

**COURSE OF STUDY UNIT PLANNING GUIDE  
FOR:  
PHYSICAL EDUCATION**

**GRADE LEVEL: K-2**

**PREPARED BY: DANIELLE JUDGE**

**REVISED AUGUST 2019  
DUMONT, NEW JERSEY**

[BORN DATE: AUGUST 20, 2015]  
ALIGNED TO THE NJSLs AND B.O.E. ADOPTED AUGUST 22, 2019

**Course Philosophy  
For  
K-2 Physical Education**

Course Description: The physical education staff believes the purpose of the elementary physical education program is to provide every student with the knowledge, skills, and dispositions to enable students to participate in “lifelong healthy and physically active life-styles” throughout their lives. To these ends, all students will engage in a wide range of meaningful activities that promote optimum physical, mental, emotional and social development. These activities are designed to support the goals of this curriculum and empower students to use critical thinking and problem-solving skills throughout life. In addition, the students will learn in depth about motor skill development. They will learn the importance of sportsmanship, rules and safety. Fitness is a key component of the curriculum and it teaches our students how to be healthy.

Suggested Course Sequence:

Unit 1: Motor Skill Development (Topics to be Covered) 10 weeks

- A. Skills and Concepts
- B. Strategy
- C. Sportsmanship, Rules and Safety

Unit 2: Fitness (Topics to be Covered). 10 weeks

- A. Fitness and Physical Activity

**UNIT 1**

**UNIT TITLE: 2.5 Motor Skill Development**

**CHAPTERS/TOPIC COVERED:** Skills, Concepts, Strategy, Sportsmanship, Rules and Safety

**UNIT LENGTH:** 50 minutes class per week

**Performance Indicators (Standards and Objectives)**

**NJSLS:**

2.5.2.A- Skills and Concepts

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.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 and explain how the change improves performance

2.5.B Strategy

2 – Teamwork consists of effective communication and other interactions between team members

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 performance

2.5.2.B.4 Demonstrate strategies that enable team members to achieve goals

2.5.C Sportsmanship, Rules, and Safety

2 – Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event

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

**Interdisciplinary Connections Standards:**

**NJSLS SCI**

2-PS1-2 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.

**21<sup>st</sup> Century Standards**

**Career Ready Practices:**

- CRP1-Act as a responsible and contributing citizen and employee.
- CRP2-Apply appropriate academic and technical skills.
- CRP4-Communicate clearly and effectively and with reason.
- CRP5-Consider the environmental, social and economic impacts of decisions.
- CRP6-Demonstrate creativity and innovation.
- CRP9-Model integrity, ethical leadership and effective management.

**Technology:**

- 8.1.2.A.1-Identify the basic features of a digital device and explain its purpose.
- 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.
- 8.2.2.A.2-Describe products produced as a result of technology or of nature.
- 8.2.2.B.1-Identify how technology impacts or improves life.

**VPA NJ Core Standards:**

- 1.1.5.A.1-Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.
- 1.1.5.A.2-Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.
- 1.1.5.B.2-Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
- 1.3.5.A.1-Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.
- 1.3.5.A.2-Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels, tempos, and spatial pathways.
- 1.3.5.A.3-Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.
- 1.4.5.B.2-Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

**Essential Questions**

- Why is it important to practice basic skills before using them in a game situation?
- What must you do to avoid a collision while moving quickly in general space?
- How can you adjust your movements to match changes in music?
- When correcting a movement mistake, what must you ascertain? (ex. – why did I miss the basket? Too high? Off center?)
- What is the difference between competitive and cooperative?
- Why is it important to communicate with your teammates?

