

Physical Education

Grades K-2

Prepared by:

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Superintendent of Schools:

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TITLE

Course Description:

The K-2 physical education program focuses on skill development. In each of the units of the course the students will learn a set of skills necessary for general physical well-being. The students will be asked to describe, perform, and explain each of the skills taught. Upon completing second grade, each student will be proficient in the skills taught and be prepared for the more advanced skills encountered in third grade.

Course Sequence:

Movement Education

Manipulative Skills

Physical Fitness

Cooperative Activities

Prerequisite: None

Content Area: Physical Education	
Unit Title: Movement Education	
Grade Level: K-2	
<p>Core Ideas: Grades K-2 have been designed as an introduction of specific skills that increase instruction from one grade level to the next. The various units are made up of specific standards and progress indicators that develop major ideas when it comes to learning. The cohesive set of the five units will influence learning from one grade to the next. Unit one, Movement Education, will have students learning about movement skills and various forms of physical activity to enhance personal health.</p>	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSL)	
2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
2.2.2.MSC.2	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
Career Readiness, Life Literacies, and Key Skills	
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
Computer Science and Design Thinking	
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)	
Interdisciplinary Connection	
6.1.2.CivicsP R.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
Unit Essential Question(s): <ul style="list-style-type: none"> - How does effective and appropriate movement affect wellness? - Why do I have to show good sportsmanship and follow the rules when others do not? - 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? 	Unit Enduring Understandings: <ul style="list-style-type: none"> - Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. - In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines. - Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. - Physical fitness is the ability of your Performing movement skills in a technically correct manner

	<p>improves overall performance and increases the likelihood of participation in lifelong physical activity.</p> <ul style="list-style-type: none"> - In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines. - Understanding fitness concepts and skills and integrating
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Formative Assessments:

Teacher observations (Pair-Share, Q and A)

Visual skills checklist

Teacher rubric

Open Ended Questions

Lesson Check

Classroom Discussion

Summative/Benchmark Assessment(s):

Performance Test

Alternative Assessments:**Resources/Materials:**

Hula hoops, Balance beams, Cones, Scooters, Buckets, Tennis balls, Jump ropes.

Key Vocabulary:

Space, Movement, Balance, Levels, Safety, Skip, Gallop, Pace

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Boundaries, Rules, Safety	Students will be introduced to the rules, procedures and routines in the gymnasium to ensure safety of all.	Set all entry and exit routines. Set and discuss safety procedures. Introduce warm-up routine and warm-up games.	2 Days
Personal Space and General space	Students will demonstrate the ability to monitor their movement and actions in relation to their classmates and surroundings.	Introduce and play tag games using different speeds and movements. Play games involving appropriate spacing and responses to feedback.	2 Days
Movement	Students will demonstrate the ability to balance and regulate their movements in relation to space, time and location.	Introduce games with more complex movements (i.e. galloping, skipping and jumping) Incorporate different levels and obstacles for students to navigate.	4 Days

Teacher Notes:**Additional Resources:**PE Central www.pecentral.com

AAPHERD <http://www.aapherd.com/>
 SHAPE America <http://www.shapeamerica.com>

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Refer to student's IEP Allow errors Rephrase questions and explanations Allow extended time to answer questions Accept participation at any level Consult with the case manager.	Refer to student's ELL plan Assign a buddy Allow errors in speaking Rephrase questions and directions Allow extended time to answer questions Accept participation at any level	Consult with G and T teacher Provide extension activities Allow students to work as peer leaders	Consult I&RS Provide extended time Follow I&RS action plan Consult with classroom teacher on specific behavior plans	Refer to 504 plan Allow errors Rephrase questions and explanations Allow extended time to answer questions Accept participation at any level Consult with the case manager.

