

COURSE TITLE

Physical Education K-3

LENGTH

All Year
Grades K-3

DEPARTMENT

Health / Physical Education

SCHOOLS

Lincoln Elementary School
Washington Elementary School

DATE

September 10, 2018

Initial BOE Approval Date (Born on): 8/17/2015

Physical Education K-3

I. Introduction/Overview/Philosophy

Our health curriculum is a comprehensive program designed to provide students with the knowledge, life skills and thinking skills they need to achieve good health.

II. Objectives

Course Outline:

Activities/offerings listed are designed to accomplish New Jersey Student Learning Standards. Activities are based on consideration of class size and facility availability. Unit activities include but are not limited to:

- Aerobics
- Bat and ball games
- Basketball
- Catch and throw
- Climbing activities (Traverse Wall)
- Fencing
- Fitness (Resistance, Weight Training, Circuit)
- Floor Hockey
- Fundamental movements and rhythms / Dance
- Gymnastics
- Obstacle course
- Parachute Play
- Power walking
- Racquet sports
- Rope jumping
- Scooter activities
- Soccer
- Speedball
- Stix ball
- Touch football
- Tumbling
- Ultimate Frisbee
- Volleyball/Newcomb
- Wellness
- Yoga

Student Outcomes:

Student outcomes are based on the National Health Education Standards and the **New Jersey Student Learning Standards** for Comprehensive Health and Physical Education (Adopted 2004, Revised 2009, and 2014). As a result of participation in each unit, the student will be able to:

- Demonstrate and apply knowledge of the rules, regulations, and safety procedures.
- Develop and demonstrate basic skills necessary for active participation.
- Develop and understand strategy for beginner and advanced play.
- Understand the origins, history, and etiquette of the activity.
- Demonstrate self-management skills.
- Analyze biomechanical principles to learn, assess, refine, and combine movement skills used in activities.
- Understand and apply the principles of physiology, kinesiology, and psychology to improve personal performance in activities.
- Form positive attitudes toward physical activity.
- Understand the activity in relation to maintaining good health.
- Identify career options associated with the activity.

New Jersey Student Learning Standards**Comprehensive Health and Physical Education**

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

A. Personal Growth and Development

- 2.1.P.A.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
- 2.1.P.A.2 Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).
- 2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
- 2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
- 2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual’s body systems.

B. Nutrition

- 2.1.P.B.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
- 2.1.P.B.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).
- 2.1.2.B.1 Explain why some foods are healthier to eat than others.
- 2.1.2.B.2 Explain how foods on MyPlate differ in nutritional content and value.

- 2.1.2.B.3 Summarize information about food found on product labels.
- 2.1.4.B.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- 2.1.4.B.2 Differentiate between healthy and unhealthy eating practices.
- 2.1.4.B.3 Create a healthy meal based on nutritional content, value, calories, and cost.
- 2.1.4.B.4 Interpret food product labels based on nutritional content.

C. Diseases and Health Conditions

- 2.1.P.C.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
- 2.1.2.C.1 Summarize symptoms of common diseases and health conditions.
- 2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions.
- 2.1.2.C.3 Determine how personal feelings can affect one's wellness.
- 2.1.4.C.1 Explain how most diseases and health conditions are preventable.
- 2.1.4.C.2 Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.
- 2.1.4.C.3 Explain how mental health impacts one's wellness.

D. Safety

- 2.1.P.D.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
- 2.1.P.D.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
- 2.1.P.D.3 Identify community helpers who assist in maintaining a safe environment.
- 2.1.P.D.4 Know how to dial 911 for help.
- 2.1.2.D.1 Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
- 2.1.2.D.2 Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
- 2.1.2.D.3 Identify procedures associated with pedestrian, bicycle, and traffic safety.
- 2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
- 2.1.4.D.2 Summarize the various forms of abuse and ways to get help.
- 2.1.4.D.3 Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
- 2.1.4.D.4 Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.

E. Social and Emotional Health

- 2.1.2.E.1 Identify basic social and emotional needs of all people.
- 2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- 2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children.

- 2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.
- 2.1.4.E.2 Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
- 2.1.4.E.3 Determine ways to cope with rejection, loss, and separation.
- 2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

A. Interpersonal Communication

- 2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.
- 2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.
- 2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.

B. Decision-Making and Goal Setting

- 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.
- 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.
- 2.2.4.B.1 Use the decision-making process when addressing health-related issues.
- 2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.
- 2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
- 2.2.4.B.4 Develop a personal health goal and track progress.

C. Character Development

- 2.2.2.C.1 Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
- 2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
- 2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health.
- 2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
- 2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.

D. Advocacy and Service

- 2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity.
- 2.2.4.D.1 Explain the impact of participation in different kinds of service projects on community wellness.

E. Health Services and Information

- 2.2.P.E.1 Identify community helpers who assist in maintaining a safe environment.
- 2.2.2.E.1 Determine where to access home, school, and community health professionals.

- 2.2.4.E.1 Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
- 2.2.4.E.2 Explain when and how to seek help when experiencing a health problem.

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

A. Medicines

- 2.3.2.A.1 Explain what medicines are and when some types of medicines are used.
- 2.3.2.A.2 Explain why medicines should be administered as directed.
- 2.3.4.A.1 Distinguish between over-the-counter and prescription medicines.
- 2.3.4.A.2 Determine possible side effects of common types of medicines.