	<ul style="list-style-type: none"> <li>• What is the difference between offense and defense?</li> <li>• Can a positive attitude improve your performance?</li> <li>• How can a negative attitude affect your performance?</li> <li>• Why is it important for teammates to help each other?</li> <li>• How can you help your teammates?</li> <li>• What are words that a “good sport” might use?</li> <li>• Why are boundaries important to safety?</li> </ul>
<p><b>Activities (Approximate Time Frame)</b></p>	<p>Skills introduced at various times throughout the year, possibly corresponding to the season certain sports are played</p> <p><b>Suggested Activities:</b></p> <ol style="list-style-type: none"> <li>1. Basketball skills such as dribbling, passing, shooting</li> <li>2. Soccer skills such as dribbling, passing, trapping, kicking for accuracy</li> <li>3. Volleyball type skills, such as volleying a balloon, throwing and catching over net</li> <li>4. Baseball/softball skills such as striking a wiffle ball with a plastic bat, fielding batted ball</li> <li>5. Collecting and carrying items from place to place</li> <li>6. Games such as bean bag tic-tac-toe, sky ball, Around the World</li> </ol> <p>Concepts used throughout the year</p> <p><b>Suggested Activities:</b></p> <ol style="list-style-type: none"> <li>1. Throwing, rolling, kicking, etc. from distances ranging from near to far</li> <li>2. Throwing, rolling, kicking, etc. with different forces</li> <li>3. Use individual manipulatives while moving in general space, maintaining personal space</li> <li>4. Play simple catching games that use position play</li> <li>5. Move in general space to commands such as “forward”, “sideways”, etc.</li> <li>6. Design pathways using dots or other markers – follow path while hopping, etc.</li> </ol> <p>Various times throughout the year</p> <p><b>Suggested Activities:</b></p> <ol style="list-style-type: none"> <li>1. Parachute activities and routines/dances to music</li> <li>2. Warm-ups to music</li> <li>3. Musical – themed activities such as spooky music for Halloween, etc.</li> <li>4. Station activities to music</li> <li>5. Music as a signal to start, stop, change speed, etc.</li> </ol> <p>Ongoing feedback and corrections continue throughout the year.</p> <p><b>Suggested Activities:</b></p>

1. Take several attempts at an activity
2. Adjust throwing/ kicking speed, force, height, etc. if a target is missed
3. Remember what it feels like when successful

**Suggested Activities:**

Play games requiring partners or teams.

1. Relay races
2. Parachute – all work together to work parachute correctly
3. Lead-up games
  - a. talk to teammates, “call” for a pass, or if you’re going for the ball (co-op)
  - b. block a pass, try to be faster, etc. (competitive)

Games: Leader Ball, Neverland, Skyball, Around the World, 2-square, Crazy Cones

**Suggested Activities:**

Play games/activities that require definite offense and defensive strategies.

1. 2 – square
2. “keep away”
3. tag
4. beanbag tic-tac-toe
5. crazy cones
6. Appropriate lead-up games

**Suggested Activities:**

Play games and activities that will enhance a student’s confidence.

1. Start at an easy level, work your way up to more difficulty. Ex. – start shooting baskets at a low basket, with a lighter ball, etc.
2. Instill a “never give up” attitude. Ex. – relay races – keep doing your best even if the person ahead of you was not successful.
3. Through stations/ individual tasks, students work on skills to improve their own skill level, increasing confidence
4. Discuss Olympics, disabled athletes, hard work & effort

**Suggested Activities:**

	<ol style="list-style-type: none"> <li>1. Simple “team tasks” – relay races, parachute</li> <li>2. Games of cooperation, such as “Titanic Rescue”</li> <li>3. Games where positions are played, such as Sky-ball and Neverland (volleyball lead-ups)</li> <li>4. Encourage good communication between players, ex. – call “I’ve got it”, tell teammates your observations, listen to each other</li> </ol> <p>These objectives are used throughout the year.</p> <p><b>Suggested Activities:</b></p> <ol style="list-style-type: none"> <li>1. Games, situations, and activities that will be conducive to sportsmanlike behavior.</li> <li>2. Games of low competition where students must learn to accept winning and losing.</li> <li>3. Field Day</li> <li>4. Exposing students to the experience of being spectators, for example watching a faculty vs. student activity.</li> </ol> <p><b>Suggested Activities:</b></p> <p>Review all general safety rules regarding moving in the space.</p> <ol style="list-style-type: none"> <li>1. Boundary lines in gym</li> <li>2. Designated area outside, such as within cones, etc.</li> <li>3. “freeze” when whistle blows.</li> </ol> <p>Review safety rules for all equipment used.</p> <ol style="list-style-type: none"> <li>1. Parachute – don’t go under until it’s your turn, don’t step on parachute, etc.</li> <li>2. Scooters – don’t stand on scooter, don’t run over fingers, etc.</li> <li>3. Balls, bean bags, etc. – don’t throw AT anyone, don’t kick in confined space, don’t throw near ceiling, etc.</li> </ol> <p>Discuss importance of rules.</p>
<p><b>Strategies/ Methods/ Vocabulary</b></p>	<p><b>Vocabulary:</b></p> <p>Underhand, overhand, dribble (basketball and soccer) striking, volleying, fielding, lead-up games</p> <p>Personal space, general space, pathway, force</p> <p>Tempo, beat, rhythm, speed, and parachute terms such as ripples, waves, umbrella, mountain</p> <p>Corrections, attempts, adjust, remember</p> <p>Competitive, cooperative, communicate, strategy, positions, offense, defense, attitude, goal</p> <p>Offense, defense, strategy</p> <p>Attitude, positive, negative, confidence</p> <p>Corporate, teamwork, sacrifice, empathy, communication</p> <p>Sportsmanship, empathy, encouragement, positive</p> <p>Boundary lines, personal space, general space, rules, safety</p>

