and defense.
- Explain what it means to demonstrate good sportsmanship.
- Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Participation
- Grading

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Soccer, basketball, t ball, football, kickball, relay races, tag games, capture games, keep away, Frisbee, scoopers, badminton, volleyball, messy room

RESOURCES

Teacher Resources:

- Centers for Disease Control and Prevention. (2020). *Physical activity facts*. Retrieved from: <https://www.cdc.gov/healthyschools/physicalactivity/facts.htm>
- National Physical Activity Plan Alliance. (2018). *The 2018 United States report card on physical activity for children and youth*. Retrieved from: <https://paamovewithus.org/for-transfer/reportcard>
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- NJ Dept of Education Core Curriculum Standards in Comprehensive Physical Education
- Openphysed.org
- Partnership for 21st Century skills

- Pecentral.org
- [Queensland Exercise Library](#): Exercise GIFs from the Queensland Government website.
- Shapeamerica.org
- [Sworakit Exercises Archive](#): Short exercise videos from Sworakit.
- [TeachPE](#): Information and resources for anatomy, biomechanics, physiology, and more.
- [Tabata Timer](#): Set up a Tabata timer for free.

Equipment Needed:

- soccer ball, basketballs, footballs, t balls, bats , tag balls, pinnies, racquets, Frisbees, scoopers, whiffle balls, soft balls, goals, cones for boundaries, beanbags , nets, volleyballs, hoops, bases

UNIT 4 OVERVIEW

Content Area: Physical Education

Unit Title: Manipulative Skills

Target Course/Grade Level: Grade 1

Unit Summary: Introduction to activities that will improve students fine motor skills and coordination. Students will develop the basic sport skills of throwing, catching, bouncing, rolling, kicking, and striking (with and without an object)

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.5.P.A. Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
- 2.5.2.A. Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
- 2.5.2.C. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
- 2.6.2.A. Appropriate types and amounts of physical activity enhance personal health.
- 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)
- 2.5.2.A.1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., 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.C.2. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
- 2.6.2.A.1. Explain the role of regular physical activity in relation to personal health.

21st Century and Career Skills:

- 9.2.4.A.4. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Readiness, Life Literacies, and Key Skills:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.

- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively with reason.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards: Science

- K-PS2-1.** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- K-PS2-2.** Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

Unit Understandings:

Students will understand that...

- Various manipulative skills (with or without a ball) with proper form and technique are fundamental to physical activities individually and cooperatively.

Unit Essential Questions:

- How can you kick a ball effectively?
- How do you underhand throw a ball correctly?
- How do you overhand throw a ball correctly?
- How do you strike a ball with an object correctly?
- How do you roll a ball correctly?
- How do you bounce a ball correctly?

Knowledge and Skills:

Students will know...

- How to maintain proper form and technique
- How to catch throw and balance objects
- How to dribble pass and shoot a ball
- How to strike a stationary and moving object
- How to aim at a partner and target

Students will be able to...

- Develop throwing, catching and striking skills individually and in small groups
- Demonstrate a variety of movements and manipulative skills
- Utilize objects with different parts of the body
- Demonstrate changes in movement while using objects

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Grading
- Participation
- Rubrics

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Throwing/catching
- Rolling/ Kicking
- Passing/ Receiving
- Partner and Individual Practice
- Small/ Large group games

RESOURCES

Teacher Resources:

- Centers for Disease Control and Prevention. (2020). *Physical activity facts*. Retrieved from: <https://www.cdc.gov/healthyschools/physicalactivity/facts.htm>
- National Physical Activity Plan Alliance. (2018). *The 2018 United States report card on physical activity for children and youth*. Retrieved from: <https://paamovewithus.org/for-transfer/reportcard>
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- Shapeamerica.org
- [Sworkit Exercises Archive](#): Short exercise videos from Sworkit.
- [TeachPE](#): Information and resources for anatomy, biomechanics, physiology, and more.
- [Tabata Timer](#): Set up a Tabata timer for free.