B. Alcohol, Tobacco, and Other Drugs

- 2.3.2.B.1 Identify ways that drugs can be abused.
- 2.3.2.B.2 Explain effects of tobacco use on personal hygiene, health, and safety.
- 2.3.2.B.3 Explain why tobacco smoke is harmful to nonsmokers.
- 2.3.2.B.4 Identify products that contain alcohol.
- 2.3.2.B.5 List substances that should never be inhaled and explain why.
- 2.3.4.B.1 Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
- 2.3.4.B.2 Compare the short- and long-term physical effects of all types of tobacco use.
- 2.3.4.B.3 Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.
- 2.3.4.B.4 Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
- 2.3.4.B.5 Identify the short- and long- term physical effects of inhaling certain substances.

C. Dependency/Addiction and Treatment

- 2.3.2.C.1 Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
- 2.3.2.C.2 Explain that people who abuse alcohol, tobacco, and other drugs can get help.
- 2.3.4.C.1 Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.
- 2.3.4.C.2 Differentiate between drug use, abuse, and misuse.
- 2.3.4.C.3 Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

A. Relationships

- 2.4.2.A.1 Compare and contrast different kinds of families locally and globally.
- 2.4.2.A.2 Distinguish the roles and responsibilities of different family members.
- 2.4.2.A.3 Determine the factors that contribute to healthy relationships.
- 2.4.4.A.1 Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
- 2.4.4.A.2 Explain why healthy relationships are fostered in some families and not in others.

B. Sexuality

- 2.4.2.B.1 Compare and contrast the physical differences and similarities of the genders.
- 2.4.4.B.1 Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.

C. Pregnancy and Parenting

- 2.4.2.C.1 Explain the factors that contribute to a mother having a healthy baby.
- 2.4.4.C.1 Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.
- 2.4.4.C.2 Relate the health of the birth mother to the development of a healthy fetus.

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**A. Movement Skills and Concepts**

- 2.5.P.A.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
- 2.5.P.A.2 Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
- 2.5.P.A.3 Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).
- 2.5.2.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.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.
- 2.5.2.A.4 Correct movement errors in response to feedback.
- 2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
- 2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.

B. Strategy

- 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 and group members to achieve goals.
- 2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
- 2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to

motivate and celebrate accomplishments.

C. Sportsmanship, Rules, and Safety

- 2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.
- 2.5.2.C.2 Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
- 2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
- 2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

A. Fitness and Physical Activity

- 2.6. P.A.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
- 2.6. 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).
- 2.6.2.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.
- 2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- 2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.

21ST CENTURY LIFE AND CAREERS

CAREER READY PRACTICES

CRP1 Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP 3 Attend to personal health and financial well-being

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health

activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5 Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6 Demonstrate creativity and innovation

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP 7 Employ valid and reliable research strategies

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

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

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9 Model integrity, ethical leadership and effective management

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10 Plan education and career paths aligned to personal goals

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing

education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11 Use technology to enhance productivity

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12 Work productively in teams while using cultural global competence

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

2014 New Jersey Core Curriculum Content Standards - Technology

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Grade K-2 Technology

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

8.1.P.A.1 Use an input device to select an item and navigate the screen

8.1.P.A.2 Navigate the basic functions of a browser.

8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words. 8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.2.A.2 Create a document using a word processing application.

8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.A.5 Enter information into a spreadsheet and sort the information.

8.1.2.A.6 Identify the structure and components of a database.

8.1.2.A.7 Enter information into a database or spreadsheet and filter the information.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

F: Critical thinking, problem solving, and decision making:

8.1.2.F.1 Use geographic mapping tools to plan and solve problems.

8.2 Technology Education, Engineering, Design, and Computational Thinking

A. The Nature of Technology: Creativity and Innovation

8.2.2.A.1 Define products produced as a result of technology or of nature.

8.2.2.A.2 Describe how designed products and systems are useful at school, home and work.

8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose. 8.2.2.A.4 Choose a product to make and plan the tools and materials needed.

8.2.2.A.5 Collaborate to design a solution to a problem affecting the community.

B. Technology and Society

8.2.2.B.1 Identify how technology impacts or improves life.

8.2.2.B.2 Demonstrate how reusing a product affects the local and global environment.

8.2.2.B.3 Identify products or systems that are designed to meet human needs.

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

C. Design

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

8.2.2.C.2 Create a drawing of a product or device that communicates its function to peers and discuss.

8.2.2.C.3 Explain why we need to make new products.

8.2.2.C.4 Identify designed products and brainstorm how to improve one used in the classroom. 8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.

8.2.2.C.6 Investigate a product that has stopped working and brainstorm ideas to correct the problem

D. Abilities for a Technological World

8.2.2.D.1 Collaborate and apply a design process to solve a simple problem from everyday experiences.

8.2.2.D.2 Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.

8.2.2.D.3 Identify the strengths and weaknesses in a product or system.

8.2.2.D.4 Identify the resources needed to create technological products or systems.

8.2.2.D.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.

E. Computational Thinking: Programming

8.2.2.E.1 List and demonstrate the steps to an everyday task.

8.2.2.E.2 Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.

8.2.2.E.3 Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).

8.2.2.E.4 Debug an algorithm (i.e., correct an error).

8.2.2.E.5 Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug, and algorithm).

Grade 3 Technology

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

8.1.5.A.5 Create and use a database to answer basic questions.

8.1.5.A.6 Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

8.1.5.D.1 Understand the need for and use of copyrights.