	<p><b>Strategies and Methods:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Self-Assessment</li> <li>● Skills Testing</li> <li>● Class Discussions</li> <li>● Guided Discovery</li> <li>● Skills Demonstrations</li> <li>● Developmental Drills</li> <li>● Lead-Up Games</li> <li>● Games</li> <li>● Introductory Videos</li> <li>● Demonstration Video Clips</li> <li>● Google Classroom</li> <li>● Skills Checklists</li> <li>● Sport Ed.-Team Rosters, score sheets, etc.</li> <li>● Writing Prompts</li> </ul>
<p><b>Resources (Including Digital Tools)</b></p>	<p> <a href="http://www.pecentral.org">www.pecentral.org</a>  <a href="http://www.gonoodle.com">www.gonoodle.com</a>  <a href="http://www.nea.org">www.nea.org</a>  <a href="http://www.sparkpe.org">www.sparkpe.org</a>  <a href="http://www.teacher.org">www.teacher.org</a>  <a href="http://www.state.nj.us/education.com">www.state.nj.us/education.com</a>  <a href="http://www.lessonplanet.com">www.lessonplanet.com</a>  <a href="http://www.thepeshed.com">www.thepeshed.com</a>  <a href="http://www.blairstownelem.net">www.blairstownelem.net</a>  <a href="http://www.greenville.k12.sc.us">www.greenville.k12.sc.us</a> </p> <p><b>New Jersey Legislative Statutes Summary:</b></p> <ul style="list-style-type: none"> <li>● Health, Safety, and Physical Education (N.J.S.A. 18A:35) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week.</li> </ul>
<p><b>Differentiation/ Accommodations/ Modifications</b></p>	<p><b>Suggested Activities (differentiation/ modifications):</b></p> <p>Overall: Practice Grouping, Tiered Instruction, focusing on diverse needs, etc. in the classroom setting.</p> <p><b>Gifted and Talented:</b></p>



- Teachers differentiate learning for high achieving students by providing a specialized setting in each district for students identified as eligible for Gifted and Talented services.
- During the development process, appropriate standards are referenced from the Common Core, and the National Association for Gifted Children Gifted Program Standards Pre-K - Grade 12.
- Based upon a student's ability, the teacher can adjust instruction, content, and environment based upon a student's interest, ability, and learning profile. Needs assessments should be used to modify and differentiate instruction and assessment for these students.

#### **English Language Learners:**

- Use of a bilingual dictionary.
- Extended time for all assessments.
- word banks for physical education tests and quizzes.
- access to teacher created notes.
- simplification of requirements (ex. accepting a 2 page paper rather than a 5 page paper, accept PowerPoint versus a paper)
- Students are expected to perform the five ELL proficiency levels-entering, beginning, developing, expanding, and bridging - with appropriate graphic, auditory and visual support set forth by WIDA.

#### **Students with Disabilities:**

*(Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)*

- Special needs students receive a high quality specialized education to meet their individual social, emotional and educational needs. Within each individual school district there are programs designed to meet the needs of students in the "least restrictive environment". These programs, from least restrictive to most restrictive, include; In-Class-Support, whereby a special education teacher or instructional aide is assigned to assist special education students in the general education classroom and Resource Room replacement, whereby students are pulled from their general education class for Math or Language Arts to a separate room for small group instruction with a special education teacher. The students who require this level of support, in some cases, receive modified curriculum and differentiated instruction, study guides, extended time on assessments, assistive technology in the form of an internet-ready device or computer programs such as co-writer/word prediction to assist with written assignments. All modifications are stated specifically in a student's Individual Education Plan or IEP to ensure that each student consistently receives the appropriate level of support.
- In addition to the programs within the mainstream and/or resource room setting, districts may utilize Regional Programs and Services to meet the needs of special education students with a variety of disabilities. Each school district must ensure that all students receive a high quality, consistent level of education and services. Additional

services include occupational therapy, physical therapy, speech therapy, behavior consultation, social skills, and counseling (individual and/or group). These “related services” are provided by specialists certified in their respective fields.