Content Area: Physical Education	
Unit Title: Manipulative Skills	
Grade Level: K-2	
<p>Core Ideas: Manipulative Skills will help in the development of competence and confidence in gross and fine motor skills. Knowledge and understanding will be essential in the progression of learning for this unit. This unit will have students acquire and achieve skills that are a basis to enhance skill themes such as throwing, catching, tossing, bowling, dribbling, and kicking that are utilized in future complex sports and activities.</p>	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLS)	
2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. •
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. •
2.2.2.MSC.8	Explain the difference between offense and defense.
2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
Career Readiness, Life Literacies, and Key Skills	
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
Computer Science and Design Thinking	
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)	
NJSA 18A 52:16A-88	Jackie Robinson Breaking the MLB color barrier as the first african american to play Major League Baseball
Interdisciplinary Connection	
6.1.2.CivicsDP	Explain how national symbols reflect on American values and principles.
6.1.2.CivicsPR .4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
<div> <div> Unit Essential Question(s): <ul style="list-style-type: none"> - Why do I have to understand concepts of movement and manipulatives when I can already perform those movements? - To what extent does strategy influence performance in competitive games and activities? </div> <div> Unit Enduring Understandings: <ul style="list-style-type: none"> - Performing movements in technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity - Knowing and understanding concepts of movement and manipulatives will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. </div> </div>	

Formative Assessments: Teacher observations (Pair-Share, Q and A) Visual skills checklist Teacher rubric Classroom Discussion Summative/Benchmark Assessment(s): Performance Test Alternative Assessments:				
Resources/Materials: Various types of athletic balls, Hockey sticks, Scooters, Wiffle Ball bats, Bases		Key Vocabulary: Manipulative, Throw, Catch, Toss, Bowl, Kick, Dribble, Offense, Defense		
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete	
Tossing and Bowling	Students will demonstrate the ability to identify their throwing/tossing hand. Students will demonstrate the ability to accurately toss and bowl.	Various individual and team activities that focus on tossing and bowling accurately. Team Bowling, Partner Tage, Clean Your Room	8 days	
Throwing and Catching	Students will demonstrate the ability to correctly and accurately throw an object. Students will demonstrate the ability to consistently catch using their hands away from their bodies	Various individual and team activities that focus on throwing and catching. Clean your Room, Quarterbacks and Receivers, Battleship	8 Days	
Kicking and Dribbling	Students will demonstrate the ability to accurately kick an object. Students will demonstrate the ability to correctly dribble a ball using their feet	Various individual and team activities that focus on dribbling and kicking. Sideline Soccer, Two Touch, Team Bowling, Soccer Style	8 days	
Striking with an implement	Students will demonstrate the ability to strike an object using an external implement (i.e. bat, racket, or stick)	Various activities that allow students to use an external implement to strike an object. Hockey, Wiffle Ball, Golf, Pickleball	6 days	
Teacher Notes:				
Additional Resources: PE Central www.pecentral.com AAPHERD http://www.aapherd.com/ SHAPE America http://www.shapeamerica.com				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Refer to student’s IEP Allow errors Rephrase questions and explanations	Refer to student’s ELL plan Assign a buddy Allow errors in speaking	Consult with G and T teacher Provide extension activities Allow students to work as peer leaders	Consult I&RS Provide extended time Follow I&RS action plan	Refer to 504 plan Allow errors Rephrase questions and explanations

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<p>Allow extended time to answer questions</p> <p>Accept participation at any level</p> <p>Consult with the case manager.</p>	<p>Rephrase questions and directions</p> <p>Allow extended time to answer questions</p> <p>Accept participation at any level</p>		<p>Consult with classroom teacher on specific behavior plans</p>	<p>Allow extended time to answer questions</p> <p>Accept participation at any level</p> <p>Consult with the case manager.</p>
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Content Area: Physical Education	
Unit Title: Physical Fitness	
Grade Level: K-2	
Core Ideas: This unit is intended to instruct students in engaging in moderate to vigorous physical activity while learning the six fitness components and their benefits. Strategies to improve each component through setting goals and identifying plans to achieve them will also be taught. Students will learn about their own personal health and the components that are beneficial to lead a healthier lifestyle.	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLs)	
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
Career Readiness, Life Literacies, and Key Skills	
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
Computer Science and Design Thinking	
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)	
N.J.S.A. 18A:35-4.35	Carl Nassib became the first openly gay (active) football player in the National Football League
Interdisciplinary Connection	
6.1.2.CivicsPR .4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
Unit Essential Question(s): <ul style="list-style-type: none">- How does effective and appropriate movement affect wellness?- What is the minimum amount of exercise I can do to stay physically fit?- How can understanding movement concepts improve my performance?- How do I develop an appropriate personal fitness program and find the motivation to commit to it?- How can I make movement more interesting, fun, and eniovable?	Unit Enduring Understandings: <ul style="list-style-type: none">- Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.- Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

- 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.