8.1.5.D.2 Analyze the resource citations in online materials for proper use. Demonstrate personal responsibility for lifelong learning.

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media. Exhibit leadership for digital citizenship.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks appropriateness for specific tasks.

F: Critical thinking, problem solving, and decision making.

8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.

8.2 Technology Education, Engineering, Design, and Computational Thinking**A. The Nature of Technology: Creativity and Innovation**

8.2.5.A.1 Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.

8.2.5.A.2 Investigate and present factors that influence the development and function of a product and a system.

8.2.5.A.3 Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.

8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

8.2.5.A.5 Identify how improvement in the understanding of materials science impacts technologies.

B. Technology and Society

8.2.5.B.1 Examine ethical considerations in the development and production of a product through its life cycle.

8.2.5.B.2 Examine systems used for recycling and recommend simplification of the systems and share with product developers.

8.2.5.B.3 Investigate ways that various technologies are being developed and used to reduce improper use of resources.

8.2.5.B.4 Research technologies that have changed due to society's changing needs and wants. 8.2.5.B.5 Explain the purpose of intellectual property law.

8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century.

C. Design

8.2.5.C.1 Collaborate with peers to illustrate components of a designed system.

8.2.5.C.2 Explain how specifications and limitations can be used to direct a product's development.

8.2.5.C.3 Research how design modifications have lead to new products.

8.2.5.C.4 Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models. 8.2.5.C.5 Explain the functions of a system and subsystems.

8.2.5.C.6 Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.

8.2.5.C.7 Work with peers to redesign an existing product for a different purpose.

D. Abilities for a Technological World

8.2.5.D.1 Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered. 8.2.5.D.2 Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions

8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem.

8.2.5.D.4 Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.

8.2.5.D.5 Describe how resources such as material, energy, information, time, tools, people and capital are used in products or systems.

8.2.5.D.6 Explain the positive and negative effect of products and systems on humans, other species and the environment, and when the product or system should be used.

8.2.5.D.7 Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.

E. Computational Thinking: Programming

8.2.5.E.1 Identify how computer programming impacts our everyday lives.

8.2.5.E.2 Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.

8.2.5.E.3 Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output.

8.2.5.E.4 Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).

21ST CENTURY LIFE AND CAREERS

9.1 PERSONAL FINANCIAL LITERACY

A: INCOME AND CAREERS

9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

9.1.4.A.2 Identify potential sources of income.

9.1.4.A.3 Explain how income affects spending and take-home pay.

B: MONEY MANAGEMENT

9.1.4.B.1 Differentiate between financial wants and needs.

9.1.4.B.2 Identify age-appropriate financial goals.

9.1.4.B.3 Explain what a budget is and why it is important.

9.1.4.B.4 Identify common household expense categories and sources of income.

9.1.4.B.5 Identify ways to earn and save.

C: CREDIT AND DEBT MANAGEMENT

9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.

9.1.4.C.2 Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).

9.1.4.C.3 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.

9.1.4.C.4 Determine the relationships among income, expenses, and interest. 9.1.4.C.5 Determine personal responsibility related to borrowing and lending.

9.1.4.C.6 Summarize ways to avoid credit problems.

D: PLANNING, SAVING, AND INVESTING

9.1.4.D.1 Determine various ways to save.

9.1.4.D.2 Explain what it means to “invest.”

9.1.4.D.3 Distinguish between saving and investing.

E: BECOMING A CRITICAL CONSUMER

9.1.4.E.1 Determine factors that influence consumer decisions related to money.

9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.

F: CIVIC FINANCIAL RESPONSIBILITY

9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

STRAND G: INSURING AND PROTECTING

9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.

Standard 9.2 Career Awareness, Exploration, And Preparation**Strand B. Career Preparation**

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

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

III. Proficiency Levels

At each grade level (K-3) students will engage in age appropriate skills and activities that build upon previous knowledge and skills to fulfill requirements for **New Jersey Student Learning Standards**.

IV. Methods of Assessment**Student Assessment**

Students will be assessed on their active participation, skills, knowledge, and fitness participation. The teacher will provide a variety of assessments including homework, tests and quizzes, and projects. In addition, the following tools may be used in student assessment:

- Rating scales
- Self-evaluation
- Teacher observation
- Cooperative learning
- Reciprocal teaching
- Homework assignments
- Journal writing
- Written tests
- Personal logs
- Rubrics
- Research Projects
- Discussion
- Video review/evaluation
- Checklists

- Peer evaluation
- Task cards
- Problem solving
- Group work (large and small)
- Work Sheet
- Skills test
- Oral presentation
- Portfolios
- Authentic assessment

Curriculum/Teacher Assessment

The teacher will provide the supervisor with suggestions for change.

V. Grouping

The students are heterogeneously grouped in classes at the kindergarten, first, second, and third grade levels.

VI. Articulation/Scope & Sequence/Time Frame

A full year course is required in the kindergarten, first, second, and third grade elementary health and physical education program.

VII. Resources/Material

Resources include but are not limited to:

- www.aahperd.org - The Alliance for Health, Physical Education, Recreation and Dance
- www.asep.com - The American Sport Education Program
- www.americanheart.org - The American Heart Association
- www.myplate.gov - The United States Department of Agriculture
- www.fitnessgram.net - Fitnessgram

VIII. Suggested Activities

A wide variety of activities address learning styles of all students. These activities include but are not limited to:

- Fitness activities
- Team games and sports
- Movement development and dance
- Cooperative learning
- Individual skill development
- Demonstration

- Individual and group projects

IX. Methodologies

The following methodologies of instruction are suggested:

- Differentiation instruction
- Demonstration
- Discussion
- Individual work
- Lecture
- Group work
- Student pairing
- Individual presentation
- Technology-aided instruction

X. Interdisciplinary Connections

This course incorporates life sciences, mathematics, and history, as well as health and physical education applications.