- For those students who are more significantly impaired, and a program cannot be provided by their school district or Regional Programs, there are specialized Out-of-District Program’s, or “Private Schools”. For these few students programs are researched and suggested by the Child Study Team, CST, in conjunction with the parent(s), to ensure that individual student needs are being met. In most cases these students receive transportation to and from school, specialized equipment, if necessary and all related services as per their IEP at no cost to the parent(s).

**Students at Risk of School Failure:**

- At risk students will be identified via the Intervention and Referral Services process. The purpose of the Intervention and Referral Team (I&RS) is to provide in-house professional assistance to an administrator or teacher for a pupil who demonstrates social, emotional or educational problems. The I&RS provides assistance in understanding the pupil’s problem(s) in developing strategies, which will, hopefully, help the pupil overcome the problem.
- When a child encounters a problem, the teacher, after in-class interventions and ongoing parental contact/conferences, identify the student to the I&RS Committee. The I&RS Committee will convene to review the form and determine if follow-up is warranted. If necessary, an action plan will be created with instructional adjustments.
- After the plan has been in effect for a reasonable amount of time, the I&RS Committee may recommend continuation of the recommended strategies or consider additional/alternative strategies. The student may be referred to the Child Study Team after all building resources have been exhausted and the student continues to demonstrate significant social, emotional, and/or educational difficulties.

**UNIT 2**

**UNIT TITLE: 2.6 Fitness**

**CHAPTERS/TOPIC COVERED:** Fitness and Physical Activity

**UNIT LENGTH:** 50 minutes class per week

**Performance Indicators (Standards and Objectives)**

**NJSLS:**

- 2.6– Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle
- 2 – Appropriate types and amounts of physical activity enhance personal health.
- 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 that promote fitness.
- 2.6.2.A.3 Develop a fitness goal and monitor progress towards achievement of that goal

**Interdisciplinary Connections Standards:**

**NJSLS SCI**

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.

**21<sup>st</sup> Century Standards**

**Career Ready Practices:**

- 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.
- CRP7-Employ valid and reliable research strategies.
- CRP8-Utilize critical thinking to make sense of problems and persevere in solving them.

**Technology:**

- 8.1.2.A.1-Identify the basic features of a digital device and explain its purpose.
- 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.
- 8.2.2.A.2-Describe products produced as a result of technology or of nature.
- 8.2.2.B.1-Identify how technology impacts or improves life.

<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Why/how does exercise keep you healthy?</li> <li>• What do you think it means to be physically fit?</li> <li>• How does exercise promote fitness?</li> <li>• Does everyone have the same level of physical fitness?</li> </ul>
<b>Activities (Approximate Time Frame)</b>	<p><b>Suggested Activities:</b></p> <ol style="list-style-type: none"> <li>1. Via discussion/bulletin boards, explain the positive outcomes of exercising regularly</li> <li>2. Demonstrate changes in heart rate during exercise vs. resting</li> </ol> <p><b>Suggested Activities:</b></p> <ol style="list-style-type: none"> <li>1. Discussions about physical fitness and its components</li> <li>2. Warm-ups at the beginning of class, explaining the purpose of each exercise</li> <li>3. Via station activities, various exercises/tasks to enhance fitness</li> <li>4. “Heart Smart” stations/activities – Stations with different levels of cardio work. Have students determine “most cardio”, etc.</li> </ol> <p><b>Suggested Activities:</b></p> <ol style="list-style-type: none"> <li>1. Discuss/demonstrate the fact that everyone has different abilities, whether it be athletic, artistic, academic etc.</li> <li>2. Introduce various fitness tasks that students can improve if they practice, such as arm hang, standing jump, sit and reach, endurance run, etc.</li> <li>3. Informally record (or have students count or remember) scores or times to improve upon.</li> <li>4. Extend amount of time/number of repetitions, etc. so students can see improvement.</li> <li>5. Stress personal goals, not competitive</li> </ol>
<b>Strategies/ Methods/ Vocabulary</b>	<p><b>Vocabulary:</b></p> <p>Health, exercise, cardio, heart rate  Physical fitness, vigorous, flexibility, strength, endurance, agility, cardio, heart rate  Goal, progress, ability, individual</p> <p><b>Strategies and Methods:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Self-Assessment</li> <li>● Skills Testing</li> <li>● Class Discussions</li> <li>● Guided Discovery</li> <li>● Skills Demonstrations</li> <li>● Developmental Drills</li> <li>● Lead-Up Games</li> </ul>

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