Equipment Needed:

- Beanbags, scarves, Frisbees, scoopers, parachutes
- Various balls (Footballs, soccer balls, basketballs, volleyballs/beach balls, small/large balls, soft/hard balls)

RAHWAY PUBLIC SCHOOLS CURRICULUM

Physical Education – Grade 2

PACING GUIDE

Unit	Title	Pacing
1	Fitness/Wellness	8 weeks
2	Motor Skills Development (Locomotor/Non locomotor skills)	8 weeks
3	Cooperative Activities	8 weeks
4	Manipulative Skills	8 weeks

UNIT 1 OVERVIEW

Content Area: Physical Education

Unit Title: Fitness/ Wellness

Target Course/Grade Level: Grade 2

Unit Summary: Students will be introduced to games/ activities that will improve their overall level of fitness and well-being. They will be able to perform various exercises and follow fitness routines independently and in other activities. Students will understand the lifetime importance of exercises, nutrition, and physical activity.

Approximate Length of Unit: 8 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.6.2.A. Appropriate types and amounts of physical activity enhance personal health.
- 2.1.2.A. Health-enhancing behaviors contribute to wellness.
- 2.1.2.B. Choosing a balanced variety of nutritious foods contributes to wellness.
- 2.1.2.C. Knowledge about diseases and disease prevention promotes health-enhancing behaviors.
- 2.2.2.B. Effective decision-making skills foster healthier lifestyle choices.
- 2.5.2.C. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
- 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.A.1. Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.B.1. Explain why some foods are healthier to eat than others.
- 2.1.2.C.1. Summarize symptoms of common diseases and health conditions.
- 2.1.2.C.3. Determine how personal feelings can affect one’s wellness.
- 2.2.2.B.2. Relate decision-making by self and others to one’s health.
- 2.2.2.B.3. Determine ways parents, peers, technology, culture, and the media influence health decisions.
- 2.2.2.B.4. Select a personal health goal and explain why setting a goal is important.
- 2.5.2.C.2. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

21st Century and Career Skills:

- 9.2.4.A.4. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Readiness, Life Literacies, and Key Skills:

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
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- CRP4.** Communicate clearly and effectively with reason.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards: Science

- K-PS2-1.** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- K-PS2-2.** Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

Unit Understandings:

Students will understand that...

- Students will be able to perform various exercises and understand the health benefits of exercise and playing.

Unit Essential Questions:

- Why do we exercise?
- What are the benefits of exercise?
- What types of exercise will make you stronger?
- What types of exercise will make you more flexible?
- What types of exercises will improve endurance?
- Why is it important to exercise daily?
- Why do we need to follow rules when exercising?

Knowledge and Skills:

Students will know...

- The benefits of daily exercises and play.
- How to properly perform exercise (proper form).
- The different types of exercises.

Students will be able to...

- Exercise safely.
- Identify the benefits of exercises.
- Develop healthy habits related to fitness.
- Perform exercise independently and in groups/ games.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Participation
- Skills Assessment
- Grading

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Various Exercises from all three elements of fitness (Strength, Endurance, Flexibility)
- Various games that encourage high level of endurance (tag games, sport games, dancing, etc.)
- Activities involving strength (pushups, sit ups, etc.)
- Activities encouraging flexibility (yoga, dancing, stretching, etc.)
- Fitness stations/ Fitness assessments

RESOURCES

Teacher Resources:

- Centers for Disease Control and Prevention. (2020). *Physical activity facts*. Retrieved from: <https://www.cdc.gov/healthyschools/physicalactivity/facts.htm>
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- [TeachPE](#): Information and resources for anatomy, biomechanics, physiology, and more.
- [Tabata Timer](#): Set up a Tabata timer for free.

Equipment Needed:

- Whistle
- Timer
- Gymnasium

UNIT 2 OVERVIEW

Content Area: Physical Education

Unit Title: Motor Skills Development (Locomotor/Non Locomotor Skills)

Target Course/Grade Level: Grade 2

Unit Summary: Students will be able to perform locomotor and non-locomotor skills safely and effectively in space. They will be able to demonstrate these skills in games and activities.

Approximate Length of Unit: 8 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.5.P.A.** Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
- 2.5.2.A.** Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
- 2.5.2.C.** Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
- 2.6.2.A.** Appropriate types and amounts of physical activity enhance personal health.
- 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).
- 2.5.2.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.4.** Correct movement errors in response to feedback.
- 2.5.2.C.2.** Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
- 2.6.2.A.1.** Explain the role of regular physical activity in relation to personal health.

21st Century and Career Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Readiness, Life Literacies, and Key Skills:

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.

- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively with reason.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards: Science

- K-PS2-1.** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- K-PS2-2.** Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

Unit Understandings:

Students will understand ...