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Scaffolding assignments
- Equipment modifications
- Facility accommodations
- Chunking of material
- Allow for errors
- Study Guides
- Pre-teach material
- Rephrase of questions and directions
- Oral and written assignments
- Assessment review
- Focus on essential vocabulary
- Guided questioning and notetaking
- Peer editing and review

- Use of assisted technology
- Visual learning
- Small group jigsaw
- Teacher modeling
- Partner/group work
- Notebook checks
- Current events
- Online videos

Differentiation for Enrichment

- More complex tasks and projects
- Higher level questioning and techniques
- Peer mentoring
- Independent extension of content based on interest
- Supplemental reading
- Independent study
- Equipment modifications
- Facility accommodations
- Real world problems and scenarios
- Student driven

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide - Grade K - 3 Physical Education

Curriculum Map/Pacing Guide - Grade 3 Physical Education

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Soccer</p> <p><u>Skill Development</u></p> <p>1) Dribbling – Using the inside, outside, laces and bottom of the foot to move with the ball (King of the Ring, Sharks and Minnows)</p> <p>2) Passing – with the inside and outside of the foot, plant foot next to the ball, point foot at target (Tunnel Soccer, Chicken Run)</p> <p>3) Shooting – Power shot with laces, accuracy shot with the side of the foot, Goalkeeping skills and rules (Power Finesse and Chase!)</p>	<p>(4 weeks)</p>	<p>For Support:</p> <ul style="list-style-type: none"> -Reteach and review skills daily -Demonstrate skills. -Assign positions on the field that suit students’ needs and ability -Every student has their own ball to work at their own pace -Assign partners with similar abilities <p>For Enhancement:</p> <ul style="list-style-type: none"> -Higher level strategy -Higher level skill performance -Peer tutoring -Touch restrictions 	<p>Integrated Skills</p> <p>2.2.4.A.2</p> <p>2.2.6.A.2</p> <p>Character Education</p> <p>2.2.4.C.3</p> <p>2.2.6.C.1</p> <p>Movement Skills & Concepts</p> <p>2.5.4.A.1</p> <p>2.5.4.A.2</p> <p>2.5.6.A.1</p> <p>2.5.6.A.2</p> <p>2.5.6.A.4</p> <p>Strategy</p> <p>2.5.4.B.1</p> <p>2.5.4.B.2</p> <p>2.5.6.B.1</p> <p>2.5.6.B.2</p>	<p>-Oral Assessment</p> <p>Student will receive questions verbally and announce answers</p> <p>-Daily Teacher observation</p> <p>-Final Written Assessment</p>

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<p>4)Small Sided game play – 2v2s and 3v3s to goal</p> <p><u>Culminating Activity</u> World Cup Tourney – 5v5 game play</p> <p>Equipment: Foam Soccer Balls, Pinnies, Cones, Poly Spots, Pugg Goals</p>				
<p>Football Skills</p> <p><u>Skill Development</u></p> <p>1) Throwing – Karate Chop hand motion with appropriate grip to create a spiral. Step with opposite foot and point to target (Carolina Circle, Spot Tossing)</p> <p>2)Catching – Overhead diamond</p>	<p>(4 weeks)</p>	<p>For Support:</p> <ul style="list-style-type: none"> -Reteach and review skills daily -Demonstrate skills. -Assign positions on the field that suit students’ needs and ability -All-inclusive activities -Scale equipment to student’s abilities -Utilize modified (lighter) ball if necessary -Fair and balanced teams so that advanced students can help those who need help <p>For Enhancement:</p> <ul style="list-style-type: none"> -Higher level strategy 	<p>Integrated Skills</p> <p>2.2.4.A.2</p> <p>2.2.6.A.2</p> <p>Movement Skills & Concepts</p> <p>2.5.4.A.1</p> <p>2.5.4.A.2</p> <p>2.5.6.A.1</p> <p>2.5.6.A.2</p> <p>2.5.6.A.4</p> <p>Character</p>	<p>Class discussion</p> <p>Teacher observation</p> <p>Questioning and answers</p> <p>Skill Test</p> <p>Assessment of Catching Technique</p> <p>Peer Assessment of Throwing</p>

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<p>catch with hands, not the body. Under hand catch with pinkies together and bring the ball into the body (Touchdown, Clean up the Yard) 3)Punting, Kicking and Carrying – Transfer learning from soccer shooting to punting and kicking. Use the laces for maximum distance. Carry the ball by covering the noses with the hand and armpit. (Football Relays)</p> <p>Culminating Activity – Prison Ball</p> <p>Equipment: Foam Footballs, poly spots, cones, pinnies, kicking tees, hula hoops</p>		<p>-Higher level skill performance -Peer tutoring -Increase throwing and catching distances</p>	<p>Education 2.2.4.C.3 2.2.6.C.1</p>	<p>Components Written Assessment</p>
<p>Cooperative Games Unit Games to promote group discussions and strategy <u>Games</u> A- Battleship</p>	<p>(3 weeks)</p>	<p>Groups of 3 or 4</p> <p>Vary space of game, depending on total number of students.</p> <p>Vary distance of skill level, depending on level of students.</p>	<p>Integrated Skills 2.2.4.A.2 2.2.6.A.2 Movement Skills & Concepts</p>	<p>Teacher observation</p> <p>Student assessment</p> <p>Question and answer section.</p>