Formative Assessments:**Teacher observations (Pair-Share, Q and A)****Visual skills checklist****Teacher rubric****Open Ended Questions****Classroom Discussion****Summative/Benchmark Assessment(s):****Fitnessgram Fitness assessment****Alternative Assessments:****Resources/Materials:**

Kettlebells, Cones, TRX straps, Scooters, Medicine balls, Yoga mats, Hula hoops, Jump ropes.

Key Vocabulary:

Physical Fitness, Muscular Strength, Muscular Endurance, Cardiovascular Endurance, Flexibility, Body Composition.

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Goal Setting	Students will show an understanding of goal setting in relation to fitness goals. Students will assess their current level of fitness when determining their goals.	Discuss the importance of goals in relationship to physical fitness/athletics. Discuss the steps one must take to achieve a goal they set for themselves. Implement an activity with a physical fitness focus	1 Day
5 Components of physical fitness	Students will demonstrate the ability to which the five components of physical fitness and particular activity or exercise is attempting to improve.	Introduce the 5 components of physical fitness. Implement activities that allow students to participate in fitness activities.	3 Days
Fitness Activities	Students will show an understanding of the components of physical fitness. Students will demonstrate the ability to correctly walk, run, skip, gallop, hop and leap.	Assign activities that that will develop students' physical fitness and movement skills	6 Days

Teacher Notes:**Additional Resources:**PE Central www.pecentral.comAAPHERD <http://www.aapherd.com/>SHAPE America <http://www.shapeamerica.com>

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Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
<p>Refer to student's IEP</p> <p>Allow errors</p> <p>Rephrase questions and explanations</p> <p>Allow extended time to answer questions</p> <p>Accept participation at any level</p> <p>Consult with the case manager.</p>	<p>Refer to student's ELL plan</p> <p>Assign a buddy</p> <p>Allow errors in speaking</p> <p>Rephrase questions and directions</p> <p>Allow extended time to answer questions</p> <p>Accept participation at any level</p>	<p>Consult with G and T teacher</p> <p>Provide extension activities</p> <p>Allow students to work as peer leaders</p>	<p>Consult I&RS</p> <p>Provide extended time</p> <p>Follow I&RS action plan</p> <p>Consult with classroom teacher on specific behavior plans</p>	<p>Refer to 504 plan</p> <p>Allow errors</p> <p>Rephrase questions and explanations</p> <p>Allow extended time to answer questions</p> <p>Accept participation at any level</p> <p>Consult with the case manager.</p>

Content Area: Physical Education			
Unit Title: Cooperative Activities			
Grade Level: K-2			
<p>Core Ideas: During cooperative games students must work with one or more peers to complete a given task. During this unit students will participate in activities that will force them to work closely with their classmates. They may be given suggestions as to how to be more successful in a particular game; however, many of these activities are purposely vague and open-ended leaving students to create their own success. Student's will put their knowledge of movement education into practice by using their movement skills in applied settings (competitive, cooperative, strategy etc.) to achieve various goals.</p>			
Standards (Content and Technology):			
CPI#:	Statement:		
Performance Expectations (NJSLs)			
2.2.2.LF.1	Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.		
2.2.2.LF.2:	Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.		
Career Readiness, Life Literacies, and Key Skills			
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives		
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.		
Computer Science and Design Thinking			
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.		
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats		
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)			
Interdisciplinary Connection			
6.1.2.CivicsDP	Explain how national symbols reflect on American values and principles.		
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Formative Assessments: Visual skills checklist Teacher rubric Open Ended Questions Classroom Discussion				
Summative/Benchmark Assessment(s): Performance Assessment				
Alternative Assessments:				
Resources/Materials: Parachute, Scooters, Basketballs, Scooter hockey sticks, Beam bags, Yarn balls.			Key Vocabulary: Cooperative, Team, Sportsmanship	
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete	
Cooperative Games	Students will demonstrate the ability to successfully work with one or more students to complete a given task. Students will demonstrate the ability to identify strategies that they and their classmates can use to better work with their group.	Students will participate in various cooperative activities Parachute, Partner Scooters, Buddy Walkers,	8 Days	
Recreational Games	Students will demonstrate the basic skills associated with recreational games. Students will apply their knowledge of recreational games’ rules and scoring.	Students will participate in various team games. Nucomb, Basketball, Scooter Hockey	8 Days	
Teacher Notes:				
Additional Resources: PE Central www.pecentral.com AAPHERD http://www.aapherd.com/ SHAPE America http://www.shapeamerica.com				
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