- Basic activity and safety rules and explain how they contribute to moving in a safe environment
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).

Unit Essential Questions:

- What movement skills do you need to play certain games?
- What new concept did you explore in this activity? And, what did you learn by doing this activity about this concept?
- How can you move your body to increase your fitness/ flexibility?
- How can you move at different levels (speed, force, rhythm) ?

Knowledge and Skills:

Students will know...

- Key terms: Hopping, skipping, galloping.
- How to describe motor skills.
- How to perform and when to perform various motor skills.
- How to play games involving these skills.
- How to move at different speeds.

Students will be able to...

- Perform various gross and fine motor skills.
- Demonstrate balance and coordination while performing these skills.
- Demonstrate spatial awareness while in games/activities.
- Describe and demonstrate the skills taught in this unit.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Participation
- Grading
- Rubrics

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Various tag games
- Scooter Games
- Jump rope
- Relay Races
- Dance

RESOURCES

Teacher Resources:

- Centers for Disease Control and Prevention. (2020). *Physical activity facts*. Retrieved from: <https://www.cdc.gov/healthyschools/physicalactivity/facts.htm>
- National Physical Activity Plan Alliance. (2018). *The 2018 United States report card on physical activity for children and youth*. Retrieved from: <https://paamovewithus.org/for-transfer/reportcard>
- BrianMac - Sports Coach: Sports Coach provides information on the many topics related to developing physical and mental condition to help fitness enthusiasts, athletes and coaches achieve their goals and to assist students studying sport related qualifications.
- Darebee workout Database <https://darebee.com/workouts.html>
- ExRx.net: ExRx.net is a free resource for the exercise professional, coach, or fitness enthusiast featuring comprehensive exercise libraries, fitness assessment calculators, and reference articles.
- Gophersports.com
- Healthy Sport Index: Tool that assesses the relative benefits and risks of participating in the most popular sports for adolescents. Learn about each sport, and customize the index by adjusting the dial below based on your health criteria.
- HealthPoweredKids.org: Free lessons on a variety of health topics.
- KidsHealth: KidsHealth is the most-visited site on the Web for information about health, behavior, and development from before birth through the teen years.

- National Collaborative on Childhood Obesity Research: Provides a list of 196 common activities in which youth participate and the estimated energy cost associated with each activity.
- NJ Dept of Education Core Curriculum Standards in Comprehensive Physical Education
- Openphysed.org
- Partnership for 21st Century skills
- Pecentral.org
- Queensland Exercise Library: Exercise GIFs from the Queensland Government website.
- Shapeamerica.org
- Sworkit Exercises Archive: Short exercise videos from Sworkit.
- TeachPE: Information and resources for anatomy, biomechanics, physiology, and more.
- Tabata Timer: Set up a Tabata timer for free.

Equipment Needed:

- Tagging equipment (noodles, balls, etc)
- Scooters
- Jump ropes/hula hoops
- Cones

UNIT 3 OVERVIEW

Content Area: Physical Education

Unit Title: Cooperative Activities

Target Course/Grade Level: Grade 2

Unit Summary: To introduce students to organized games where they can apply skills learned in previous units. Students will be able to demonstrate these skills safely as well as develop teamwork and strategy.

Approximate Length of Unit: 8 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.5.2.A.** Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
- 2.5.2.B.** Teamwork consists of effective communication and other interactions between team members.
- 2.5.2.C.** Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
- 2.6.2.A.** Appropriate types and amounts of physical activity enhance personal health.
- 2.5.2.A.1.** Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.2.B.1.** Differentiate when to use competitive and cooperative strategies in games, sports, and other movement 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 members to achieve goals.
- 2.5.2.C.1.** Explain what it means to demonstrate good sportsmanship.
- 2.5.2.C.2.** Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
- 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.

21st Century and Career Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Readiness, Life Literacies, and Key Skills:

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.

- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively with reason.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards: Science

- K-PS2-1.** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- K-PS2-2.** Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

Unit Understandings:

Students will understand that...

- Fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
- Teamwork consists of effective communication and other interactions between team members.

Unit Essential Questions:

- Are strategies necessary for success?
- Does behavior impact performance?
- Does demonstrating good sportsmanship make you a better team player?
- How do team sports allow students to become leaders?
- How can you apply skills into a game (catching, striking, kicking, tagging, throwing, and dodging)?