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<p>B- Ostrich nest C- Cranbury Connection D- Roll and Run E- Scooter Scrabble F- Scooter Booter G – Dynamic Dominoes H- Hoop House / Hoop City Groups I- Group Jump Rope Art</p>		<p>Use larger or smaller size of equipment depending on skill level of certain groups.</p> <p>Delegation of jobs to aid group dynamics</p>	<p>2.5.4.A.1 2.5.4.A.2 2.5.6.A.1 2.5.6.A.2 2.5.6.A.4</p>	<p>Written Exit Cards</p>
<p>Fitness <u>Components</u> Flexibility Heart Rate Pulse rate conversions. <u>Activities</u> 1- Minute to win it. 2- Roll and Run 3- Fitness monopoly 4- Fitness tic tac toe 5-Heart Wars 6-Eye of the Tiger Workout 7-Fortune Cookie Fitness</p> <p>Equipment: Noodles, Tennis balls, dice, exercise balls, tic tac toe cards, cones, pinnies, bean bags, jump ropes</p>	<p>(4 weeks)</p>	<p>Modify Exercises appropriate to different age groups and abilities.</p> <p>Peer workout groups.</p> <p>Increase / decrease rest time for each exercise depending on ability or age</p> <p>No set goal for each exercise.</p>	<p>Movement skills & concepts 2.5.4.A.1 2.5.4.B.2 2.5.4.C.1 2.5.4.C.2</p>	<p>Questioning/ Discussion about 5 principles of fitness</p> <p>Daily recording of exercising heart rate and resting heart rate.</p> <p>Teacher observation.</p> <p>-Student assessment/self-reflection on increase of muscular strength, endurance and flexibility</p>

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<p>Speedball</p> <p><u>Skill Development</u> 1)Review of Soccer and Football skills 2)Teach Conversion through Guided Discovery 3) Game walkthrough to learn rules and procedures 4)Coach Spatial Awareness through drills resembling lay-up lines.</p> <p><u>Culminating Activity</u> Full class speed ball game play (the numbers game)</p> <p>Equipment: Soccer balls, Hula Hoops, pinnies, poly spots</p>	<p>(2 weeks)</p>	<p>For Support: -Review and reteach skills daily -Demonstrate skills -Help children find a conversion that suits their ability level -Provide a closed environment during gameplay for students to perform a conversion or other skills -Allow additional opportunities to convert as needed</p> <p>For Enhancement: -Limit time and space to play -Limit number of conversion retries -Challenge students with conversions that have a higher degree of difficulty</p>	<p>Integrated Skills 2.2.4.A.2 2.2.6.A.2</p> <p>Movement Skills & Concepts 2.5.4.A.1 2.5.4.A.2 2.5.6.A.1 2.5.6.A.2 2.5.6.A.4</p> <p>Character Education 2.2.4.C.3 2.2.6.C.1</p> <p>Strategy 2.5.4.B.1 2.5.4.B.2 2.5.6.B.1 2.5.6.B.2</p>	<p>Peer Checking Peer Teaching Teacher observation Oral Questioning Written Assessment on Game play and rules Skill Test on Conversions</p>
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<p>Noodle Hockey</p> <p><u>Skill Development</u> 1) Stick Handling – Familiarization with the stick and ball, coach appropriate grip (Follow the leader, Traffic)</p>	<p>(5 weeks)</p>	<p>For Support: -Review Skills and Reteach Daily -Demonstrate Skills -Provide safety zone for goalies or other players as needed</p>	<p>Integrated Skills 2.2.4.A.2 2.2.6.A.2</p> <p>Movement Skills & Concepts 2.5.4.A.1 2.5.4.A.2</p>	<p>Peer Checking Peer Managing Daily teacher observation Oral Questioning</p>
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<p>2)Shooting and Passing – Teach the wrist shot and slap shot (Nexo Knights)</p> <p>3)Goaltending – Goalie stance and technique (Nexo Knights, Invasion Lines, 2v2 to goal)</p> <p>4)Small sided game play and spatial awareness (2v2 and 3v2 half court games)</p> <p><u>Culminating activity:</u> NNHL Stanley Cup Tournament</p> <p>Equipment: Swim Noodles, hockey goals, poly spots, yarn balls, gym mats</p>		<p>-Modify stick as needed</p> <p>-Teacher led team meetings to help manage playing time and positions</p> <p>For Enhancement:</p> <p>-Challenge students to manage and lead their teams appropriately</p> <p>-Teach advanced tactics and team play</p> <p>-Every player has their own stick and ball so they can work at their own pace</p>	<p>2.5.6.A.1 2.5.6.A.2 2.5.6.A.4</p> <p>Character Education 2.2.4.C.3 2.2.6.C.1</p> <p>Strategy 2.5.4.B.1 2.5.4.B.2 2.5.6.B.1 2.5.6.B.2</p>	<p>Written Examination</p> <p>Exit cards related to sportsmanship</p> <p>Exit cards to check on team dynamics</p>
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<p>Basketball <u>Skill Development</u> 1) Ball handling - Dribbling with either the right or left hand. Head up, use fingers to dribble. (Red Light Green Light, 4 corners 2) Passing - both chest and bounce pass (Passing Relays, Numbers Game) 3) Shooting – Peer teaching (BEEF Cards) 4) Defending – Hands up, step up to close down time and space, be aggressive (Kings and Castles)</p> <p><u>Culminating Activity</u> Sideline Hoops (3v3 game play)</p> <p>Equipment: mini basketballs, jr balls, hula hoops, pinnies, poly spots</p>	<p>(4 weeks)</p>	<p>Use of mini-basketballs</p> <p>Progress to junior size basketball.</p> <p>Lower height of rims Raise height of rims.</p> <p>Hang hula hoops on rims to add a scoring option</p> <p>Use music to dribble to beat</p> <p>Every player has their own ball during skill development so that they can work at their own pace</p>	<p>Integrated Skills 2.2.4.A.2 2.2.6.A.2</p> <p>Movement Skills & Concepts 2.5.4.A.1 2.5.4.A.2 2.5.6.A.1 2.5.6.A.2 2.5.6.A.4</p> <p>Character Education 2.2.4.C.3 2.2.6.C.1</p>	<p>Class discussion</p> <p>Teacher observation</p> <p>Questioning and answers</p> <p>Skill assessment of dribbling, and passing.</p>
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<p>Bat and Ball Unit</p> <p>(4 weeks)</p> <p><u>Skill Development</u> 1) Batting Stance – Feet Shoulder Width apart, Hands together, Tee belt high, straight swing, no chop swing, apply the barrel to the ball (Washington BP) 2) Fielding – Athletic Stance, hands ready and paying attention. Be ready to apply the force out or tag the runner (Race to the base) 3) Base Running – Run bases in number order, touch every base, eyes up so as to not run into anyone</p> <p><u>Culminating activities</u> Wiffleball game play Home Run Derby Lightning</p> <p>Equipment: various sized bats, Wiffleballs, numbered bases, tees, poly spots</p>	<p>(4 weeks)</p>	<p>For Support:</p> <ul style="list-style-type: none"> -Larger sized bats and balls -Utilization of batting tees as needed -Review Skills Daily -Demo Skills Daily -Place students in positions that are appropriate for their ability and attention span -Help from peer mentors <p>For Enhancement</p> <ul style="list-style-type: none"> -Smaller Bat / Ball -Overhand pitch if needed -Allow students to mentor others when base running or playing catcher 	<p>Integrated Skills 2.2.4.A.2 2.2.6.A.2</p> <p>Movement Skills & Concepts 2.5.4.A.1 2.5.4.A.2 2.5.6.A.1 2.5.6.A.2 2.5.6.A.4</p> <p>Character Education 2.2.4.C.3 2.2.6.C.1</p>	<p>Oral questioning</p> <p>Peer checking and teaching during BP</p> <p>Teacher Observation</p>
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<p>Yoga & Mindfulness</p> <p>1) Deep breathing 2) Seated position 3) Being present 4) Seated poses 5) Standing poses 6) Flow</p>	<p>(4 weeks)</p>	<p>-Students are given visual aids ahead of class</p> <p>-Students are encouraged to only participate in what feels comfortable to them</p> <p>-Progression of poses will be utilized (easy -> more difficult)</p>	<p>Character Education 2.2.6.C.1</p> <p>Movements Skills & Concepts 2.5.6.A.1 2.5.6.A.2 2.5.6.A.3 2.5.6.A.4</p> <p>Sportsmanship, Rules & Safety 2.5.6.C.1 2.5.6.C.2</p> <p>Fitness & Physical Activity 2.6.6.A.1 2.6.6.A.2</p>	<p>-Teacher observation</p> <p>-Class discussion based upon yoga pose videos</p> <p>-Student self-assessment/reflection on benefits of yoga & mindfulness</p>
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<p>All-School events</p> <p>Field Day</p> <p>Scooterville.</p> <p>Walk a thon</p> <p>Bike Rodeo</p>	<p>(3 weeks)</p>	<p>-Students will be placed in groups for some events.</p> <p>-Students will get to choose a group for some activities.</p> <p>-Modifications to equipment, space and activities will be made according to event and time allotted.</p> <p>-3rd grade students given added time, responsibility and activities (line dancing) than the younger grades in the school</p>	<p>Movement skills & concepts</p> <p>2.5.P.A.1-3</p> <p>2.5.2.A.2</p> <p>2.5.4.A.1</p> <p>2.5.4.B.2</p> <p>2.5.4.C.1</p> <p>2.5.4.C.2</p>	<p>-Teacher observation</p> <p>-Peer feedback throughout activity</p> <p>-Class discussion on cooperation and conflict resolution techniques</p> <p>-Student self-assessment/ reflection on ability to work well with others</p>
<p>Ultimate Frisbee</p> <p><u>Skill Development:</u> Passing – Pizza toss vs the Wheel toss, technique and cues. (Tossing Targets, Catch 5, Divided Attention Circle) Game Rules and Spatial Awareness - Teach the pivot and support without the disc (2v1 and 3v2 to end zone)</p> <p><u>Culminating activity:</u> 3v3</p>	<p>(3 weeks)</p>	<p>For Support: -Review Skills and Reteach Daily</p> <p>-Demonstrate Skills</p> <p>-Provide safety zone for physically disabled students</p> <p>-Utilize Frisbees that are easy to throw</p> <p>-Partner students with peer mentors</p> <p>For Enhancement: -Change equipment, modify endzone</p> <p>-Teach advanced tactics and team play</p> <p>-Every pair has a Frisbee so they can progress at a</p>	<p>Integrated Skills</p> <p>2.2.4.A.2</p> <p>2.2.6.A.2</p> <p>Movement Skills & Concepts</p> <p>2.5.2.A.2-4</p> <p>2.5.4.A.1</p> <p>2.5.4.A.2</p> <p>2.5.6.A.1</p> <p>2.5.6.A.2</p> <p>2.5.6.A.4</p> <p>Character Education</p> <p>2.2.4.C.3</p> <p>2.2.6.C.1</p>	<p>- Partner Teaching</p> <p>-Self Check throwing cues</p> <p>-Skill test throwing components</p> <p>-Daily teacher observation</p> <p>-Class discussion related to team tactics</p>