Knowledge and Skills:

Students will know...

- To communicate with teammates to have success.
- Sportsmanship and teamwork are essential to playing a game.
- How to use previously learned skills in a cooperative activity.
- How to play cooperative games safely and efficiently.

Students will be able to...

- Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)
- Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- Explain the difference between offense and defense.
- Explain what it means to demonstrate good sportsmanship.
- Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Participation
- Grading

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Soccer, basketball, t ball, football, kickball, relay races, tag games, capture games, keep away, Frisbee, scoopers, badminton, volleyball, messy room

RESOURCES

Teacher Resources:

- Centers for Disease Control and Prevention. (2020). *Physical activity facts*. Retrieved from: <https://www.cdc.gov/healthyschools/physicalactivity/facts.htm>
- National Physical Activity Plan Alliance. (2018). *The 2018 United States report card on physical activity for children and youth*. Retrieved from: <https://paamovewithus.org/for-transfer/reportcard>
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- Openphysed.org
- Partnership for 21st Century skills

- Pecentral.org
- [Queensland Exercise Library](#): Exercise GIFs from the Queensland Government website.
- Shapeamerica.org
- [Sworakit Exercises Archive](#): Short exercise videos from Sworakit.
- [TeachPE](#): Information and resources for anatomy, biomechanics, physiology, and more.
- [Tabata Timer](#): Set up a Tabata timer for free.

Equipment Needed:

- soccer ball, basketballs, footballs, t balls, bats, tag balls, pinnies, racquets, Frisbees, scoopers, whiffle balls, soft balls, goals, cones for boundaries, beanbags , nets, volleyballs, hoops, bases

UNIT 4 OVERVIEW

Content Area: Physical Education

Unit Title: Manipulative Skills

Target Course/Grade Level: Grade 2

Unit Summary: Introduction to activities that will improve students fine motor skills and coordination. Students will develop the basic sport skills of throwing, catching, bouncing, rolling, kicking, and striking (with and without an object)

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.5.P.A.** Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
- 2.5.2.A.** Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
- 2.5.2.C.** Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
- 2.6.2.A.** Appropriate types and amounts of physical activity enhance personal health.
- 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)
- 2.5.2.A.1.** Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., 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.C.2.** Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
- 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.

21st Century and Career Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Readiness, Life Literacies, and Key Skills:

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively with reason.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards: Science

- K-PS2-1.** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- K-PS2-2.** Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

Unit Understandings:

Students will understand that...

- Various manipulative skills (with or without a ball) with proper form and technique are fundamental to physical activities individually and cooperatively.

Unit Essential Questions:

- How can you kick a ball effectively?
- How do you underhand throw a ball correctly?
- How do you overhand throw a ball correctly?
- How do you strike a ball with an object correctly?
- How do you roll a ball correctly?
- How do you bounce a ball correctly?

Knowledge and Skills:

Students will know...

- How to maintain proper form and technique.
- How to catch throw and balance objects.
- How to dribble pass and shoot a ball.
- How to strike a stationary and moving object.
- How to aim at a partner and target.

Students will be able to...

- Develop throwing, catching and striking skills individually and in small groups.
- Demonstrate a variety of movements and manipulative skills.
- Utilize objects with different parts of the body.
- Demonstrate changes in movement while using objects.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Grading
- Participation
- Rubrics

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Throwing/catching
- Rolling/ Kicking
- Passing/ Receiving
- Partner and Individual Practice
- Small/ Large group games

RESOURCES

Teacher Resources:

- Centers for Disease Control and Prevention. (2020). *Physical activity facts*. Retrieved from: <https://www.cdc.gov/healthyschools/physicalactivity/facts.htm>
- National Physical Activity Plan Alliance. (2018). *The 2018 United States report card on physical activity for children and youth*. Retrieved from: <https://paamovewithus.org/for-transfer/reportcard>
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- Shapeamerica.org
- [Sworkit Exercises Archive](#): Short exercise videos from Sworkit.
- [TeachPE](#): Information and resources for anatomy, biomechanics, physiology, and more.
- [Tabata Timer](#): Set up a Tabata timer for free.

Equipment Needed:

- Beanbags, scarves, Frisbees, scoopers, parachutes
- Various balls (Footballs, soccer balls, basketballs, volleyballs/beach balls, small/large balls, soft/hard balls)