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<p>Tournaments</p> <p>Equipment: Foam Frisbees, Bean bag Frisbees, Giant Frisbees, poly spots, pinnies, cones</p>		<p>rate that's appropriate to their ability</p> <p>-Allow Advanced students to work together</p>		
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Curriculum Map/Pacing Guide - Grade K - 2 Physical Education

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Eye-Hand Skill Development</p> <p>Components of the unit.</p> <ul style="list-style-type: none"> • Toss • Catch • Right hand • Left hand • Movement 	<p>6 weeks</p>	<p>For Support:</p> <ul style="list-style-type: none"> • Reteach and review skills daily • Demonstrate skills. • Change equipment weekly. • Use different colors. • Use different size pieces of equipment <p>For Enhancement:</p>	<p>Integrated Skills</p> <p>2.2.4.A.2</p> <p>2.2.6.A.2</p> <p>Character Education</p> <p>2.2.4.C.3</p> <p>2.2.6.C.1</p>	<p>Formative Assessments</p> <p>What it is and describe it.</p> <ul style="list-style-type: none"> • Skill practice • Oral assessment • Student will

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<ul style="list-style-type: none"> • Sliding • Clapping • Music • Rolling • Jumping <p>Equipment</p> <p>Bean Bags Nerf Balls Tennis balls Foam Frisbees Jump ropes Yarn Balls Gator balls Noodle chips Hoola Hoops</p>		<ul style="list-style-type: none"> • Higher level strategy • Higher level skill performance • Peer tutoring • Change distance and height of events. 	<p>Movement Skills & Concepts 2.5.4.A.1 2.5.4.A.2 2.5.6.A.1 2.5.6.A.2 2.5.6.A.4</p> <p>Strategy 2.5.4.B.1 2.5.4.B.2 2.5.6.B.1 2.5.6.B.2</p>	<p>receive questions verbally and announce answers</p> <ul style="list-style-type: none"> • Target and Peer assessment • Teacher observation •
<p>Next topic</p> <ul style="list-style-type: none"> • Basketball <p>1- Ball handling Dribbling with either the right or left hand. Head up, use fingers to dribble.</p> <p>2-Catching with both hands.</p> <p>3- Passing, both chest and bounce pass</p> <p>4-Shooting at baskets.</p>	<p>4 weeks</p>	<p>Use of mini-basketballs</p> <p>Progress to junior size basketball.</p> <p>Lower height of rims Raise height of rims.</p> <p>Use music to dribble to beat</p>	<p>Integrated Skills 2.2.4.A.2 2.2.6.A.2</p> <p>Movement Skills & Concepts 2.5.4.A.1 2.5.4.A.2 2.5.6.A.1 2.5.6.A.2 2.5.6.A.4</p>	<p>Class discussion</p> <p>Teacher observation</p> <p>Questioning and answers</p> <p>Skill assessment of dribbling, and passing.</p>

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<p>Small group oriented games 1- Games to promote group discussions and strategy 2- Games A- Battleship B- Ostrich nest C- Cranbury Connection D- Roll and Run E- Scooter Scrabble F- Scooter Booter</p>	<p>5 weeks</p>	<p>Groups of 3 or 4</p> <p>Vary space of game, depending on total number of students.</p> <p>Vary distance of skill level, depending on level of students.</p> <p>Use larger or smaller size of equipment, depending on skill level of certain groups.</p>	<p>Integrated Skills 2.2.4.A.2 2.2.6.A.2 Movement Skills & Concepts 2.5.4.A.1 2.5.4.A.2 2.5.6.A.1 2.5.6.A.2 2.5.6.A.4</p>	<p>Teacher observation</p> <p>Student assessment</p> <p>Question and answer section.</p>
<p>Fitness unit Flexibility Heart Rate Pulse rate conversions. Activities 1- Minute to win it. 2- Roll and Run 3- Fitness monopoly 4- Fitness tic tac toe</p>	<p>5 weeks</p>	<p>Exercises appropriate to different age groups.</p> <p>Peer groups.</p> <p>Different time spans for different age groups.</p> <p>No set goal for each exercise.</p>	<p>Movement skills & concepts 2.5.4.A.1 2.5.4.B.2 2.5.4.C.1 2.5.4.C.2</p>	<p>Questioning/ Discussion about 5 principles of fitness</p> <p>Daily recording of exercising heart rate and resting heart rate.</p> <p>Teacher observation.</p>

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<p>Large group problem solving. Conflict resolution skills.</p> <p>Activities to foster group decision making.</p> <p>Activities: Star Wars</p> <p>Hoop house mania.</p> <p>Battleship</p> <p>22 skid-doo</p> <p>Swiss cheese</p> <p> Scooter booter</p>	<p>4 weeks</p>	<p>Arrange equipment to fit needs of each student.</p> <p>Use scooters for movement.</p> <p>Vary distance for students with below average or above average skills.</p> <p>Use different color pieces of equipment to meet needs of students that may be challenged.</p>	<p>Character Education 2.2.6.C.1</p> <p>Movements Skills & Concepts 2.5.6.A.1 2.5.6.A.2 2.5.6.A.3 2.5.6.A.4</p> <p>Sportsmanship, Rules & Safety 2.5.6.C.1 2.5.6.C.2</p> <p>Fitness & Physical Activity 2.6.6.A.1 2.6.6.A.2</p>	<p>Teacher observation.</p> <p>Student peer assessment.</p> <p>Student/teacher question and answer segment.</p> <p>Review of skills necessary for improvement.</p>
<p>Throwing and Catching unit.</p> <p>Catching with both hands. Catching with one hand. Catching with eyes</p>	<p>4 weeks</p>	<p>Vary balls and objects used.</p> <p>Vary distance, depending on skill level.</p> <p>Vary target that is aimed for.</p> <p>Vary size of object thrown, depending on skill level.</p>	<p>Integrated Skills 2.2.6.A.2</p> <p>Character Education 2.2.6.C.1</p>	<p>Teacher observation.</p> <p>Peer assessment.</p> <p>Class discussion</p> <p>Written assessment.</p>

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<p>following ball. Catching with hands below waist. Catching with hands above head. Catching and cradling ball to body. Throwing with dominant hand. Throwing overhand. Throwing to targets. Throwing with correct pattern. Balance, Step and Throw. Throwing with eyes on target.</p>			<p>Movement Skills & Concepts 2.5.6.A.1 2.5.6.A.2 2.5.6.A.4</p> <p>Strategy 2.5.6.B.1 2.5.6.B.2</p> <p>Sportsmanship, Rules & Safety 2.5.6.C.1 2.5.6.C.2</p>	
<p>All-School events.</p> <p>Field Day Scooterville. Walk a thon Large and small group instruction</p>	<p>4 weeks</p>	<p>Students will be placed in groups for some events.</p> <p>Students will get to choose a group for some activities.</p> <p>Modifications will be made according to event and time allotted.</p>	<p>Movement skills & concepts</p> <p>2.5.4.A.1 2.5.4.B.2 2.5.4.C.1 2.5.4.C.2</p>	<p>Teacher observation</p> <p>-Peer feedback throughout activity</p> <p>-Class discussion on cooperation and conflict resolution techniques</p> <p>-Student self-assessment/ reflection on ability</p>

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<p>Yoga & Mindfulness</p> <ol style="list-style-type: none"> 1. Deep breathing 2. Seated position 3. Being present 4. Seated poses 5. Standing poses 6. Flow 	<p>4 weeks</p>	<p>Students are given visual aids ahead of class</p> <p>-Students are encouraged to only participate in what feels comfortable to them</p> <p>-Progression of poses will be utilized (easy -> more difficult)</p>	<p>Character Education</p> <p>2.2.6.C.1</p> <p>Movements Skills & Concepts</p> <p>2.5.6.A.1 2.5.6.A.2 2.5.6.A.3 2.5.6.A.4</p> <p>Sportsmanship, Rules & Safety</p> <p>2.5.6.C.1 2.5.6.C.2</p> <p>Fitness & Physical Activity</p> <p>2.6.6.A.1 2.6.6.A.2</p> <p>CRP3</p>	<p>to work well with others</p> <p>Teacher observation</p> <p>-Class discussion based upon yoga pose videos</p> <p>-Student self-assessment/reflection on benefits of yoga & mindfulness</p>
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<p>Fitness Warm-Ups</p> <ol style="list-style-type: none"> 1. Static Stretching 2. Dynamic Stretching 3. Muscular strength & endurance 4. endurance <p>Locomotor skills. Hopping, Skipping, Jumping Gallop.</p>	<p>4 Weeks</p>	<p>-Students can perform activities to the best of their ability</p> <p>-Students can perform skills in different levels (ex: push-ups for knee position)</p> <p>-Students can modify the activity to be easier -> more difficult</p>	<p>Movements Skills & Concepts 2.5.6.A.1 2.5.6.A.2 2.5.6.A.3 2.5.6.A.4</p> <p>Fitness & Physical Activity 2.6.6.A.1 2.6.6.A.2</p>	<p>Teacher observation</p> <p>-Student assessment/self-reflection on increase of muscular strength, endurance & flexibility</p>
<p>Supplemental Lunchtime/recess Fitness</p> <ol style="list-style-type: none"> 1. Powerwalking 2. Walk/Jog 3. Tag Games 4. Relay Races 	<p>Grades 1-3 (15-20 Min daily)</p> <p>K (20-25 min daily)</p>	<p>-Students perform activities to their pace and skill.</p> <p>- Pace of activity can be matched to student ability</p>	<p>Movements Skills & Concepts 2.5.P.A.2 2.5.4.A.2</p> <p>Fitness & Physical 2.6.2.A.3 2.6.4.A.1 2.6.4.A.2</p>	<p>- Teacher observation</p> <p>- Self- assessment and reflection on fitness level increase.</p>